

**STRATEGIES FOR THE ATTRACTION AND RETENTION
OF TEACHERS IN HARD-TO-REACH
SECONDARY SCHOOLS: A CASE STUDY OF
KALANGALA DISTRICT,
UGANDA**

BY

KAYIZZI PETER LWANGA

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DECLARATION

I, Kayizzi Peter Lwanga declare that this research is my original study and has not been submitted to any university for an academic award before.

Signed.....

Kayizzi Peter Lwanga

CANDIDATE

Date.....

APPROVAL

We certify that this dissertation “*Strategies for the attraction and retention of teachers in hard-to-reach secondary schools: A case study of Kalangala District, Uganda*”, satisfies the requirements for the award of the Degree of Master of Education in Policy, Planning and Management of Kyambogo University.

.....
Dr. W. W. Kamukama

Principal Supervisor

Date.....

.....
Dr. Ejuu Godfrey

Internal Supervisor

Date.....

DEDICATION

This study is dedicated to my beloved wife Allen Kayizzi, and my children Margaret

Edith Gwokyalya and Kiganda Samuel Kayizzi .

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LIST OF ABBREVIATIONS AND ACRONYMS

AAEE	American Association of Employment in Education
AAIU	Action Aid International Uganda. (Kalangala District Initiative)
AASA	American Association for School Administrators
AIDS	Acquired Immune Deficiency Syndrome
AUD	Australian Dollar (Currency)
CSOs	Civil Society Organisations
B.O.G	Board of Governors
DEO	District Education Officer
DIS	District Inspector of schools
DoE	Directorate of Education (Republic of South Africa)
DSC	District Service Commission
EFA	Education for All
EPI	Lower primary grades 1–5 (Mozambique)
ESC	Education Service Commission
GoU	Government of Uganda
HIV	Human Immuno-deficiency Virus
HRM	Human Resource Management
IGAs	Income Generating Activities
IIEP	International Institute for Educational Planning
KADEFO	Kalangala District Education Forum
KDDP	Kalangala District Development Plan
KDLG	Kalangala District Local Government
M	Maloti (Lesotho Currency)

MDGs	Millennium Development Goals
MIITEP	Malawi Integrated In-Service Teacher Education Project
MoES	Ministry of Education and Sports (Uganda)
MoFPED	Ministry of Finance, Planning and Economic Development (Uganda)
OECD	Organisation for Economic Co-operation and Development
PTAs	Parents and Teachers' Associations
PTR	Pupil Teacher Ratio
PQTR	Pupil Qualified Teacher Ratio
UN	United Nations
UNEB	Uganda National Examinations Board
USA	United States of America
USAID	United States Agency for International Development
USE	Universal Secondary Education

ABSTRACT

The study sought to establish the most effective strategies that could be put in place to attract as well as retain secondary school teachers to work in the remote and hard-to-reach District of Kalangala, Uganda vis-à-vis the Maslow's hierarchical theory of needs, neo-classic wage theory and the valence theory. The study aimed at establishing first the extent to which the existing strategies had solved the problem and proposing strategies for secondary school teacher attraction and retention that could serve alongside the existing strategies. The researcher used a case study design and methodological triangulation integrating some descriptive statistics in gathering, presentation, tabulating and analysing data. The study was conducted in the three (03) secondary schools which were the only secondary schools in the whole of Kalangala District. The teachers who participated in the study were selected by convenience sampling strategy because they were the few who were available to the researcher. The findings herein reveal that strategies, such as payment of the hard-to-reach allowances were recognised by the participants of the study but they did not commensurate with the high cost of living associated with Kalangala, thereby not fulfilling the principle of the valence theory. The study concluded that there was a need to devise other non financial attraction and retention strategies alongside the financial motivators, such as provision of decent accommodation facilities for the secondary school teachers in order to motivate them to stay for a longer period. The study recommends prompt and consistency in paying the hard-to-reach allowances, construction of decent accommodation facilities, recruiting teachers found already serving in schools and sensitisation of the Kalangala community on education among others.

CHAPTER ONE

INTRODUCTION

1.1 Background

The focus of this study was to establish the strategies that could be put in place to attract as well as retain teachers to work in the remote and hard-to-reach District of Kalangala.

Kalangala is a unique District of Uganda established in 1989. It was carved out of Masaka District.

It lies in the south of the central region and is composed of numerous islands entirely scattered in Lake Victoria. This makes the District unique, inaccessible and hence hard to develop.

Experiences of the 1960s reveal that some areas classified as hard-to-reach led to stigmatisation, hence rejection by some employees. It was agreed that the introduction of the concept of equitable distribution of Human Resources required a policy decision. The adoption of the policy would then provide a comprehensive strategy to address equitable staffing, targeting the hard-to-reach areas.

By the end of the year 2000, the District had only one Government aided secondary school. Not until year 2001 when two more Government aided secondary schools were constructed in the District, which gave opportunity to teachers to transfer to other Districts and hence the need for the most efficient strategies to keep them in the District's secondary schools.

Currently, Kalangala District has only three secondary schools; Bishop Dunstan Memorial Secondary School, Bukasa Secondary School and Sserwanga Lwanga

Memorial Secondary School. There was no privately owned secondary school. The three schools shared similar characteristics that made them constitute a case for this study.

Hard-to-reach areas are those which are characteristic of a small size, sparse settlement and many of those areas are seriously impoverished.

The phenomenon of 'attraction' and 'retention' strategies fall within the broad scope of Human Resource Management (HRM) as approaches to managing the staffing function in an organisation. Employee attraction refers to the act of alluring employees to an organisation or institution, especially when this organisation has got certain challenges associated with employee satisfaction such as security, career advancement, poor remuneration, scarce skills, which cannot be easily got from the labour market and are crucial and inevitable to that particular organisation; while employee retention refers to the ability of an organization to hold on to its employees to stay longer at their station of work. In the context of the study, therefore, 'teacher retention' refers to those efforts that a school management endeavors to put in place to have their teachers remain stable at work for a reasonable time.

Attrition is highest in geographical locations where living conditions are extremely poor, harsh, or expensive, or where teachers do not feel comfortable with the local ethnicity, customs, or language (Macdonald 1999, 838).

Human Resource Management covers all aspects of staff management, including the resourcing of staff through attraction and retention strategies (Lehman, Dieleman & Martineau, 2008).

Attraction, recruitment and retention of potential staff is one of the important processes and concerns the Human Resource Manager always wishes for his/her organisation to ensure that the organisation has the right number of staff, the right kind of staff, at the right time and place with the right skills doing what is economically important for the organisation.

Employee retention can be represented by a simple statistics for example; a retention rate of 80 per cent will indicate that an organisation kept 80 per cent of its employees in a given period. However, employee retention can as well be seen as relating to the efforts by which employers attempt to retain employees in their workforce.

In this study, 'strategies' refers to those better policies and guidelines that the Government of Uganda (GoU) and school authorities could put in place to better or effectively attract secondary school teachers to work in an area as well as retain them there.

In this study, 'sitting teachers' refers to those qualified teachers who are recruited locally by the school's management, especially in the hard-to-staff areas to fill the gap of teacher shortage and have the hope of being considered for recruitment on the government pay roll. In the same vein, 'focus recruitment' refers to the deliberate move by the Education Service Commission to interview and appoint the teachers who choose to serve in the rural areas where the majority of the teachers hesitate to be posted to.

Sargent (2003), argues that the socio economic and environmental factors, such as the availability of housing, social amenities and infrastructure, location and type of school have varying impact on teacher transfer requests depending on gender, marital status,

health and background of the teacher. In this sense therefore, retention becomes the strategy rather than the outcome.

Incentives on the other hand are external measures that are designed and established to influence motivation and behaviour of individuals, groups or organizations (UNDP 2006). According to Capelli (2000), the market, not the company will ultimately determine the movement of employees. “You can’t shield your people from attractive and aggressive recruiters”.

The eighty four islands that make up Kalangala are hard-to-reach because they are widely separated. In the Ugandan context, “Hard-to-reach” areas have been defined as areas with persistent terrain, nomadic lifestyle, isolated with poor provision and lack of social amenities, inadequate water supply, hostile communities, insecurity and lack of housing. Areas so far identified and approved by cabinet as hard-to-reach are: Kalangala, Moroto, Kotido and Buvuma islands in Mukono District (MoES, Uganda 2001).

Being a hard-to-reach area, the teachers in the District are always in transit to their homes outside the District to meet their families, going out for in-service training and sometimes for medical attention. Any trip away from the rural area to visit a doctor, to collect pay, to engage in in-service training, or to visit family may involve long journeys and involve missed school days.

A high rate of teacher mobility impacts negatively on school improvement efforts because it disrupts the stability and continuity of teaching in relation to the swelling numbers of primary school leavers. Consequently, due to the weak strategies of attraction and retention of secondary school teachers, students in Kalangala Secondary Schools are at

times taught by unqualified teachers who lack adequate knowledge, experience and skills necessary for quality instruction, a reason that made this study inevitable.

In Sub Saharan Africa, teacher resistance to being posted to rural schools coupled with endemic patrimony often results in high levels of bribery of public service officials and education managers by teachers in order to ensure posting to their preference. In Kenya, for example, Transparency International (2006) has produced evidence to show that bribery around teacher placements and transfers is rampant (Moon, 2007).

The less control teachers have over where they work the greater the scope for rent-seeking activity of this kind. A posting to a rural school can be a one-way ticket or for very long periods of time in some countries, especially where a good number of teachers have to bribe their way for preferred postings.

The deployment of teachers, even in quite small national education systems, is very complex. For a variety of reasons, teaching positions are not being filled in an efficient and effective manner in most countries. Invariably, the key issue is the unattractiveness of rural schools, especially in remote locations. Teacher resistance to working in these hard-to-staff schools reinforces urban bias in resource allocations and overall education outcomes (Bennell, 2004). Because of the fact that the teacher deployment process is so manifested with corruption in many countries, this purely increases the sense of prejudice felt by new teachers who are forced to work in rural schools.

The rural-urban disparity in living conditions (standard of living) is the major constraint on attracting teachers to rural areas. Many countries report that teachers express a strong preference for urban postings because living conditions in general are so much better in urban than in rural areas (Mulkeen & Chen, 2008).

According to Ingersoll (1997), when faced with difficulties in locating sufficient numbers of qualified job candidates, principals “most commonly do three things: hire less-qualified teachers, assign teachers trained in another field or grade level to teach in the understaffed area, and make extensive use of substitute teachers”.

Ingersoll (1997) further shows that almost one-third of all high school maths teachers have neither a major nor a minor in maths or a related discipline.

Teachers in Uganda are reluctant to accept a rural posting especially to a very hard-to-reach area like Kalangala. This is mostly attributed to the availability of better opportunities and attractive facilities for teachers in urban areas.

The most frequently cited reason for failure to show up is lack of motivational privileges, such as teachers' houses. In general, the teacher- student ratio is low in Universal Secondary Schools (USE) schools because there are no extra fees charged to improve teachers' welfare. This is further exacerbated where the majority of the teachers come from different backgrounds. Teachers have a negative perspective of accepting a rural posting on the assumption of not getting opportunities for further studies and advancement (Mulkeen, 2005).

There is a profound fear among newly trained teachers with a modern individualistic outlook that if you spend too much time in an isolated village without access to further education, you become a ‘village man’ a term which strongly conveys the perceived ignorance of rural dwellers in the eyes of some urban educated people (Hedges, 2002 p364).

In Kalangala District, there is a serious problem when it comes to accessibility especially to one of the furthest islands towards the Republic of Tanzania, with only wooden

motorised boats as means of transport that operate on a strict time schedule an issue that worsens teacher attraction there. For example, according to Kiyaga (2011) while quoting the Assistant Commissioner for Comprehensive Secondary Education in the MoES, “Head teachers from Kalangala always complain that they lack teachers but when we post them there, they turn down the appointment saying ‘to hell with your appointment’ because they have never travelled on water”. Even the teachers who accept to be posted there usually work for a few days and move back to the mainland for alternative posting or to do business.

In order to address the problem of teacher retention in hard-to-reach schools of Uganda, cabinet passed a decision to give 20 per cent of the teachers’ wage as extra pay to teachers in hard-to-reach areas. (MoES, 2001).

However, despite the fact that some of these incentives are put in place, teachers are always reluctant to accept a posting to Kalangala’s Secondary Schools or they accept but leave sooner than expected, posing a threat to the provision of education services and general development in the District.

It was therefore against this background that the study searched for what could be the most effective and feasible strategies for the attraction as well as retention of secondary school teachers in Kalangala District.

1.2 Problem Statement

Kalangala District is one of the dozen or so districts where most secondary school teachers posted by the Ministry of Education and Sports in most cases never show up (Kiyaga, 2011). Despite Government’s effort to deploy enough teachers to the secondary schools in Kalangala District, accompanied by such incentives as a hard-to-reach

allowance, there has been an increasing desire by the same teachers to seek transfers to other Districts with or without similar incentives. The low proportion of qualified teachers working in rural schools is one of the most serious problems preventing the attainment of Education for All (EFA) (Bennell, 2004). For example, between the years 2005 and 2011 a total of 18 teachers out of 27 secondary school teachers in the District (about 66%) from the only three secondary schools in the District, successfully sought and obtained horizontal transfers to other secondary schools outside Kalangala District. A few available studies, such as one by Mulkeen & Chapman, (2008) on Recruiting, Retaining, and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa; and Teachers for rural Schools: Experiences in Lesotho, Malawi, Mozambique, Tanzania and Uganda (Mulkeen & Chen, 2008) recommended strategies that have not been feasible which this study intends to exploit. The problem at stake therefore is that unless Government, the District and the Founding bodies of these schools put in place a system of better strategies for attracting and retaining secondary school teachers in the District, soon or later secondary education service delivery in the District may suffer serious decline due to lack of qualified teachers.

1.3 Purpose of the study

The purpose of the study was to establish the most feasible strategies that could be put in place to attract as well as retain more secondary school teachers to work in the remote and hard-to-reach District of Kalangala.

1.4 Objectives

The study was guided by the following objectives:

1.4.1 To examine the existing strategies for addressing shortage of Secondary school teachers in Kalangala District.

1.4.2 To establish what is considered to be the most effective strategies for attracting Secondary school teachers to Kalangala District.

1.4.3 To establish what is considered to be the most effective strategies for retaining Secondary school teachers in Kalangala District.

1.5 Research Questions

The study sought to answer the following research questions:

1.5.1 What are the existing strategies for addressing the shortage of Secondary School teachers in Kalangala District?

1.5.2 What are considered to be the most effective strategies for attracting Secondary School teachers to Kalangala District?

1.5.3 What are considered to be the most effective strategies for retaining secondary school teachers in Kalangala District?

1.6 Scope of the Study

The study was carried out in Kalangala District. Kalangala District is made up of two counties-Kyamuswa and Bujumba. There are seven sub-counties with only three Government aided secondary schools in the whole District. In terms of content, the study concentrated on finding out the most effective strategies for attracting and retaining teachers in the secondary schools of the District, within the period between the year 2005 to 2011.

1.7 Significance of the Study

Findings from this study may help to generate knowledge on the problem as to why there is a continued 'influx' of teachers, which will be obtained primarily from the respondents of the study and might be of significance to the following; Ministry of Education and sports of Uganda, by informing deployment and transfer policy thereby enhancing attraction; the District Managers, who may use the knowledge and findings generated to retain the teachers as well as the school Boards of Governors who could also lay down appropriate strategies to retain teachers in their schools by attempting to implement the various strategies advanced in the study. In a nut shell, these findings may reduce regional imbalances in teacher deployment, as well as generate more awareness to inform education policy.

1.8 Justification of the study

Since Kalangala District has always had instability of secondary school teachers, it is evident that when the teaching work force is in constant flux, new policies are difficult for school administrators to effect necessary changes or meet higher standards in the teaching and learning programme. Therefore, primarily for the education goal to be met, especially in hard-to-reach areas, appropriate feasible actions need to be devised to address the inadequacy of human resources (secondary school teachers). Secondly, in the UNEP examinations, performance of students has continued to be poor with unsatisfactory results, a reason attributed to the paucity of secondary school teachers. There is therefore a need to establish the most feasible strategies that will help attract and retain teachers because education is key to the development of any society.

1.9 Theoretical Review

This study was mainly anchored in the Maslow's Hierarchy of needs where each of the five tiers of Maslow's hierarchy of needs relates to optimal retention strategy. There are many different theories and models coming from different disciplines which attempt to categorise and explain the factors impacting on workforce mobility (Lehman, U., Dieleman, M & Martineau, T., 2008). Some of these, such as the Valence theory which is the degree to which the rewards offered by an organisation align with the needs employees seek to fulfil; and the Neoclassic Wage Theory, which suggests that the choice to change work location is driven largely by financial motives. Behavioural theories, such as that developed by Maslow, show a more complex decision-making process regarding the movement of labour with a particular emphasis on the importance of job satisfaction. Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met at different levels and that humans are not easily contented. Employee retention has a direct and causal relationship with employee needs and motivation. A retention strategy takes into account the particular retention issues the organisation is facing and sets out ways in which these issues can be dealt with (Armstrong, 2006).

Hoy and Miskel, (1991) define work motivation as a combination of factors that "start and maintain work-related behaviours toward the achievement of personal goals".

When applied to the secondary school model in particular to Kalangala's case, meeting the self actualisation and esteem needs of the teachers tend to correlate to better retention.

There are five 'levels' of needs, namely physiological (thirst, sex, hunger), safety (security, stability and protection), love and belonging, self-esteem and self-actualisation.

In order for education managers to retain their workforce, they should endeavour to meet

the needs of their workforce without losing sight of the organisational goals. For example, teachers who are 'tied' up and confined in one hard-to-reach and highly inaccessible place will not have an opportunity for attaining their self esteem needs like career advancement which in turn leads to anxiety. Similarly, for early career employees (30 years and below), career advancement is significant, mid-career employees (31-50 years) the ability to manage their careers and satisfaction from their work are important. Late career employees (over 50 years) will be interested in security. It is also the case that a younger workforce will change jobs and employers more than an older work force. Despite the limited empirical research, support and criticism for its rigidity (Armstrong, 2006), Maslow's theory was a useful theoretical framework for this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter analytically reviews what the other researchers have done as regards the fundamental area of employee and/or teacher attraction and retention to hard-to-reach areas of the world.

In order to establish what is already known about teacher attraction and retention in the hard to staff areas, the following literature was reviewed from both published and unpublished sources, theories as well as from the internet using the several search words related to 'teacher attraction and retention', 'staffing', 'motivation' using an iterative search approach. A list of the resource materials like the journals, internet sources, dissertations, working papers, country reports and text books is indicated in the section for references.

2.2 Teacher attraction strategies; the world experience

In all parts of the world, attracting either young or mature entrants into teaching is a major challenge (Moon, 2007).

Attracting candidates to the teaching profession has two sides: quantitative and qualitative. The quantitative dimension is the teacher shortage in specific specialization and serving the disadvantaged or isolated communities. The qualitative dimension is the trends and compositions of the teacher workforce which includes academic background, gender, knowledge and skills (Zafeirakou, 2007). This means that many developing countries always suffer from severe staff shortages and/or maldistribution of education personnel which in turn has a negative impact on the quality of instruction the learners receive and the quality of the grades scored in national examinations because in most

cases they are taught by unqualified teachers in a bid to overcome the shortage. This was the case with Kalangala's secondary schools where the school management improvised by hiring untrained teachers to fill the vacant posts, the very reason why the District had always lagged behind in the national examinations provoking a cause for this study.

However, this problem is not only confined to developing countries. In California, for example, thousands of unqualified teachers are working in the elementary system while in Europe, shortages of specialist secondary school teachers, for example in mathematics and science, are acute (Moon, 2007). Similarly, in the United States of America, teacher attraction is an issue in schools across the country, but especially in rural areas of America. Teacher shortages have been endemic in the United States for a number of years. A series of highly publicised reports have pointed to the problem. Problems in recruiting sufficient teachers still exist. In many regions of the USA, recruitment to specialist subject areas at the secondary phase is particularly problematic especially in mathematics and science (Moon, 2007). United States is a more developed country as compared to Uganda and the acute shortage of specialist subject teachers of Mathematics and science working in rural schools is the same problem of Uganda particularly Kalangala District, therefore in my opinion if a developed country like USA can have problems with teacher attraction, there is dire need to address this teacher shortage in Uganda with the findings and recommendations advanced in this study in order to fill the policy gap.

There is a geographic and environmental dimension to attracting teachers to some of the high-need areas in the USA. Urban schools with high populations of low-income students

have a harder time recruiting and retaining teachers than schools in sub-urban and generally wealthier areas.

While there appears to be shortfalls in some states and districts, there are often surpluses in others, even when they are in close proximity to each other. The American Association of Employment in Education (AAEE, 1997) reports surpluses of teachers in most fields in the Northwest, Rocky Mountains, Northeast, and most Middle Atlantic states alongside shortages of teachers in many fields in Alaska, the West, and the South. In general, states that offer higher salaries in conjunction with policies that are more supportive of education and teaching, and states that have a greater number of teacher preparing institutions, have had fewer problems hiring teachers. Within states, most wealthy districts have surpluses of teachers while poorer districts that offer lower salaries and less attractive working conditions have difficulty hiring.

Rural school districts in the United States of America have been especially impacted by the teacher shortage. Location is not the sole reason for this dilemma. A major problem that has permeated the rural school landscape has been an inability to offer salaries that were competitive with urban school districts. Teachers employed in urban districts have had salaries that ranged from twenty-one percent to thirty-five percent higher than teachers in rural districts (AASA, 1999).

Additionally, there is long standing difficulty in finding qualified teachers for certain subjects, such as foreign languages and the sciences (OECD, 2005) among the most contentious issues in attracting teachers is the level of teacher salaries. Some have argued that the single salary schedules make it difficult to fill positions in high-need schools and

subject areas (OECD, 2005). Much as the developed countries offer large salary bonuses to the teachers in rural areas, in my opinion there is need to focus on other non-financial motivators in a developing country such as favourable working conditions and creating opportunities for professional growth while working in the rural hard-to-reach areas like Kalangala.

In the United States, a typical public school teacher teaches a class for fewer than 40 hours per week, but spends significant time out of class preparing lessons. Additionally, teachers generally do not work during the summer months (June-August). Because of these differences in work schedule as compared with other professions, comparisons in pay are difficult. A comparison of average annual salary shows teachers earning significantly less than other professions with similar entry requirements, but calculated on an hourly basis; teacher pay has been shown by some calculations to be among the highest of comparable professional positions. Similarly in Uganda teaching is considered to be a profession with one of the lowest pay scales. The secondary school teachers in Uganda are required by the MoES to teach for a period of at least twenty four (24) periods a week each of about forty (40) minutes on average sixteen hours a week. Whereas teachers in the USA are paid on an hourly basis, in Uganda teachers are paid a monthly salary at the end of every month which if calculated on an hourly basis like in the USA secondary teachers' pay would be significantly higher as compared to other professions.

In Latin America, for the countries of Peru and Uruguay, the situation of teachers has come to the forefront of the education political agenda. Most teachers in Peru and Uruguay have no other occupation other than teaching with teaching as their sole source

of income therefore any reform policy aimed at improving teachers' working conditions must take into account their ambitions for the future. It is clear that the incentives offered should be tailored to meet a specific set of ambitions. The variety of ambitions for the future suggests a need to give serious thought to the structure and dynamics of teachers' career paths (IIEP, 2004). Teachers in Uganda especially in the hard-to-reach areas in most cases do not have other sources of income which does not give them an opportunity to boost their income so in my opinion, policy makers and implementers especially the school leadership ought to establish other income generating activities (IGAs) to motivate the teachers hence enhancing attraction and retention. Due to the nature of schools in Kalangala where there is vast land at the schools, agricultural projects that promote food security is an alternative source of extra income for the teachers. When the incentives offered do not meet the specific set of ambitions, then the valence theory will not be achieved which emphasises that all financial incentives offered should meet the employee's set goals.

In France, a number of initiatives have been implemented in order to improve the distribution of teachers across the schools: the establishment of a teacher salary bonus in schools belonging to a priority education zone (challenging socio-economic urban areas); the creation of a number of positions requiring specific qualifications; the granting to recent graduates from initial teacher education of bonus points which improves their chances of successfully applying for their preferred schools; the creation in the priority education zones of Paris's suburbs of special group teaching posts to which teacher trainees with well developed strategies for improving school outcomes can apply (Zafeirakou 2007). However in Uganda's case these incentives may not be feasible

enough for example when the country is overwhelmed by the huge wage bill that it may be difficult for the Government to offer large salary bonuses to the teachers working in rural areas. In fact this is worsened by the fact that Uganda uses a system of established posts when recruiting into the education service.

The New South Wales Department of Education has developed a pre-service teacher education program, “*Beyond the (Great Dividing) Line*”, to provide students with first-hand experience of living and teaching in rural areas. Students in the second, third and fourth years of their initial teacher education visit rural areas and become guests of the schools for three days. In 2002 about 400 students from eight universities participated in the program. Nineteen participants in the 2001 program who completed their education in 2001 accepted permanent appointments in 2002 to “Beyond the Line” schools (Lyon, Cooksey, Parrison, Parnell & Pegg, 2006). In my opinion this may be a good way of attracting teachers to rural areas, in fact this system was once adopted by the Government through Makerere University programme *i@mak* (innovation at Makerere) where student teachers who accepted practice in rural areas especially to Kalangala were given an allowance enticing them to the rural areas. However this programme failed due to insufficiency of funds, a common problem with Uganda. Because this is accompanied with financial motivators, it may fail when the funds are no longer available.

There are a variety of other European countries where teacher attraction, particularly at the secondary school level, has reached crisis proportions. In the Netherlands, the Government recognized this as long ago as 1993 when a high profile report, ‘*A profession*

with perspective', set out a long-term plan to improve salaries, career development possibilities (Moon, 2007).

In England, whilst primary recruitment has remained strong, acute problems of attracting teachers in the secondary subject teaching areas of mathematics, modern languages, music, science and technology have been experienced. Government response has been to offer large bursary inducements for graduates in these areas to enter teaching. The subjects experiencing the biggest shortage were accorded the largest bursaries. Location also played a part with inner- London experiencing the most difficulties in attracting qualified secondary teachers (Moon, 2007). This is the same case with Uganda where recruiting primary school teachers is not as problematic as secondary school teachers. However much as England has problems of enticing teachers to enter the teaching profession, with Uganda's case recruitment is not a problem because there are more than enough qualified teachers willing to work but the problem is the insufficiency of the funds to cater for the large wage bill if the Government recruited teachers to fill the gaps in the hard-to- staff areas like Kalangala and to devise ways of retaining them there for some reasonable time.

After many years of debate on the relative effect of schools and teachers on learning environment, as compared to the other socio- economic variables, it is now widely acknowledged that schools and ,within schools, teachers can make a great difference on student achievement. This is something everybody knows intuitively (IIEP, 2004).

In Australia, a major educational concern is that of the attraction and retention of teachers to regional, rural and remote areas. Australian public policy has long focused on

the quality of education as a means to develop the nation's economic and social progress. Secondary school education is a key phase in the education system, where most students form their analytical ability and decide on their future career direction.

Issues of teacher recruitment and retention in rural and isolated areas have received considerable attention in Australia because of the fact that teacher attraction and retention is recognized as a key factor impacting on a quality teacher workforce. States, such as Western Australia, face additional challenges in attracting graduates to regional, rural and remote locations because almost all teacher education programmes in the state are based in the capital city of Perth (Lyons, Cooksey, Parrison, Parnell & Pegg, 2006).

Frequently, isolation is cited as the main cause for teacher turnover. Isolation manifests itself in many forms. The major forms of isolation that affect rural teachers in Australia are usually geographical and climatic conditions; *interpersonal* - focusing on the proximity of family and friends; *cultural* - including community expectations and values, cultural differences and access to drama, craft, art and museums; *intellectual* - concerned with the professional development, poor teacher education preparation, and poor school leadership; and *personal* - including a lack of contact with people with similar interests and non-work pursuits. Like in some parts of Australia, Kalangala District is isolated from other Districts because of its geographical nature being surrounded by Lake Victoria. This deprives the secondary school teachers in the District from frequently visiting their family and friends depriving them of satisfying the tier for love and belonging in the Maslow's hierarchy of needs a theory that mainly guided the study. This is also worsened by the 'class' of people around them with whom they don't share

interests thereby worsening isolation. Therefore, school authorities need to emphasize decent accommodation within the schools.

2.3 Teacher retention strategies; the world experience

Getting teachers to their posting is one task and the other one ahead is retaining them there so that they can serve in that location for quite longer time than expected. One of the most detrimental effects of severely weakened and under-resourced education systems is the difficulty they face in producing, recruiting, and retaining education professionals, particularly in remote areas. It is therefore incumbent on educational managers to ensure that all conditions are favourable for them. This is in most cases worse for the underserved and rural/remote areas. A series of highly publicised reports such as the World Bank report (2006) on the incentive systems, motivation and development performance have pointed to the problem that schools in small and rural communities face a unique set of obstacles and challenges when it comes to staffing their schools with teachers and getting them to remain in the district for more than two to three years (AASA, 2009).

The concern over teacher policies in recent years among OECD member countries have been sparked off by the severe teacher shortages that some countries will experience in the near future due to an ageing teaching work force (IIEP,2004). The attrition of young teachers is a terrible loss of human capital because it disrupts program continuity, hinders student learning and increases costs (Minerick, Thornton & Perreault, 2003).

Teacher retention is therefore an important factor in determining a school's learning environment especially when the teachers leave the hard-to-reach areas it becomes too

expensive to hire new teachers and in fact the burden is left to the schools which have to hire new teachers locally using their meagre resources.

Teacher shortages have been endemic in the United States for a number of years. The complexity of retaining teachers is predominantly severe for rural schools that are also small. At the national level in the USA, school size is a significant factor in retention, in that schools with fewer than 300 students had higher turnover rates than those with 300 students or more (Ingersoll, 1997). If school size in the USA enhances retention, it is a similar case with Kalangala District whose three secondary schools have a very low enrolment that doesn't give opportunity for any extra income in terms of fees dues. This is even worsened by the prevailing Government policy not to charge any fees from the students benefiting from universal education. This therefore deprives the teachers of any top up benefits as compared to other urban schools and the alternative is to vacate the rural schools and look for 'greener' pastures in other schools with more income opportunities.

Payment of Rural area allowances

Rural or remote area allowances (hard-to-reach) are paid to teachers in many countries, as a way to lure teachers to the remote locations; but in general they are too small to have a major impact on teacher deployment and retention. Monk (2007) recommends that higher salaries should be given to teachers who accept teaching placements in rural areas. Research has shown that this will likely expand the number of high-quality teachers in these hard-to-staff, rural schools as it reduces the number of teachers who leave due to financial reasons (Marwan, Sumitono & Mislán, 2012). OECD (2005), launched a study

aimed at analysing the factors that shape the attraction, development, recruitment and retention of effective teachers (IIEP, 2004).

Consequently, the policy implications involved more targeted responses including stronger incentives for teachers with skills that are in short supply, as well as encouragement and support for teachers to work in challenging schools or difficult locations.

Rural area allowances or hard-to-reach allowances as they are commonly called are paid but a general reality in many developing countries, like Uganda, is that public service incentives are too weak to foster good performance and particularly entice secondary school teachers to the rural areas. Looking at it from the monetary perspective, the wages paid are too low and pay scales are barely insufficient to sustain one, they are not competitive and proportional with the private sector or do not compensate for postings to remote locations.

In England's situation, direct financial inducements have been able to avert the teacher crisis at the secondary level. However, the more analytical comparative work on the interplay of variables that impact on teacher supply at primary and secondary level would be important for the further development of policy in this area (Moon, 2007).

In Australia, in order to encourage teachers to teach and remain in those areas beyond the minimum required service period, special incentives and teacher education programs are offered in most States, as illustrated by Queensland and New South Wales.

The Queensland Remote Area Incentive Scheme provides teachers, who teach in remote and rural schools with financial benefits and support, including:

Compensation benefits ranging from AUD\$ 1,000 to 5,000 per year, plus an additional payment for dependants to offset the travel costs to certain districts. Incentive benefits range from \$2,000 to \$5,000 per year to encourage teachers to remain in rural and remote schools after the designated service period. Induction programs for newly appointed teachers to assist preparing for service in rural and remote areas and additional leave ranging from 5 to 8 days to cover leave to travel to major centres to conduct urgent personal business, including medical and dental appointments . However in Uganda's context, this wouldn't be practically possible especially due to very poor supervision at both the District and Ministry level and to make the situation even worse is that posting teachers to a particular area for a designated service period contravenes the clause on the terms of appointment for secondary school teachers that an employee is entitled to work in any part of the country, therefore nothing would stop the secondary school teachers to move to any place of their preferred choice of service.

2.4. Teacher attraction strategies; the African experience

In many parts of Sub-Saharan Africa, the projected demand for secondary school teachers exceeds projected supply, in some cases by substantial amounts. A variety of unattractive conditions of service plays a strong role in limiting teacher supply. These include perceived low salary, arbitrary teacher deployment systems, unattractive work locations, unprofessional treatment of teachers, lack of professional development opportunities, and insufficient supportive supervision (Mulkeen & Chapman, 2008).

Whereas teachers are at the heart of the teaching/learning process, attraction of teachers has persistently become a global challenge. Several issues concerning teachers are

burning ones and these are not necessarily the same in every region. In Africa the problem is how to significantly expand the size of the teaching force, improve quality of instruction and still maintain costs within reasonable limits in order to attain EFA goals (IIEP, 2004).

In most of the Sub-Saharan African countries, the main challenge is to provide good quality basic education to all learners but the most difficult to reach are those living in rural and remote areas. Characteristically, the pattern is that there are fewer teachers in the least attractive locations, such as rural areas or the disadvantaged poorest urban areas. They therefore do not receive the same quality of education as compared to their urban counterparts. The disparity in the quality and instruction of the teachers in Kalangala and other urban areas creates an imbalance in the grades at the national examinations and this sometimes denies the students chances of advancing for further studies due to being academically out competed by their urban counterparts. On the side of the secondary school teachers it is usually very hard for them to enrol for further advancement in their studies due to the inconsistent transport network that jeopardises their effort for professional growth.

The most recent research and international reports assert that the improvement of education access, quality, equity and efficiency depends mainly on attracting competent people to the teaching profession. In fact, providing high level access and high quality of education for all students, depends significantly on the quality of teachers employed. Untrained or unqualified teachers are the ones found in these areas. In fact, between one fifth and one third of the current teachers are without proper qualifications (UNESCO, 2006).

Effective teacher attraction and retention is part of the EFA aim and therefore in order to attain the EFA goal, there is need to recruit more, raise the quality and improve the deployment of teachers to the most underserved hard-to-reach rural areas. Still, teachers represent the most significant and costly resource to improve schools (UNESCO 2006, OECD 2005).

Among developing countries, the need for teachers is highest in Sub Saharan Africa, South and West Africa. The Sub Saharan Africa region will until 2015 need to raise the amount of teachers by 68 per cent from 2.4 to 4.0 million in order to achieve education for All (Zafeirakou, 2007). The distribution of teachers is uneven, with surpluses in certain areas coexisting with shortages in others (Lewin, 2000). During the year 2004, over 4000 (four thousand) teachers or 10% of the teacher population in Malawi transferred to another school. Most movement is initiated by the teachers themselves. Teachers who want to move may face long delays, but may eventually get to move where they want. In Uganda, there is uneven distribution of secondary school teachers where the rural schools have fewer teachers as compared to those teachers in urban schools. The result of this is to leave the teachers in rural areas with a bigger work load therefore leading to inefficiency. The secondary school teachers in Uganda in most cases transfer to schools of their preference especially leaving the rural area schools to the urban schools which creates a deployment policy concern for the Ministry of Education and Sports.

Barriers to teacher deployment and recruitment policy

The difficulties and inequalities of teacher deployment are a major cause of inefficiency in the education system and therefore jeopardise the endeavour of equitable educational

provision. Few countries have strong policies, strategies, and programs for recruiting able secondary leavers to secondary teaching (Mulkeen & Chapman, 2008).

In Central Africa for example in Malawi, recruitment of teachers is done centrally, and the teachers are deployed to schools on the basis of needs. Candidates are not recruited for specific locations, and there are no specific recruitment policies to select teachers for rural areas. Whereas high-performing schools are distinguished by stability and continuity of teaching, studies show that teaching traditionally has been characterized as an occupation with high levels of transfers (Bryk, Lee, & Smith, 1990). Teachers who have a lot of influence or who have pressing humanitarian reasons to move (such as marriage or illness), may be able to get re deployment to urban areas (Mulkeen, 2005).

The demand for secondary school teachers in many parts of Africa, substantially exceeds the supply due to factors such as secondary school teacher attrition, bottlenecks in the teacher preparation system, and perceived unattractive conditions of service. Conversely, there are enough teachers in Uganda who are not recruited into service but willing to accept posting. It is therefore incumbent on the District managers and the school management to put in place conditions that will enhance their stay in the District for a reasonable time.

Mulkeen and Chen (2008) affirm that, attracting teachers in remote areas presents additional difficulties.

In Malawi, there is high demand for teaching jobs. As noted, when vacancies were advertised for intake in September 2005, 45,000 applied for the 2,200 available places. The qualifications for entry have risen. Under the (Malawi Integrated in Service Teacher

Education Programme) MIITEP system, where untrained temporary teachers were recruited and later trained, the deployment of teachers was done at the point of recruitment. The original plan was to send teachers to the rural schools where the need was greatest.

Generally, many secondary school teachers in Uganda's case especially those from rural areas like Kalangala confess that they do not want to return to their own village, fearing the many demands placed on them by their families. Some people from rural areas would prefer to be in their home district, but not actually in their home area. However, there is no formal policy in Uganda of sending teachers back to their home district and if they did little is known about how committed they would serve if they were sent back to their home villages.

As a result, rural schools may be left with empty posts or have longer delays in filling posts. Even if posts are filled, there are particular problems in rural areas. However, many African Governments have in the recent past endeavoured to attract their teachers to the rural locations but the problem still maintains.

In Southern Africa, the Republic of South Africa faces challenges with its pool of available educators. One of these challenges is that of attracting new educators into the teaching profession and another is the way of how to retain them there. With regard to vacancies, the preliminary findings of a study being conducted by the Department of Education reveal that virtually all of the Districts surveyed indicated that they were having difficulty recruiting and employing new teachers. Of the 372,689 teaching posts reported by the Department of Education, some 14,000 posts remain unfilled (DoE, 2005).

The predominately female teaching force was not mobile enough to respond to school staffing needs. When strongly encouraged to relocate, large numbers of key science and math teachers left teaching. As a consequence, there was a significant drop in the number of school leavers choosing to apply to colleges of education because teaching was seen as an embattled profession “where one is likely to be redeployed or moved” (Samuel, 2002).

The teaching profession in rural areas is characterised by a critical shortage of qualified educators particularly in physical science and mathematics. Morale is low because of poor conditions of service and the dire teaching environment in many schools (Mulkeen & Chapman, 2008).

In Lesotho there are particular problems in rural areas. Lesotho has some very mountainous areas where travel is difficult, infrastructure is poor, and the climate is inhospitable. Once the school is granted a post, the school management committee can select the teacher. Teachers apply directly to schools where they would be willing to work after which a formal contract is submitted to the education ministry. Such systems have the advantages of ease of administration and automatic response to shortages. However, market systems that allow new teachers to apply for advertised jobs tend to exacerbate shortages in unfavourable locations. Schools do not have a problem with teachers refusing postings: Individuals unwilling to work in rural areas do not apply for posts in those areas (Mulkeen & Chen, 2008). In Kalangala District, a similar strategy is done locally at the secondary schools of recruiting the teachers to teach; however, these teachers are paid with the local revenues of the schools which are meagre and sometimes the teachers have fewer chances of being appointed when the time for actual recruitment

comes. The system would have been good and appropriate for Kalangala District, but some School Managers in Uganda are in most cases corrupt which jeopardizes such arrangements.

With a dispersed population, schools in rural areas are generally smaller than schools in urban areas, and multi grade teaching is the norm in many rural schools. The lack of facilities makes rural areas unattractive to many people, and rural schools may have more difficulty attracting qualified teachers than urban schools.

According to the Teacher Service Commission (TSC), “It is hard to attract people to rural areas, as the conditions are difficult (Mulkeen & Chen, 2008)

Poor quality of instruction in rural areas

Difficulties in teacher attraction weakens the quality of teaching in rural areas simply because in many African countries, teachers always prefer to teach in urban areas. In some countries, in sub-Saharan Africa, the shortage of teachers and the poor instructional facilities is formally acknowledged as a national crisis. Countries such as Burkina Faso, have officially declared the supply of teachers a national crisis (Moon, 2007). This is even exacerbated by the severe shortages in many other rural and geographically disadvantaged, mountainous and war ravaged areas in Uganda. In this regard, Government of Uganda may find it more difficult to supply quality educational services in rural areas.

The scale of need however is daunting because successive reports have pointed to the large numbers of unqualified teachers in schools and the difficulty of attracting new recruits (Moon, 2007).

Creating opportunities for professional growth

Rural teachers often have less access to support services than their urban counterparts, and fewer opportunities to attend in-service courses. In some cases, they may have difficulty accessing books and materials (Mulkeen, 2005).

Urban areas offer teachers easier access to further education and training, where as rural areas offer limited opportunities to engage in developmental activities such as national consultations, including those with representative organizations.

Teachers in rural areas may even find it more difficult to secure their entitlement to professional development from regional educational administrations and must overcome many obstacles, including corruption by officials (Mulkeen & Chen, 2008).

In Uganda some secondary teachers have always left rural schools to attend further training, which they can't do while working in the hard-to-reach schools like Kalangala as Mulkeen (2005) concurs that many teachers leave their post to find work in another school, seeking either better conditions or a school near their home area. Unqualified teachers often leave to attend training college.

Teachers want policies that promote professionalism, pedagogical autonomy, provide more help and less control from local and central authorities as well as opportunities for career development (IIEP, 2004). Limited opportunities for professional advancement in

Kalangala District secondary schools discourage the teachers because they don't have a good transport network to enable them to attend to their studies in university branches in Masaka or elsewhere. Due to the lack of such study opportunities, the teachers leave the District and transfer to other schools outside Kalangala.

Gender issues and deployment

Rural postings may present particular problems for female teachers. Single female teachers may feel unsafe in rural areas or believe that they have better marriage prospects in urban areas (Hedges, 2002 p358).

Many secondary school teachers, especially female teachers, find reasons to argue that they should not be sent to rural areas. They often make their argument based on marriage; if a woman's husband is located in an urban area, the ministry will not normally force the woman to leave the area. Like in Uganda, in Malawi once teachers are deployed, they are able to request transfers to other areas.

For female teachers in Malawi, transfers are often requested on the basis of marriage; and for male teachers it is on the basis of doing further studies (Mulkeen, 2005). The issue of gender in Kalangala is very sensitive because women are too few in Kalangala, and the prevalence rate of HIV/AIDS is too high at 46% as compared to the country's 6%, which is attributed to the few women being shared by many men. There is therefore a need for serious counselling to teachers before they are posted to Kalangala, which have unique characteristics. Therefore Government needs to encourage more female secondary school teachers to apply for teaching positions in Kalangala in order to eliminate social isolation.

The Language Consideration during deployment

Diversified local languages and ethnicities can also create barriers for teachers' immersion in rural communities. Deployment is further complicated by the presence of multiple ethnic or linguistic groups within a country.

Teachers may be reluctant to locate in an area where the first language is different from their own. For example, in Malawi, student teachers come from various ethnic groups with different first languages, which can pose problems for their deployment in areas with a different dominant language group (Mulkeen & Chen, 2008).

In Ghana, the first language is not a criterion for teacher posting but may be very relevant to the experience of teachers (Mulkeen & Chen, 2008). Rural postings in Ghana are unpopular for a variety of reasons; student teachers considered working in deprived areas as unattractive because of the danger of disease, problems with local languages, and unsuitable teacher accommodation (Akyeampong & Stephens, 2002). However, the language factor for Kalangala's case was not an issue to limit retention because the Government usually posts the teachers according to their origin of ethnicity except for very few cases.

Bonding strategy of the teachers

A variety of strategies to increase retention in Ghana have been devised. For example, teachers are required to have a bond signed. If they leave teaching before their initial three-year posting is completed, they are barred from further employment in the state sector and the guarantor must repay the bonded amount. In practice, however, the value

of the bond has been reduced by inflation, and the system is no longer enforced. Lack of enforcement has led to widespread cynicism about the scheme (Hedges, 2002).

Bonding in Uganda's case is not practical and feasible given the fact that one is entitled to work in any part of the country and to make matters worse, bonding would not be possible in a country like Uganda which is manifested with high levels of corruption.

Improving the teachers' Health conditions

Teacher illness like HIV/AIDS is one of the major reasons for teacher transfers. The spread of HIV/AIDS has caused rural postings to appear even less attractive, as healthcare is less accessible there (Smith & McDonagh 2003, p.35).

Education management may also need to be involved in actions to deal with the pandemic. Among the bundle of strategies to be considered in addressing HIV/AIDS and teachers in Sub-Saharan Africa are a crackdown on sexual misconduct of teachers and better education of teaching staff about HIV/AIDS prevention (Mulkeen & Chapman, 2008).

Better deployment practices in Uganda also appear to offer part of the solution. Both high levels of teacher mobility and postings that lead to the separation of spouses, particularly in isolated areas, contribute to the risk of HIV/AIDS infection.

In Malawi, antiretrovirals are available free to people with HIV, but only a limited number of hospitals can dispense them or even diagnose HIV. There is no formal arrangement allowing sick teachers to move to an area near a hospital. However, for compassionate reasons, District education managers often allow this, even where there is no vacancy in the urban area.

The ministry rarely initiates redeployment. If a District education manager needs to fill a vacancy, he or she will often try to transfer a teacher from a nearby school. Teachers who misbehave are sometimes sent to rural areas as punishment. (Mulkeen, 2005). The MoES has previously used this on misbehaving teachers by sending them to hard-to-reach areas like Kalangala. Sending a teacher on indiscipline grounds to Kalangala would actually exacerbate the situation as one will tend to lose morale and therefore abandon teaching which will directly have an impact on the students who will always have to remain untaught.

In Mozambique, the demand for teachers is rising rapidly as enrolment increases and there are insufficient qualified teachers to fill the vacancies. At present, 44 percent of EP1 (lower primary) teachers are untrained. Deployment is also a major challenge. In most provinces, there are unemployed teachers, often because they have refused to accept a rural posting, while at the same time there are classes being taught by untrained teachers. The Government provides bonus payments for all civil servants, including teachers, to go to rural areas. However, this incentive is not working well enough to attract an adequate supply of teachers for rural primary schools. Rural areas are at a disadvantage regarding education in several ways. They have fewer teachers, resulting in high (Pupil Teacher Ratios) PTRs. And because many teachers do not possess the necessary qualification, (Pupil Qualified Teacher Ratios) PQTRs are even higher.

Teachers in rural areas are less likely to be supervised because of the difficulties of travel for the school inspector. These disadvantages result in poor student achievement. To respond to these challenges and disadvantages, the Ministry of Education and Culture has adopted two priorities: (a) finding mechanisms to encourage teachers to move to and

remain in rural areas and (b) developing multi grade teaching to optimize the use of teachers in rural areas.

In Kalangala there is a similar problem of water transport which is risky, costly and inconsistent. As a result there is inefficient supervision of the schools, especially those which are in the outlying islands of the District. There is also a need for the Government, through Kalangala District Local Government, to provide safer water transport to the islands to reduce the risk and hydrophobia.

In Eastern Africa, in the Republic of Tanzania, the deployment of teachers to most rural areas is problematic, owing to the following factors: geographical limitations, shortage of housing, poor communication, shortage of clean water, lack of electricity, poor health services, and lack of social amenities such as shopping centres and places for recreation. The need for housing is great, and the Government plans to build more houses for teachers in rural areas to foster the deployment of teachers (Mulkeen, 2005).

The Government and donors have come up together in Tanzania to institutionalise a system of public service pay incentives (UNDP, 2006).

The other East African countries are also considering providing hard-to-reach allowances for those teachers deployed to the hard-to-reach areas. In Kenya, for example teachers are paid a 20 per cent rural hardship allowance, but for most teachers this does not even begin to make up for the additional hardships of rural life (Hyde & Muito, 2005). While money in the form of pay or some other sort of remuneration is the most obvious extrinsic reward, doubts have been cast by Herzberg *et al* (1957) on the effectiveness of money

because they claimed, while the lack of it can cause dissatisfaction, its provision does not result in lasting satisfaction.

Much as paying an allowance to the secondary school teachers working in Kalangala would help enhance attraction, money alone cannot be enough to motivate the teachers as Mulkeen (2005), concur that there is little evidence that increased salary alone has a high long-term impact on retention. Improving teachers' physical, social, and professional experience of work increases their commitment, reduces attrition, and is often cheaper than trying to tackle salary or the costs of teacher dissatisfaction, loss, and retraining.

2.5 Teacher retention strategies; the African experience

The trend of acute secondary school teacher shortages in Africa, more particularly in West Africa, has continued to take a 'crisis' version because leaving the educators' vacancies unfilled impacts on the quality of education, and leads to these posts being filled by unqualified teachers. For example, in Burkina Faso, according to the Commission for Africa Report 2005, the teacher shortage has been declared a national emergency and people are being recruited from across the public sectors to fill the immediate gaps (Moon, 2007).

Several African countries are struggling with the issue of retaining those teachers who have accepted a posting to a rural area by taking whatever measures that are within their power to prevent any possible exodus of secondary school teachers to their urban preferences. For example, they do this in the form of;

Monetary incentives

Countries in Africa are facing more or less similar challenges with the retention of secondary school teachers. To manage this, Governments have thought that by using an extra pay on top of the salaries offered would help entice the secondary school teachers to remain working in the rural schools.

For example, a flat bonus of 275 Maloti (47 USD) is paid per month to teachers in Lesotho who locate in the mountainous hardship zones. This is generally acknowledged to be too small to encourage the more highly qualified teachers to locate in remote areas because even the cost of travel to town to collect the monthly cheque could easily cost M70, and the cost of commodities, especially fuel, is higher in rural areas (Mulkeen .2005). A country like Lesotho is paying 47 USD as a flat bonus just about the same that Uganda pays to those secondary school teachers who are posted to the hard-to-reach areas like Kalangala. Like in Lesotho this is too little to cater for the teacher especially with similar expenses in the cost of transport within and out of Kalangala District, whereby from the researchers' experience when undertaking this study, for one to travel within Kalangala it is quite very expensive thereby not feeling the impact of the hard-to-reach allowance paid.

Minimising the 'Push' Factors

Several factors have been attributed to the rampant secondary school teacher movements; the most common factors that lead to the exodus of education personnel from the rural areas have commonly been categorised into "pull" and "push" factors. "Pull" factors are identified as those which attract an individual to a new destination. These might include improved employment opportunities and/or career prospects, higher income, better living

conditions or a more stimulating environment. "Push" factors are those which act to repel the individual from a location. They often mirror "pull" factors and might include loss of employment opportunity, low wages and poor living conditions, a characteristic of many developing countries.

Both push and pull factors impact on the individual who makes a decision about moving to, leaving or staying in a job in many different ways. This is reflected in the neo classic wage theory and there is a need for the Government to ensure that there are favourable working conditions for the secondary school teachers in Kalangala like construction of decent accommodation and creating opportunities for career advancement for the secondary school teachers. Any decision by an individual will be the result of a complex interplay between these factors.

For purposes of analysis and strategy development it is important for education policy-makers and managers to have some way of organising the different factors that enhance retention of secondary school teachers (Lehman, Dieleman & Martineau, 2008).

Bridging the Rural-urban disparity

In many African countries, a number of factors combine to explain why the secondary school teachers are not willing to accept a posting to a rural area location. This therefore leads to an influx of especially the best teachers to serve in the urban or semi urban schools. Since the teachers move to urban schools rather than quit all together, the disparity between urban and rural schools is further widened (Marwan, Sumintono &

Mislan, 2012). Many rural school Districts in Africa have experienced an exit of qualified teachers over the past two decades who have left to teach in more affluent urban Districts.

The student teachers from the urban areas in the Republic of South Africa are not willing to accept a future posting to a remote area. The high proportion of new student teachers coming from urban areas pre suppose that they would be less willing to teach in rural areas. It is probable too that these are the majority of the students that would have a better grasp of subjects and learning areas like mathematics, science and technology (DoE, 2005).

If that is not the case, then other educators would be overloaded with teaching as they have to share the work load of the vacant post. This causes problems especially when these teachers have to teach outside of their areas of specialization. Recruiting educators for rural schools is one of the challenges facing the provincial education Departments.

Despite improved appointment rates, filling of vacancies is still a challenge the South African Department of Education is faced with. A further analysis of posts which are not being filled, reasons, and geographic distribution of such vacancy posts is necessary, an effort to encourage the redeployment of teachers to poorer rural areas failed badly. The distribution of educators in South Africa is uneven with rural areas experiencing both qualitative and quantitative shortages (DoE, 2005).

Rebore, (2004) observed that many of these exits have been the result of well organized recruiting efforts conducted by urban school Districts which included enticements of substantial salary increases and job benefits. These recruiting efforts have impacted the

staffing of many rural Districts. Therefore, it has become necessary for all school Districts, irrespective of size or location, to engage in a well planned recruiting program.

Consequently, low performing, poor rural schools are at a greater disadvantage because teacher retention in these schools tends to be lower than in higher performing urban schools. A study by Gibbs (2000) found that salaries for urban teachers are approximately 21 percent higher than for rural teachers. This low salary becomes a strong factor for teachers to leave when they were already less receptive in agreeing to teach in rural schools from the start. More qualified teachers are more likely to transfer out of poorly performing rural schools, leaving the least qualified teachers to teach the neediest students in the rural schools (Mulkeen, 2005). Because of the location and the remoteness Kalangala District, teachers who work there for a number of years should be considered for promotions into higher positions as a token of appreciation for serving in a very hard-to-reach area. The gap in Uganda's system of promotion is that teachers who have been promoted to senior ranks are in most cases those who have been serving in the urban areas as Armstrong (2006) thinks that concerted action is therefore required to retain talented people, but there are limits to what any organisation can do. It is also necessary to encourage the greatest contribution from existing talent and to value them accordingly.

Deployment system of secondary school teachers

Many of the difficulties in retaining current teachers can be addressed through effective teacher deployment practices and improved conditions of service. This would include items such as adequate pay, humane treatment and consistent caring policies, mentorship programmes to support new teachers' induction to the field, opportunities for professional development and support, bonding among peers, salary bonuses for excellent teachers and

more responsibility of head teachers for supporting teachers with in their schools (Zafeirakou, 2007).

The difficulties of teacher deployment in most African countries are a major cause of inefficiency in their education systems and run counter to the aim of equitable educational provision. There are fewer teachers in the least attractive locations, such as rural areas or the poorest urban areas. Teachers found in these areas tend to be the untrained or in most cases the under qualified.

Teacher deployment approaches and practices often contribute to teacher attrition, with arbitrary posting of teachers to undesirable work locations being a major problem expressed by secondary school teachers in Africa. Among the practices that would enhance secondary school teacher retention would include; recruit teachers from rural areas, providing as much initial teacher preparation in these areas as possible. Follow this with ongoing localized in-service professional development programs that reach teachers in their schools, or in clusters of schools, in these areas; give additional compensation and recognition to teachers in difficult postings and take into account the location of families in postings so as not to separate husbands, wives, and children for unreasonable periods of time (Mulkeen & Chapman, 2008). However, Monk (2007) warns that although this setup increases school stability and longer rural teacher retention, placing teachers with strong local ties to a rural area will likely give rise to conflicts of interest between teachers and their supervisors. Thus, strong governance and assessment is required when school leaders are placed in charge of teachers who are their relatives or friends, as this can jeopardize teacher quality, and thus can impact student achievement scores.

In a related move, during the 1970s in Uganda it was a policy for students to be posted to any school in any region of Uganda for the Higher School Certificate (HSC). The purpose of this was to ease the Government's deployment exercise because civil servants would be acclimatised with the hard-to-reach areas and in so doing would be comfortable working there. Unfortunately this system has been stopped, and is the reason why new recruits find it hard staying and working in a hard-to-reach area. It is therefore incumbent on the Government to operationalise this mechanism again so that there are no problems of teacher deployment to the hard-to-reach area schools.

2.6. Secondary school teacher attraction strategies: Uganda's experience

Uganda has a population of about 30 million people of which the vast majority (88%) of this population lives in rural areas (UBOS, 2006). This clearly serves to indicate that the children in rural areas such as Kalangala District are in dire need of education services in both qualitative and quantitative dimensions.

Uganda uses a system of "established posts," indicating the expected number of secondary school teachers in each school. However, despite recruitment drives, the actual number of teachers in recent years has been consistently below the established figure. Teachers avoid remote rural locations for various reasons, including the poor quality of housing; lack of services such as electricity, water, health care, and public transport; and the high cost of some commodities.

Part of the difficulty in maintaining teacher numbers has been attrition, which is estimated at 4% annually (MoES, 2011).

In Uganda's case, however, the teaching workforce is relatively available but not willing to work in remote rural areas. Low wages, poor working conditions, lack of supervision,

lack of equipment and infrastructure as well as HIV and AIDS, all contribute to the flight of education personnel from remote areas (Lehmann, Dieleman & Martineau, 2008). Attrition is exacerbated by the prevalence of HIV/AIDS (human immunodeficiency virus/acquired immunodeficiency syndrome).

The Pupil teacher Ratios (PTRs)

The Pupil teacher Ratio is the number of pupils/students that one teacher attends to in a class at a particular time. This is a very vital condition of motivation where a very big number of students in a class lowers the morale of the teacher through increased number of scripts to examine but with little or no pay incentive as compared to the urban schools.

The pupil-teacher ratio (PTR) in Uganda's secondary schools varies from District to District because of their different characteristics. The lowest PTRs are found in sparsely populated Districts, such as Nakasongola (39:1) and the island District of Kalangala (40:1). Urban areas, such as Kampala (42:1) and Wakiso (45:1) find it easier to attract and retain teachers and also have relatively low PTRs. In general, the PTR is higher in rural areas, as exemplified by Mayuge (58:1), Kayunga (59:1), and Kyenjojo (63:1).

In areas where insecurity is high as a result of rebel activity, it is very difficult to retain teachers. For this reason, Gulu (61:1), Kitgum (72:1), and Pader (81:1) are among the Districts with the highest PTRs. Although the PTR on average is 55:1 in some remote areas, it may even shoot up to 90:1. These Districts find it more difficult to retain teachers for their rural schools. Teachers, particularly qualified teachers, prefer to work in urban areas.

However, an area of concern for the researcher is that Kampala District and Wakiso have higher PTRs of 42:1 and 45:1 but do not have many problems with retention of teachers as compared to Kampala. Similarly Districts like Gulu (61:1), Kitgum (72:1), and Pader (81:1). There is therefore a need for the policy makers to exploit the reasons for this discrepancy in Kalangala District with a lower PTR if education standards are to improve in Kalangala District.

2.7. Teacher retention strategies: Uganda's experience

In recent years, the Ugandan Government in an attempt to retain teachers, introduced large educational investments which have greatly improved the infrastructure and access, but finding effective ways of retaining the secondary school teachers deployed to schools in rural and remote areas like Kalangala District still remains a key policy concern.

Payment of a Hard-to-reach area allowance

These are monetary flat bonuses given to all teachers who agreed to stay and work in a rural area school in Districts that cabinet passed as 'hard-to-reach'.

Hard-to-reach area allowances are paid to the teachers in the District of at least 20% of the teacher's salary in order to enhance teacher retention. These are areas with persistent terrain, isolated areas like islands, and places with rebel activity. By contrast, even the teachers in urban schools often receive a salary top-up (from parent contributions) (Mulkeen & Chen, 2008).

The Ministry of Education has endeavoured to redeploy teachers to the disadvantaged rural schools but this has partly succeeded; for example, according to Mulkeen &

Chapman (2008), in Uganda, recent redeployments of secondary school teachers has only been partly successful, as many teachers simply did not move.

However, although higher salaries in form of hard-to-reach allowances offered to the teachers in the hard-to-reach areas would encourage better performance, improvements in conditions of service are also very important in promoting job satisfaction, motivating teachers, and promoting retention especially in Kalangala District secondary schools.

Improving conditions of service for teachers

Improvement of conditions of service for the secondary school teachers is a promising way as a strategy of increasing teacher morale, making the profession more attractive, enhancing retention of teachers in rural locations, and improving the quality of teaching and learning.

Although improving conditions of service always has budgetary implications, changes in this area may be less costly and more effective than an overall increase in teachers' salaries.

These could be improved through; strategizing with secondary school teachers about how a strong and positive professional identity can be created and how higher regard for the profession from society can be earned; involving community members in the lives of schools in order to promote quality of education, better student learning, and respect for teachers; providing teachers with better resources for good teaching; providing space for teachers to work in the school and giving special assistance to teachers, especially female teachers in rural areas, in finding appropriate housing as well as developing programs to

recognize and reward teachers, including use of the media to profile excellent teachers (Mulkeen & Chapman, 2008).

Employing Contract Teachers

In response to an insufficient number of teachers, inefficient deployment practices, or scarcity of funds, contract teachers are often hired for secondary school teaching and paid through school or community fees. Contract teachers have a less stable source of remuneration, creating issues of absenteeism and retention that the schools themselves must address. Employing contract teachers as part of the civil service teaching force may stabilize the teaching corps and provide better quality teachers in schools that have difficulty retaining teachers or in certain subject areas (Mulkeen & Chapman, 2008).

With this increasing chronic teacher shortage, many African Governments have resorted to employing contract teachers who they feel serve better in the remote areas. Contract teacher policies have been drawn to regulate the contract teachers as they execute their teaching duties. These contract policies have been spreading since the 1990s in a bid to realise the EFA goals and objectives.

However, there have been efforts by the Government to slowly eliminate the contract teachers in the Education Service by encouraging them to go for further training. But the unqualified teachers, especially Higher School Certificate (HSC) leavers in the rural areas, still remained teaching the disadvantaged students, who in most cases, end up failing the national examinations.

The contract teacher policies to address the teacher shortages were mainly adopted by the Francophone countries in the sub Saharan Africa, although by 1960s they were already

existent in Senegal. Of recent they have been spread to East Africa, South East Asia and Latin America (Zafeirakou, 2007).

Contract teachers have been seen by many as one of the main answer to the chronic teacher shortage, especially in rural areas and in the same vein an avenue towards achieving the EFA goals and objectives.

Zafeirakou (2007) further believes that the contract teacher can easily be hired from the local and needed area as compared to the civil servant teachers.

However, in an attempt to check the shortage, quality must not be compromised at the expense of quantity, given the insufficient training of such teachers at the time of recruitment, especially in the remote areas where there is practically no personnel up to even the level of the minimum standard required of the contract teacher. Bourdon & Michaelowa (2007), agree that contract teachers have a great impact on student performances. In their study, they concluded that contract teachers were better positioned than civil servant teachers to work in more difficult learning environments and to react to the needs of students with more serious learning deficiencies.

According to Natukunda (2009) while quoting the USAID's research programme, the Educational Quality Improvement Programme, "despite the large number of trained teachers in Uganda, only 20 per cent annually take up the jobs". Several studies further show that contract teachers not only have the passion to teach, but their salaries tend to be a quarter or a half of that paid to permanent teachers. In Benin, a volunteer teacher costs 705 USD (about 1.4 million Uganda shillings) a year, a community teacher earns 300

USD (about 600,000 Ugandan shillings), and a civil service teacher 3,011 USD (about 6 million Ugandan shillings). In Niger, their starting salary is half that of regular teachers.

In Senegal, the contract teachers earn a fifth of the salary of civil service teachers; for instance the main reason for introducing a contract teacher policy since the mid nineties was the shortage of teachers, especially in the rural areas and the budget constraints then.

According to Fyfe (2007), contract teachers now represent more than 50 per cent of all teaching staff in Sub Saharan Africa.

However, in a rather more radical way, the same Fyfe study (2007), advocates and recommends that Governments adopt a time-bound strategy to phase out the use of contract teachers by 2015 in line with the EFA goals. In fact, Uganda has already taken this initiative especially when quality assurance has become a necessity in her education system, as all teachers have to be qualified and dully appointed by the relevant Service Commissions.

Summary

Basing on the above literature review therefore, whereas performance results with the interaction of three types of resources which are physical, financial and human resources (Chandan ,2009), the human factor is the most important, complex and unpredictable and, to that end, it becomes hard for management to control. Teachers always express a strong desire for more professional support in general, better teaching and learning resources, supportive supervision, and ongoing in-service professional development (Mulkeen ,2005).

Financial incentives alone such as monetary increments through allowances are not enough to attract and retain teachers to hard-to-reach areas because evidently, teachers in

Kalangala's secondary schools have continuously had the desire to leave despite existence of monetary incentives thus leaving a policy gap of enormous concern.

In addition, while research has consistently shown that salary increases prolong teachers' tenure in the field, adequate salary is a necessity but not sufficient for teacher retention (Beesley, Atwill, Blair & Barley, 2008). Although teachers universally request higher salaries, evidence suggests that increased salaries alone would be unlikely to improve the quality of the teaching force significantly.

In conclusion, from the literature reviewed above, it is clear that many countries, including Uganda, consider financial/monetary rewards as a major strategy for attracting and retaining teachers to the hard-to-reach areas.

However, non-materialistic, social and intrinsic motivation can play a major role that needs to be explored. It is understandable that many people may be reluctant to be posted far away from home. Those used to urban life will find it particularly difficult to move to a remote area (UNDP, 2006).

It is therefore against this background that the study generated other effective strategies to attract and retain secondary school teachers that will back up the existing financial incentives like establishing a cordial working environment, recognition of work and responsibility as well as creating an opportunity for career growth and advancement.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This methodology section shows how the aspects of ethical consideration were handled, the analysis of the data, how errors were controlled during and after the study as well as how data validity and reliability were handled.

3.2 Research design

The research design that guided the study was a case study because the variables were so much embedded in the situation (Yin, 1994). The design employed methodological triangulation using the qualitative approach to obtain information on the respondents' views as regards teacher attraction and retention in Kalangala District.

3.3 Study area

Kalangala District is situated in the south western Uganda between longitudes $32^{\circ} 01'$ East and $32^{\circ} 52'$ East Western and latitudes $0^{\circ} 10'$ South and $1^{\circ} 00'$ South. (KDDP, 2006). It shares common boundaries with Wakiso District in the North, Mukono District in the East, Rakai and Masaka Districts in the West and the United Republic of Tanzania in the South. The District is accessible by road and water through Bukakata (an inland port in Masaka) to Luku (an inland port in Kalangala District), using the Bukakata-Luku ferry. The District is also accessible by water using the steamer ship through Nakiwogo port in Entebbe.

The study was conducted in Bujumba and Kyamuswa counties where the only three secondary schools of the District are located. In particular, the study investigated the issue of secondary school teacher turn over in Kalangala District and the feasible strategies that would help to attract and retain them there for a reasonable period.

3.4. Study Population

The study involved secondary school teachers of ages between 25-55 years who were conveniently sampled from the three secondary schools in the District because they were the direct key players; chairpersons of the school Boards of Governors (B.O.Gs), because they contributed to policy formulation locally at the school level, the chairperson of the District Service Commission (DSC) – Kalangala who had rich knowledge on service delivery in the District, the DEO and the District Inspector of schools- Kalangala who were responsible for implementing and evaluating policies, as well as the Assistant Commissioner for Comprehensive Secondary Education in the Ministry of Education and Sports who was at the epitome of policy formulation. Some senior staff in the CSOs and NGOs that operate in the education field were also involved in the study because they always advocated for efficiency in the education service delivery of the District. Five (5) teachers who were transferred in the last 5 (five) years were very influential in the study as they also gave their version of the strategies for the attraction and retention of teachers in Kalangala District.

3.5. Sample Size

The study involved a total sample of 35 respondents including 26 teachers from the three secondary schools, three chairpersons of the Boards of Governors (B.O.Gs) of the schools, the chairperson of the District Service commission, the District Education Officer (D.E.O), the District Inspector of Schools (D.I.S) as well as the Assistant Commissioner for Comprehensive Secondary Education in the Ministry of Education and Sports.

3.6. Sampling Strategy

Because of the few secondary school teachers in the District coupled with excessive absenteeism, the study employed convenience sampling strategy for the teachers who participated in the study. These were the teachers who were always available to the researcher. The key informants were selected because of their knowledge, positions and experience on the educational and Human Resource aspects of the District and the Ministry of Education and Sports.

3.6.1 Inclusion Criteria

The researcher ensured that there was gender sensitivity in the sample selection as both female and male respondents were given an opportunity to participate in the study. The researcher selected the key informants who were working within the framework of education, education management, education inspection and human resource management in education. It was inevitable to include some teachers who transferred because they were in position to contribute and enrich the study.

Table 3.1*Summary of the Sample Size of the Secondary school teachers selected for the study*

Name of Institution	Sex of the respondents				Total	
	Male	Percentage %	Female	Percentage %		
SCHOOL A	07	70	03	30	10	38
SCHOOL B	07	78	02	22	09	35
SCHOOL C	07	100	00	0	07	27
TOTAL	21		05		26	100

(n=26)

3.7. Data Collection Instruments

In the study, the researcher used several data collection instruments and methods (methodological triangulation) including the open ended questionnaires, the in depth key informant interviews as well as telephone interviews as emphasised by the case study characteristics as it does not claim any particular methods for data collection and analysis (Merriam,1998).

3.7.1. In depth Interviews

Since human beings are the primary instrument of data collection and analysis in qualitative research, interpretation of reality are accessed directly through their observations and interviews (Merriam, 1998).

Therefore in the study, the in depth interviews were the major instruments of data collection. They were conducted between the researcher and the key informants. (who included the District Education Officer (D.E.O), District inspector of schools (D.I.S),

Head teachers, Chairpersons Boards of Governors (B.O.Gs), the Chairperson of the District Service Commission (DSC) as well as the Assistant Commissioner for Comprehensive Secondary Education in the Ministry of Education and Sports (MoES). This method of data collection was very resourceful because most people who agree to be interviewed enjoy sharing their knowledge, opinions, or experiences (Merriam, 1998). The key informants were seen only once due to their busy schedule and were willing to participate in the study. However, during member checks, the researcher interacted with some key informants to correlate their responses with the researcher's findings. The researcher followed an interview guide with items that were aimed at probing and answering the questions corresponding to the objectives of the study. This method therefore helped the researcher investigate the most effective strategies for both attracting and retaining secondary school teachers in Kalangala District.

3.7.2. The Telephone Interviews

These were done in form of dialogue after informing the teacher why this study was being carried out. Although these were minimal, the researcher contacted a few teachers through recorded telephone interviews who had been transferred upon their request from Kalangala secondary schools to secondary schools in other Districts in order to obtain their opinion on what best strategies could help mitigate the problem. For accuracy, the researcher probed the respondents by hinting on the three objectives that guided the study.

3.7.3. The Open Ended Questionnaire

The Questionnaires were supplied to secondary teachers who were available from the three secondary schools in the District and the first section of the questionnaire was intended to seek information on the social demographic characteristics including age,

gender, time spent at station, the existing strategies for addressing teacher shortage, the extent to which they had benefited from the strategies. The questionnaire went ahead to ask the teachers on what they thought could better enhance attraction of teachers and finally some question items on what they thought could best retain teachers in Kalangala. These variables were useful in determining their impact on teacher retention in the District. The Questionnaires also helped to answer the questions to the objectives of the study as well as advance recommendations for this study. It was a useful method because the teachers were literate and when they were briefed on how to fill the questionnaires, the errors were minimal.

3.8. Reliability and Validity of the instruments

3.8.1. Reliability

Reliability refers to the extent to which research findings can be replicated (Merriam, 1998). In other words this tests to prove whether the results can be the same if the same situation is repeatedly studied over and over again.

The researcher ensured that the instruments addressed the research objectives. This was done by generating interview and questionnaire items that addressed the research objectives. Items in the questionnaire were generated from themes generated from the research questions to back up the interviews. The research question items were pre tested for accuracy by administering them to a few teachers who responded with close responses.

Reliability was further tested when the responses from the interviews with the Key informants (KI) correlated with those of the questionnaires.

For purposes of integrity and avoidance of errors during and after the study, efforts were always made by the researcher to control biases, prejudices, experiences, feelings, competencies and assumptions. Data from the interviews was clearly written; the respondents were closely supervised and were asked to write as much their expression as they could to the open ended questionnaires. Probing was always done during the interview schedules with the key informants to obtain accurate and vast information.

3.8.2. Validity

Validity deals with the question of how research findings match reality (Merriam, 1998). In other words, it is the extent to which the instrument measures correctly what it is meant to measure. The researcher ensured that the research and data collection instruments like the questionnaires and the interview guides were discussed and sharpened by the supervisor to correct the errors before administering them to the respondents. In order to achieve valid results, the researcher used some of the following research strategies for the study;

3.8.2.1 Methodological Triangulation

In order to ensure that the findings were valid, triangulation of methodology was used as a technique in the study. Much emphasis was laid on ensuring that the questionnaire items, the interview guide items all addressed each of the objectives of the study. When using multiple methods of data collection and analysis, triangulation strengthens reliability as well as internal validity (Merriam, 1998).

3.8.2.2 Member Checks

The researcher tried as much to eliminate prejudice by revisiting and sampling some respondents (member checks) again to confirm that their responses correlated with the findings and whether the results were conceivable. Through member checks the researcher discussed the findings during the data collection process to assess the accuracy of results.

3.8.2.3 Peer Examination

The researcher kept on asking some of the participants to comment on the findings as they were being gained from the respondents.

3.8.2.4 Eliminating Researcher's biases

Much emphasis was taken to remove any bias and researchers assumptions from the situation under study and concentrated as well as relied only on the participants' responses and to some extent by the researchers' observation.

3.9. Data Analysis

Data cleaning was done both during and after the data collection processes. The data collected in the open ended questionnaires was checked for consistency, accuracy, removal of irrelevant unwanted data and then some of it entered in tables, computed into simple percentages to show the social demographic characteristics of the respondents. The statistical approach was used to obtain and analyse the bio-data of the respondents. This helped to show the researcher the effect of such variables on teacher attraction and retention in Kalangala District. Findings from the questionnaire items were presented in tables and charts as well as figures with the help of the Microsoft Excel 2007 version.

Content analysis was used to describe the findings arising from the questionnaires, key informant interviews through identifying the most common phrases and responses. Inferences were deduced for findings from the various research questions and the responses to the questions on the objectives in the questionnaire as well as the key informants views and ideas resulting from the questions asked, were presented descriptively.

3.10. Ethical Consideration

All research is concerned with producing valid and reliable knowledge in an ethical manner. Professional codes and government regulations deal with issues common to all social science research-the protection of respondents from harm, the right to privacy, the notion of informed consent and the issue of deception (Merriam, 1998). It was incumbent on me as the researcher to ensure that I considered issues of ethics in this study in order to remove doubt, garner confidence and obtain clear and accurate information from the respondents as follows;

3.10.1 Informed Consent

All the participants in this study were informed of whatever the research was about and the benefits likely to arise from the findings of the study and they were therefore in position to give informed consent. The researcher took time to interact with each respondent especially the teachers and explained why the study was particularly being carried out in Kalangala's secondary schools.

Clearance was sought from the heads of the institutions to interact with their teachers and always showed the introduction letter from the university allowing the researcher to carry on with the research.

3.10.2. Ensuring Confidentiality

Primarily, attraction and retention of staff in an organisation is the wish and role of any human resource manager. This in most cases depends on so many factors some of which include the management style of the managers who in this study were the head teachers of the three schools in the District, the District education officers, and inspectors of schools. It was imperative and incumbent on the researcher to consider maximum confidentiality of the information given by the respondents at whatever level of the study in order to remove any bias from the respondents. In order to ensure confidentiality, the researcher did not mention the names of the schools under study but instead represented the schools with letter codes that were only best known to the researcher. This also created confidence between the researcher and the respondent. In order to remove fear and obtain confidence of the respondents, they were asked not to disclose their names on the questionnaires supplied to them. Permission to record the responses of the key informants where necessary was sought and those who did not prefer being audio taped were not recorded.

3.11. Limitations of the Study

There is dearth of information and literature that differentiate between the primary school sub sector and the secondary school sub sector manifested as a limitation for the study because of the increased interest in the primary school sector especially at the District Local Government level.

Secondly, Kalangala being an island District, teacher absenteeism was very high to the extent that the head teachers complained that some of the teachers appeared only twice in a month. This teacher absenteeism impacted negatively on the researchers' time frame

because I had to make personal appointments and arrangements with them that proved very costly in terms of time and finances. In the same vein, the staff of Kalangala District Local Government (KDLG), much as they were very willing to participate in the study, were not always available on some days of the week especially on Mondays and Fridays, which also interfered with the time frame of the study.

Because of the geographical nature of Kalangala, transport proved hard and costly especially to Bukasa island, where one of the schools is located. Most of the time the lake was so rough, only calming down at night. In order to meet the respondents there, the researcher had to make telephone calls to create appointments for the study.

Lastly, the financial constraint as envisaged earlier, was a problem during this study although the researcher tried as much as possible to solicit for funds from well wishers and relatives.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this study was to establish the most effective strategies that could be put in place to attract as well as retain more secondary school teachers to work in the remote and hard-to-reach District of Kalangala.

This Chapter entails the presentation, analysis and interpretation of the views and findings obtained from the respondents of the three secondary schools in Kalangala District; which were represented with letter codes as school A, school B and school C. It also presents analyses and contains interpretation of the data obtained from the key informant interviews.

According to the head teachers of the secondary schools in Kalangala, the schools had an established staff ceiling set by the MoES. For instance, school A was meant to have a staff ceiling of 28 teachers, school B with 21 teachers and school C with 18 teachers. The discrepancy therefore was that according to the established staff ceiling, out of the 67 teachers meant to serve in the District only 32 teachers (48%) were available leaving the rest of the vacancies unfilled.

From the researcher's point of view, this meant that there was a gap in staffing of the secondary schools which inevitably provoked the study on what strategies could be advanced to attract and retain those teachers who chose to serve in the District.

The chapter descriptively presents the respondents' views corresponding to each of the research question and interview guide items on the existing strategies of teacher attraction

and retention in Kalangala District, what they considered could be the most effective strategies for attracting secondary school teachers, as well as the ones that could best retain these teachers in Kalangala District’s secondary schools for a reasonable time.

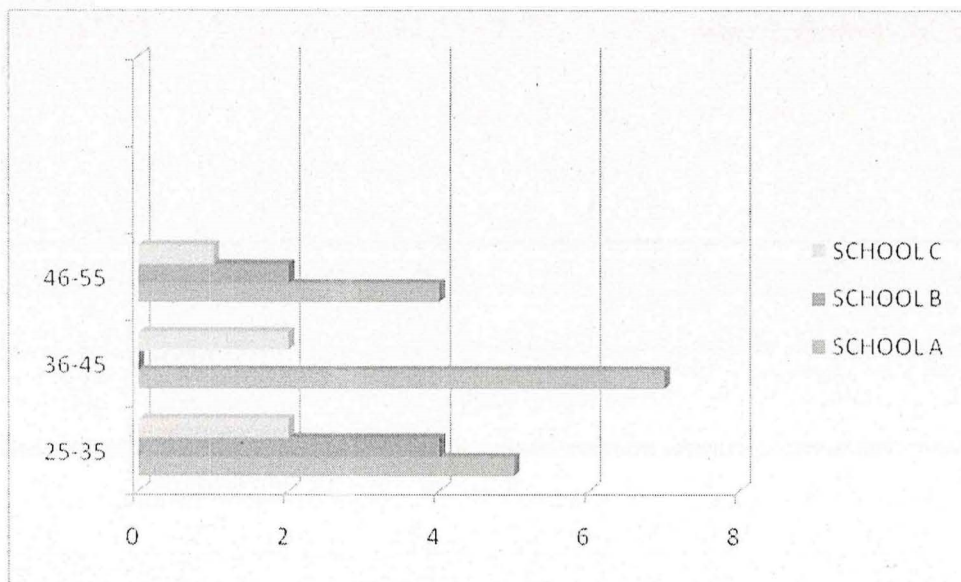
Findings of the different instruments were compared, and major findings arrived at. Before presenting the data Question by Question, a presentation of the demographical data sets the stage for this chapter.

4.2. Social- Demographic Characteristics

4.2.1. Age bracket of the respondents

From the respondents supplied with the questionnaires, 62% were between the ages of 25-35 years, 23% were between the ages 36-45 years and only 15% were between the age bracket of 46 – 55 years. None of the respondents was above 55 years of age.

Figure 4.1



Age bracket of the teachers selected for the study

Figure 4.1 shows that the majority of the secondary school teachers in Kalangala District fell within the age bracket of between 25-35 years and in most cases were fresh graduates

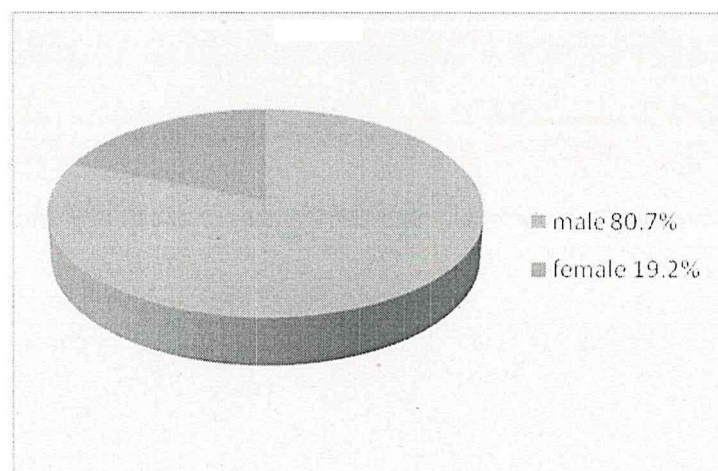
who were just beginning their career in teaching as compared to the few ageing teachers in the District who were tending towards their retirement age and awaiting their retirement benefits.

This therefore implied that the teachers in the age bracket of between 25-35 years were in position to change location (schools) and jobs as much as they could in an attempt to look for better remuneration, opportunities for career advancement, as well as search for a better standard of living. The teachers in the bracket of 46-55 years and above were in a better position to stay in their schools but they were the minority in the District therefore teacher turnover was the primary reason for the teacher shortage in Kalangala District, rather than the problem of teachers retiring.

4.2.2 Sex of the respondents

The researcher sought to find out the existing ratio of gender equality in the secondary schools and establish the effect of gender on attraction and retention of teachers in Kalangala District.

Figure 4.2



Gender representation in percentage of the selected teachers in Kalangala secondary schools

Figure 4.2 shows that from the respondents who filled the questionnaires, 81% were male and 19% were female; implying that there were few female teachers as compared to the male teachers. The dominance of male teachers in a particular school on one side led to social isolation of the male teachers and on the females' side, the existence of few female teachers on the school staff may equally have made the female teachers feel out of place and lacked their female counter part interaction. In fact, the transport system to school C was so harsh that it would be very hard for any female teacher to accept a posting there. It involved moving on wooden outboard motorised boats that braved the tough storms during day or at night. From the interview with the District Inspector of Schools, this partly explained why there was no single female teacher at that school.

4.2.3 Period of service

Table 4.1

Summary of the period of service of the selected secondary school teachers for the study.

Period in years	Institution						Total
	SCHOOL A		SCHOOL B		SCHOOL C		
	Number	% of 10	Number	% of 9	Number	% of 07	
0-5	04	40	07	78	06	86	17
5-10	05	50	01	11	01	14	07
10-15	01	10	0	0	N/A	N/A	01
15-20	N/A	N/A	0	0	N/A	N/A	0
20 years and above	N/A	N/A	01	11	N/A	N/A	01
Total no. of respondents	10		09		07		26

(n=26)

Table 4.1 shows that when the respondents were asked for how long they had served in their respective secondary schools, the researcher found out that 68% of the respondents in Kalangala District had worked at their institutions for a period of less than five (5) years. Only Twenty five per cent (25%) of the respondents in Kalangala had stayed and taught at their schools for a period of between 5-10 years. From the questionnaires issued, none of the respondents from school B and school C had taught at their schools for a period between 10-20 years. For school C, the reason is that the school had not been established by then. School C was established in 2004.

Only school B had existed for more than twenty years and so from all the respondents at this school the researcher found that school C and school B had had teachers who stayed for a shorter period at their institutions of work.

From the above findings, it implied that since the majority of the respondents worked for a shorter period of time at their institutions of work (of less than five years), the learners were either left untaught or were taught by unqualified and/or less qualified personnel who lacked the necessary pedagogical skills for effective instruction. For example, from the findings, 68% of the respondents had worked at their institutions for a period of less than five years. School C had the poorest retention rate of 86% a reason attributed to the inaccessibility due to the rough waters.

4.2.4 Academic Qualification

The study sought to establish the academic achievement of the teachers in Kalangala District secondary schools and ascertain whether it had any bearing on the teacher retention in Kalangala District secondary schools. Sixty eight per cent (68%) of the respondents in Kalangala were degree holders, while 32% were diploma holders.

None of the respondents was qualified beyond the degree level as asked on the questionnaire. It is therefore from these findings that the researcher established that out of the secondary school teachers sampled as respondents for this study, the desire to upgrade one's education level did not necessarily hinder retention because at least 68% were Degree holders and the few Diploma holders were in the process of upgrading during the in service programme offered during the holiday/ vacation of the school term.

4.3 Findings from the Research Questions

This section presents findings from the three research questions that guided the study. It begins with presenting descriptively the results from the in depth interviews which was the major instrument of obtaining data for the study, followed by the questionnaire items as a supplement.

4.3.1. Results of Question one

Question one sought data about the existing strategies that were in place in Kalangala District for attraction and retention of secondary school teachers.

Existing strategies for the attraction and retention of teachers in Kalangala District

It was imperative for the researcher to first of all establish whether there were any strategies for the attraction and retention of secondary school teachers in Kalangala District. To begin with, the researcher sought the views of the key informants through in-depth interviews.

The Assistant Commissioner for Comprehensive Secondary Education in the Ministry of Education said that teachers literally flee rural settings when he stated that:

“...when the ministry advertises vacancies, there is good response but on posting some of these teachers, we learn later that they did not report to their respective schools for various reasons...”

(Assistant Commissioner MoES)

He however, informed the researcher that the MoES had put in place some strategies for attracting and retaining the secondary school teachers in hard-to-reach areas such as Kalangala some of which he said included; payment of a special hard-to-reach allowance, construction of teachers' houses in the hard-to-reach areas, focus recruitment of 'sitting teachers' in the hard-to-reach schools, affirmative action of providing instructional materials, text books, science apparatus and sensitising the communities around those schools to support the teachers. However, the Commissioner admitted that these strategies were not fully sufficient to attract and retain the secondary school teachers and that the MoES did not have any other strategies in the pipe line for addressing this problem.

From the interview with the chairperson of Kalangala District Service Commission, he informed the researcher that there were strategies put in place by both the Central Government and District to attract teachers to Kalangala such as the payment of the hardship allowance by Government, which he said was too little to convince a secondary school teacher to stay in Kalangala conditions and standard of living which he said were too harsh and costly respectively.

He further added that the World Bank, through the Government of Uganda (GoU) had promised to construct permanent structures in form of classroom blocks and teachers' houses that he thought would serve as another strategy for attracting teachers to stay.

During the interviews with the chairpersons of the B.O.Gs, the chairperson of Kalangala District Education Forum (KADEFO) and the District Education Officer (D.E.O) of Kalangala, they all commonly mentioned that Government had introduced a flat special hard-to-reach allowance to the secondary school teachers teaching in Kalangala District secondary schools.

The following were the results to question one of the questionnaire supplied to the teachers as reinforcement to the key informant views above. It stated “**To what extent have the prevailing strategies been effective in attracting Secondary School teachers to Kalangala District?**” It sought data about whether there were strategies of attracting secondary school teachers and the extent to which these strategies were effective.

Results of this question were presented in tables 4.2 to 4.5. Table 4.2 presents the teachers’ responses to the existing strategies for addressing the shortage of secondary school teachers in Kalangala District

Table 4.2

Summary of the teachers' responses to the existing strategies for addressing the shortage of secondary school teachers in Kalangala District

Response	SCHOOL A (10)	%	SCHOOL B (09)	%	SCHOOL C (07)	%	Total Number per response
	Number of respondents						
Hard-to-reach allowance	06	60	08	89	05	71	19
Top up allowance for science teachers	02	20	0	0	0	0	02
Focus recruitment at the schools	02	20	0	0	01	14	03
Government promise to construct teachers' houses	0	0	03	33	0	0	03
Local recruitment of teachers on school arrangement	0	0	02	22	0	0	02
Look for old students to fill the gap	0	0	02	22	0	0	02
Teachers teach in both schools	0	0	01	11	0	0	01
Struggle to put teachers on Government pay roll.	0	0	01	11	0	0	01
First priority to Kalangala during posting	0	0	01	11	0	0	01

(n=26)

Table 4.2 shows that when the teachers were asked in the open ended questionnaire on what strategies were in place to address the attraction of secondary school teachers to Kalangala, 73% of the respondents responded that payment of a hard-to-reach allowance was in place. Thirty three per cent (33%) mentioned that the Government promise to construct decent staff houses was a strategy for the attraction of teachers to Kalangala

District. Much as there were some strategies in place for addressing the shortage of secondary school teachers in Kalangala, the existence of a special hard-to-reach allowance featured most in the teachers' responses. This implies that the teachers recognised the presence of some strategies geared towards convincing them to stay and teach in Kalangala but the hard-to-reach allowance was the most significant strategy and whether it had had an impact will be discussed in the next chapter.

Therefore from the above, the researcher realised that from the key informant interviews, the views of the secondary school teachers in the questionnaires and the responses of the teachers who had been transferred from Kalangala, that there was a hard-to-reach allowance paid to the secondary school teachers in Kalangala District thereby constituting a major finding for Question one.

Although the teachers stated that they received the hard-to-reach allowance, they mentioned that it was still too little and did not commensurate with the high cost of living in Kalangala; in the same vein, some respondents reinforced that the allowance was even not enough to facilitate one's transport from the islands to meet one's family at least thrice a month. The insufficiency of the allowance was echoed by the Commissioner for Comprehensive Secondary Education, the D.E.O as well as the chairperson Kalangala DSC. The interpretation from this is that because the money paid was too little, probably is the main reason for the teachers' reluctance to serve in Kalangala District's secondary schools.

Therefore, findings from this question reveal that there were already strategies in place to address the problem such as the payment of a hard-to-reach allowance but as to whether these strategies were effective is the concern of the next section.

How the teachers had benefited from the existing strategies for addressing the secondary school teacher shortage in Kalangala

After establishing the existing strategies, the researcher proceeded to find out whether the beneficiaries of the strategies were actually contented and whether they were addressing the problem; this was first obtained from the key informants of the study.

According to the DEO of Kalangala District, the teachers had benefited from the extra hard-to-reach allowance simply because the teachers always flocked his office in case of any anomaly and discrepancy in payment of this allowance. He further stated that KDDP had provided text books and science kits to the secondary schools as a strategy to motivate the secondary school teachers. The DEO further said that they had improved inspection and had always tried to solve misunderstandings between the head teachers and their teachers in order to reduce conflict and ensure stability at the schools, which he said had made the teachers feel that they were part of the District and hence reduced absenteeism.

From the interview with the schools' B.O.G chairpersons, one of whom owned an outboard engine and a boat told the researcher that some boat owners had started transporting teachers and other social service providers like the medical staff free of charge- a move intended to motivate the teachers who worked especially in the most

hard-to-reach school C. It was from this that they said the community had a very important role to play in retention of teachers.

Following the interviews with the key informants, the researcher further sought to establish how the teachers themselves had benefited from the existing strategies. He noted that some of these strategies were locally put in place by the school authorities, Kalangala District Local Government (KDLG), while others were put in place by the central Government. To this question, the respondents were too concerned with the mechanisms put in place by the Government, especially the introduction of the hard-to-reach allowance that had been a little feasible and taken concern among the teachers.

When the teachers were asked how they had benefited from the mechanisms put in place for addressing the teacher shortage, 53% appreciated that the existence of the hard-to-reach allowance had made them somewhat stable at their schools because it had increased their earnings. However, 44% of the respondents to this item mentioned that they had not benefitted much from the mechanisms, especially the hard-to-reach allowances because the amount paid was too little and not commensurate with the high cost of living and the high transport costs in Kalangala.

From the analysis of this question, the researcher established that although the hard-to-reach allowance was put in place as a motivator, it was too little to benefit teachers because in Kalangala the cost of living was too high. The respondents were so much concerned with the high transport costs of the place where one respondent mentioned that it took them 50,000 (fifty thousand shillings) to travel to Kampala where some had families. Some teachers confessed that they had not benefitted much because sometimes

this allowance was intermittent and instead demotivated them. However, to a few respondents the hard-to-reach allowances had improved their income, motivated them and were willing to stay stable at their schools.

Therefore, according to the researcher, this implied that there was a need to use other non financial avenues alongside the allowances to lure the teachers and stay longer in this remote and hard-to stay area. Generally, the existing strategies were not effective in fostering retention of secondary school teachers.

The researcher then proceeded and established whether the strategies already in place had actually enhanced secondary school teachers' attraction and retention in Kalangala District. The teachers were asked in the open ended questionnaires and their responses are presented in the table 4.3 below;

Table 4.3

Summary of the teachers' responses on the extent to which the mechanisms for addressing the secondary school teacher shortage in Kalangala had actually addressed the shortage

Response	SCHOOL	%	SCHOOL	%	SCHOOL	
	A		B		C	
	Number of respondents					
More teachers now come to the District for employment	02	20	03	33	01	14
To a smaller extent because many teachers still do not turn up and others leave the area.	02	20	0	0	04	57
To a smaller extent because there is still poor human resource management and bad management style.	01	10	0	0	0	0
At least a few teachers have been induced to stay	01	10	01	11	01	14
To a smaller extent because those teachers on the main land can still teach in two or more schools and even exceed the allowance in Kalangala.	0	0	01	11	0	0
Teachers are attracted by the top up allowance.	01	10	01	11	01	14
TOTAL	07		06		07	

(n=20)

Table 4.3 shows that from the respondents who completed this question, majority of the respondents completed it well giving a brief explanation as to how the mechanisms for addressing teacher shortage had actually addressed the shortage. For accuracy, the respondents who only simply mentioned “to a big extent” or “to a smaller extent” were

left out for the particular analysis of this question in order to establish the extent of the success of the strategy.

Sixty seven per cent (67%) of the respondents mentioned that at least with the existence of a hard-to-reach allowance, more teachers had come to the District. Seventy seven per cent (77%) responded that the mechanisms had addressed the shortage only to a smaller extent because some teachers who were posted to Kalangala did not turn up at all or even others already in the schools vacated the area citing poor management style of their head teachers. This implies that the management style is equally crucial in enhancing teacher attraction and retention. However much there are mechanisms for addressing secondary school teachers remain in Kalangala, autocratic leadership styles will force the teachers to leave.

Thirty five per cent (35%) observed that at least a few teachers had been induced to stay because of the existence of the top up allowance for science teachers. From the researcher's interpretation, this mechanism for addressing the shortage was not successful because the amount of money paid as a hard-to-reach allowance was too little to compete with what was offered in urban schools in terms of top up allowances; because even with the existence of the allowance some teachers still left. The researcher also noted that there were few if any other non monetary mechanisms that motivated the teachers in Kalangala.

The participants were asked what brought about the shortage of the teachers in Kalangala as way of finding recommendations by the researcher to mitigate the shortcomings;

Key informants' responses on what they thought caused the secondary school teacher shortage in Kalangala District

In order to propose the feasible strategies for attraction and retention of secondary school teachers, the researcher felt that it was essential to identify the causes of teacher shortage, teacher transfer and/or resistance of the secondary school teachers in Kalangala. This section begins with the presentation of findings from the interviews with the key informants on what they thought were the causes for the poor attraction and retention of secondary school teachers in Kalangala.

According to the chairperson of Kalangala District Education Forum (KADEFO), the Ministry of Education and Sports (MoES) was responsible for the shortage because the transferred teachers were never replaced. He further attributed the shortage to the rigid Government policies and the irregular recruitment by the Education Service Commission (ESC), as well as the poor housing facilities at the schools.

From the interview with the chairperson of Kalangala District Service Commission (DSC), he informed the researcher that the hydrophobia of many individuals because of the geographical set up of Kalangala that involved crossing water was highly responsible for the shortage of secondary school teachers in Kalangala. He further stressed that the existence of a few schools where the teachers could part time to earn an extra income. He further attributed the shortage to the very poor transport and communication facilities especially to and from some outlying islands where he illustrated that for one to go to Kalangala District headquarters, one must sail with a boat to Entebbe and then again sail from Entebbe to Kalangala; he says this involved too much risk, stress and school time wasted. He further said that Kalangala had very few 'home born candidates' as qualified

secondary school teachers who would fill the gap worsened by the poor motivation, lack of scholastic materials like text books and very poor housing facilities.

When the researcher interviewed the DEO of Kalangala, he noted with concern that there was a high instability of science teachers which affected the quality of education. He also attributed the teacher shortage to the very high cost of living in Kalangala, the excessive fear for water (hydrophobia) and in a related way, the unpredictable means of transport.

However, when the researcher interviewed the chairpersons of B.O.Gs of the three schools, they attributed the shortage to several factors some of which they confessed ranged from non functional B.O.Gs which had always had insufficient funds to carry out their supervisory roles an issue that jeopardises effective staffing. In particular, the chairperson B.O.G of school C noted with concern that not only was it very hard to mobilise members, but even there were no qualified people on that island who had the required academic qualifications, among others to sit on the B.O.G. He further summed up other factors like excessive hydrophobia, bureaucracy in teacher recruitment and posting, inaccessibility of the place, lack of District Local Government involvement in secondary education, inadequate and poor accommodation at the school, lack of opportunity for career advancement and poor community participation.

As a backup to the key informants' views, the secondary school teachers were asked in the questionnaires what caused the shortage and the following table presents the dominant teachers' responses to the questionnaire item on what they thought was the cause of the

poor attraction and retention of secondary school teachers in Kalangala District. Their views are presented in table 4.4;

Table 4.4

Teachers' responses to what they thought caused the shortage of secondary school teachers in Kalangala District

Response	Number of respondents	Percentage (%) of 26
Poor transport means	09	35
High cost of transport	08	31
Poor housing/ accommodation	11	42
High Cost of Living	09	35
Poor remuneration	10	38
Hydrophobia	15	58
Poor working conditions	02	8
Mal administration	06	23
Remote place	07	27

(n=26)

It was necessary to establish first the main causes of the secondary school teacher shortage by asking the respondents to express their views in the open ended questionnaires supplied to them by the researcher. A variety of causes were advanced but the researcher selected the dominant ones. When asked under the open ended questionnaires on what they thought brought about the teacher shortage, 42% attributed the shortage to poor accommodation, 23% cited mal administration as cause for the teacher shortage, 38% reported that poor remuneration was the cause of the teacher shortage while 58% mentioned hydrophobia as the cause of teacher shortage in Kalangala secondary schools, 35% cited that the poor transport means caused the shortage, 31%

cited high transport costs and 35% attributed the teacher shortage to the high costs of living after which other causes followed.

From the analysis of the results, the researcher established that the major finding from both the key informants and the questionnaire responses for the cause of poor attraction and retention of secondary school teachers was the excessive fear of water transport (hydrophobia) that scared away teachers to work in Kalangala especially at school C, which was the hardest to reach due to the presence of very rough storms and the absence of any modern and safe Government marine vessel connecting the main land to this island

The interpretation of this was that for teachers to stay in Kalangala there was a need to agitate for better and safer water transport means, construct better housing facilities, and improvise income generating activities (IGAs) to consolidate the meagre pay of the teachers in a bid to increase retention of the teachers. All the other causes of teacher shortages would spin around the above major causes and if better and safer transport facilities were put in place in addition to IGAs all the other causes were most likely to be addressed.

From further probing through a telephone interview with one of the former teachers from school A, who had sought a transfer from the school in the year 2011, he informed the researcher that he was willing to stay for more time at the school but because of the mal administration and poor management style of the school head teacher he had no other alternative but find his way out. This was echoed by another teacher from the same school who said that he was always supplied with warning letters without being given opportunity to defend himself and explain his problems.

Key informants' responses on what they suggested could be done to minimise the shortage

It was imperative to interview the three head teachers of the secondary schools to establish their views as regards teacher retention in their schools. From the interviews with the head teachers of the schools, they commonly suggested that in order to retain the existing secondary school teachers in Kalangala, the GoU ought to revise and therefore increase the hard-to-reach allowance paid to the teachers in Kalangala and other hard-to-staff areas of the country. In addition, they also suggested that the allowance should be prompt and consistent.

Teachers' responses on what they suggested could be done to minimise the shortage

Because the study was inclined towards finding the most feasible strategies for the attraction and retention of secondary school teachers in Kalangala, the teachers were also asked to advance ideas on what they thought would be feasible in attracting and retaining the teachers in Kalangala thereby minimising the shortage. Their responses are presented in the following table 4.5.

Table 4.5

Summary of the teachers' responses on what they suggested could be done to minimise the shortage of secondary school teachers in Kalangala District

Response	SCHOOL A	%	SCHOOL B	%	SCHOOL C	%	TOTAL
	Number of respondents						
Recruiting and posting more teachers	04	40	01	11	03	43	08
Increase probation period	01	10	0	0	0	0	01
Increase the hard-to-reach allowance	04	40	04	44	03	43	11
Construct decent staff houses	04	40	02	22	04	57	10
Increase PTA allowance at the schools	01	10	01	11	0	0	02
Provide alternative power sources	01	10	0	0	0	0	01
Prompt payment of allowances	0	0	01	11	0	0	01
District should be involved in secondary education.	01	10	01	11	0	0	02
Improve the teachers' welfare	0	0	01	11	0	0	01
Priority should be given to Kalangala when posting teachers.	0	0	01	11	02	28	03

(n=26)

Table 4.5 shows that on average, 31% of the respondents recommended that at least some more secondary school teachers needed to be recruited and posted to Kalangala in order to fill the existing gap, 42% suggested that this shortage could be minimised by increasing the hard-to-reach allowance and 40% of the respondents suggested construction of decent staff accommodation would help in minimising the shortage of secondary teachers in Kalangala.

Because this was a sensitive item on which the study was anchored, the researcher realised that this meant that the key informants were aware that the hard-to-reach allowance paid was too little and not commensurate to the high cost of living in Kalangala. As a backup, the teachers' responses in the open ended questionnaires, the meagre hard-to-reach allowance paid featured most, paid inconsistently, and was not prompt.

In answer to question one therefore, the general observation of most respondents and key informants was that they admitted that there were strategies in place for retention of secondary school teachers, such as a special hard-to-reach allowance, but this was not very successful because it was too little to meet the cost of living of Kalangala and worst of all it was paid sporadically.

4.3.2. Results of Question two

The researcher sought to establish what best strategies the respondents felt **could attract secondary school teachers to Kalangala District secondary schools**. This section first presents the views of the key informants of the study.

During the researcher's interface with the chairpersons of the B.O.Gs, they suggested that the schools should be made into 'social enterprises' by running them like a business to attract the secondary school teachers, gazette some land in the schools for the teachers to grow food and thereby promote food security, as well as promote administrative support for the teachers' career growth. They further suggested that Kalangala District Local Government (KDLG) should come on board and allocate some funds towards the

secondary education sub sector including caring for teachers' welfare like construction of teachers' houses and thereby subsequently leading to secondary school teacher attraction.

The chairperson of Kalangala District Education Forum (KADEFo) suggested that construction of decent staff houses would help in attracting secondary school teachers to Kalangala District secondary schools. He further suggested that capitation grant to secondary schools should be increased to help the school administrators avail IGAs in the schools which could as well attract secondary school teachers in Kalangala.

The D.E.O of Kalangala suggested that in order to attract secondary school teachers to Kalangala, there was a need to revise the hard-to-reach allowance, and endeavour to provide means of transport to the secondary school teachers who worked in the outlying islands where transport was still very poor and the public means there were too poor and more risky. He also added that there was a need for construction of more decent accommodation for the secondary school teachers.

During the interview with the chairperson Kalangala DSC, he said that:

"...schools lacked scholastic materials such as text books which were very few for students' reference..."

(Chairperson- Kalangala DSC)

From the interview with the Kalangala DEO, some scholastic materials such as science kits had been given to the schools through the KDDP and this explained why the complaint was minimal among the respondents.

In order to supplement on the key informants' responses, the following were the results from the questionnaire supplied to the teachers of the question which stated that, "**What are considered to be the most effective strategies for attracting Secondary School teachers to Kalangala District?**" The researcher sought to establish from the respondents some guiding issues to this question that supported attraction; like the nature of the

working conditions at their schools, the physical location to establish whether it enhanced attraction and find out whether targeted recruitment of home born candidates for the teaching positions would help solve the problem of secondary school teacher attraction and retention in Kalangala District.

The researcher noted that there was a need to devise effective strategies for attracting secondary school teachers to Kalangala District especially those who had never been to the District. In this question, the researcher sought further to establish how the above factors varied from one school to another and how this would affect attraction of teachers.

The summary of the teachers' responses towards the sub questions leading to question two are presented in Table 4.6 below;

The Researcher asked the respondents to describe the state of their working conditions from which there would be strategies derived from these responses. It is from these that the respondents suggested what could turn these constraints into feasible attraction strategies.

Table 4.6

Summary of the teachers' responses on the description of the working conditions at their schools

Response	SCHOOL A (10)	%	SCHOOL B (09)	%	SCHOOL C (07)	%	Total No.	Average % of 26
	Number of respondents							
No electricity at the schools	05	50	03	33	05	71	13	50
Poor reception of telecommunication networks	01	10	0	0	02	29	03	12
High cost of living	06	60	07	78	0	0	13	50
Poor meals at the schools	01	10	02	22	0	0	03	12
Poor housing facilities	06	60	05	56	04	57	15	58
High teacher work load	01	10	0	0	02	29	03	12
Insufficient scholastic materials	01	10	0	0	0	0	01	3.8
Lack of enough infrastructure	0	0	03	33	02	29	05	19
Lack of motivation	0	0	03	33	03	43	06	23

(n=26)

Provision of electricity at the schools

The results were obtained from the open ended questionnaires issued to the respondents and the total of the percentages was rounded off to the nearest tens. When the teachers were asked to describe the working conditions of their schools, 50% reported that Kalangala was not conducive because there was lack of electricity and no other alternative sources of power. For example, at school C there was no power source at all and school B was served with the grid that served Kalangala Town Council, but following a strict time schedule.

From the above results, it meant to the researcher that the provision of electricity would be an important strategy to improve the working condition of teachers in Kalangala because the respondents told the researcher that at least with the little power they received they felt as if they were in an urban area because of the power supply.

Improving the reception of telecommunication networks

Thirty nine per cent (39%) of the respondents reported that there was poor reception of telecommunication networks in some areas of the District. In fact, with the researchers attempt to contact the respondents for appointment, respondents' handsets were not always available, a reason they always attributed to 'poor network'. During the interaction with teachers from school A, the researcher observed that the teachers had to receive and take calls from particular locations due to a poor network reception.

From the researchers' interpretation therefore, the continuous poor quality of communication left the teachers feel isolated the more thus jeopardising efforts of attraction to the District.

Improving the standards of the housing facilities

Among the major issues raised by the respondents was the state of the housing facilities which they said did not befit them as intellectuals. The researcher noted that much as school A had relatively good accommodation facilities, the respondents in that particular school reported that they were sharing accommodation. This was reported by 67% of the respondents. They complained that not only did the schools have very poor housing facilities, but also they shared them; while for the other teachers, the school had to rent rooms for them, an issue that the researcher felt worsened isolation and undermined retention.

Motivation

Seventy six per cent (76%) of the respondents were not motivated at their schools. The teachers informed the researcher that they were not motivated because they did not receive any top up allowance from the PTA as compared to their counter parts at school A. At school C, the respondents reported that they used out board motorised boats which were risky to their lives as drowning accidents were very common in their area especially during the months of July and August. For one to go to Kalangala District headquarters on other days apart from Tuesday or Thursday, one had to go to Entebbe first and then get a boat to Kalangala because the few boats to Kalangala only operated on Tuesday and Thursdays. The chairpersons of B.O.Gs informed the researcher that at least some of the boat owners plying these routes had began offering a subsidy to the teachers in order to encourage them stay at their schools and in appreciation for the services that the teachers were rendering to the islanders despite their meagre pay.

The head teachers of the three secondary schools in the District suggested that the GoU should endeavour to construct enough accommodation facilities for the teachers because the available ones were very few and were not up to the standard and this had therefore consequently led to increased expenditure through renting alternative accommodation for the teachers.

From the results about the working conditions in the secondary schools in Kalangala District, it was evident that the poor housing facilities, lack of electricity and poor network reception reported by the teachers continued to be among the leading issues that hindered attraction of secondary school teachers. The respondents were concerned about the poor housing facilities in the questionnaire responses; the same issue was raised

commonly during the interview with the key informants as well as views from the teachers who left and who were contacted on telephone. In so doing therefore, and for purposes of interpretation for this study, any teacher would want schools with spacious accommodation, and electricity. The researcher established that this was one of the outstanding reasons for poor attraction of secondary school teachers that was to be discussed in Chapter five and ought to be taken maximally when resolving strategies for secondary school teacher attraction.

Therefore the construction of decent and attractive accommodation facilities for the teachers in Kalangala District would attract secondary school teachers to the District's secondary schools, a general observation that answers the research question two of the study.

4.3.3. Results of Question three

After the researcher sought the respondents' views on teacher attraction, in this section there was a need to establish the most effective strategies that the respondents for this study thought could best retain the secondary school teachers in Kalangala District. The researcher therefore first sought the views of the key informants and these were done through interviews.

During the interview with the Assistant Commissioner for Comprehensive Secondary Education in the MoES said:

“...the ministry was trying as much as they could to carry out focus recruitment of the ‘sitting’ teachers, put keen interest to provision of staff housing for the secondary school teachers and listen to the issues from all the hard-to-reach areas and to act accordingly so that the teachers do not suffer too much...” (Assistant commissioner-MoES)

The head teachers of the secondary schools were concerned about the increasing exodus of their teachers and therefore suggested that the GoU should embark on the system of recruiting the ‘sitting’ teachers who were already serving in their schools. The system of bonding the teachers should be introduced in order to have them stay longer than expected. The chairperson of Kalangala DSC, told the researcher that in order to augment retention of the secondary school teachers, the PTAs needed to contribute towards better housing facilities for the secondary school teachers, equipping the libraries with textbooks in order to reduce the pupil- text book ratio which he said highly demotivated the secondary school teachers. He further suggested that the Ministry of Finance, Planning and Economic Development (MoFPED), needed to allocate more funds towards education specifically recruiting secondary school teachers to the hard-to-reach areas of Uganda.

According to the chairperson KADEF0, who was an education activist himself said:

“...in order to retain secondary school teachers in Kalangala District, the MoES in conjunction with the Education Service Commission (ESC) needed to recruit the ‘sitting’ secondary school teachers, appoint them and then bond them for at least three (03) years while serving the area, provide decent accommodation for them, increase capitation grant to the rural schools by the Government, initiate income generating activities as well as promote the ‘mentor your own policy’ in Kalangala to encourage the home born candidates to study education courses...” (Chairperson KADEF0)

From the interview with the DEO of Kalangala on what he thought would best serve as strategies for retaining secondary school teachers in Kalangala, he informed the researcher that:

“...there was a need to revise and improve on the hard-to-reach allowance paid to the teachers in the hard-to-reach areas and to recruit those teachers who were already serving in the schools...” (DEO Kalangala)

He further suggested that there should be proper coordination between Kalangala head teachers and the posting office at the MoES to replace the transferred teachers immediately. He suggested that local recruitment of the teachers found already at their stations would help in retaining secondary school teachers in Kalangala District because he believed that they had enough experience in the area that would make them stay.

The secondary school teachers who participated in this study were supplied with questionnaires containing this question and the following were the results to question three which stated that, **“What are considered to be the most effective strategies for retaining secondary school teachers in Kalangala District?”**

The researcher established that most of the teachers were not aware of the physical location and remoteness of Kalangala District at the time of posting; they were anxious to get employment.

It was therefore the onus of the School Management to ensure that teachers stayed for a longer period than their expectations. Some of the secondary school teachers complained of the big work load due to the absence of the required number of teachers in some subjects. It was therefore from this that the researcher tried to establish the strategies from the respondents on some of the basic incentives that would stabilise the teachers. Notable among these was quality accommodation that befitted them, availability of recreational facilities, availability of social amenities, extrinsic and intrinsic rewards, such as support for career growth and advancement.

In the open ended questionnaires, the respondents were asked whether they were accommodated at their schools.

Table 4.7

Teachers' response towards their accommodation status at their schools

Response	Institution												Total
	SCHOOL A				SCHOOL B				SCHOOL C				
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	
Accommodated at school	07	70	03	30	04	44	05	55	05	71	02	29	26

(n=26)

Table 4.7 shows that out of the respondents, 62% reported that they were accommodated at their schools but much as they were accommodated at the school, they shared rooms something they said completely undermined their privacy and freedom. In addition to the few available housing facilities they further complained that the houses were not worth their standard. Much as the schools rented houses for the teachers, they reported to the researcher that the community with in which they lived did not match up to their 'class' and social standard which they said was composed of alcohol addicts. Studies show that rural teachers experience social and cultural isolation from family and friends. In addition, since many of these rural areas are severely impoverished and are associated with an aging population, unemployment and low quality of life, many teachers particularly those from urban backgrounds are faced with difficulty when trying to reach out and socialize, which adds to their job dissatisfaction (Monk, 2007). From the researchers' interpretation of this particular item, the absence of decent accommodation in

the schools led to dissatisfaction among the teachers in the District which consequently worsened the attraction of secondary school teachers.

The teachers expressed concern that as a strategy to retain secondary school teachers in Kalangala District the teachers found already serving at the schools should be given a first priority when considering recruitment into the public service by the Education Service Commission because this would serve as a motivator and therefore induce them to stay longer.

When asked about how to eliminate social isolation, 42% of the respondents recommended that there ought to be more funding to co curricular activities in the schools to remove the boredom and entertain teachers. Thirty five (35%) of the respondents wanted to have a digital satellite television installed at their school to avoid watching from the local video sharks of the area. This implies therefore that entertainment in form of extracurricular activities and the presence of a digital satellite television is a good remedy to social isolation which could keep the teachers occupied and get to understand the news around the globe.

It was generally observed from these responses that focus recruitment (recruitment of the available teachers) was an issue mainly raised from the key informants' interviews, the teachers who completed the questionnaires in the study, and through telephone interviews with the teachers who left as a strategy to enhance retention of the secondary school teachers in Kalangala District. All of them mainly suggested that focus recruitment may help enhance retention of secondary school teachers in Kalangala.

However, responses from the interview with the chairperson KADEFO suggested that teachers be recruited and have a bond signed with them to serve in the District for at least two years. In my opinion and interpretation of this is that it would rather be harsh and contravening the terms and conditions of the Public service which gives an employee in the secondary department to serve in any parts of the country; besides the transfer requests may be manifested with corruption of the officials concerned. This mechanism would serve well if the process is cyclical.

Therefore, from the above responses the researcher noted that there was expression of concern from the participants of the study about the recruitment of teachers at their respective schools to select the teachers who would already be serving locally in the area and who would be ready for the rural life situations of work a strategy that necessitates discussion in chapter five.

Summary

So in summary, the researcher established that among the feasible strategies for attracting and retaining teachers in Kalangala according to the participants of the study were: improving and revising the hardship allowance paid to teachers, construction of decent accommodation facilities as well as the affirmative action of recruiting strategically those teachers who already took up the opportunities even before substantive appointment. These strategies are discussed in the next chapter.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to establish the most effective strategies that could be put in place to attract and retain more secondary school teachers in the hard-to-reach District of Kalangala.

This chapter presents a summary of the major research findings and advances conclusions and recommendations based on the discussion of the results as generated in the previous chapter. It provokes a discussion on what best strategies could be established along the existing ones to enhance attraction and retention of secondary school teachers in Kalangala District.

5.2 Discussion

5.2.1 Examining the existing Strategies for addressing shortage of secondary school teachers in Kalangala District

This objective was achieved by asking whether the participants were aware of strategies that were in place directed towards attracting and retaining of secondary school teachers in Kalangala District. Both the central Government and the school authorities in Kalangala had endeavoured to put in place several strategies aimed at reducing the secondary school teacher shortage in Kalangala District. Among the current strategies raised by both the key informants and the respondents, the outstanding one (major finding) was the existence of a special hard-to-reach allowance paid to the secondary school teachers.

5.2.1.1 Hard-to-reach allowance

Monetary incentives are very vital in supporting retention of teachers in an educational institution. In fact, this is supported by Craig, Kraft & Plessis (1998), when they observe that financial incentives, in the form of hardship allowances, travel allowances or subsidised housing in addition to non-monetary incentives such as special study leave or better training opportunities had had positive impact on teacher retention.

From the key respondents interviewed, they were aware of the special hard-to-reach allowance paid to the secondary school teachers that the cabinet of the Republic of Uganda passed as a means to motivate and keep the teachers in the rural locations. In reference to table 4.2, an average of 73% of the respondents reported that they received the hard-to-reach allowances aimed at keeping them work in Kalangala District. Much as this strategy was in place, some of the teachers expressed concern when they responded that the allowance was intermittent and had instead turned into a demotivator to them; on top of that they informed the researcher that it wasn't even enough. This was admitted by the Assistant Commissioner for Comprehensive Secondary Education when he informed the researcher that the MoES was aware that this hard-to-reach allowance was not enough. This finding was in line with the World Bank report (UNDP,2006) that rural or remote area allowances are paid to the teachers in many countries but are too small to have an impact on teacher retention, too weak to entice candidates to the village and not competitive with the private sector.

In Kalangala the cost of living was very high and in so doing, this allowance did not commensurate with this cost of living. Notable among these were the very high costs of both inland transport and transport to and from the islands. This was evident when the

respondents reported that the allowance wasn't even enough to facilitate one's transport to and from Kampala where some teachers had their families.

According to the Valence theory, one of the theories that guided this study rewards offered by an organisation should align with the needs employees seek to fulfil. In its broadest sense, a high valence indicates that the needs of the teachers are aligned well with the reward system that organisation offers. On the contrary, because the allowances were low there was a low valence which was a poor alignment of needs with rewards and this led to increase in teacher turnover hence decreased retention. It is clear that the incentives offered should be tailored to meet a specific set of ambitions. The variety of ambitions for the future suggests a need to give serious thought to the structure and dynamics of teachers' career paths (IIEP, 2004).

Therefore, the mechanism for addressing the shortage could only be successful if the amount of money paid as a hard-to-reach allowance was increased to compete with what is offered in urban schools in the form of top up allowances.

The researcher also noted that there were very few, if any, non monetary mechanisms that motivated the teachers in Kalangala. In the researchers' opinion therefore, although higher salaries in form of hard-to-reach allowances offered to the secondary school teachers would encourage attraction and retention in Kalangala, other non monetary avenues such as good conditions of service are also very important in encouraging motivation and promoting retention especially in the hard-to-reach areas; this was in tandem with Beesley, Atwill, Blair, & Barley (2008) when they concur that "while research has consistently shown that salary increments prolong teachers' tenure in the field, adequate salary is a necessity but not sufficient for teacher retention."

On top of the hard-to-reach allowances other strategies and favourable policies could help in achieving teacher attraction and retention, for example, teachers want policies that promote professionalism, pedagogical autonomy, provide more help and less control from local and central authorities as well as opportunities for career development (IIEP, 2004).

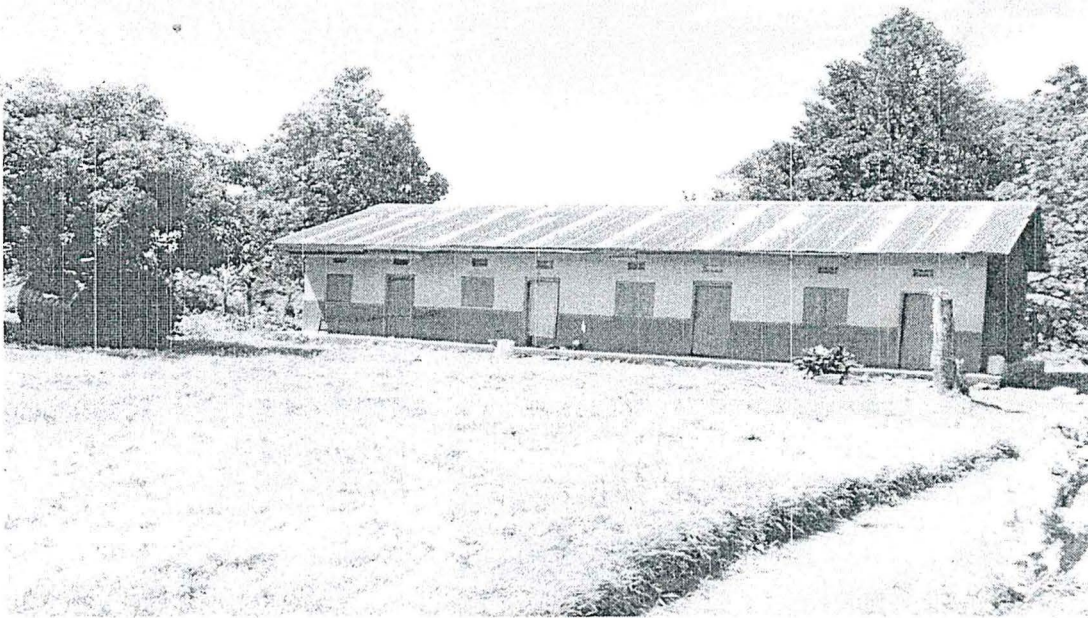
5.2.2. What was the suggested strategy for attracting Secondary school teachers to Kalangala District?

The participants for the study were asked to advance what they thought could best attract secondary school teachers to Kalangala District. The researcher first sought data from the key informants of the study and later the questionnaires filled by teachers who reported several strategies for attraction of secondary school teachers to Kalangala District. The most common advanced strategy (major finding) for attraction of teachers in Kalangala was;

5.2.2.1 Construction of decent staff accommodation facilities

The key informants for the study advanced several strategies for the attraction of the secondary school teachers some of which included the construction of decent staff houses. When asked in the open ended questionnaire, the respondents (teachers) as well informed the researcher that the few accommodation facilities available at the secondary schools in Kalangala were sub standard, lacked electricity and did not benefit them.

Figure 5.1



A Teachers' house block at one of the Kalangala District Secondary Schools

It was established for instance at school B and school A, that the teachers shared the few rooms -a practice they said deprived them of their privacy and comfort, thereby resulting into low motivation. For instance, it has been established that the hindrances to providing quality education in Kalangala District include ineffective school support, supervision and inspection by the District. The cost of living in the District is relatively high, and the lack of staff accommodation affects teachers' motivation and increases absenteeism (KDDP, 2006).

The teachers who did not get accommodation in the schools, the School Management rented rooms for them with in the vicinity of the schools; which the teachers again complained was not comfortable with them because the community around the schools in which they resided was illiterate and composed of drug addicts, drunkards in which they did not fit. This finding is therefore in line with Mulkeen (2005), when she reports that in

the republic of Tanzania, the deployment of teachers to most rural areas is problematic, owing to the following factors: geographical limitations, shortage of housing, poor communication, shortage of clean water, lack of electricity, poor health services, and lack of social amenities such as shopping centres and places of recreation. The need for housing is great, and the Government plans to build more houses for teachers in rural to foster the deployment of teachers. Akyeampong and Stephens (2002), also concur with the finding thus, rural postings in Ghana are unpopular for a variety of reasons; student teachers considered working in deprived areas as unattractive because of the danger of disease, problems with local languages and unsuitable accommodation. According to Maslow's Hierarchy of needs theory in which this study was rooted, the secondary school teachers need social interaction with their peers in order to achieve their love for belonging or else lead to isolation and therefore, good and decent accommodation is a necessity to fulfil the 'security' tier of the hierarchy. This finding was in line with Lyons, Cooksey, Parrison, Parnell and Pegg (2006), when they stated that "Schools in remote and rural areas of Australia have been experiencing difficulties in attracting teachers. Frequently, isolation is cited as the main cause for teacher turn over. Isolation manifests itself in many forms; one of the major forms of isolation that affect rural teachers in Australia are *personal* – including a lack of contact with people with similar interests and non-work pursuits.

5.2.3. The most effective strategies for retention of Secondary school teachers in Kalangala District Secondary schools

Attracting teachers to the District's secondary schools is one endeavour, but retaining them there was also another concern for the responsible educational managers, head

teachers in the District as well as the MoES. There was a need to seek the data on what the participants thought could best retain the secondary school teachers in Kalangala District and keep them there for a reasonable period of time. The major finding to this objective was;

5.2.3.1. Focus Recruitment strategy

When the researcher investigated the strategies that could best retain secondary school teachers to Kalangala secondary schools, the key informants for the study through interviews and the respondents (secondary school teachers), commonly informed the researcher that focus recruitment was a possible solution by considering recruiting and appointment of those teachers who were already on the different schools' staff and previously paid locally by the school administration commonly referred to as 'sitting teachers'.

The Assistant Commissioner for Comprehensive Secondary Education in the Ministry of Education and Sports informed the researcher that the ministry had embarked on an affirmative action of recruiting those teachers they found on the stations which he said reduced competition as compared to the central recruitment. This was as well advanced by the chairpersons of the B.O.Gs who stated that this had endeavoured to attract more candidates to the rural secondary schools with high hopes of being considered for recruitment some time and remaining in those schools for a specified period of time.

However, there needs to be guidelines to this directive because the key informants and the teachers informed the researcher that much as this had been a very good retention strategy, the beneficiaries left as soon as they were appointed to schools of their preference because there was nothing like a bond signed to work in the rural schools.

This finding is in line with Hedges (2002), when he says that a variety of strategies to increase retention in Ghana have been devised. For example, teachers in Ghana are recruited and required to have a bond signed. If they leave teaching before their three year posting is completed, they are barred from further employment in the state sector and the guarantor must repay the bonded amount.

However, practically in Uganda bonding has its own problems because a secondary teacher in Uganda is liable to serve in any part of the country which strategy would not be legally binding to encourage bonding and could even lead to cynicism. Other writers argue that bonding and compulsory service arrangements are fraught with problems, as they are difficult to enforce, easy to undermine, and most countries lack the administrative capacity as well as political will to enforce such a system (Lehman, Dieleman & Martineau, 2008).

Therefore from the above discussion, the study will be of significance to the policy makers in the education ministry as well as at the District level to adopt the above strategies, improve on the existing strategies as will be recommended in the next section.

5.3. Conclusions

In conclusion, if an increased number of young and fresh graduates are not enticed by the existing attraction and retention strategies in place and therefore do not accept posting to remote locations of Uganda, particularly Kalangala District, and remain in them for an extended period, there will be inadequate numbers to serve the rural areas and hence jeopardise educational development. If Uganda seeks to achieve its goal of Education For all Ugandans by 2020, it certainly must not discount this swift intervention of addressing this inequitable gap that exists between rural and urban schools. The hard-to-reach

allowance paid to teachers in Kalangala was too little to entice one remain working in Kalangala and this therefore did not align with the valence theory. The researcher also established that the allowance was not paid consistently and was not prompt.

The nature and quality of housing facilities provided to the teachers are very vital in fostering attraction of teachers to work in Kalangala District as embedded in the Maslow's hierarchy of needs. The type of housing facilities to accommodate the teachers in Kalangala District secondary schools were not enough in some schools and where they were available, they were few and the teachers shared them a practice that undermined the privacy of the teachers. It was even worse when some teachers were accommodated outside the school premises with a variety of people in the community who did not suit their 'social status' thereby worsening isolation.

Attracting the secondary school teachers was one task and retaining them was another equally or rather harder task. Since many teachers did not want to work in Kalangala, some teachers were willing to take up teaching positions at the secondary schools in Kalangala whom this study referred to as 'sitting' teachers; the schools paid them to fill the existing vacancies with their local revenues with the hope of that they would access the Government pay roll.

5.4. Recommendations

There are many strategies that would enhance the stay of employees in a hard-to-reach area. Most countries use financial motivators to entice people to accept a posting to a

remote area which has also partly proved unsuccessful because even with or without them, the secondary school teachers continue to vacate the remote locations.

The recommendations advanced in this section reflect the findings that have been mainly based on the research objectives already enumerated in the previous section. Some of the proposed strategies for this study were within the capability and responsibility of the MoES while others at the District Local Government and the School level;

Therefore, more specific researcher's recommendations geared towards addressing the research objectives suggest improvement in the following areas;

At the MoES Level

Revision and consistency in the payment of the Hard-to-reach allowance

The Government of Uganda should revise the hard-to-reach allowance through increasing it, and paying it promptly and consistently.

At the District Level

The District should get more involved in secondary education by budgeting for a 'small' supplement of top up for the secondary school teachers as it does for their primary counterparts and the District Human Resource Department should always monitor with the responsible ministry whenever the hard-to-reach allowances are sometimes not paid and provide feedback to the beneficiaries.

At the School Level

The school authorities should devise other Income Generating Activities (IGAs) that would back up the Government strategy of the allowance.

Construction of decent staff accommodation

At the MoES Level

The Ministry of Education and Sports (MoES) in collaboration with Kalangala District Local Government should emphasise the construction of good accommodation facilities for the secondary school teachers in Kalangala secondary schools.

At the District Level

It is incumbent on the District administration to work hand in hand with the central Government to construct special attractive houses for the teachers in hard-to-reach areas particularly in Kalangala District due to the supervisory role of the District education department.

At the School Level

The schools should be in position to maintain the few accommodation facilities available at the schools so that they are attractive to the teachers.

Focus Recruitment of serving teachers

At the MoES Level

There should be recruitment of teachers who are found at the station sometimes referred to as the 'sitting teachers'. The Ministry should always remind the Ministry of Public Service through the Education Service Commission to interview and recruit the teachers as the first priority whenever need arises.

At the District Level

The District authorities should encourage fresh graduates especially those hailing from the hard-to-reach areas like Kalangala District to take up teaching profession and thereby work in the District for some time after qualification. This may be done through allocating the District Quota slots at the university to education related courses.

At the School Level

The School Management should put in place a cordial working relationship that will entice the serving teachers to continue working in that school for a more extended time period for example, by not assigning arbitrary responsibilities, negotiating on the excessive work load and keeping the hopes of the teachers of joining the Government par roll on the next time of recruitment.

5.5. Suggested Areas for Further Research

This study has not dealt with issues of motivation of teachers and its effect on their performance. Basing on the study therefore, the researcher realised that Kalangala District had an enormity of problems that pivoted around teacher attraction and retention and automatically led to the low motivation and consequently leading to high dropout rates of learners mainly in favour of fishing activity. It is therefore imperative that other educational and academic researchers *per se* study about the effect of motivation on teachers' performance in Kalangala District secondary schools.

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Q.15. To what extent would targeted recruitment of candidates attached to Kalangala District (as their home area) help to reduce on the secondary teacher shortage in the District?.....

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.....

About what are considered to be the most effective strategies for retaining Secondary school teachers in Kalangala District.

Q.16.Are you accommodated at the institution where you work?.....

If no, why?.....

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Q.17.Comment on access to social amenities like recreation and entertainment.

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Q.18.What in your opinion, could be done to eliminate social isolation at your place/ community in which you work?.....

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Q.19.How are the best performing teachers at your school of work rewarded by the school administration?.....

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Q.20.How often is extra work you offer to your school recognised?.....

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If yes
how.....
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If no,
why?.....,
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Q.21. What promotional strategies would you recommend ?
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Q.22. To what extent are your opportunities to engage in other developmental economic activities outside your schedule of work?.....
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Thank you very much for your valuable time.

APPENDIX B

RESEARCHER'S INTERVIEW GUIDE

KYAMBOGO UNIVERSITY
MASTER OF EDUCATIONAL POLICY, PLANNING AND MANAGEMENT

STRATEGIES FOR THE ATTRACTION AND RETENTION OF TEACHERS IN HARD-TO-REACH SECONDARY SCHOOLS: A CASE OF KALANGALA DISTRICT, UGANDA.

Basing on the topic the researcher seeks to find out the following data from the key informants closely following the objectives of the study:

Qn. 1(a) How is the problem of teacher shortage a major issue in Kalangala District?

(b) What are the existing strategies in place for addressing the shortage of secondary school teachers in Kalangala?

(c). To what extent have these strategies actually solved the problem of secondary school teacher shortage in Kalangala?

(d). What in your opinion brings about teacher shortage in Kalangala District?

Qn.2 (a). What could be the best strategies for attracting teachers to Kalangala District?

Qn.3 (a). What could be done to retain the secondary school teachers in Kalangala District?

Thank you so much for your time.

APPENDIX C
RESEARCHER'S INTRODUCTORY LETTER TO THE KEY INFORMANTS

Dear Respondent, I am conducting a research as one of the requirements for the award of a Masters Degree in Educational Policy, Planning and Management (M.Ed PPM) of Kyambogo University. This interaction with you seeks for answers that will meet the objectives of the study, entitled “Feasible Strategies for the attraction and retention of teachers in hard-to-reach secondary schools: A case study of Kalangala District”. I would like to establish the most effective strategies that will lead to attraction and retention of teachers to Kalangala Secondary schools.

In your position , you have the potential to provide very resourceful information that will contribute to the success of this study. You are therefore kindly requested to spare sometime for interaction for purposes of this interview. All data gathered from you will be confidential and strictly for academic purposes.

Thank you so much for your time,

Yours faithfully,

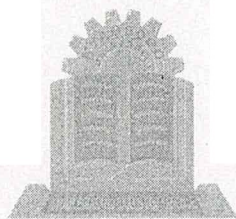
Kayizzi Peter Lwanga

Tel: 0782-201081, 0752-201081.

E-mail: peter_kayizzi@yahoo.com

APPENDIX F
INTRODUCTION LETTER FROM THE UNIVERSITY

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www. Kyambogo ac.ug

Department of Educational Planning Management

Date: 26 March 2012

TO WHOM IT MAY CONCERN

This is to certify that **Mr. KAYIZZI Peter Lwanga** is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Feasible Strategies for the Attraction and Retention of Teachers in Hard-to-reach Secondary Schools: A Case of Kalangala District, Uganda.

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

Thank you

Okongo Wilberforce
HEAD OF DEPARTMENT

