ORGANIZATIONAL FACTORS AND TEACHERS' ATTRITION IN SECONDARY SCHOOLS IN BUKEDEA DISTRICT, UGANDA

BY

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DECLARATION

I Okwalinga Patricia declare that this Dissertation has never been submitted for any award in this or any other University or Institution of higher learning. It is therefore, my original work.

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DEDICATION

This Study is dedicated to my dear mother Cornelia Okwi Nakato for her support to me, and my beloved Children Rukundo Precious Michelle Nakato and Joab Malcolm Asaasira, for their love.

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LIST OF ABBREVIATIONS/ACRONYMS

BOGs:	Board of Governors
DOS:	Director of Studies
EETRE	Employment, Education and Training Reference Committee
MoESTS:	Ministry of Education, Science, Technology &Sports
NCTAF	National Commission of Teaching and America's Future
NEMA:	National Environment Management Authority
PTA:	Parents Teachers' Association
USA:	United States of America
USAID:	United States Agency International & Development

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ABSTRACT

This study sought to investigate the role organizational factors played in teachers' attrition in secondary schools in Bukedea District. This was because, despite the efforts by Ministry of Education, Science, Technology and Sports, in improving on salary and welfare of teachers, there is still teachers' attrition in secondary schools in Bukedea District and Uganda as a whole. Using a cross-sectional research design, with purposive, convenience and random sampling, the study was conducted in seven secondary schools in Bukedea District. Data targeted a sample population of 99 respondents, who included, Head teachers, Directors of studies, classroom teachers and former teachers. The questionnaires were used to help elicit opinions that would be unobservable and was time saving. Semi-structured interview and interview guide consisting of open ended questions were used. While qualitative data was analyzed using thematic analysis. Quantitative data was sorted, coded, edited and classified into categories. Findings showed that; head teachers' leadership styles influenced teachers' attrition in secondary schools. The schools using autocratic leadership styles have high attrition rate because the teachers do not have freedom to express their ideas, invent and apply new teaching styles. In most of the schools the rewards system tended to affect teachers' attrition. The government schools paid teachers well, their teachers tended to go for further studies to acquire higher qualifications in teaching field and consolidate their positions while teachers in private schools which paid relatively lower salaries tended to change professions in search for better monetary payment. Similarly working conditions influenced teachers' attrition in secondary schools in Bukedea district. The head teachers who provided relatively favorable working conditions which facilitated learning and teaching tended to attract their teachers to remain in teaching profession because they worked in good environment. The

results implied that organizational factors such as head teachers' leadership styles, rewards systems and working conditions significantly influenced teachers' attrition in secondary schools in Bukedea district. There is need to introduce career development schemes offered on merit system to provide avenues for teachers to acquire higher qualifications based on their talent and competency. This will enable teachers acquire latest skills and knowledge in teaching profession and reduce on the rate of attrition.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study was about organizational factors that were conceived as the independent variable while teachers' attrition in secondary schools was the dependent variable. This study examined organizational factors such as leadership styles, reward systems, working conditions played in teachers' attrition in secondary schools. This chapter presents the background to the study, historical, theoretical, conceptual and contextual backgrounds, statement of the problem, purpose of the study, the objectives of the study, the research questions, conceptual framework, scope and significance of the study.

1.1 Background

The concept of teacher attrition has attracted a lot of concern to organizational researchers and practitioners because of its pervasiveness in organizations. Teacher attrition refers to the fact of quitting the teaching profession. Employees' attrition is a well-recognized issue of critical importance to the organizations and is grounded in several reference theories that explain voluntary turnover behavior for example, Social exchange theory, Human capital theory, and Search theory. Social exchange theory, sits on the premise that social behavior is the results of an exchange process, whose purpose is to maximize benefits and minimize costs. It implies that employees' relationship with organizations (stay or leave) is determined by using a subjective reward-cost analysis and the comparison of alternatives, employees will terminate or abandon

the relationship with an organization as soon as they perceive staying costs outweigh the benefits.

A considerable high teacher attrition rate is problematic for educational organizations, Schools and districts need to exert greater effort to retain teachers due to the financial costs associated with it.

The National Commission of Teaching and America's Future (NCTAF), (2002) report suggest that enough teachers are trained, but the problem is high attrition rates. It estimates that almost a third of America's teachers leave sometime during their first three years, and the rate is even higher in low-income communities. Attrition rates are highest in special education, mathematics and science, each of which loses about a fifth of their teachers annually (NCTAF 2002).

Murphy and Novak, (2002) cite evidence that 9% of new teachers in the US quit during their first year. They suggest that this is due to such factors as frustration with the working environment, the pursuit of other professional opportunities and for personal reasons and the ageing teacher population. Murphy and Novak (2002) suggest that almost half the teachers in some subjects and districts will become eligible for retirement in the next ten years. Australia also contends with an ageing teacher force Senate Employment, Education and Training Reference Committee (EETRC) (1998). Nearly 40% of the qualified aged 25-29 were not teaching suggesting that Australia may be similar to the United States and England in having high early drop-out.

According to Barnard and Rodgers (1998) they say in 1995, the average monthly resignation rates were high teacher attrition 3.4%, 2.9%, and 2.7% in Singapore, South Korea, and Taiwan, respectively, so lack of employees' continuity involves high costs in the induction and training of new staff hence, organizational productivity remains one of the challenges that arise as a

consequence of attrition (Siong 2006). According to The Education International (2007) six Anglophone sub Saharan African countries of Gambia, Kenya, Lesotho, Tanzania, Zambia and Uganda, the rate of teachers' attrition were attributed to retirement, resignation, dismissals and death. Since 1986, the Government of Uganda has made changes in the education sector with remarkable policies developed to make education accessible to all such as liberalizing tertiary and secondary education while universalizing both primary and secondary education. This has led to the establishment of secondary schools and an increase in the number of teachers. In Uganda teacher attrition rate is estimated at about 5% in secondary EMIS Statistics (2012). This magnitude is closed to the average attrition rate in African countries. EMIS Statistics (2012) identifies 6 major causes for teacher attrition: retirement, death, prolonged illness, transfer to a non-teaching post, dismissal and resigning.

The main cause for teacher attrition is resigning; which contributes to about 21% of total attrition. However, there is no standard reason why people leave organizations (Ongori 2007).

The MoESTS has tried to put more efforts in improving on salary and welfare of teachers, but we still have teachers' attrition in secondary schools including those in Bukedea District and Uganda as a whole (Educational statistics Abstract, 2006).So there is need to know whether this is related to a high level of dissatisfaction caused by organizational factors or that many people become teachers as a starting point before moving to another working position.

The Educational Management Committee Rules, (1969) section (1) and the Board of Governors' rules, (1992) spell out the roles of a head teacher whom they regard as a pillar of a school and is responsible for the overall management of the school. Mbiti (1984), believes that, leadership varies from one school to another since no two leaders are the same in the way they administer their schools. Dungu, (2004) argues that, leadership styles are associated with a particular leader

if he/she has shown consistency over time in applying them over the subordinates. These styles can influence teachers' attrition or remain, the working conditions within schools also has an impact on the teachers' attrition. Education is a powerful tool for the transformation of society and every school system provides functional knowledge, basic skills and acceptable attitudes. However, the provision of the above is not possible within a vacuum but within an atmosphere that has favorable working conditions for the teachers. Such conditions include favorable physical facilities, adequate class sizes, availability of teaching/learning aids, a healthy and safe environment among others, significantly affect the attachment of teachers to the schools. Smithers and Robinson (2005) concur that the motivation for the teachers to move is the dissatisfaction with management of the present school and work conditions.

There is a substantial body of literature surrounding motivation theories. Each theory has its individual components. Moreover, motivation theories are typically classified as content or process theories (Grunenberg, 1979). Content theories focus on the content that motivates. Put simply, these theories focus on what actually motivates, or the needs, of an individual. Process theories, on the other hand, explore the thought process behind motivation. The two seminal motivational theories explored in this section include: Maslow's Hierarchy of Needs (1943) and Herzberg's Two Factor Theory (Herzberg, Mausner, and Snyderman, 1959). Both are considered content theories.

Maslow's Hierarchy of Needs

Maslow published his theory of motivation in 1943. Maslow's theory was among the first to identify needs and desires believed to be important to humans, or employees. He argued that unsatisfied needs motivate people. Maslow maintained that human needs exist within a

hierarchal sequence. Needs at lower levels are typically satisfied before one progresses to the higher levels. Maslow's theory of needs has five levels, which are arranged from lowest to highest.

1. Physiological needs: these are survival needs which include; food, air, water, sleep, warmth, and shelter. Life is threatened if these needs are unmet.

2. Safety and security needs: these needs are related to economic and/or personal security.

3. Social belonging and love: these needs deal with human desire for social interaction, connections, and friendships.

4. Self-esteem needs: these needs are related to one's feeling that he/she is available, worthwhile person. Self-esteem is typically connected to personal achievement and accolades which affirm the individual.

5. Self-actualization: these needs motivate a person to seek personal growth, self fulfillment, and/or personal development. Moreover, these needs are considered the highest needs.

Maslow argued that the levels overlap and that once a need is "optimally" satisfied it will cease to be a motivator. Towards that end, once lower levels, or physiological and safety needs, are optimally satisfied then the individual will progress upward to a higher level need (Maslow, 1943, 1954).

According to the Hierarchy of needs theory, attrition can be reflected when the individual fails to satisfy one's needs hence leaves the organization

Herzberg's Two Factor Theory

In 1959, Herzberg and his colleagues interviewed more than 200 engineers and accountants in the Pittsburg, Pennsylvania area. The respondents were asked to describe job event that caused them extreme satisfaction and a job event that caused extreme dissatisfaction (Phillipchuk and

Whittaker, 1996). Data analysis suggested that the factors that caused job satisfaction were related to job content (i.e., achievement, recognition, work, responsibility, advancement, etc.) whereas those that caused dissatisfaction appeared to be related to environment (i.e., company policy, technical support, salary, relationship with boss, work conditions, relationship with peers, etc.). He termed the content factors motivators and the environmental factors hygiene factors. Moreover, Herzberg believed that job satisfaction and dissatisfaction were independent, caused by two different sets of factors.

Herzberg (1987) found that employees sought hygiene factors, or were externally motivated, because they believed that fulfilling these needs would produce satisfaction and happiness. He discovered, however, that fulfilling these external needs could at best, create no job dissatisfaction. Moreover, Herzberg found that the motivators, or intrinsic factors, served as the basis of job satisfaction. However, without the hygiene factors the employees would be dissatisfied with their jobs. In other words, hygiene factors do not necessarily motivate employees but can help eliminate dissatisfaction. Like Maslow, Herzberg identified personal achievement, or fulfillment, as the greatest motivator. Moreover, he maintained that employers could achieve the greatest level of employee satisfaction by enriching jobs (Herzberg, 1987; Herzberg et al., 1959).While in some aspects the theories espoused by Maslow and Herzberg appear juxtaposed, both theorists maintain that some motivational force stimulates a particular response toward a task. Maslow would argue that educational leaders should help teachers meet their needs. As lower level needs are fulfilled, teachers will be able to move toward actualizing their potential and work toward helping the organization reach its goals. Herzberg, on the other hand, would argue that educational leaders try to eliminate, or reduce, the hygiene factors, such as poor working conditions, which may lead to dissatisfaction. However, Herzberg would also

country wide, the schools in the district have been affected by teachers' attrition. The teachers are involved in part-time teaching such that one cannot tell whether some departments of the schools are over staffed to allow part time teaching or others are under staffed to allow hiring of part time teachers.

Given that teachers are electing to exit the profession at such alarming rates, it is not unreasonable to speculate that they are not satisfied with some aspect of the profession. To that end, this section explored various motivation theories and contributes to our understanding about how educational leaders may motivate teachers to achieve greater job satisfaction.

1.2 Statement of the Problem

Although Ministry of Education, Science, Technology and Sports (MoESTS) appoint, confirm and post teachers to secondary schools in Bukedea district with benefits like salary and housing allowance aimed at motivating teachers for high retention rates. There is high teachers' attrition in secondary schools in Bukedea District and Uganda as a whole (Educational statistics Abstract, 2006). According to records from District Education Office in Bukedea (2014), the average rate of teacher's attrition in Uganda is eight percent (8%). The observable situation in Bukedea shows that, teachers have low morale to teach as opposed to making business in open market places, in agriculture as farmers, doing motorcycle/taxi (Bodaboda) work, and going to elective politics. Professionally, a number of qualified teachers in the district have turned down teaching offers and opted for further studies in other professions such as medicine, journalism, law, engineering, architecture among others (EMIS Statistics, 2012). It is not clear, why high teachers' attrition rates persist in spite of efforts to motivate them for retention. Teachers' attrition has resulted into decline in quality of education in Bukedea district. Students in Bukedea district performed poorly

in 1999, 2000, 2001, 2004 National public examinations. If this situation of teachers' attrition in secondary schools is not addressed, it is likely that the quality of education standards will continue to deteriorate. It is therefore against this background that the researcher sought to establish the organizational factors that contributed to teachers' attrition in Secondary schools in Bukedea District.

1.3 General objective

The purpose of this study was to examine the role that organizational factors played in teachers' attrition in secondary schools in Bukedea District.

1.4 Specific Objectives

In order to achieve the above general objective, the study thought to attain the following specific objectives;

1. To find out whether the head teachers' leadership styles play a role in influencing teachers' attrition in secondary schools in Bukedea district.
2. To establish the effect of rewards systems on teachers' attrition in secondary schools in Bukedea district.
3. To identify the influence of working conditions on teachers' attrition in secondary schools in Bukedea district.

1.5 Research Questions

The study was guided by the following questions;

1. Do the head teachers' leadership styles influence teachers' attrition in secondary school?
2. What is the effect of reward systems on teachers' attrition in secondary school in Bukedea District?
3. What working conditions cause teachers' attrition in secondary schools in Bukedea?

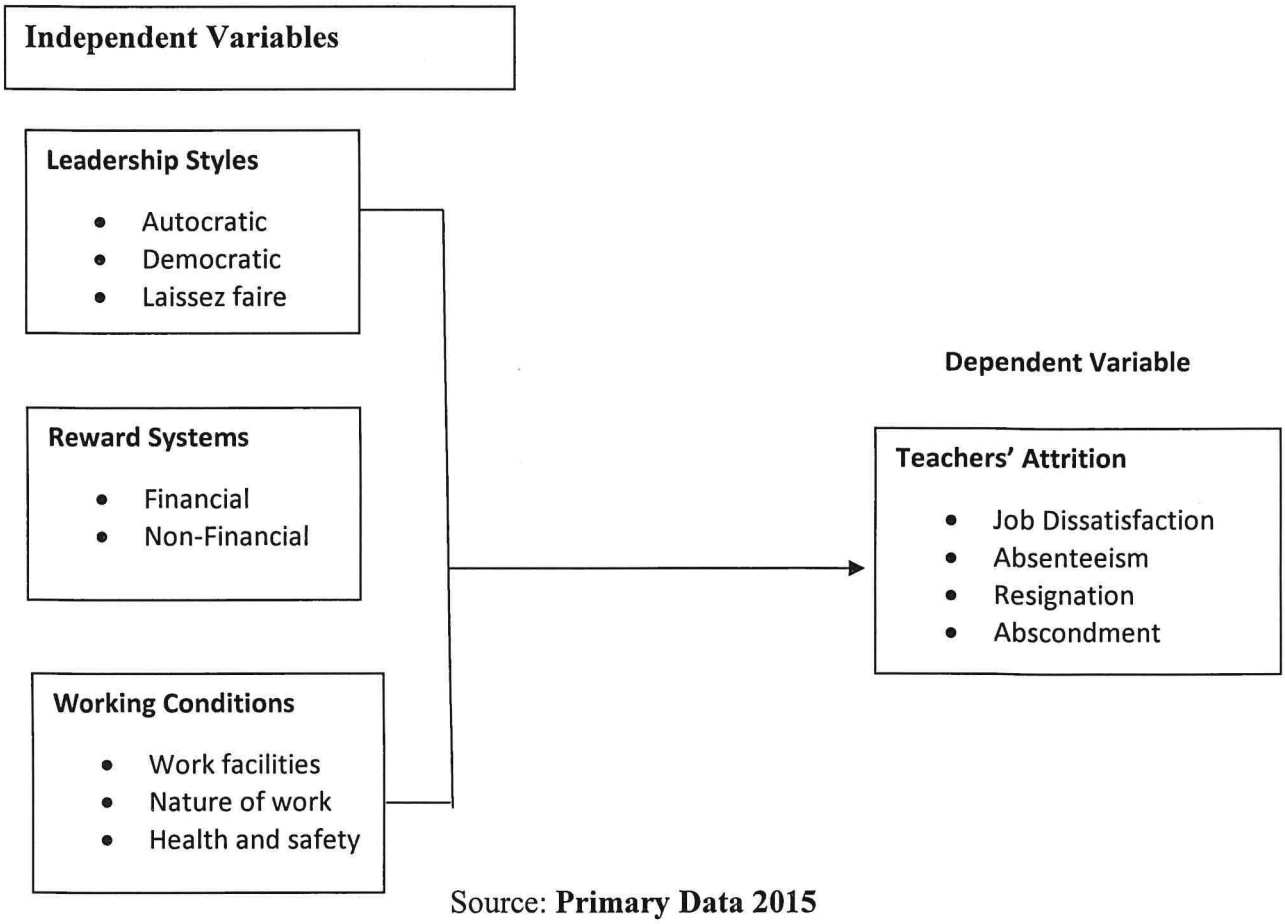
1.6 Scope of the Study

The study was conducted in Bukedea District and the researcher chose this area because of its convenience and limited funds. It was limited to secondary schools that are Government aided and those in the private sector for purposes of capturing all school types on the theme under investigation. Although several factors might influence teachers' attrition in secondary schools, the study was confined to the different head teachers' leadership styles practiced, the reward systems used, the working conditions to get a deeper insight of how these organizational factors had influenced teachers' attrition in secondary schools in Bukedea District. The study covered the period between 2010 to date. This was a period that was merged with campaigns in politics, post elections and it is also for purposes of capturing current and fresh information from the informants.

1.7 Conceptual Framework

The figure below shows the conceptual framework for this study, in terms of the independent and dependent variables.

Figure 1.1: Organizational factors and teachers' attrition in Secondary School.



Source: **Primary Data 2015**

It is conceptualized that there is a relationship between the independent variable (Leadership styles, reward systems, working conditions) and the dependent variable, which is the teachers' attrition in secondary schools. When head teachers practice autocratic style of leadership where they alone exercise decision-making and determine policies, it is possible that there will be desire to quit either the school or the profession, since teachers are under pressure to follow the demands of the leader and failure to do so leads to their dismissal. Where head teachers practice the democratic style of leadership in terms of decision-making with the staff, there will be less attrition. Yet with the laissez faire style of leadership, where the school is left to run on a free course in order to please as many people as possible, there will also be an attrition especially when teachers notice the head teachers' failure to control and monitor the schools effectively.

It also shows that reward systems can influence teachers' attrition in secondary schools. Without the financial and non-financial rewards, there will be teachers' attrition because they are not motivated to perform effectively. It is also presumed that unfavorable work conditions like poor work facilities and equipment, the nature of work itself and inadequate health and safety measures influence secondary teachers' attrition.

1.8 Significance of the Study

It is hoped that the study findings can benefit stakeholders of education in various categories:

- Generate information to school administrators in drafting policies on staff retention and provide refresher courses for head teachers.

- The study would help Head Teachers refocus their abilities and enhance them to go for leadership/ management courses to improve on their management styles within the schools.
- The study would provide information to the Boards of Governors and Parents Teachers' Associations in the management of their oversight functions of the schools.
- The study would provide literature that can act as secondary data for further research and documentation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented literature whose focus is the organizational factors and teachers' attrition in secondary schools. The literature reviews the concept of teacher attrition, it also highlights the objectives under study thus; leadership styles, reward systems, working conditions in relation to teachers' attrition in secondary schools.

2.2 Theoretical Review

Contemporary educational theory holds that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with qualified teachers. This theory also holds that these school staffing problems are primarily due to shortages of teachers, which, in turn, are primarily due to recent increases in teacher retirements and student enrollments. This analysis investigates the possibility that there organizational factors that are driving teacher attrition (Dungu 2004).

2.3 Conceptual Review

Overtime, the Ministry of Education has invested substantial resources in recruitment, appointment and posting of teachers, there is no standard reason why these teachers desire to quit teaching and yet the cost to an organization regarding their quitting and the substantial hiring and replacement can be very significant.

Teacher Attrition, in part, is due to an aging work force and retirement. However, researchers have discovered that retirement is documented as the least prominent reason given by teachers who elect to leave the profession Ingersoll, (2001). According to Ingersoll (2001) retirement accounts for less than one third of the departures from the profession. Many teachers cite dissatisfaction with their job and ability to secure a position in another field as the reason they leave.

Professions that offer better pay and increased incentives for those with strong academic skills are increasingly being explored by college level students Munane and Steele (2007). Fewer prospective teacher candidates coupled with increased teacher retirements make it imperative that the root cause of teacher dissatisfaction be determined.

Given the current status in Uganda, increased salaries may not be a reasonable or feasible recruitment and retention strategy. An alternative method that may motivate teachers to work harder and stay is to change the working conditions in schools so that they will be desirable places to work in. to that end, improved working conditions, improved leadership styles and reward systems may lead to increased teacher job satisfaction and commitment (Barnett and Williams 2008).

In studying the nursing profession and reasons for their leaving in Europe, Marjokka et al (2009) found out that, quitting the profession among nurses is likely to be the result of a process with many underlying causes that are both pushing and pulling. Push factors are perceived aspects that make the people want to stop working in the way they are currently doing, while the Pull factors are attractive incentives from outside such as further studies. Hasselborn (2003) cited by Marjokka (2009) confirm that these factors are assessed to facilitate the understanding of the premature departure from the nurses' profession.

Teachers' attrition can be expensive on the side of the school, it is believed that a high rate of teachers quitting teaching may influence school effectiveness, Hom and Griffeth (1995) cited in Price (2000). Teachers' attrition in secondary schools has direct costs of recruitment and selection, management time that may be difficult to quantify like low morale, pressure on the remaining staff, and costs of learning, service quality and the loss of social capital (Barnett and Williams 2008).

It is also costly to students because they will lose the value of being taught by experienced teachers. Teachers' attrition will therefore, have great implications for the quality, consistency and stability of school activities since there will be an increased workload with the heads of departments having trouble in altering work schedules and re allocation of teachers' tasks to those present to ensure continuity of teaching. Teachers' attrition therefore, presents a series of issues for management to consider (Barnett and Williams 2008).

2.4 The role of Head teachers' leadership Styles in influencing teachers' attrition in secondary schools.

Leadership is an essential part and extension of management since it aids in coordinating the activities of people and guiding their efforts towards the goals and objectives of any organization. A leader is a manager (Dungu (2004). There is no single universally acceptable definition of leadership. It has been variously defined as ability to influence people towards the accomplishment of goals Chandan (1997) or is the relationship in which one person, the leader, influences others to work together willingly on related tasks to attain goals desired by the leader and the group Terry and Franklin (2003). Leadership is also viewed as a management function, which is mostly directed towards people and social

interaction as well as the process of influencing people so that they achieve the goals of the organization Skansi (2000) as cited in Mosadegh et al (2006).

To Kreitner (2004) leadership is a social influence process in which the leader seeks the voluntary participation of the subordinates in an effort to reach organizational objectives. For Mullins (2002) leadership is simply getting others to follow, to do things willingly and more specifically the use of authority in decision-making (DeCenzo and Robbins 2002).

In all these definitions, there is a reflection of the leader 'influencing' the subordinates to perform to their best ability and attain organizational goals (Ecimon 2007).

The Educational Management Committee Rules (1969), Section 8(1), provides that the head teacher shall be personally responsible for the management of academics, social and domestic organization and conduct of the school. Therefore, the head teacher as a leader plays an important role in organizing materials and human resources at his/her disposal, but depending on how they do this, it may influence intentions to quit among teachers (Kiggundu 2009).

Organizational leaders show wide variations in the styles and behaviors, which they exhibit at work Oshagbemi (2006). Leaders in organizations perform roles/ tasks for the smooth running and improvement of organizational performance. However, the manner in which the leader performs these roles and directs the affairs of the organization is referred to his/her leadership style. To Mullins (2002) the leadership style is the way in which the functions of leaders are carried out, the way in which the manager typically behaves towards members of a group or subordinate staff. Viewed differently, leadership styles are a series of managerial attitudes, behavior characteristics and skills based on individual organizational values, leadership interests and reliability of employees in different situations Mosadeghrad (2003) as cited in Mosadegh (2006). But simply put, leadership style is the way a leader leads.

In a school setting, a head teacher's leadership style will be reflected in some of the things he/she does like how he /she communicates, exercises power and authority and the effect of these on the staff. However, Owens (1991) believes that the leadership style is determined by what the headteacher does to motivate his/her subordinates to put in their best to accomplish the school goals, thus citing an element of motivation to influence the teachers (Koontz and Weinrich 2005).

Wikipedia encyclopedia identifies three leadership styles, based on the amount of influence and power exercised by the leader they include; Autocratic or Authoritarian, Democratic or Participative and laissez faire or free rein styles. Such styles may be manifested by the head teachers in their administration. This may affect the conduct and performance of their subordinates in organizations (Kreitner 2004).

2.4.1 Autocratic Leadership Style

The autocratic leadership style has the focus of power with the leader where he/she makes decisions and has total authority to determine policies, draw procedures to achieve goals, work tasks and controls rewards and punishments. Furthermore, the autocratic leaders structure their work situation in their own way and expect the workers to follow their orders and tolerate no deviation from their orders Chandan (1987). Musaazi (1988) said that autocratic head teachers insulate themselves with a lot of powers and do not tolerate anybody who questions their authority thereby cultivating an environment of fear and mistrust around themselves that may influence teachers' attrition in secondary schools. Such head teachers seek to dominate the rest of the staff and demand submission. Similarly, Prasad (2000) also concurs that those employees in an autocratic leadership environment lack motivation, which breeds frustration, low morale and conflict, which jeopardize organizational effectiveness. As they reviewed autocratic leadership in a Canadian plastic industry, Appelbaum et al

(2004) cited by Mosadegh (2006) related autocratic leadership to weather, such that the chilly climate and sudden storms of autocratic leadership could turn work into a permanent winter of discontent, breeding intentions to vacate. Therefore, working in an environment where the head teachers practice autocratic leadership styles may interfere on the rights of the teachers and affect their performance. To Adeyami (2008) cited by Mukwaya (2012) the tight controls under such leadership may lead to yielding of results or eventually result in a high rate of teachers' attrition.

It is probable that with this style, the relationship between the headteacher and teachers is confrontational which may increase their attrition rate.

2.4.2 Democratic Leadership Style.

It advocates for the participation of workers in the policy and decision making processes. It considers the needs, interests, rights and freedoms of workers. Management influences but does not dominate. It offers suggestions rather than directives. It makes every member feel that he/she is valued and his/her merits are needed.

The leader listens to the team members' ideas and studies them, but will make the final decision, which facilitates consensus in the group. The head teacher seeks discussion and agreement with teachers over issues before final decisions are taken, which increases their satisfaction, teamwork and collaboration (Terry and Franklin 2001). Democratic leaders are committed to the well-being of others and as a result there is free sharing of information which builds trust and a sense of belonging to the school among the teachers. Teachers are regarded as part of that critical mass that helps in problem solving process as far as the challenges that face the school are concerned (Sciandra 2007). In the health field, democratic leadership minimizes attrition. In studying the nurses' profession, Yin and Yang (2001), cited by Lephalala (2006) noted that those nurse managers who encouraged

participation and value contribution from staff, and promoted decision-making, helped to maintain a stable nurse workforce by reducing their attrition. In agreement, Tang (2003) also cited by Lephalala (2006), noted that if nurses were involved in decision-making processes, they would experience higher levels of job satisfaction and would stay longer in a specific organization. In addition, Curie (2001) concurs that when a leader is democratic and consultative, employees are attracted to the workplace. They experience feelings of attachment and feel not only that their work efforts are appreciated and understood but valued and trusted (Robbins 2003). These observations in the medical field show a low attrition, if the leaders' management style is democratic. The researcher concurs with yin and Yang, Tang and Curie in their ideas about democratic leadership style, because people need to be given chance to put forward their inputs, such that they are accountable for them, and also own their decisions (Shari 2004).

Despite these, Robbins (2003) argues that some group members may feel alienated if their ideas are not accepted for action creating a feeling of frustration and ill will. More so, this leadership style has difficulty when decisions are needed in a short time due to consultation process. The implication in a school setting is that, those whose ideas are not considered in the decision making process may feel undervalued and simply plan to go elsewhere.

2.4.3 Laissez - faire Leadership Style

This style comes from a French word meaning "*let people do what they wish.*" It's also known as the 'hands off' style has the leader providing little or no direction and gives the staff as much freedom as possible. All authority and power is given to the staff and they determine goals, make decisions and resolve problems on their own (Rafferty 2002). The leader is a mere symbol since there is no hierarchy of authority. The leader's role is basically to supply materials needed by the group. Mullins

(2002) refers to the laissez faire leaders as those who just stand aside and let individuals or groups make decisions on their own. In essence, such leaders evade their duties which in a school setting breed chaos. Thus this leadership style will only flourish where there is an experienced team of subordinates to carry on the work.

McBey and Karakowsky (2001), noted that it is very impractical in schools where a head teacher plans, organizes, controls, coordinates and does other functions on a daily basis. Such functions of a head teacher are too crucial for effective management of a school to be left on a 'to whom it may concern basis' in which case the situation can cause teachers' attrition. Furthermore, McBey and Karakowsky (2001).also observes that laissez faire leadership style results in disorganized activities, which lead to inefficiency and chaos. McBey and Karakowsky (2001).rightly believe that, the laissez faire leadership represents an absence of formal leadership. Whereas the laissez faire leadership style creates an environment of freedom for the teachers as individuals and, or as a team, it can offset, disorganize interests. Even then, when teachers are left to carry out crucial functions of the school on their own, the resultant effect could be poor results since the head teacher simply stands aside and does the observation Matovu I. (2001).Head teachers are most instrumental in implementing and attaining set goals by the school. However, their leadership styles carry consequences that affect the teachers' delivery of such goals either directly or indirectly in terms of portraying signs of low morale at work, job dissatisfaction, absenteeism and lack of organizational commitment or increased reluctance coupled with involvement in other forms of work outside their job description Matovu I. (2001). The literature review focus is on the head teachers' leadership styles and their influence in teachers' attrition in secondary schools.

2.5 Effect of reward systems in teachers' attrition in secondary schools

Bratton and Gold (2007) there are two types of rewards, extrinsic rewards that are based on material/monetary requirements and the intrinsic rewards including a variety of non-monetary incentives that are psychological or self-generated. Armstrong (1999) a reward system package consists of an organization's integrated policies, processes and practices for rewarding its employees in accordance with their contribution, skill and their market worth. Reward systems have a critical role in determining the organizations ability to attract high potential employees, retain high performing and motivate all employees to achieve greater levels of performance (Nansasi 2003). Rewards, therefore, should have equity in order to narrow inequalities among employees and should be efficient in order to be linked to productivity.

A reward system is both financial and non-financial benefits. A good reward management policy therefore can help retain staff while a bad one may lead to their exit.

2.5.1 Monetary Rewards.

These are incentives that are given to the employees in monetary terms such as wages, salaries, allowances (pension, bonus, and gratuity) and fringe benefits (medical, housing, transport, meals). Their inadequacy or absence breeds the desire to vacate among employees. A study on nursing staff in Taiwan by Yin and Yang (2002) cited by Lephalala (2006) noted that salary and fringe benefits were the strongest factors in influencing nurses.

2.5.1.1 Basic Pay

Total compensation for public servants is salary also known as basic pay, which includes compensation for the effort on the job, housing and transport. Government secondary school teachers

their positions rewarding but are paid less, will probably search for better paying jobs. Pay inefficiencies will definitely influence teachers' attrition in secondary schools. Heinemann et al (2000), cited in Nansasi (2004), considered nature of pay as an important factor for ones decision to keep on the job or quit. He argues that, pay strongly influences ones decision in a job.

2.5.1.2 Bonus and commission

Bonus and commission are payments over and above the basic pay and are linked to the achievement of previously set targets, which are designed to motivate employees to achieve higher levels of performance. Decenzo and Robbins (2002) note that these can be based on organizational, individual or group basis. Such money includes allowances for responsibilities and commissions for excellent performance.

However, Terry and Franklin (2001) caution that if bonus payment is far removed from the actual time of accomplishment, associating it with excellent work may be difficult for the one receiving it. In addition, the recipient will be inclined to agree always with the superior who has the power to give or deny the bonus. Despite this observation, teachers need these rewards to motivate them because to some, it acts as a basic pay (those not on the payroll). However, to the researcher, this bonus and commission does exist in private organizations, but not in all school setting especially private ones hence there is need for both government and private schools to adopt such an idea to boost their teachers.

2.5.1.3 Fringe Benefits

These may include medical services, lunch, loans, pension schemes, holidays, leave, and relocation allowances, for the teachers. They are meant to provide for the basic needs to demonstrate that employees belong to a caring organization. Such benefits are meant to increase the commitment of the teachers to their work and go a long way in saving costs on several of their needs (Omar 2004). More specifically, these benefits attract and keep teachers in private schools since they do not have tenure and neither do they receive pension. Benefits are seen as a tangible expression, so inadequate remuneration due to poor rewarding systems may lead to intentions to vacate. Griffeth et al (2000)cited in Ongori (2007) noted that pay and its related variables have a modest effect on teachers and concluded that when high performers are insufficiently rewarded, they quit and if jobs provide adequate financial incentives the more likely that employees will remain with the organization and vice versa. More so, Terry et al (2001) highlights the fact that, if there is pay dissatisfaction among employees, the results can be poor performance, chronic absenteeism, vacation, job dissatisfaction and employees searching for higher paying jobs while on the job. The package of benefits to the teachers therefore, largely impacts on their work and their retention status.

2.5.2 Non-Monetary Rewards.

Armstrong (1996) stresses that, money alone is not enough to motivate high performance but there are other benefits of being at work rather than money. Non-financial benefits cover a range of desired things that are potentially at the disposal of the organization and the common link is that they do not increase the employees' financial position but emphasize making life more attractive on the job. In Hertzberg's two-factor theory of motivation, non-financial rewards are associated with the job content such as, recognition, responsibility, advancement and achievement, whose absence may influence teachers' attrition in secondary schools (Oshabgemi and Ocholi 2006).

2.5.2.1 Recognition

Recognizing teachers for a job well done maintains and promotes their confidence and satisfaction. Oyetungi (2006) states that, recognition is one of the most powerful motivators and employees need not only know how well they have achieved their objectives or done their work, but also that their achievements are appreciated. Oyetungi (2006) observed that people really do not work for money, they go to work for it but once the salary has been established their concern is appreciation thus recognize their contribution publicly but do not demean them by applying a price tag to everything. Kiggundu (2009) also believes that people work for more than just a pay cheque and employees need to feel recognized for their accomplishments.

2.5.2.2 Responsibility

Professional autonomy, involvement in decision-making and policymaking are all instances of responsibility that can enhance teacher retention. Giving them responsibility can motivate them to work which is an obligation for them to carry out the assigned duties satisfactorily (Oyetungi 2006). Armstrong (1996) identifies three characteristics for jobs to instill a sense of responsibility in employees, i.e. feedback about performance, the use of one's abilities and self-control of employees to set their own goals. If teachers are left to explore these characteristics, they gain a sense of responsibility and are motivated to provide quality work not because management tells them but that they feel it as an obligation. Management should therefore, integrate the individual's goals with those of the organization in order to make the job the principle means through which the employees can enlarge their competence and sense of accomplishment (Prasad 2000).

However, Kibuka (1998) cited by Ecimon (2007) found out that although all sorts of responsibilities were assigned to teachers, a few of them devotedly carried out their responsibilities as expected, because the majority delegated most of their duties to the student leaders. In agreement, Ecimon (2007) concurs that some teachers were reluctant to take up responsibilities because they felt that if involved in school administration, the head teacher was merely thrusting additional work on them yet taking all the credit.

2.5.2.3 Advancement

Regular performance appraisals are very important since they allow development of career paths, salary awards and identification of training needs in order to enable organizations achieve their objectives (Rafferty 2002). Advancement yields more confidence and higher levels of satisfaction and for teachers to take charge of situations in their environments, ongoing training and development are necessary. However, lack of advancement opportunities can influence teachers to quit. Armstrong (1993) notes that dissatisfaction with career a prospect is a major cause of employees' quitting. In some cases, career development may lead to fewer attrition rates since employees get satisfied with their jobs. On the contrary, the case may not be the same for teachers since those who get career advancement quit teaching for other jobs, given that most of those who have attained masters' degrees in education do not become head teachers (Marjoram et al 2009).

Teachers need to be supported to further their studies, be allowed internet access, write and publish articles and participate in workshops and seminars to promote their career advancement opportunities. If a school does not provide a culture of advancement to teachers, they may

change their jobs. However, short stays in schools due to transfers, scarcity of resources and unresolved conflicts may hinder professional development and initiate the aspect of quitting (Marjoram et al 2009).

Promotion is important for advancement on the job and its absence within the hierarchy of the teaching practice sets the pace for teachers' attrition in secondary schools. In agreement, Lephalala (2007) highlights a study conducted in 13 British universities where 25% of the academic personnel enjoyed annual increments and reached the top of the salary scales without actually being promoted leaving the employees with the perception of occupying "dead end" jobs. Those employees who had more opportunities for promotion and advancement stayed longer in an organization and most employees who felt that they occupied "dead end" jobs had higher attrition rate in the specific institution (Kreitner 2004).

Promotion opportunities therefore, are an incentive to the employees and improve morale and reduce attrition rate. In the medical field, it was noted that lack of promotional opportunities is positively correlated with nurses quitting both their jobs and profession (Cavanagh 1990 Keil 1998 Kennedy 1999, Price and Muller 1981, cited in Nansasi 2004). More studies have shown that workers who perceived promotion opportunities as high were less likely to quit. Chandan (1987), also concurs when he argues that growth factors such as job promotion, higher responsibility and participation in central decision-making are all signs of growth and advancement, which add to dedication and commitment of the employees. Unfortunately, promotion is not such a flexible reward; it is difficult to give promotions on anything but individual basis. More so, it can only be given when an opening occurs in an existing position or a new position is created, Lawler (1973). There are much littered promotion opportunities for teachers which breed attrition.

Generally, rewards are part of the employee contract with the employer, with the former agreeing to perform a particular job in return for some kind of reward. It is evident that every reward plays a role in influencing employees' attrition (Kreitner 2004). Both financial and non-financial rewards should be mutually reinforcing though more problematic for schools, is the sustenance of the motivational reward link since there is no trust between the management and staff in evaluating the system of rewards (Kreitner 2004).

2.6 Influence of work conditions on teachers' attrition in secondary schools

The Constitution of the Republic of Uganda (1995) highlights that employees have the right to fair working conditions and equal payment for work without discrimination. Teachers are likely to work hard and accomplish most of their jobs if work conditions such as classroom space, equipment supply, basic physical necessities, workload and health and safety systems are modern and adequate. Poor working conditions therefore, have a positive influence in teachers' attrition in secondary schools (Lephalala 2006).

In the survey report on Teacher-Working Conditions in Mississippi, Barnett et al (2008) noted that working conditions matter to teachers and they also contribute to their career decisions. In addition, while studying teaching conditions in California, Susanna et.al (2005) found that poor working conditions including large class sizes, facility problems and lack of textbooks were strong and significant factors in predicting high rates of teachers' attrition.

Unfair working conditions would make employees suffer from burnout which may lead to the employees' increased rate of absenteeism and eventually quitting, Sullivan (2001) cited in Lephalala, (2007). Studying working conditions in the USA urban schools, Eileen (2005) noted that, facilities

which are not clean and safe, poor administrative support, large class sizes, insufficient resources for students and school policies made without teacher participation discourage qualified teachers from working at some schools. This study will establish how the working conditions more specifically the physical facilities, the nature of work and health and safety influence the teachers' attrition in secondary schools (Ee-Yuee, and Morrison 2000).

2.6.1 The teaching-learning facilities

The environment in which people work can have a tremendous effect on their decisions to stay or quit and more specifically, the physical facilities will either make people stay on their jobs or increase their quitting. In most schools, there is a general shortage of classrooms, teachers' offices, libraries and laboratories. Inman et al (2004) cited in Sciandra (2007) in their study of new teachers in Georgia-USA, noted their response to the effect that working conditions such as availability of classroom-related resources are significant in their decision to remain as teachers.

Among the school facilities are the toilets that are water borne or the pit latrines to accommodate the large numbers of the students. A school' sanitation project in South Africa (2009) noted that there was lack of sanitation infrastructure in all if not most parts of their schools, a situation which negatively impacted on the learning capabilities of schools where scholars left the school yard to find a toilet in the bush or in the neighborhood. Such situations lead to poor health and mental development not only of the pupils but also the teachers who may abandon the school (Nansasi 2003).

2.6.2 Nature of work

Instructional materials for both the teachers and learners should be adequate and accessible with reference to textbooks, chalk, books, pens and charts with useful subject information. For instance,

lack of scientific materials makes the teaching/learning process more theoretical than practical while the quality of facilities used in the classrooms like the desks and blackboards to ease the work of teachers may be inadequate. While researching on Zimbabwean schools, the Nziramasanga Commission (1999) cited by Kusereka (2005) noted that qualified teachers shunned poorly equipped schools particularly those in rural settings, which could have prompted them to quit.

The teaching workload especially in the double session schools can make teachers to quit. Nyangwa et al (1990) cited in Kusereka (2005) observed that heavy teaching loads were some of the critical conditions in rural schools in Zimbabwe. A heavy teaching workload of more than one subject and a range of classes with little time generally feature as a source of stress and burnout. There is limited time to achieve standards of teaching and learning or even to meet the needs of the learners. The teachers' level of satisfaction may deteriorate and as a result many may opt to quit the profession whenever chances come their way (Oshabgemi and Ocholi 2006).

The adoption of Universal Secondary Education in Uganda has seen large class sizes, which are an obstacle for the efficient and effective teaching and learning process. However, as the number of the students increase, the case may not be the same for the teachers, which increases pressure on their work (Oyetungi 2006).

2.6.3 Health and Safety Issues

Health and safety is of great concern in the teaching environment. Decenzo et al (2002), pose that, management has a responsibility to ensure that the workplace is free from unnecessary hazards and that working conditions surrounding the work place are not hazardous to the employees' physical and

mental health (McBey and Karakowsky 2001). Furthermore, from a moral point of view, they note that employees have an obligation to maintain a work place that will facilitate the operation of work tasks they are assigned, and will minimize any negative aspects of situations affecting the employees' health and safety. To Surdo (2002) the nurses have an increased rate to stay when they are protected from health and safety hazards.

The school environment must be safe for both the teachers and students to allow them attend school without fear of mental, physical and emotional abuse. The USAID Report (1995) indicated that good health is essential for the growth and development of people and it improves their standard of living. However, the provision of health services very much affects the education sector and more specifically the operation of schools. Schools should have provisions for sick bays, first aid kits and make timely referrals of cases that they cannot handle. Kabongo et al (1996) in their study cited by Matovu (2001) found out that 32% of the teachers fail to do their work effectively because of lack of health services. They further cite the NEMA report (1996) which indicated that out of the government schools in Kampala district; only 9% had health services on campus. Such a situation may accelerate the rate of teachers' attrition in some schools.

Fire drills and fire evacuation routes are a contributory factor to the safety of both the teachers and students in a school and have to be adhered to. Without government enforcing fire safety policies that are strictly monitored, schools will be prone to fire outbreaks (Matovu 2001). Many schools in less developed countries do not have state- required inspections leading to large death tolls related to boarding fires. On April 15th 2008, a fire ripped through a dormitory in Buddo junior school, Uganda, killing 19 girls as young as 12 years and 2 adults, while on 26th March 2001, a fire killed 59 boys at Kyanguli secondary school in Machakos Kenya, and in both cases there were serious fire hazards with doors locked, windows barred, government monitoring lax and the living conditions poor,

(www.safety_*issues.com/site/index.pnp*). Schools prone to fires and riots may influence secondary school teachers' attrition (Lephalala, 2006).

2.7 Summary

The literature reviewed has indicated that organizational factors such as leadership styles, reward systems and working conditions played a role in influencing teachers' attrition in secondary schools, the majority of their studies was based in the developed countries of Europe, Singapore, China and USA. In addition, most of the studies cited concentrated on the medical profession with little emphasis on the teaching profession; there is a missing link in secondary schools in terms of organizational factors and teachers' attrition in secondary schools. The focus of this study therefore, is to find out the role played by organizational factors influencing teachers' attrition in secondary schools in Bukedea District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the methods that researcher followed in examining Organizational factors and teachers' attrition in secondary schools. The methods and procedures used included the research design, the population, sample selection techniques, sample size, methods, instruments, data control, data analysis and measurement of variables.

3.1 Research Design

A Cross-Sectional research design was used because the study targeted a large sample from which data was to be collected without the need of following the subjects as it done under longitudinal studies. This enabled the researcher to explain the existing status of two or more variables at a given point in time. The study used both quantitative and qualitative research design. The quantitative research design was used in form of mathematical numbers and statistics assigned to variables that may not be easily measured using statements or theme. The qualitative approach helped in obtaining people's opinions and ideas about the research problem.

3.2 Population and Sampling Techniques

3.2.1 Target Population

The study targeted a population of over 500 teachers in Bukedea district constituted as follows; 158 Classroom teachers, 7 Head teachers, 10 Directors of studies, 20 former teachers. Therefore, the target population was 195. The head teachers were selected because they make important policies that affect the teachers and control the organizational factors. Classroom teachers and directors of studies were selected because they were directly affected by the organizational factors under study. Former teachers were sought to ascertain the reasons for their disengagement from secondary schools.

3.2.2 Sample

The study was conducted in 7 secondary schools out of 13 in Bukedea District. 2 private schools out of 8 were be selected and all the 5 government Aided schools participated in the study. Purposive sampling was used to select government Aided schools while simple random sampling was used to select 2 private schools to participate in the study. A sample of 99 respondents was selected due to limited resources.

3.2.3 Sampling Techniques

Purposive, Convenience and random sampling were used to select the respondents. I used non-probability sampling because the focus is on in-depth information and not making inferences. I identified the sample and purposively obtained data from specific types of target groups who can provide desired information through interviews and filling questionnaires. This technique was useful in answering the research questions of the study.

Purposive sampling technique was used deliberately to select the current head teachers and directors of studies. They were purposively picked because they have the required information with respect to the objectives of the study. Classroom teachers were selected using simple random sampling, where 11 classroom teachers were randomly selected from each of the seven (7) schools. Simple random sampling was used to select classroom teachers because they had homogeneous characteristics and would give each of them an equal chance of being selected to avoid bias. Convenience sampling was used to select former teachers where any first five (5) former teachers the researcher finds during data collection will participate in the study. This technique was used because of difficulty in meeting former teachers

Table 3.1: Category of respondents, population, sample size and sampling techniques that was used in the study

Category	Population	Sample size	Techniques used
Head teachers	7	7	Purposive
Classroom Teachers	158	77	Simple Random
Directors of Studies	10	10	Purposive
Former teachers	20	5	Convenience
Total	**195**	**99**	

Source: Primary Data

3.3 Data Collection

The Quantitative approach was used to help the researcher collect information using questionnaires to describe and summarize data collected into meaningful information while the Qualitative approach was adopted to help to collect information using interviews.

3.3.1 Instrumentation

Questionnaires (self-administered) were used to get the opinions of respondents on issues that make teachers quit teaching. The questionnaires were used to help elicit opinions that would be unobservable and was time saving. Questionnaires were used to collect data from classroom teachers and directors of studies. Both structured and unstructured questions were included in the questionnaires. The questionnaires had four sections that is section A to D. Section A was used to collect information on the background of the respondents while sections B to D collected information to answer the three research questions. Interview guides was administered to the head teachers and the key informants (former teachers). Semi-structured interview and interview

guide consisting of open ended questions were used. Interviews were used because they fetched a variety of ideas needed for the study and gave a deeper understanding of the topic.

3.3.2 Procedure of data collection

The researcher obtained a letter from the Head of Department Educational Planning and management Kyambogo University introducing her to Bukedea District, indicating the topic of study, and that the purpose of the letter was to request those concerned to accord necessary assistance to the researcher, and that the information obtained shall be treated confidential and it is only for academic purpose.

3.4 Validity

Content validity was used to determine the accuracy of the instruments/data items in a pilot study of some teachers before the study. Content validity is the degree to which an instrument measures an intended area. The information obtained through the use of questionnaires and interviews were used to draw conclusion from data collected. These results should be trusted and believed.

Table 3.2 showing validity statistics

Cronbach's Alpha	No of respondents
.65	7

Computed value is 0.65 which made a perfect prediction.

3.4.1 Reliability

Reliability is the degree to which a research instrument consistently measures whatever it is measuring Amin, (2005). In this study quality control was done by carrying out a pre-test of the

Quantitative data was sorted, coded, edited and classified into categories. Data was summarized, organized and analyzed, using 5-likert scale. Data was entered into the data editor of SPSS for analysis which was then be interpreted and discussed. While qualitative data was analyzed using thematic analysis. Thus all the responses were recorded and categorized into themes.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents analyses and interprets the findings of the study. The presentation was made in accordance with the major objectives of the study and this included; the background presented in categorical form with simple tables including response rates.

4.1 Response Rate

Interviews were conducted for head teachers and former teachers. 6 head teachers were interviewed out of 7 and 2 out of 5 former teachers were interviewed.

Questionnaires distributed to the respondents were 87 and 78 were returned with responses. The classroom teachers were given 77 and 71 were returned. Directors of studies were given 10 questionnaires but only 7 were fully answered and returned.

Table 4.1 Summary of response rate

Category	Sample size	Sample Response	Response Rate
Head teachers	7	6	6.1%
Classroom Teachers	77	71	72%
Directors of Studies	10	7	7.1%
Former teachers	5	2	2.0%
Total	**99**	**86**	**87.2%**

Source: Primary data

Table 4.1 above shows both the number of questionnaires returned with response that was 79.1% and those interviewed their response rate was 8.1%. Therefore, the overall response rate for both questionnaires and interviews was at 87.2% of the targeted population which means the response rate was high. The data suggest the student involved respondents from different organizational backgrounds.

4.2 Background information about the respondents

Relevant information concerning the respondents who participated the study were related to gender, age, Employer, basis of employment, number of years in the teaching service and the number of years taught in a particular school under the study. All these information was to be indicated in the questionnaires. These responses were summarized in table 4.2.

Table 4.2: Bio Data of respondents

Variable	Response	Frequency	Cumulative Frequency	Percentage (%)
Gender	Male	54	54	69.2
	Female	24	78	30.8
Age	20-30	27	27	34.6
	31-40	39	66	50.0
	41-50	12	78	15.4
Employer	Central government	44	44	56.4
	Private Sector	28	72	35.9
	Mission	4	76	5.1
	Others (specify)	2	78	2.6
Contract type	Permanent terms	47	47	60.3
	Part time	17	64	21.8
	Casual	10	74	12.8
	Voluntary	4	78	5.1
Years in teaching service	One year and below	5	5	6.4
	2-5	26	31	33.3

	6-9	16	47	20.5
	10-13	17	64	21.8
	14 and above	14	78	17.9
Years of teaching in school	Less than one year	18	18	23.1
	2-5	34	52	43.6
	6-9	16	68	20.5
	10-13	9	77	11.5
	14 and above	1	78	1.3

Source: Primary Data

Concerning gender it was be revealed that 69.2% are male while 30.8% are female. This implies that, male teachers were more available to attend to interview schedules than female teachers. The researcher observed that the female teachers were more knowledgeable about the research problem which made them more interested in answering questionnaires about organizational factors leading to their attrition in secondary schools than their counter parts.

About age, it's indicated that 50% of the respondents were between the ages of 31-40 meanwhile 15% were in the age bracket of 41-50, then 34% were found to be between the age of 20-30. This implied that the teaching profession constitutes of all age groups of work, however the middle age group constitutes the majority followed by youth. The employers prefer these age groups because they are energetic and knowledgeable of current organizational dynamics which makes them productive however it faces high attrition because they are bread earners of their families hence look for better pastures by taking on other professions.

As regards type of employer it was revealed that 56% of the respondents were being employed by the central government as compared to 36% who were being employed by the private sector.

Meanwhile, 5% were employed by Mission and 3% were being employed by other. This implied that those who have a high rate of attrition were experienced by other employers, Mission schools, Private schools and government schools respectively. Majority of the workers join Mission schools and private schools as a stepping stone to get capital and experience required for joining other professions.

Regarding type of contract it was revealed that 60% of the respondents were found to be on permanent terms as compared to 13% who were on causal terms of service. Meaning that those on casual terms would easily quit the service and get acquire greener pastures since they were not sure of their future, meanwhile those in permanent terms stayed. Consequently there is high attrition rate among teachers on casual basis and temporary terms than teachers on permanent basis.

On the issue of period spent in the teaching profession it is indicated that 33%of the respondents had been in teaching service between 2-5 years while 6% were in service for less than a year. 16 (20.5%) were in service for 6-9 years, 22% were in service between 10-13years and those that fell between 14 and above years were 18%. This data indicates that, the teachers who were in service between 2-5years had a high rate of attrition as compared to those who had stayed for a longer period of time in service.

About years spent in a school 44% of the respondents had been teaching in this school between 2-5 years while 23% had taught for less than a year. While 21% taught for 6-9 years, 12% had taught for 10-13years and those that had taught for 14 and above years were 1%. This data indicates that, the teachers who had taught in that school for less than 5years had a high rate of attrition as compared to those who had taught for a longer period of time.

The data suggest that there is attrition among teachers in Bukedea district.

4.3 Presentation of findings

This section presents data from the instruments used that is, Interview and questionnaires. The data was presented objective per objective, starting with objective one.

4.3.1 The head teachers' leadership styles play a role in influencing teachers' attrition in secondary schools

To respond to the first objective Question, a series of questions were asked. Responses "strongly agreed" and "Agreed" are reported as "Agreed" while "Strongly Disagree" and "Disagree" are reported as "Disagreed". Therefore, data presented in table 4.3 are reported in terms of Agree, Disagree.

Table 4.3.1 Features of autocratic leadership style

Autocratic Leadership style	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
The head teacher creates a sense of fear around him/her self	11	14.1	20	25.6	19	24.4	17	21.8	11	14.1	78	100
Head teacher decides on what and when things are done	21	26.9	20	25.6	16	20.5	13	16.7	8	10.3	78	100
Head teacher makes decisions without	12	15.4	12	15.4	18	23.1	23	29.5	13	16.7	78	100
Teachers strictly follow the head teacher's instructions and procedures	15	19.2	31	39.7	13	16.7	19	24.4	00	00	78	100
Head teacher gives top	1	20.	3	43.	17	21.	8	10.	3	3.8	78	10
The head teacher employs power and	17	21.8	34	43.6	11	14.1	9	11.5	7	9.0	78	100

Source: Primary data

About autocratic leadership it's indicated that 40% of the respondents agreed that the head teacher creates a sense of fear around him/her self while 24% were not sure. On the other hand 36% of the respondents disagreed with the statement. This implies that the autocratic leaders

structure their work situation in their own way and expect the workers to follow their orders and tolerate no deviation from their orders which forces some teachers to leave teaching profession.

Concerning head teachers priority it's indicated that 33% of the respondents were in agreement that the head teacher decides on what and when things are done while 21% were not sure. On the other hand 27% were in disagreement. This implies that the head teacher makes the final decisions without consulting subordinates which demotivate teachers leading to attrition.

Additionally, it's indicated that 30% of the respondents agreed that head teacher makes decisions without consulting while 23% were not sure. On the other hand 47% disagreed. This implies that the decision making process does not involve teachers.

Regarding instructions indicated that 59% of the respondents agreed that Teachers strictly follow the head teacher's instructions and procedures while 17% were not sure. On the other hand 24% disagreed. This implied that creativity among teachers is not allowed. Consequently creative teachers opt for other professions which can promote their creativity.

About top priority, it can be revealed that 65% of the respondents agreed that head teacher gives top priority while 22% were not sure. On the other hand 14% disagreed. This implies that in situations of competing views, the head teachers decisions are considered first. Hence some teachers opt for other professions where their opinions can be equally considered at the same footing with those of leaders.

On the issue of power and authority, it's indicated that 66% of the respondents agreed that the head teacher employs power and authority while 14% were not sure. On the other hand 20% disagreed. This implies that some teachers opt to leave the teaching profession because they are coerced by head teachers as a result of use of power and authority.

Therefore, from the above data, one can summarize that autocracy as one of the leadership styles plays a role in influencing teacher attrition in secondary schools.

To get more information about head teachers' leadership styles in influencing teacher attrition in secondary schools in Bukedea district, teachers were asked to show the level of their agreement or disagreement on another type of leadership as can be summarized below in table 4.3(b)

Table 4.3.2 Features of Democratic leadership style

Democratic leadership style	*SA*		*A*		*N*		*D*		*SD*		*Total*	
	F	%	F	%	F	%	F	%	F	%	F	%
Teachers are given opportunities to participate in decisions that affect their work	27	34.6	35	44.9	7	9.0	3	3.8	6	7.7	78	100
Teachers have free consultation with the head teacher	28	35.9	38	48.7	7	9.0	2	2.6	3	3.8	78	100
There is delegation of work by the head teacher	29	37.2	37	47.4	10	12.8	0	0	2	2.6	78	100
The Head teacher accepts criticism and suggestions from Staff	17	21.8	35	44.9	14	17.9	6	7.7	6	7.7	78	100
The head teacher shares problem solving responsibilities	19	24.4	45	57.7	10	12.8	3	3.8	1	1.3	78	100
The head teacher keeps staff informed about issues that affect their work	27	34.6	36	46.2	7	9.0	3	3.8	5	6.4	78	100
The head teacher seeks discussions and listens to teachers' ideas before making final decisions.	20	25.6	28	35.9	11	14.1	9	11.5	10	12.8	78	100

Source: Primary data

Table 4.3 (b) indicated that there was democracy in the way the head teacher dealt with the teachers, this was witnessed by the high level of the percentage at 90% response rate. However the response of those who disagreed with the statement was at the rate of 11%. This implies that when the head teacher practices democracy in the way of operation at school, the rate of teacher attrition is very low. Democracy could be witnessed in these responses such as delegation of work by the head teacher and free consultation by the teachers with the head teacher where 85% conformed to such statements.

About opportunities, it was revealed that 80% of the respondents agreed that teachers are given opportunities to participate in decisions that affect their work while 9% were not sure. On the other hand, 11% disagreed. This implied that there are opportunities for teachers to participate in decision making.

Concerning consultation, 85% of the respondents agreed that teachers have free consultation with the head teacher while 9% were not sure. On the other hand, 6% disagreed. This implies that teachers have access to head teachers for consultation.

As regards delegation, 84% of the respondents agreed that there is delegation of work by the head teacher while 13% were not sure. On the other hand, 3% disagreed. This implies that during busy schedules the delegated teacher acts in capacity of the head teacher which builds his career in teaching profession. This in the long run reduces on attrition of teachers in teaching profession.

About acceptance of criticism, it was revealed that 66% of the respondents agreed that the Head teacher accepts criticism and suggestions from while 18% were not sure. On the other hand, 15% disagreed. This implies that teachers are encouraged to point out the point points in the administration and suggest ways of improvement which reduces attrition rate.

Regarding sharing problems and responsibilities it can be revealed that 82% of the respondents agreed that the head teacher shares problem solving responsibilities while 13% were not sure. On the other hand 5% disagreed. This implies that the teachers' problems and responsibilities are shared with the administration which makes teachers feel as part of the team and encourages them to stay longer in teaching profession.

Concerning keeping staff informed, 81% of the respondents agreed that the head teacher keeps staff informed about issues that affect their work while 9% were not sure. On the other hand 10% disagreed. This implies that the teachers are continuously informed about school progress.

About discussions it was revealed that 61% of the respondents agreed that the head teacher seeks discussions and listens to teachers' ideas before making final decisions while 14% were not sure. On the other hand 25% disagreed. This implies that there is exchange of ideas between the head master and teachers.

To get the final view about how head teachers' leadership style influence teachers' attrition in secondary schools, respondents were asked to present their statements as it is shown in table 4.3(c).

The data suggest that most head teachers used democratic leadership styles.

Table 4.3.3 Features of Laissez Faire leadership style

Laissez Faire leadership style	*SA*		*A*		*N*		*D*		*SD*		*Total*	
	F	%	F	%	F	%	F	%	F	%	*F*	%
The head teacher does not mind about the running of the school	12	15.4	4	5.1	5	6.4	14	17.9	43	55.1	78	100
Teachers have independence and freedom to do their work in their own best way	5	6.4	22	28.2	9	11.5	21	26.9	21	26.9	78	100
Teachers use their own judgments in solving school related problems	11	14.1	19	24.4	9	11.5	23	29.5	16	20.5	78	100
The Head teacher gives authority and power to the teachers	7	9.0	35	44.9	14	17.9	11	14.1	11	14.1	78	100
Teachers freely use their skill and ability when teaching	25	32.1	39	50.0	6	7.7	7	9.0	1	1.3	78	100
Teachers freely use their skill and ability in co-curricular activities	23	29.5	34	43.6	5	6.4	10	12.8	6	7.7	78	100
I would easily work with a head teacher who pushes for work gives rules and decides on what is to be done without asking me	9	11.5	10	12.8	15	19.2	18	23.1	26	33.3	78	100
I would easily work with a head teacher who cares about my work, respects and asks for my opinions in the running of the school	39	50.0	26	33.3	4	5.1	2	2.6	7	9.0	78	100
I would easily work with a head teacher who is carefree and leaves me to work as I wish while giving no attention to my work	7	9.0	9	11.5	8	10.3	14	19.2	39	50.0	48	100

Source: Primary data

About running the school it's indicated that 20% of the respondents agreed that the head teacher does not mind about the running of the school while 6% were not sure. On the other hand 74% disagreed. This implies that the head teacher is concerned about running the school.

Concerning independence it was revealed that 34% of the respondents agreed that teachers have independence and freedom to do their work in their own best way while 12% were not sure. On the other hand 54% disagreed. This implies that there is relatively little independence for teachers to innovate their own ideas. Consequently some voluntarily opt to leave in search of nurturing their own work.

As regards judgment, 38% of the respondents agreed that teachers use their own judgments in solving school related problems while 12% were not sure. On the other hand 50% disagreed. This implies that about half of the teachers do not use their own judgment when faced with challenges in school. Consequently in the long term some opt to change profession in the long run

Regarding authority and power, it was revealed that 54% of the respondents agreed that the Head teacher gives authority and power to the teachers while 18% were not sure. On the other hand 28% disagreed. This implies that about half of the teachers are given power and authority by the head teachers to manage their work responsibilities.

About use of skills it was revealed that 82% of the respondents revealed that teachers freely use their skill and ability when teaching while 8% were not sure. On the other hand, 10% disagreed. This implies that majority of the teachers use their skills and ability when delivering teaching activities.

Similarly 74% of the respondents agreed that teachers freely use their skill and ability in co-curricular activities while 6% were not sure. On the other hand 20% disagreed.

Additionally, 25% of the respondents agreed that would easily work with a head teacher who pushes for work gives rules and decides on what is to be done without asking me while 19% were not sure. On the other hand, 56% disagreed. This implies that teachers work with head teachers who push for work and give final decisions.

In addition, 83% of the respondents agreed that they would easily work with a head teacher who cares about my work, respects and asks for my opinions in the running of the school while 5% disagreed. On the other hand, 12% disagreed. This implies teachers are interested in working with head teachers that cares about my work, respects and asks for my opinions about progress of school activities.

Additionally, 21% of the respondents agreed that they would easily work with a head teacher who is carefree and leaves me to work as I wish while giving no attention to my work while 10% disagreed. On the other hand, 69% disagreed. This implies that majority of the teachers do not enjoy working with head teachers who are carefree.

The results show that 72% of respondents confirmed that with the Laissez Faire leadership style in a school, it increases the rate of teacher attrition, meanwhile 62% were in disagreement with the statement. To compliment these results, the interview findings report that 69% of the respondents disagreed that, they would easily work with a head teacher who was carefree and left them to work as they wished while giving no attention to their work. Everyone needs to be given attention and recognition, but a situation that one is just left at ease, leaves room for question.

To conclude on this research, from the trend of answers presented above, one can deduce that the head teachers' leadership styles indeed play a role in influencing teacher attrition especially when autocracy and laissez faire styles are fully involved.

In the interview that was held with the head teachers and former teachers, the head teachers were asked to describe their leadership style in the schools. In response to the research question, one of the head teachers said, *"use of participatory approach"*

However this respondent said he does not use a specific program, but he could choose to be at school as early as 6.30am or any time and the purpose of all these was to monitor school activities. Another said that, *"believes in leadership of assigning responsibilities [to teachers] for easy participation [head teacher] overall supervisor"*

It was noted that, although most of the head teachers said that they used democracy as styles of leadership, it was also revealed that some where the autocratic style would come in and be used a long side democracy, this was especially when a question was asked why it was necessary to exercise power and authority on the teachers.

In response to this question, one head teacher had this to say, *"some (teachers) are dormant and un willing to work, when power and authority is exercised, they [teachers] realize the need to work"*

This was an indication that, one had to be somehow dictatorial in nature in order to see work moving. However, this respondent was not so direct to mention about autocracy, but from the explanation, one would gauge some degree of it featuring in the statement, hence make a conclusion. This very respondent had this to say, *to avoid making un necessary mistakes"*

"administrative powers and functions of an organization are put into use"

Another head teacher said, *"in order to make them [teachers] work in the way an administrator [head teacher] wants them to work"*

The above responses clearly pointed to some aspects of autocratic leadership being applied

In response to the same question about power and authority on the teachers, some respondents had this to say, *"They [teachers] are on ground with students"*

This meant that they needed to be involved in the decision making process because information that was got from teachers would help in the making of the final decision and they would own and be part of the family, thereby feeling that their ideas were vital and got involved in the whole process. Another respondent said, *"guide them [teachers] on their roles" "train them [teachers] for future leadership"*

Here the aspect of delegation and consultation featured vividly and this was typical in a democratic type of leadership in a given a school.

Generally speaking where the head teacher involves autocratic and laissez faire style of leadership, the teachers' rate of attrition becomes so high as compared to the environment where democracy prevails and each person feels for the other and embraces the contributions and ideas brought all, the rate of teacher attrition is seen to be at a low rate.

To generate more information about the study, research question two was asked.

Table 4.3.4: Regression head teachers' leadership styles and teachers' attrition in secondary schools

Source		SS	df	MS	Number of obs = 78	
Model		9.387	1	1.877	F = 8.339	
Residual		6.937	284	.225	Sig = 0.000	
Total		7.324	78		R-squared =.128	
					Adj R-squared = .113	
					Error = .47448	
Explanatory		Coefficients				
Model		Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.098	.191		5.740	.000
	Autocratic leadership	.081	.060	.148	1.353	.177
	Democratic leadership	-.107	.037	.211	2.866	.004
	laizefaire	-.172	.075	-.199	-2.298	.022

a. Dependent Variable: Observed teachers' attrition in secondary schools in Bukedea district

Autocratic leadership style is positively related with teacher attrition therefore when a head teacher strictly applies autocratic leadership styles the rate of attrition increases. Democratic leadership style is negatively related with teachers attrition rates. Thus when a head teacher uses democratic leadership styles teachers are encouraged to provide their services to that school. Likewise laizefaire leadership styles negatively affect teachers attrition. That is when appropriately applied the rate of attrition reduces in a school.

Effect of reward systems in teachers' attrition in secondary schools.

Research delved into the effects of reward systems in teachers' attrition in secondary schools in Bukedea District. To investigate this effect, data was collected on monetary and non monetary rewards system with the view to determine if it had a contribution toward teachers' attrition in secondary schools. The findings were presented in the tables 4.4 (a), (b), (c)

To gain an insight to the degree of effects of reward systems in teachers' attrition in secondary schools, questions were raised to that effect. The responses were assigned scores, as strongly Agree, 'Agree' recorded as 'Agreed' and Strongly 'Disagree', 'Disagree' recorded as 'Disagreed'

Table 4.4.1 Range Salary Scale per Month

Range	Frequency	Percentage
100,000-200,000	18	23.1
210,000-300,000	13	16.7
310,000-400,000	11	14.1
410,000-500,000	22	28.2
510,0000-600,000	14	17.9
Total	**78**	**100.0**

Source: Primary Data 2015

From table 4.4a it was revealed that 28% of the respondents earn between 410,000 -500,000 Uganda shillings monthly while 23% range from 100,000 – 200,000/=, 18% range from 5100,000 – 600,000/=, 17% said they earn about 210,000 – 300,000/= while 14% their salaries range from 310,000 – 400,000/=. This implies that majority of the teachers earn low salary and

are unable to meet their individual and family needs. Consequently some opt to change profession in search for greener pastures.

The data suggest that most teachers get low salary.

Table 4.5a Reward Systems

Monetary rewards	*SA*		*A*		*N*		*D*		*S*		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
My salary is satisfactory compared to my work qualification	7	9.0	5	6.4	5	6.4	25	32.1	36	46.2	78	100
My salary meets basic needs	2	2.6	7	9.0	11	14.1	23	29.5	35	44.9	78	100
Apart from salary, I receive Housing allowance	5	6.4	15	19.2	8	10.3	17	21.8	33	42.3	78	100
Apart from salary, I receive Transport allowance	2	2.6	8	10.3	2	2.6	18	23.1	48	61.5	78	100
Apart from salary, I receive responsibility allowance	10	12.8	26	33.3	4	5.1	13	16.7	25	32.1	78	100
Apart from salary, I receive other allowances	2	2.6	21	26.9	11	14.1	14	17.9	30	38.5	78	100
Apart from salary, I receive bonus for extra work done	3	3.8	20	25.6	10	12.8	13	16.7	32	41.0	78	100
I get fringe benefits like Housing at the school	7	9.0	10	12.8	4	5.1	19	24.4	38	48.7	78	100
I get fringe benefits like medical treatment at the school	9	11.5	13	16.7	4	5.1	12	15.4	40	51.3	78	100
Get fringe benefits like food at the school	15	19.2	28	35.9	7	9.0	7	9.0	21	26.9	78	100
I get other fringe benefits like	6	7.7	17	21.8	12	15.4	11	14.1	32	41.0	78	100

Source: Primary data

From table 4.5(b), it was revealed that, 15% of the respondents agreed that their salary is satisfactory compared to their work while 6% were not sure. On the other hand, 78% disagreed. This implies that most of the teachers are not satisfied with the salaries they receive.

Similarly, 12% of the respondents agreed that my salary meets basic needs while 14% were not sure. On the other hand 75% disagreed. This implies that majority of the teachers receive inadequate salary unable to meet their needs.

Likewise, 25% of the respondents agreed that, apart from salary, they receive Housing allowance while 10% disagreed. On the other hand 75% disagreed. This implies that only a few schools offer housing allowance for teachers.

Further, 13% of the respondents agreed that apart from salary, they receive Transport allowance while 3% were not sure. On the other hand 84% disagreed. This implies that only a few schools offer transport allowance to teachers.

Furthermore, 46% of the respondents agreed that apart from salary, they receive responsibility allowance while 5% were not sure. On the other hand 49% disagreed. This implies that some teachers receive allowances for additional responsibilities assigned by their head teachers.

In addition, 30% of the respondents agreed that apart from salary, they receive other allowances while 14% were not sure. On the other hand, 57% disagreed. This implies that a few additional incentives were given to only selected teachers.

Additionally, 30% of the respondents agreed that apart from salary, they receive bonus for extra work done while 13% were not sure. On the other hand, 58% disagreed. This implies that in some instances teachers who carryout extra activities are given bonuses.

Likewise, 21% of the respondents agreed that they get fringe benefits like Housing at the school while 5% disagreed. On the other hand, 73% disagreed. This implies that fringe benefits were given out selectively to only a few teachers.

Similarly, 29% of the respondents agreed that they get fringe benefits like medical treatment at the school while 5% disagreed. On the other hand, 66% of the respondents disagreed. This implies that although medical care is one of the basic needs for a worker only selected teachers had access to medical benefits

Likewise, 55% of the respondents agreed that they get fringe benefits like food at the school while 9% were not sure. On the 36% disagreed. This implies that most schools offered food to teachers inform of fringe benefits.

Similarly, 29% of the respondents agreed that they get other fringe benefits, while 15% were not sure. On the other hand, 55% disagreed. This implies that some schools offer other additional fringe benefits.

Table 4.5b Reward Systems

Non-Monetary Rewards	*SA*		*A*		*N*		*D*		*SD*		*Total*	
	F	%	F	%	F	%	F	F	%	F	F	%
The school leadership recognizes my publicly at assembly	18	23.1	28	35.9	14	17.9	12	15.4	6	7.7	78	100
The school leadership recognizes my efforts through Thank you notes	8	10.3	31	39.7	9	11.1	1	20.5	14	17.9	78	100
The school recognizes my efforts through Teacher of the month/year award	3	3.8	15	19.2	12	15.4	26	33.3	22	28.2	78	100
The school leadership recognizes my efforts through other ways.	10	12.8	21	26.9	6	7.7	12	15.4	29	37.2	78	100
The school leadership does not recognize my efforts at all	13	16.7	14	17.9	12	15.4	15	19.2	24	30.8	78	100
I serve in areas of responsibility like class teacher/head of department	29	37.2	22	28.2	2	2.6	15	19.2	10	12.8	78	100
I serve in areas of responsibility like house parenting	10	12.8	18	23.1	4	5.1	25	29.5	23	29.5	78	100
I serve in areas of responsibility like kitchen master	4	5.1	11	14.1	10	12.8	23	29.5	30	38.5	78	100
I serve in areas of responsibility like compound master	5	6.4	15	19.2	13	16.7	18	23.1	27	34.6	78	100
I serve in areas of responsibility like staff welfare	8	10.3	19	24.4	9	11.5	18	23.1	24	30.8	78	100

Non-Monetary Rewards	*SA*		*A*		*N*		*D*		*SD*		*Total*	
	F	%	F	%	F	%	F	F	%	F	F	%
I serve in other areas.	13	16.7	16	20.5	15	19.2	16	20.5	18	23.1	78	100
I serve in areas of responsibility like senior man/woman	9	11.5	17	21.8	10	12.8	20	25.6	22	28.2	78	100
There are chances of promotion in this school	12	15.4	34	43.6	16	20.5	6	7.7	10	12.8	78	100
The school promotes teacher refresher courses through seminars/workshops	18	17.9	21	26.9	13	16.7	12	15.4	18	23.1	78	100
The school promotes teachers' study tours	10	12.8	14	17.9	15	19.2	14	17.9	25	31.2	78	100
The school supports teachers to go for upgrading courses	15	19.2	25	32.1	11	14.1	9	11.5	18	23.1	78	100

Source: Primary data

Table 4.5(c) revealed that 59% of the respondents agreed that the school leadership recognizes them publicly at assembly while 18% of the respondents disagreed. On the other hand, 23% disagreed. This implies that performing teachers are recognized publicly at the assembly.

Likewise, 50% of the respondents agreed that the school leadership recognized their efforts through Thank you notes while 11% were not sure. On the other hand, 39% disagreed. This implies a teacher was verbally appreciated by head teacher.

Similarly, it was revealed that 23% of the respondents agreed that the school recognized their efforts through Teacher of the month/year award while 15% were not sure. On the hand, 61% disagreed. This implies that only a few schools recognized out performing teachers in a given month/year.

Further, 17% of the respondents agreed that the school leadership recognized their efforts through other ways, while 8% were not sure. On the other hand, 52% disagreed. This implies that there were limited ways of giving other incentives to teachers.

Furthermore, 35% of the respondents agreed that the school leadership did not recognize their efforts at all while 15% were not sure. On the other hand, 50% disagreed. This implies that some teachers felt that their efforts were not recognized at all.

Similarly, 65% of the respondents agreed that they serve in areas of responsibility like class teacher/head of department while 3% were not sure. On the other hand, 32% disagreed. This implies that only a few teachers were given an opportunity to serve in areas of responsibility.

Likewise, 36% of the respondents agreed that they served in areas of responsibility like house parenting while 5% were not sure. On the other hand, 59% disagreed. This implies that housekeeping responsibilities were given to teachers with relevant experience, skill and interest.

Further, 35% of the respondents agreed that they serve in areas of responsibility like house parenting while 5% were not sure. On the other hand, 60% disagreed. This implies that house parenting was one of the key activities assigned to teachers by head teachers.

Furthermore, 19% of the respondents agreed that they served in areas of responsibility like kitchen master while 13% disagreed. On the other hand, 69% of the respondents disagreed. This implies that head teachers assigned that responsibility to a teacher with interest, skill and relevant experience.

It was also revealed that 25% of the respondents agreed that they served in areas of responsibility like compound master while 17% were not sure. On the other hand, 58% disagreed. This implies that an appropriate teacher was given a particular responsibility.

It was also reported that 34% of the respondents agreed that they served in areas of responsibility like staff welfare while 12% were not sure. On the other hand, 54% disagreed. This implies that a relevant teacher was allocated that task.

It was also indicated that 48% of the respondents agreed they served in other areas, while 19% were not sure. On the other hand, 44% disagreed. This implies that Head teachers always had additional unallocated responsibilities which were later assigned.

It was indicated that 34% of the respondents agreed that they served in areas of responsibility like senior man/woman while 13% were not sure. On the other hand, 55% disagreed. This implies that the role of senior man / woman is allocated to a teacher.

It can also be revealed that 59% of the respondents agreed that there were chances of promotion in this school while 21% disagreed. While 20% disagreed. This implies that there are promotional opportunities.

Similarly, 45% of the respondents agreed that the school promotes teacher refresher courses through seminars/workshops while 17% were not sure. On the other hand, 38% of the respondents disagreed. This implies that some teachers are offered refresher courses through seminars/workshops.

Further, 32% of the respondents agreed that the school promotes teachers' study tours while 19% were not sure. On the other hand 49% disagreed. This implies that teachers' tours are encouraged by head teachers.

Furthermore, 51% of the respondents agreed that the school supports teachers to go for upgrading courses while 14% were not sure. On the other hand, 35% disagreed. This implies that promotional courses for teachers were available.

The data suggest that all the schools offer monetary rewards to teachers.

Table 4.5d: Regression Reward systems and teachers' attrition in secondary schools

Source		SS	df	MS	Number of obs = 78
Model		8.472	1	1.826	F = 9.2267
Residual		8.463	293	.223	Sig = 0.000
Total		7.368	78		R-squared =.157
					Adj R-squared = .137
					Error = .45442
Explanatory		Coefficients			
Model		Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.046	.181		5.530	.000
	Monetary Rewards	-.162	.076	.154	2.127	.034
	Non Monetary reward	-.061	.040	.129	1.541	.125

a. Dependent Variable: Observed teachers' attrition

The data suggest that both monetary and non monetary rewards negatively affect teachers' attrition. Therefore provision of rewards of any kind reduces teacher attrition.

The influence of working conditions on teachers' attrition in secondary schools in Bukedea district.

Table 4.6 (a) Work Conditions

Learning /Teaching Facility	Very Adequate		Adequate		Fairly Adequate		Not Adequate		Not Availabl e		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
science Equipment	9	11.5	33	42.3	23	29.5	13	16.7	00	0.0	78	100
Laboratory space	8	10.3	20	25.6	23	29.5	24	30.8	3	3.8	78	100
Classroom space	16	20.5	23	29.5	18	23.1	19	24.4	2	2.6	78	100
Library Space	3	3.8	18	23.1	16	20.5	29	37.2	12	15.4	78	100
Staffroom	6	7.7	19	24.4	15	19.2	20	25.6	18	23.1	78	100
Toilets/Latrines	6	7.7	19	24.4	22	28.2	28	35.9	3	3.8	78	100

Source: Primary data

Table 4.6(a) indicated that 54% of the respondents reported science equipment being adequate for teaching and learning while 30% were not sure. On the other hand, 17% disagreed.

In addition, 36% of the respondents revealed that there was laboratory space for learning / teaching while 30% said fairly adequate, another 30% said not adequate and 4% said not available.

Likewise, 21% of the respondents said there was very adequate classroom space for learning and teaching, 30% said was adequate, 23% fairly adequate, 24%, not adequate and 3% said it was not available. .

Similarly, 4% said there is very adequate library space, 23% said adequate, 21% said fairly adequate, 37% said not adequate and 15% said not available.

Further, 8% of the respondents said that staffroom was very adequate for facilitating teaching and learning, 24% said it was adequate, 19% said its fairly adequate, 26% said it was not adequate and 23% said it was not available.

On the other hand, 8% of the respondents said that there were very adequate toilets and latrines facilities to facilitate teaching / learning, 24% said it was adequate, 28% said It was fairly adequate, 36% said it was not adequate and 4% said it was not available.

The data suggest that adequate instructional material were provided to teachers in most of the schools.

Table 4.6 (b) Nature of Work

Nature of work	*SA*		*A*		*N*		*D*		*SD*		*Total*	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**F**	**%**	**F**	**F**	**%**
The instructional material; Books/pens/Desks are adequate	16	20.5	35	44.9	12	15.4	10	12.8	12	5.1	78	100
My daily workload is adequate	7	9.0	42	53.8	14	17.9	9	11.5	7	9.0	78	100
My average class number of students is adequate	5	6.4	28	35.9	17	21.8	16	20.5	12	15.4	78	100
I am happy with routine class work	15	19.2	32	41.0	17	21.8	7	9.0	7	9.0	78	100

Source: Primary data

Table 4.6 (b), revealed that 67% of the respondents agreed that the instructional materials; Books/pens/Desks are adequate while 15% were not sure. On the other hand, 18% disagreed. This implies that other fields do not have adequate instructional materials.

Similarly, 63% of the respondents agreed that my daily workload is adequate while 18% were not sure. On the other hand, 21% disagreed. This implies that the majority of staff is given adequate work related activities.

Further, 42% of the respondents agreed that their average class number of students was adequate while 22% were not sure. On the other hand, 36% disagreed. This implies that in most classes the number is above average.

Furthermore, 60% of the respondents agreed that I am happy with routine class work while 22% were not sure. On the other hand, 18% disagreed. This implies that the teachers are happy with routine class work.

Table 4.6 (c) Health and Safety Issues

Health and Safety Issues	***SA***		***A***		***N***		***D***		**SD**		**Total**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**F**	**%**	**F**	**F**	**%**
The school has a clinic/sick bay	6	7.7	15	19.2	7	9.0	17	21.8	33	42.3	78	100
Teachers are entitled to free medical treatment	4	5.1	11	14.1	8	10.3	17	21.8	38	48.1	78	100
The school has a visiting doctor/nursing sister	6	7.7	11	14.1	3	3.8	16	20.5	42	53.8	78	100
Teachers have free medical consultation with the medical personnel	3	3.8	12	15.4	5	6.4	17	21.8	41	52.6	78	100
The school has safety measures like the fire extinguisher	4	5.1	8	10.3	3	3.8	16	20.5	47	60.3	78	100
Teachers have been appointed on the safety committee	6	7.7	10	12.8	6	7.7	18	23.1	38	48.1	78	100
The school has safety policies in place	8	10.3	14	17.9	10	12.8	19	24.4	27	34.6	78	100

Source: Primary data

Table 4.6 (c), it was revealed that 23% of the respondents agreed that schools have clinic/sick bay while 9% were not sure. On the other hand 44% disagreed. This implies that the school does not have adequate sickbay to cater for all the students.

Likewise 19% of the respondents agreed that teachers are entitled to free medical treatment while 10% were not sure. On the other hand 70% disagreed. This implies that only a few teachers are entitled to free medical treatment.

Similarly 19% agreed that the school has a visiting doctor/nursing sister while 4% were not sure. On the other hand 75% disagreed. This implies that schools do not regularly receive visiting doctor.

Further 19% of the respondents agreed that teachers had free medical consultation with the medical personnel while 6% were not sure. On the other hand 75% disagreed. This implies that only top management has a privilege of free medical consultation and therefore the researcher recommends that, all staff be given this opportunity of medical consultation.

Furthermore 15% of the respondents agreed that schools had safety measures like the fire extinguisher while 4% disagreed. On the other hand 81% disagreed. This implies that most of the staff members were not aware about the safety members.

Additionally 21% of the respondents agreed that teachers have been appointed on the safety committee while 8% were not sure. On the other hand 71% disagreed. This implies that the majority of members on safety committee are not teachers.

Similarly 28% of the respondents disagreed that the school has safety policies in place while 13% were not sure. On the other hand 59% disagreed. This implies that more than half of the teachers are aware about the safety measures governing the school.

The data suggest that most of the schools offered health and safety incentives to reduce teacher attrition.

Table 4.6d: Regression working conditions and teachers' attrition

Source		SS	df	MS	Number of obs = 78	
Model		9.387	1	1.877	F = 8.339	
Residual		6.495	298	.225	Sig = 0.000	
Total		7.459	78		R-squared =.139	
					Adj R-squared = .113	
					Error = .46991	
Explanatory		Coefficients				
Model		Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.0789	.182		5.443	.000
	Work conditions	-.328	.070	.382	4.655	.000
	Nature of work	-.164	0.066	0.101	0.657	0.003
	Health and safety issues	-.152	0.057	0.143	0.589	0.002
a. Dependent Variable: Observed teachers attrition						

The data suggest that work conditions, nature of work, health and safety issues are negatively related with teachers' attrition. Thus provision of favorable work conditions reduces teachers' attrition.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This chapter presents the discussions, conclusion and recommendations made by the researcher on the topic of study. The discussion followed study objectives which included; to find out whether the head teachers' leadership styles play a role in influencing teachers' attrition in secondary schools in Bukedea district, to establish the effect of rewards systems on teachers' attrition in secondary schools in Bukedea district and to identify the influence of working conditions on teachers' attrition in secondary schools in Bukedea district.

5.1 Discussion of results

This sub section gives summary of findings arranged according to the three objectives of the study. Therefore, the section is subdivided into the following subsections;

5.1.1 The head teachers' leadership styles role in influencing teachers' attrition in secondary schools in Bukedea district

The discussion is based on types of leadership styles.

Autocratic Leadership style

It was reported that, in Bukedea district Secondary school head teachers who are autocratic in management structure their work situation in their own way and expect the workers to follow their orders and tolerate no deviation from the orders which force some teachers to leave teaching profession. This is in support of Lephalala (2006), who reported that autocratic head teachers insulate themselves with a lot of powers and do not tolerate anybody who questions

their authority thereby cultivating an environment of fear and mistrust around themselves that may influence teachers' attrition in secondary schools.

In some secondary schools the head teacher makes the final decisions without consulting subordinates which demotivates teachers leading to attrition. Therefore, the decision making process does not involve teachers. Consequently creativity among teachers is not allowed. Thus creative teachers opt for other professions which can promote their creativity. This is in line with Prasad (2000), who reported that employees in an autocratic leadership environment lack motivation for creativity, which breeds frustration, low morale and conflict, which jeopardize organizational effectiveness.

During competing views, the head teacher's decisions are considered first. This has made some teachers in Bukedea secondary schools opt for other professions where their opinions can be equally considered at the same footing with those of leaders. While others opted to leave the teaching profession because they are coerced by head teachers as a result of use of power and authority. The results are consistent with Mukwaya (2012), who reported that the tight controls under such leadership may lead to yielding of results or eventually result in a high rate of teachers' attrition.

Democratic leadership style

The head teachers that use democratic leadership style in Bukedea Secondary schools practice democracy in the way of operation at school, the rate of teacher attrition is very low. Democracy is witnessed by delegation of work by the head teacher and free consultation by the teachers with the head teacher which has given teachers opportunities for teachers to participate in decision making. There is also free consultation, access to head teachers for consultation. Consequently

during busy schedules the delegated teacher acts in the capacity of the head teacher which builds his career in teaching profession. This in the long run reduces on attrition of teachers in teaching profession. The results are in support of Yang (2001), who reported that the teachers are encouraged to point out issues in the administration and suggest ways of improvement has helped to reduce attrition rate. Likewise, democratic head teachers listen to the teachers' problems and responsibilities and share with the administration which makes teachers feel as part of the team and encourages them to stay longer in teaching profession. They also exchange ideas and continuously inform teachers about school progress. The results are in support of Lephalala (2006), who reported that managers, who encourage participation and value contribution from staff, and promoted decision-making, help to maintain a stable workforce by reducing their attrition.

Laissez Faire leadership style

It was reported that the head teachers that use laissez faire leadership style are less concerned about running the school. Hence there is independence for teachers to innovate their own ideas. The teachers use their own judgment when faced with challenges in school. The teachers are given power and authority by the head teachers to manage their work responsibilities which require them to use their skills and ability when delivering teaching activities. However results indicate that some teachers prefer to work with head teachers that care about work, respects and ask for my opinions about progress of school activities. Nonetheless, they would easily work with a head teacher who are carefree and leave them to work as they wished while giving no attention to their work. The results are in line with Barnett and Williams (2008), who reported that, the laissez faire leadership represents

an absence of formal leadership. Whereas the laissez faire leadership style creates an environment of freedom for the teachers as individuals and, or as a team, it can offset, disorganize interests.

5.1.2 The effect of rewards systems on teachers' attrition in secondary schools in Bukedea district.

The discussion is based on reward systems used by secondary schools in Bukedea district;

Monetary Rewards

It was reported that most of the teachers are not satisfied with the salaries they receive. It is inadequate salary and unable to meet their needs. Generally only a few schools offer housing allowance for teachers such as transport allowance. However some teachers receive allowances for additional responsibilities assigned by their head teachers. In some situations teachers that carryout extra activities are given bonuses. Therefore fringe benefits are given out selectively to only a few teachers. Additionally, only selected teachers have access to medical benefits. The results are in line with Lephalala, (2006), who reported that monetary rewards are incentives that are given to the employees in monetary terms such as wages, salaries, allowances (pension, bonus, and gratuity) and fringe benefits (medical, housing, transport, meals). Their inadequacy or absence breeds the desire to vacate among employees.

Non-Monetary Rewards

It was reported that performing teachers are recognized publicly at the assembly particularly verbal appreciation for a performing teacher at the end of the month. Nevertheless some teachers feel that their efforts are not recognized at all. Because only a few teachers are given opportunity to serve in areas of responsibility. The house keeping responsibilities are given to teachers with relevant experience, skill and interest. The secondary responsibilities such as housekeeping, kitchen master, senior man / woman are allocated to teachers with relevant skills and experience.

Therefore head teachers always have additional unallocated responsibilities which are later assigned to teachers. The role of senior man / woman is allocated to a teacher. Other none monetary incentives include tours, promotional opportunities and refresher courses. The results are consistent with Robbins (2003). who reported that money alone is not enough to motivate high performance but there are other benefits of being at work rather than money. Non-financial benefits cover a range of desired things that are potentially at the disposal of the organization and the common link is that they do not increase the employees' financial position but emphasize making life more attractive on the job.

5.1.3 The influence of working conditions on teachers' attrition in secondary schools in Bukedea district

Working conditions influence teachers' attrition in different ways as discussed below;-

Work Conditions

It was reported that most of the schools have adequate science Equipment, Toilets/Latrines and Classroom space however there is limited library Space and Staffroom. On the other hand, some schools do not have laboratory space. This has made some of the teachers to opt for a change of profession because of unfavorable working conditions in education institutions. The results are in support of Sciandra, (2007), who reported that the environment in which people work can have a tremendous effect on their decisions to stay or quit and more specifically, quality \ physical facilities make people stay on their jobs while bad physical facilities increase their attrition. In most schools, there is a general shortage of classrooms, teachers' offices, libraries and laboratories.

There is need for the government to introduce career development schemes offered on merit system to provide avenues for teachers to acquire higher qualifications based on their talent and competency. This will encourage teachers to acquire latest skills and knowledge in teaching profession and reduce on the rate of attrition.

There is need for the Ministry of Education, Science Technology and Sports to introduce progressive monetary and non monetary reward system in both private and public schools in comparison to other professions which can enable teachers to afford adequate standards of living in the long run the status of teachers in the community will improve, they will become proud of teaching profession and work hard to remain in the same field as a lifetime occupation.

There is need for the head teachers to encourage and give opportunity to teachers to go for further studies without segregation, and if possible give them tuition loans.

There is need for timely confirmation of teachers who are already in service by Ministry of Education, Science, Technology and sports.

5.3 Areas for Further Research

Research may be conducted in the following areas

The impact of organizational factors on teacher attrition in urban secondary schools

The impact of organizational development on teacher attrition in secondary schools

The impact of working conditions on teacher turnover in secondary schools

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APPENDIX 1

INTERVIEW GUIDE FOR THE HEAD TEACHERS AND FORMER TEACHERS

Dear respondent,

I am Okwalinga Patricia a student at Kyambogo University carrying out research on Organizational factors and teachers' attrition in secondary schools in Bukedea District. Therefore for academic purpose, I kindly request you to assist in providing accurate information that will enable me obtain quality data for analysis thus, all the information shall be treated with utmost confidentiality.

Age... Sex.....Marital status.....Qualification..... Period spent as H/T /TR.....

1. As a head teacher, describe your leadership style in this school.
2. Why is it necessary to exercise power and authority on the teachers?
3. Why is it useful to consult teachers before making important decisions affecting the school?
4. In your opinion, why is it necessary to leave the teachers to pursue their assigned tasks with minimum supervision?
5. Comment on the salaries/pay given to teachers in this school
6. Besides salary, what other benefits does the school offer to the teachers? Explain.
7. Apart from monetary rewards, how else do you recognize the teachers' efforts?
8. Besides teaching, what additional responsibility roles do teachers possess in this school?
9. Comment on the opportunities for career advancement in this school.
10. Comment on the Physical and learning facilities in this school.
11. Comment on the availability of health and safety facilities in your school?
12. Have you experienced teachers leaving the school voluntarily (freely)?
13. What are the possible causes for teachers' attrition in this school?

14. What measures have you put in place to curb teacher attrition?

APPENDIX 2

QUESTIONNAIRES FOR THE DIRECTORS OF STUDIES AND TEACHERS

Dear respondent,

I am Okwalinga Patricia a student at Kyambogo University carrying out research on Organizational factors and teachers' attrition in secondary schools in Bukedea District. Therefore for academic purpose, I kindly request you to assist in providing accurate information that will enable me obtain quality data for analysis thus all the information shall be treated with utmost confidentiality.

SECTION A: PERSONAL DATA

A.1 what is your sex? a) Male b) Female

A.2 what is your age?

1) 20- 30	3) 41-50
2) 31-40	4) 51- 60

A.6 who is your employer?

1) Central Government	3) Mission
2) Private Sector	4) Others (specify).....

A.11 Are you on?

1) Permanent terms	2) Part time.....	3) Casual

affect their work					
B.14 The headteacher seeks discussions and listens to teachers' ideas before making final decisions.					

Laissez Faire leadership style	***SA***	***A***	***N***	***D***	***SD***
B.15 The headteacher does not mind about the running of the school					
B.16 Teachers have independence and freedom to do their work in their own best way					
B.17 Teachers use their own judgments in solving school related problems					
B.18 The Headteacher gives authority and power to the teachers					
B.19 Teachers freely use their skill and ability when teaching					
B.20 Teachers freely use their skill and ability in co-curricular activities					
B.21 I would easily work with a head teacher who pushes for work, gives rules and decides on what is to be done without asking me					
B.22 I would easily work with a head teacher who cares about my work, respects and asks for my opinions in the running of the school					
B. 23 I would easily work with a headteacher who is carefree and leaves me to work as I wish while giving no attention to my work					

SECTION C: REWARD SYSTEMS

C.1 Under which range does your monthly basic pay fall?

1) 100,000-200,000	4) 410,000-500,000
2) 210,000-300,000	5) 510,000-600,000
3) 310,000-400,000	6) 600000 +

Tick either Strongly Agree (SA), Agree (A), Neutral (N,) Disagree (D), Strongly Disagree (SD)

Monetary Rewards	***SA***	***A***	***N***	***D***	***SD***
C.2 My salary is satisfactory compared to my work and qualification					
C.3 Mysalary meets my basic needs					
C.4 Apart from salary, I receive Housing allowance,					
C.5 Apart from salary, I receive Transport allowance,					
C.6 Apart from salary I receive Responsibility allowance,					
C.7 Apart from salary I receive other allowances like.....					
C.8 Apart from salary I receive bonus for extra work done					
C.9 I get fringe benefits like Housing at the school					
C.10 I get fringe benefits like medical treatment at the school					
C.11 I get fringe benefits like food at the school					
C.12 I get other fringe benefits like.....					

Non-Monetary Rewards	*SA*	*A*	*N*	*D*	*DS*
C.13 The school leadership recognizes my efforts Publicly at assembly					
C.14 The school leadership recognizes my efforts through Thank you notes					
C.15 The school recognizes my efforts through Teacher of the month/year award.					
C.16 The school leadership recognizes my efforts through other ways like.....					
C.19 The school leadership does not recognizes my efforts at all					
C.20 I serve in areas of responsibility like class teacher/head of dept					
C.21 I serve in areas of responsibility like house parenting					
C.22 I serve in areas of responsibility like kitchen master					
C.23 I serve in areas of responsibility like compound master					
C.24 I serve in areas of responsibility like staff welfare					
C.25 I serve in other areas like.....					
C.26 I serve in areas of responsibility like senior man/woman					
C.27 There are chances of promotion in this school					
C.28 The school promotes teacher refresher courses through seminars/Workshops					

C.29 The school promotes teachers' study tours					
C.30 The school supports teachers to go for upgrading courses					

SECTION D: WORK CONDITIONS

(Please tick where applicable)

D.1 Learning/Teaching Facility	**Very Adequate**	**adequate**	**Fairly Adequate**	**Not Adequate**	**Not Available**
Science Equipment					
Laboratory space					
Classroom space					
Library space					
Staffroom					
Toilets/Latrines					

Tick either Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

D.2 Nature of Work	***SA***	***A***	***N***	***D***	***SD***
The instructional materials; Chalkboard, Chalkare adequate					
The instructional material; Text books, Charts are adequate					
The instructional material ;Books/Pens/ Desks are adequate					
My daily workload is adequate					

My average class number of students is adequate					
I am happy with routine class work					

D.3Health and Safety Issues	***SA***	***A***	***N***	***D***	***SD***
The school has a clinic/ sick bay					
Teachers are entitled to free medical treatment					
The school has a visiting doctor/nursing sister					
Teachers have free medical consultation with the medical personnel					
The school has safety measures like the Fire Extinguisher					
Teachers have been appointed on the safety committee					
The school has safety policies in place					

THANK YOU FOR YOUR CO-OPERATION

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Department of Educational Planning Management

Date: 19 August 2014

TO WHOM IT MAY CONCERN

This is to certify that **OKWALINGA Patricia, Reg. No. 12/U/15/GMED/PE,** is a student in our department pursuing a Master's Degree in Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Organizational Factors and Teachers' Attrition in Secondary schools in Bukedea District.

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

Kyambogo University
FACULTY OF EDUCATION
19 AUG 2014
HEAD OF DEPT.
EDUCATIONAL PLANNING & MANAGEMENT

Thank you

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT