

**MOTIVATION AND TEACHER RETENTION IN PUBLIC SECONDARY SCHOOLS  
IN KYANKWANZI DISTRICT, UGANDA**

**BY**

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## DECLARATION

I, **Ssenyonjo Henry**, do declare that this report is my own original work and has never been submitted to any university for any award.

Signature .....  .....

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Date ..... 05<sup>th</sup>/12/2017 .....

## APPROVAL

This report entitled “Motivation and Teacher Retention in Public Secondary Schools in Kyankwanzi District, Uganda” has been submitted with my approval our supervisors.

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Date.....7/7/2017

## **DEDICATION**

This work is dedicated to dear mother and wife for their unconditional love and inspiration throughout this task. You will always be my heroes.

## ACKNOWLEDGEMENT

When we set goals for ourselves, there are always obstacles in the way that may deter us from accomplishing those goals. There are also people in our lives that are aware of those goals, and encourage us and support us to continue regardless of the obstacles. It is now that I can formally thank those people for doing just that for me. Before thanking anyone on this earth, I must first thank God for being at my side during this challenging time of my life. I needed God to continue as, often, the desire was sometimes there to quit. The spiritual support has helped to keep me focused.

I would next like to thank my mother who taught me to have endurance. She also taught me that focusing on goals and working hard to achieve those goals certainly pay off in the long run. I thank her for teaching me all of the things that got me to this point in my life.

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I also acknowledge school administrators, teachers and BOG members of public secondary schools in Kyankwanzi District for giving information which was required for the study.

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## LIST OF ACRONYMS

BOG	Board of Governors
CCA	Co-curricular Activities
HD	Head Teacher
MOES	Ministry of Education and Sports
MOLG	Ministry of Local Government
U.C.E	Uganda Certificate of Education
U.S.E	Universal Secondary Education
SMC	School Management Committees

## **ABSTRACT**

This study set out to find out the relationship between motivation and teacher retention in public secondary schools in Kyankwanzi District, Uganda. The study specifically sought to identify the different motivation strategies used by school administrators towards teacher retention and challenges associated with motivation as far as teacher retention was concerned in secondary schools in Kyankwanzi District. A descriptive cross sectional survey research design was used. In the study, both qualitative and quantitative techniques were employed in the data collection process, analysis, presentation and discussion of findings. Data was collected from six secondary schools which were selected using stratified sampling. The study targeted school head teachers and their deputies, teachers and BOG members. Simple random sampling was used to select teachers and BOG members while purposive sampling used to select head teachers and deputy head teachers. Semi-structured questionnaire and interview guide plus documentary review were employed for data collection. Regression analysis and content analysis were used for both data analysis. It was concluded from the study that majority of secondary schools in Kyankwanzi District tried giving administrative support and putting up adequate school facilities as strategies that made teachers want to stay longer at their stations, although a few call for improvement, There is lack of adequate social amenities and inadequate funding to schools in Kyankwanzi District. The study recommended Ministry of Education and Sports to provide better school facilities to all schools. School administrators should involve and support teachers in the management of schools need to train school administrators to improve on their roles towards motivation and teacher retention. Government should set up quality social infrastructure across the country to provide better social amenities.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter presents the background, statement of the problem, purpose, objectives, research questions, significance, and scope of the study. The study will set out to investigate and analyze motivation strategies on retention of teachers in Government aided secondary schools in Kyankwanzi District.

### 1.1 Background of the Problem

#### 1.1.1 Historical Background

Motivation as a management strategy plays vital roles in the general planning of programs for its daily and smooth running of any institution including academic institutions (Karen, 2005). Among programs that must be well planned for normal operation of an academic institution is teachers' motivation for their retention in service (Amstrong, 2017). These motivational factors may be both extrinsic and intrinsic and these include, annual salary increment, responsibility allowances accommodation/ transportation allowances, medication, capacity building, and infrastructural development to mention but a few (Aluko and Ngigi, 2014). Thus, these motivational factors irrespective of whether they are intrinsic or extrinsic are not strategically planned for then, teachers' morale declines and accordingly their retention in the service becomes minimum.

According to Richman (2006) motivation refers to inner force that drives an individual to accomplish a given task to achieve both his and organization goals while Fagil (2007) expressed it as psychological process that gives behavioral purpose and direction. Retention on the other

hand refers to the process of sustaining the employees in the given organization for a given period of time (Richman, 2006 & Armstrong 2012). Extrinsic motivation is concerned with satisfactions like payments, material possessions, prestige, and positive evaluations among others while intrinsic motivation, is the driving force from within the person or from the activity itself which affects behavior, performance, and wellbeing (Billingsley 2004). Such a scenario cannot be ruled out from secondary schools in Kyankwanzi District as most teachers have plans of changing their future career instead of retailing in the education service (District Education Officer-Personal communication on 12<sup>th</sup> Feb, 2016). However to date information on how management motivation could be a contributing factor to this ugly scenario remain padlocked. Therefore, there is need to unseal this so as to come up with better solution to revert the current trend.

World over and most especially in developing countries the school management seems to have failed to satisfy the teachers' needs as far as motivation is concerned and retention in the service (Saks, 2006). For example teachers' consistent strikes have occurred due to poor remuneration and working condition have been realized in the neighboring countries like Democratic Republic of Congo and Kenya including Uganda an indication of ill motivation and therefore retention in such a system is unlikely. Available information also indicates that Uganda in general has experienced two consistent teacher strikes in the two consecutive years of 2012 and 2013 high rate of teacher turnover country wide in both secondary and primary schools (Robinson, Preyman, Hayday 2004). It is therefore most probable teachers turnover rate in secondary school in various parts of the country is annually on increase (Mukasa, 2013 and Musana, 2013) as evidence in New Vision report in the study conducted by Ministry of Education & Sport, 2012 on teachers' status in the country indicated that over 85% of the teachers in primary schools had

an underground move of abandoning their profession. A similar scenario could be taking place amongst the secondary teacher in the country of which Kyankwanzi District sound one of such area.

Studies on the effect of motivation and hence retention of employees as management strategy in any given organization including the school situation can be traced as early as 1911 (Thorndike, 1911). Maslow's needs theory into three basic physiological, physical and safety needs; relatedness needs and growth needs. Herzberg's Two-Factor theory stated that human needs can be categorized into two needs that are hygiene factors and motivator's factors which all together lead to almost the same aspect. These employee's needs keep on changing continuously with continuing service in the given organization including schools and accordingly management strategies must cater for these motivational aspects if teacher sustainability and teacher' retention in the service is to hold true. (Analoui, 2000, Almaz, 2003 Darling-Hammond, 2007). Ideally teachers' retention in the service can be achieved through continuous salary and allowance increment to commensurate with the inflation rates.

In addition to this other motivation factors like provision of housing, recreational, and medical facilities among others need to cater for an away of retention in the service. Such services to teachers' are highly doubtful in secondary government aided school where school almost entirely rely on Universe Secondary Education Fund (USE) with Minimum Parent contributions if any (District Education Officer-Personal communication on 12<sup>th</sup> Feb, 2016). Even then, USE funds where most school draw their budget is inconsistent in terms of term and adequacy. Thus, this particular sound very vital in this district and at this particular time before thing go out of hand. Therefore, this study is aimed at identifying both intrinsic and extrinsic factors in

teachers' motivational factors and their implication on teacher's retention in secondary school in Kyankwanzi District.

### **1.1.2 Theoretical Perspective**

The study was guided by Maslow's theory of human needs. Maslow (1970) conceptualized human needs in terms of hierarchy that is physiological needs, safety needs, social needs, self-esteem needs and self-actualization needs. These needs ascend from the lowest to the highest level. When one set of needs is satisfied, it automatically becomes a motivating issue. Teachers who are born in Kyankwanzi District and are teaching in schools of that particular area are noted to have continued to stay in a particular public secondary school because they are able to meet their basic demands such as shelter, food, clothing and other needs through the remuneration they earned from these schools.

People have needs and therefore may work for the organization to meet these needs. A need is a lack of something wanted. This lack gives birth to a drive in the teacher to satisfy that need. If these needs were satisfied, organisation staff remained stable in their organisation. When these needs were not met, there was a high tendency in the staff to want to leave that organisation". Maicibi (2003).

It is also important to note that a particular teacher may persist to work in a particular public secondary school because there are no other alternatives. However the duration that the teacher remains working in that public secondary school is the retention capacity of that school for that particular teacher.

### **1.1.3 Conceptual Framework**

Employees are the key resources in sustaining the institutions □ long term competitive advantage and the ability to attract, maintain, retain and motivate its workforce is a key influence in sustaining a constant success (Weston, 2004). Therefore, researcher feels that by understanding the employee's motivational behaviors and their effect at the work place, is very pertinent in any institution in attaining significance performances.

Motivation is a desire to achieve a goal, combined with energy to work towards a goal. Motivation as a concept which comes from the word movere" meaning motive" which is the inner state that energizes behavior, activities, directs and channels behaviors towards the stated goals (Beelson, 2002 and Musazi 2006).

According to physiological psychologists motivation" is a force that determines the direction of the person's behavior, level of effort and performance in an organization (Gareth et, al, 2000). From the management perspective, it's a drive and effort to satisfy the needs, desire, and wishes of individuals (Maicibi, 2003).

Therefore, the researcher's study on motivational practices focuses on fringe benefit and nature of working condition, which will be adopted from Maicibi, (2003) Musaazi, (2006) and Robbins, (2003), who incorporated it (motivation) as a force that determines the individuals □ behaviors and direction at the work place at a particular time". However, from the researcher's perception, it is a force within individuals that produces behaviors directed towards a certain course of action, motivation arises as the result of interaction of the individuals and situation.

Staff motivation, therefore, in institutions refers to the organized efforts and activities aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them

perform to their level best (Lubanga, 2006). In institutions staff motivation and welfare help to uphold the staff firmly together and inspire them to achieve the school's set goals.

In this study, the researcher referred motivation to a drive that makes people to act in a particular way. Hannagan (2002) described motivation in a work place as: "A psychological concept that is primarily concerned with increasing the strength and direction of people's work related behaviors to influence the quality and quantity of people's performance output".

Teacher retention as defined by Amstrong (2013) "is the ability of the school system to keep its staff in their jobs and make them want to stay". Thus according to the researcher, retention is the constant struggle by public secondary schools to keep their staff working within a particular school.

#### **1.1.4 Contextual Perspective**

The effectiveness of motivational strategy may be measured based on its ability to influence teacher retention in schools. In the recent times, schools globally have been experiencing a lot of challenges in relation to retaining their teachers within school. For instance, in the US, Graziano (2005) observed that every year, U.S. schools hired more than 200,000 new teachers for that first day of class. By the time summer rolls around, at least 22,000 have quit.

This is not any different from secondary schools in Uganda where teachers have left the teaching profession for other highly paying professions or works basically because of low levels of administration support amongst others UNESCO (2011).

Despite the advantages of teacher retention, public secondary schools in Kyankwanzi district face a number of challenges, including low academic performance of students because of low

teacher retention. In 2013-2014, the average teacher turnover rate in public secondary schools in Kyankwanzi district is nearly 13 percent ranging from a high of 29 percent to a low of 4 percent (Vantage Communications, 2006). Turnover among teachers in low performing schools is substantially high. Thus, public secondary schools in Kyankwanzi District need to put up motivation strategies in place to address teacher retention. This research focused on these motivation strategies like; prompt remuneration, responsibilities and in- service training working because these are areas that have received a lot of criticism in Kyankwanzi District and they have made teachers to leave public secondary schools in the area.

## **1.2 Statement of the Problem**

In Uganda, the rate at which teachers leave public secondary schools for other jobs is on the increase MOES report (2013). The abstract points out that there is a shortage of teachers mostly in rural secondary schools because of failure of the Education Service Commission to put these teachers on payroll and lack of accommodation among others. This is a disadvantage to such schools in that they cannot compete favorably in terms of academic performance with other schools that have enough teaching staff. This condition is worse in Kyankwanzi District.

Thus the public secondary schools in Kyankwanzi District normally produce poor grades in the Uganda Certificate of Education (UCE) and in the Uganda advanced Certificate of Education (UACE) examinations. In line, UNESCO (2008-2013) indicated that about 50% of the new teachers leave the profession within the first five years of teaching. In addition, young people studying to be teachers rarely know if they will succeed as a teacher.

It is from this perspective that the researcher will endeavor to provide ways through which public secondary schools in Kyankwanzi District can use motivation strategies to meet the

different demands of teachers in these schools, which will enable such schools to retain their teachers.

### **1.3 Purpose of the Study**

The main purpose of the study is to investigate the relationship between motivation and teacher retention in public secondary schools in Kyankwanzi District.

### **1.4 Objectives of the Study**

The study was guided by the following objectives;

1. To identify the different motivation strategies used by school administrators towards teacher retention in secondary schools in Kyankwanzi District.
2. To establish the challenges associated with motivation as far as teacher retention is concerned in secondary schools in Kyankwanzi District
3. To establish the relationship between motivation and teacher retention in secondary schools in Kyankwanzi District.

### **1.5 Research Questions**

The research questions of the study were;

1. What are the different motivation strategies used by school administrators towards teacher retention in secondary schools in Kyankwanzi District?
2. What are the challenges associated with motivation as far as teacher retention is concerned in secondary schools in Kyankwanzi District?

3. What is the relationship between motivation and teacher retention in public secondary schools in Kyankwanzi District?

## **1.6 Scope of the Study**

This included geographical, content and time scope

### **1.6.1 Geographical Scope**

This research was carried out in government aided schools in Kyankwanzi District, which is located in the Central region of Uganda. This is because teacher retention in Government aided schools is on the increase in Kyankwanzi District just like elsewhere in the country, MOES (2014).

### **1.6.2 Content Scope**

In content, the study focused on three motivation strategies namely: prompt remuneration, Teachers' responsibilities and in-service training and how they affect teacher retention. In content, the study looked at the different motivation strategies used by school administrators towards teacher retention in secondary schools in Kyankwanzi District, challenges associated with motivation as far as teacher retention is concerned, and establishing strategic ways through which public secondary schools can use towards motivation to improve teacher retention in secondary schools in Kyankwanzi District.

### **1.6.3 Time Scope**

The study covered years 2012-2017 thus making a period of five years. This time had been chosen because this was when high teacher retention was experienced MOES report (2013). This enabled the researcher to investigate how big the problem is.

## **1.7 Significance of the Study**

This study hopes to be of significance to various stakeholders. These include school administrators, teachers, policy makers and practitioners. Further the study is also hoped to contribute to the knowledge base.

The school administrators are hoped to gain from this study in that based on the findings made, they will have information on motivational issues that influence retention of teachers in their schools. Further, the recommendations given may boost awareness among the school administrators on how they may effectively apply various motivational strategies so as to enhance teacher retention in the schools.

Teachers will benefit from this study because it concentrates more on their motivational strategies that if put in place may improve their retention in schools. As such, if the recommendations given will be effectively applied by the school administration and all the other concerned stakeholders, then the working conditions of the teachers is hoped to improve as well as their retention in schools. Based on the findings and recommendations that will be provided, it is hoped that the policy makers will be able to acquire tips that will guide them in formulating policies which address on teacher motivation strategies in schools.

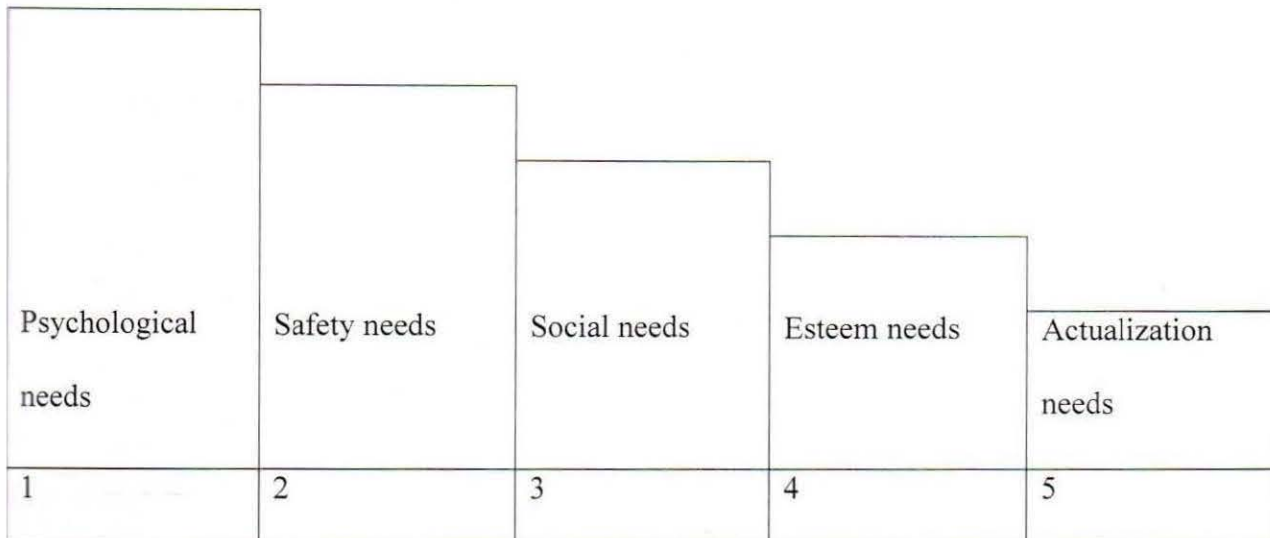
The educational practitioners will obtain some information on regarding various teacher motivation strategies such as training needs, performance appraisal and provision of incentives does influence their retention in schools. They may also be able to apply the strategies in their respective fields of expertise so as to enhance retention among the concerned stakeholders.

## **1.8 Theoretical Review**

This study of motivation and teacher retention in public secondary schools in Kyankwanzi was guided by Maslow's theory of human needs. Maslow (1970) in his theory of "hierarchy of needs" argued that people join organizations to fulfill their various needs. He emphasized the fact that if basic economic needs were not fulfilled then it is not possible to achieve higher order needs like security needs, social needs, self-esteem needs and self-actualization needs. However higher order needs become progressively more important as lower needs are satisfied. This implies that public secondary schools that understand and apply Maslow's' theory usually succeed in retaining their teachers. For example if a public secondary school in Kyankwanzi District has programs to assist the teachers to achieve some of their basic needs such as providing all teachers with residential houses or residential allowances, ensuring that teachers get adequate teaching materials and other needs.

It would seem significant therefore for managers and subordinates to have some understanding about the needs that are commonly most important to people. This was because the behavior of an individual at a particular moment is usually determined by their strongest need.

Therefore, according to Maslow (1970), there is a hierarchy into which needs arrange themselves as illustrated in figure 1 below.



Source: Secondary data

**Figure 1: Modified from Maslow (1970) Motivation and personality. New York**

The physiological needs as shown on figure 2.1 above were emphasized by Maslow (1970) as having the highest strength in his hierarchical levels. He pointed out that until the physiological needs are satisfied to the degree for the sufficient operation of the body, the majority of people's activity would probably remain at this level and other higher level needs may seem unimportant.

The safety needs are essentially the need to be free of fear physical danger and deprivation of the basic physiological needs. The safety needs in public secondary schools in Kyankwanzi District will mean enabling teachers to maintain their jobs by assisting them to obtain appointment and confirmation letters from the MOES, which makes teachers to be assured of their confirmed stay in a particular public secondary school.

Since teachers are social beings they have a need to belong and to be accepted by the society around them. When social needs become dominant a teacher will strive for meaningful relations

with others. Teachers in Public secondary schools in Kyankwanzi District need to be considered as important citizens in society, which will enable them to build self-confidence and make them proud of their schools.

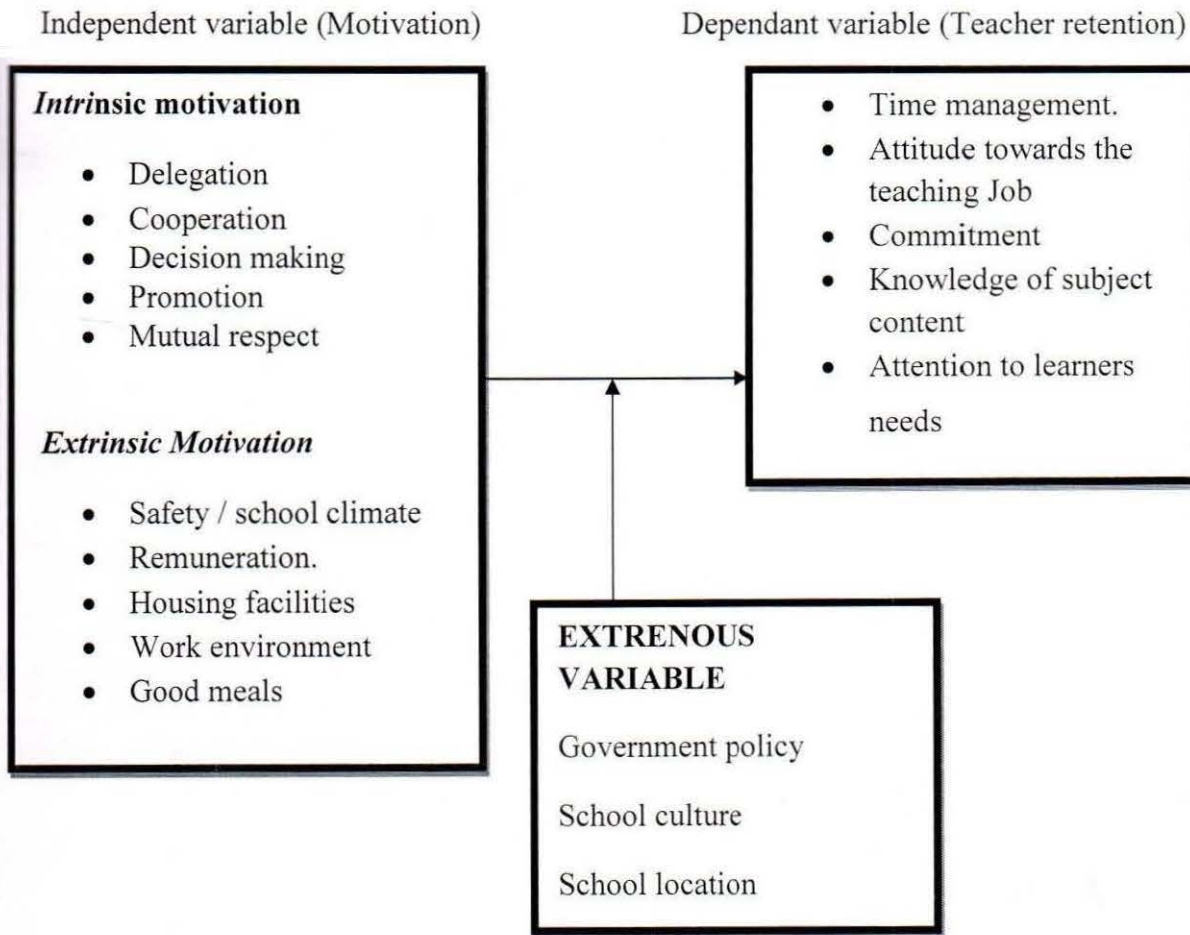
After teachers satisfying their need to belong to a society, they will generally want to be more than just members of that society. This will fuel the need for esteem that is both self-esteem and recognition from others. Satisfaction of the esteem needs will produce feelings of self-confidence, prestige, power and control which make the society around these public secondary schools to consider teachers as useful people in their social environment.

There are some occasions, when teachers are unable to satisfy their need for self-esteem through constructive behavior. When this need is dominant, the teacher may turn to disruptive or immature behavior, for example teachers may engage in work restrictions or arguments with their fellow teachers or even with the head teacher. This recognition is not always obtained through mature or adaptive behavior. It is sometimes generated by disruptive and irresponsible action such as rape cases, student molestation in some public secondary schools, which is as a result of frustrations from failure by some teachers to achieve the self-esteem needs.

Self-actualization is a need to maximize ones potential whatever it may be. As Maslow (1970) expressed it, "what a man can be, he must be". Thus self-actualization is the desire to become what one is capable of becoming. For example a teacher must teach and a general must win battles. Teachers satisfy these needs in different ways that is in one teacher, it may be expressed in the desire to be an ideal mother, in another it may be expressed in being the manager of an organization, still another by playing a piano. The way self-actualization is expressed by teachers in public secondary schools may change depending on the period of time a particular teacher

stayed in that particular public secondary school. For example a self-actualized teacher may eventually look for other areas in which to maximize potential as the physical attributes change overtime or as horizons of satisfaction broaden.

### 1.9 The Conceptual Framework



**Figure 2: Relationship between motivation and teacher retention**

Modified conceptual frame work adapted from Mohamed. S, Pisapia J. and Walker, D.A (2009).

The above illustration shows the constructs of the independent variable and has been categorized into two, intrinsic motivation which includes Family needs, delegation, cooperation, decision making, Promotion, mutual respect, good meals, job satisfaction, working conditions,

recognition and Career development. Extrinsic Motivation includes Safety and orderliness of the school climate, salaries, housing facilities, work environment, extra allowances, Recognition and good meals which could in turn influence teacher retention positively if they are available or provided to schools. This would affect the dependant variable illustrated in diagram B; it would bring about time management, Attitude towards the teaching Job, Commitment, attendance rates, Knowledge of subject content, Readiness in participation in school activities, Teachers' standard of Living, Time of accomplishment of work within school setup deadline, attention to learners needs, assessing learners' assignments and high levels of professionalism.

However if there is little or no funding or delays in releasing the funds, lack of music teachers, and their training programs then this results into increased high teacher turn over in secondary schools.

The extraneous variable includes school culture, government policy and age. In this study extraneous variables will be controlled by elimination. The questionnaires or interview guides will focus on the independent and dependent variables not extraneous variable. This is because they are not part of my study but the purpose is for me to be aware of them so that I eliminate/control their influence.

## **1.10 Definition of Terms**

### **1.10.1 Motivation**

This is the attribute that moves us to do or not to do something (Broussard and Garrison (2004). In the context of this study, it is defined as the act of making teachers feel that their work is recognized and valued and at the same time they get the rewards worth their input.

### **1.10.2 Retention**

This is the continued possession, use or control of something.

Retention refers to as the condition of keeping something.

Retention can also be defined as the formal ability of keeping employees or customers from leaving a company or students from a school.

### **1.10.3 A Secondary School**

This refers to a post primary level of education. It consists of ordinary and advanced levels of education.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **2.0 Introduction**

This chapter presents an analysis of existing literature on the topic of study. It includes the findings of related studies undertaken by other researchers. The literature review is organized based on themes and variables under study which are motivation and teacher retention.

#### **2.1 Motivation Strategies used by School Administrators towards Teacher Retention**

The object of any organization is not only to recruit personnel but also to maintain, develop and retain such manpower. Organizations ought to put in place effective manpower retention mechanisms to regain their staff. Organizations should therefore have a sound policy on staff motivation and development as well as putting in place mechanisms that will continuously make the organization attractive. Employees must be well motivated that is must feel materially comfortable such that they can render wholesome service to their employer hence an attractive remuneration package is indispensable. Remuneration refers to the pay rewards given to individuals for the work done. Evidence suggests that compensation affects teacher retention in general. Several studies have concluded that higher teacher pay increases the likelihood that a person will continue to teach. Saks (2004), emphasized that attractive packages, which are consistent and promptly remitted, tend to attract and retain staff. Remuneration comprises both financial rewards (fixed and variable pay) and employee benefits. The reward system further incorporates non-financial rewards, recognition, praise, achievement responsibility and person growth.

Armstrong (2011) defines total remuneration as the value of all cash payments (total earnings) and benefits received by employees. Employee benefits also known as indirect pay includes persons. Sick pay, insurance cover and company cars. Remuneration is one of the more difficult aspects of human resources to get right and the degree to which employees use pay as the focus of complaint, dissatisfaction and conflict bears testimony to its importance in creating a successful business, observes financial times.

Although these findings are intuitive, researchers have used variety of approaches when measuring compensation. Most of the literature uses a person's current salary as a measure of teacher compensation. However, researchers have used the earnings of a number of different populations to estimate attractive earnings opportunities for example include women with at least a college degree working full time (Loeb & Pages, 2000) all college graduates (Flyer & Rosien, 2000), and earnings of those who have actually left the teaching profession (Rickman & Parker, 2007). In addition, Murnane & Olsen (2007) use the average starting salary paid by field, while Seijts & Crim (2006) simply include the proportion of non-teachers that earn less than teachers do most of these measures have a statistically significant effect (of ranging magnitude) on teacher retention. Only a few researchers have attempted to include measures of expected future earnings in measures of relative compensation. Specifically, Chinelo (2013) models the probability that a teacher will eventually become an administrator: Hosken (2003) & Imazeki (2002) model expected wage growth based on current pay tables each of these studies finds that expected future compensation affects teacher retention.

According to Armstrong (2013), organizations like schools should have a retention plan based on an analysis of why people leave. The retention plan should address each of the areas in which lack of commitment and dissatisfaction can arise these would include pay, jobs performance,

training, career development, commitment, conflict with managers or head teachers, lacking group cohesion, recruitment, selection promotion and over marketing.

The Harvard business review (2000) emphasizes that teachers must come to see pay for what it is; just one element in a set of management practices that can either build or reduce commitment, teamwork and performance. Hence, pay practices should be congruent with other management practices and reinforce rather than oppose their effects.

Teachers should be made to see pay in the same way on the whole. When there is poor remuneration, poor conditions of working environment and poor general school management the staff morale is low and retention is impossible when opportunities that are more attractive become available, they quit. However, in Kyankwanzi district, no study has been concluded to show the relationship between remuneration and teacher retention thus the study will be to adopt the various measures of compensation mentioned in the literature and will try to establish how they relate to teacher retention in public secondary schools in Kyankwanzi District.

Generally, the motivation and its effects and the work force has been a question of concern among the scholars, between employees and managers since the industrial revolution and this intense debate has become a reflection of complicity to most institutions. Much of the management thinking still emphasizes on what motivates people rather than how they are motivated. However, it is important to note that in Uganda's institutions, most people who work or join institutions have varied reasons which are already shaped and reshaped by their agents at school, families, peer groups and other religious organizations (Maicibi, 2003). Therefore, what motivates workers differs from individuals to individuals, from time to time and according to situations and the success of each motivational technique; it also depends upon the individual

personality, occupation and cultural background. In most institutions, administrations have a tendency of incorrectly assuming that all employees want the same things and rewards thus, overlook the motivational effects of differentiating these rewards or incentives. Some employees work hard in hope of getting promotions but end up getting a pay rise instead, while others receive only words of praise and where rewards are inadequate, this makes the distribution difficult (Robbins, 2003). Therefore, the researcher feels that school administrators need to understand that not all employees respond to similar needs and rewards. The needs of women, men, single workers and immigrants, the physically handicapped, and senior workers differ from individual to individual and from time to time hence, deserve different treatments (Robbins, 2003).

The researcher is aware that the government has increased teachers' salaries last year 2016. But still, teachers, do not seem to be satisfied and are on strike, (2017). The researcher therefore, will further investigate whether there are other factors that motivate teachers other than salary payments.

## **2.2 Challenges associated with Motivation as far as Teacher Retention is concerned**

Globally, motivation is a cultural bound practice with its roots from the industrial revolution in the European and American States, like Japan, Greece, Mexico, Denmark, Norway, Sweden and Netherlands where social needs were recognized as a basis for good performance and workers benefits were more sensitive to equality hence, equal treatment of workers (Robbins, 2003).

Unfortunately, in most countries, Uganda inclusive teaching is a relatively low paying occupation in comparison to others like lawyers, accountants, engineers requiring a similar standard of education in its practitioners. And it is widely believed that recruitment to the teaching profession is adversely affected by low motivation, hence, substantial numbers of

suitability qualified students who would otherwise be motivated towards teaching, rate salaries, allowances, fringe benefits are too low for the prevailing levels of teacher pay to attract them. The theories of motivation can be traced far back in the revolution in countries like Japan and Britain where a few capitalist who controlled production used it as a comparative advantage for increasing production (Gerhard, 2008). However, its practical and theoretical development was pioneered by Taylor in the 20 century, with his scientific study on the use of economic incentives as a means of achieving of high levels of performance and was valued more important than the nature of the work or job (Dessler, 2003 & Pena, 2001).

In this regard, therefore, the researcher feels that monetary incentives have been in existence and are still pertinent in accelerating actual performance of employees in most institutions. Analysts from USE funders analyzed that most schools are having strikes and performing poorly due to poor relationship and poor motivation by teachers and head teachers towards schools problems, (2009).

Kibuuka (2000) found out that though all sorts of responsibilities were assigned to teachers, a few of them devotedly carried out these responsibilities as expected. The majority delegated or left most of their duties to the student leaders.

Other teachers have to take roles associated with leadership because schools can only function successfully if the workload is shared through some kind of delegation of duties. The head teacher cannot do all the work in a school. This is why (MOES,2012) emphasized that the main idea in a school as an organization was the division of labor and the allocation of duties to all categories of staff. The higher the degree of division of labor, the more authority was spread and thus the more the levels of decision making and implementation of policies. Therefore teachers

should be motivated and given technical assistance in form of in-service training which would make them effective and efficient when handling their responsibilities in school.

Loeb et al. (2005) examines the impact of schools administration leadership styles on intention of teachers to remain. However, the concepts of leadership do not have a universally agreed description because the meaning could frequently be pretentious by what it anticipates to cover. Long et al. (2012a) describes leadership as getting individuals to carry out tasks that have been assigned to them in a more effective and efficient manner. Knapp et al. (2006) opines school heads that are prosperous on their job turned out to be those who possess varied professional experience and had placed personnel involvement as key in running affairs of their schools. Johnson et al. (2005) reports that school administrators play an important role in adopting forward thinking initiatives, building joint mission or making on-going decisions about curriculum and instructions that foster retention of classroom teachers.

Carasco, Munene, Kasente, and Odada (2005) in their research on the factors influencing effectiveness in public secondary schools in Uganda, found out that teachers' morale and motivation to work was very low. Many teachers absented themselves from classes, come late for lessons, and did not prepare adequately for their lessons, thus they subsequently left teaching because their needs were not satisfied. Hertzberg (2002) found out that a significant percentage of staff left an organization before completing five years. He pointed out that a new staff member in an organization would attain effectiveness after five years working in that particular organization. This implied that teachers' time of experience and retention in a particular public secondary school, makes a great impact to the quality and effectiveness of a teachers' performance. Could this be happening in secondary schools in Kyankwanzi District?

### **2.3 Motivation and Teacher Retention**

In-service training is education of employees to help them develop skills in a specific discipline or occupation. It is often rendered to teachers after they are given work responsibilities to handle such that they can be effective and efficient in their new roles. This in-service training could be in form of organizing seminars, workshops, or refresher courses for teachers in these public secondary schools.

Hughes (2012) found out that often new teachers were normally assigned challenging tasks beyond their areas of training which often made these teachers to move from school to school in search for favorable working conditions. Thus they proposed implementation of programs such as induction or in-service training at the school level so as to assist the new teachers to cope up with their challenging roles in these schools. It is a difficult task to retain teachers for a longer time in a particular public secondary school because they have varying needs that are not similar and may not be clearly stipulated to the administrators. Therefore schools should endeavor to make retention plans, which are based on why teachers leave such public secondary schools.

Seijts & Crim (2006) proposed that one response to this situation could be the implementation of programs at the school level to support new teachers. This was referred to as induction or in-service training. This usually varied from school to school but it was intended to augment the learning process of the new teachers.

Hannagan (2002) stated that in-service training improves on employee performance. In-service training would also benefit the individual by imparting more skills and providing versatility in the job. It is also of advantage to the organization in that it makes employees more flexible in the work place.

The extent to which novice teachers receive continuous and significant support affects their retention in the profession. Yet, Camphire (2002) asserted that a new teacher receives less than eight hours of professional support a year. In reviewing research that addressed in-service training support, mentoring and induction programs were major influences on novice teachers' decisions to quit or remain on the job. Yet, Smith and Ingersoll (2004) claimed that only 1% of new teachers received the training and support assistance necessary for comprehensive induction.

The American Association of School Administration and The Appalachia Educational Laboratory (2003) conducted a study during the spring of 2003. The purpose of the study was to seek information on the status of rural schoolteachers who were highly qualified according to the mandates of the No Child Left Behind Act (2002).

The aforementioned researches point out that motivation of teachers is important in a public secondary school in order to retain teachers for a longer time in a particular school. However the researches available are still inadequate in providing evidences on how prompt remuneration drives teachers to search for fertile employment opportunities. The literature provided above does not provide how responsibilities or in-service training affects teacher retention in public secondary schools in Kyankwanzi district. Therefore this research is of help to public secondary schools in that it assists them to identify the factors of motivation that will enable them to satisfy teachers' needs which may result into retention of these teachers in these public secondary schools.

Motivation depends on adequacy of funds, perception by the management and the culture of the institution. In institutions, the success of each practice is determined by the efforts exerted by the management in relation to the reward and outputs received. Therefore, equity of rewards and

inputs drive attraction, motivation and retention of employees, a primary source of job satisfaction and good performance in schools.

Still in Kyankwanzi schools, teachers are not performing well and in some schools working conditions are still appealing. These have resulted into variations in performances between teachers and institutions. Hence, the previous strategies to improve on teachers' performance have not succeeded.

Motivation is vital and makes teachers positive about their own learning, creating a drive in them to acquire their targets. By realizing their improvement and achievement, teachers always gain the feeling of success. The researcher therefore, will investigate motivational strategies on teacher retention in secondary schools in Kyankwanzi District.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents a detailed description of the methodology that was employed in the study. It focused on the adopted research design, the population, sampling strategies, data collection methods, research procedure, ethical considerations, validity and reliability of research instruments, and methods of data collection.

#### **3.1 Research Design**

The research used a descriptive cross sectional survey design. According to Amin (2005), this is one of the most commonly used research methods in social sciences and is used to gather data from a sample population at a particular time. Opedun (2013) says that this design helps to define better and understand respondents' opinions and attitudes when gathering information from a sample population at a particular time. The researcher used the sample survey design because it is also less expensive way of gathering data from the large number of respondents who were involved in this study. In this study, both quantitative and qualitative techniques were employed in data collection process, analysis, presentation and discussion of findings. Quantitative method was used in order to establish the extent and rate of the problem while qualitative filled the gaps that were left by quantitative data

## **3.2 Study Population and Sampling Technique**

### **3.2.1 Target Population**

The target population for this study included Head teachers, Teachers and Board of Governors members in public secondary schools in Kyankwanzi District. These groups were considered because they are directly involved in the running of schools.

### **3.2.2 Sample and Sampling Techniques**

Kyankwanzi District has 6 government aided secondary schools MOES report (2012), therefore purposive sampling technique was used to sample these schools since the researcher intended to study all of these schools. For Teachers and BOG members simple random sampling was used as this is hoped to give every respondent chance to be chosen to participate in the study (Croswel, 2003). The study involved Head teachers and deputy head teachers who were sampled using purposive sampling because of the positions that they do hold the researcher believes that they have the information in line with the study objectives Amin (2005).

The methods of sample selection were guided by Morgan and Krejcie (1970) of sample size selection.

**Table 3.1: Shows target population, sample size and the sampling strategy that will be sampled**

<b>Category</b>	<b>Target population</b>	<b>Sample size</b>	<b>Percentage sample</b>	<b>Sampling technique</b>	<b>Instrument</b>
Head teacher	6	6	100%	purposive	Interview
Deputy HMS Teachers	6	6	100%	Purposive	Interview
BOG members	246	60	24.39%	Simple random	Questionnaire
	72	30	33.3%	Simple random	Questionnaire

**Source:** Guided by Krejcie and Morgan (1970)

### **3.3 Data Collection Instruments**

The study included self administered questionnaires, interview guides and a document review guide as research instruments for data collection.

#### **3.3.1 Self Administered Questionnaire**

Self-Administered Questionnaire (SAQ) was used as a data collection instrument. These included semi structured questionnaires and were administered to Teachers and BOG members because they help cover a large number of respondents in a relatively short time, Creswell (2009). Questionnaires were used to collect quantitative data.

The close-ended questions predetermined multiple responses to be measured against a four Likert scale was used to collect quantitative data (Creswell, 2003) which sought to capture opinions of respondents on the possible association of variables under study in secondary schools in Kyankwanzi District.

### **3.3.2 Interview Guide**

The researcher used interviews because they improve on the understanding and the credibility of the study and they lead to deeper understanding of the topic Amin (2005). As they fetch a wide variety of ideas needed for the study. These were semi-structured interviews which consisted of both open and closed interviews. Oral interviews were used to collect qualitative data from the Head teachers and Deputy Head teachers.

The researcher used follow up questions during face to face interviews. Responses were recorded using a smart phone (HTC) by the researcher.

### **3.3.3 Document Review Guide**

A Document review guide was used to view and analyze the existing documents that helped show evidence on Motivation and teacher retention in secondary schools.

### **3.4 Data Collection Procedure**

The researcher obtained a letter from the Dean graduate school introducing him to the respondents in Kyankwanzi District to permit him collect data about their schools. The letter was presented to each category of the respondents who were involved in the study. Their consent was obtained to participate in the study. In the collection of data, anonymity and extreme confidentiality was observed while handling the responses. The respondents were informed that the information they could give would only be for academic purposes and they would not be endangered.

### **3.5 Data quality Control**

The study put into consideration the validity and reliability of the research instruments

### **3.5.1 Validity of Research Instrument**

Validity refers to the accuracy of instrument used in research to collect meaningful and right data (Amin 2005). Content validity literally means the amount of substance in the study (Enon, 2002). The instruments had adequate traits due to consultations with the supervisor, colleagues and the research expert. The research expert helped in strengthening the validity of the research instruments and calculation of the content validity, CVI. The test of content validity was established through inter judge with two research consultants. The formula was

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

The CVI for the interview guide and questionnaire to be regarded as valid was accepted at above 0.79. This was in line with Amin (2005), Suggests that in a survey, the least CVI recommended in a survey study should be 0.70 or 70%. Some adjustments were made to make the questions more valid. The results are presented in table 3.3.

### **3.5.2 Reliability**

Reliability refers to the degree of consistency in which a measuring instrument yields when the entity being measured has not changed (Leedy & Ormond, 2001). Reliability refers to how consistent a research procedure or instrument is (Abuja, 2005). The strategies that were used to obtain reliability are peer debriefing, prolonged engagement and audit trails. Peer debriefing involving the researcher working with colleagues to examine the instruments and giving their views about their correctness. With prolonged engagement, the researcher spends sufficient time in the field to learn or understand the social setting while audit trails involve a thorough collection of information regarding all aspects of the research. Data was systematically checked focus maintained and there was identification and correcting errors (Morse et al, 2003). This

helped to ensure establishment of accuracy of data collected. Reliability for quantitative data was obtained by carrying out a test of reliability analysis scale (Alpha-coefficient) using SSPS 17.0. The instruments were found valid at a (alpha) above 0.7. A reliability of 0.70 indicates 70% consistency in the scores that are produced by the instrument (Siege, 2002). The use of SPSS was because of its being easy to apply and fitting a two or more point rating scale. Results of Cronbach are presented below in table 3.3.

**Table 3.2: Reliability and Content Validity Index**

Items	Content validity index	Cronbach alpha (a) value
Questionnaires	0.86	0.792
Interviews	0.80	0.755

### **3.6 Data Presentation and Analysis**

The data collected from the respondents was prepared or processed for analysis and then later actually analyzed as described below.

The collected data on SAQs was edited, categorized or coded and entered into the computer using the Statistical Package for Social Sciences (SPSS) for generation of summary frequency tables and graphics.

Data collected with the interview guide was as well edited, categorized according to themes and then summarized into percentages in a computer spreadsheet. This was done by recording the data and organizing it in themes. Thereafter the themes were analyzed in line with the research questions that represented them. The numbers of responses were noted and the corresponding percentages computed.

To protect the identity of the six selected public secondary schools, codes were used, representing them.

Regression analysis was used to establish how motivations strategies inter relate with teacher retention thus establishing the relationship between motivation and teacher retention. This was through use of the Statistical Package for Social Sciences (SPSS) to the independent variables and dependent variable. The researcher aimed at establishing the degree on how the motivation strategies affect teacher retention in the selected public secondary schools in Kyankwanzi District.

### **3.8 Ethical considerations**

To be ethical is to conform to accepted professional practices. Before interviews and administration of questionnaires the researcher fully explained the objectives of the study to all the respondents. In addition, their consent was sought and their right to confidentiality assured before interviewing and distributing questionnaires. Furthermore, the researcher fully observed their right to privacy and anonymity by not asking them to write or mention their names and names of the schools. The researcher also thanked the respondents for their participation in the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter presents the findings of the study. The study was carried out to establish Motivation and teacher retention in public secondary schools in Kyankwanzi District, Uganda

The study was centered on the responses to the three research questions; however, background information about the respondents was presented because it was important in interpreting the data collected. The findings were presented in tables. Therefore, this chapter is divided into three sub sections namely response rate and research questions that the study sought to answer.

#### 4.1 Response Rate

Interviews were conducted with 12 respondents these included 6 head teachers and 6 deputy head teachers. The study included a total of 90 questionnaires which was administered to the 60 teachers and 30 BOG members. And they were all returned with responses. A sample size of 102 respondents was sampled, which implies that 100% of the targeted respondents all got involved in the study.

##### 4.1.1 Bio Data and Demographic Information

The study included the different types of respondents used. This was relevant for knowing what category of respondents the researcher dealt with. The details of stratification of respondents for each category were as shown in table 4.1 below.

**Table 4.1: Category of respondents and administered number of instruments**

Category of respondents	Distributed instruments	Returned instruments	Return rate	Instruments
Head teachers	6	6	100%	Interview
Deputy head teachers	6	6	100%	Interview
Teachers	60	60	100%	Questionnaire
BOG	30	30	100%	Questionnaire

**Source: Primary data, June 2017**

Table above presents the different categories of respondents who participated in the study. 12 interviews were conducted with head teachers and their deputies. 90 questionnaires were administered to both teachers and BOG members and were all returned with responses. This means that all the respondents took part in the study

#### 4.1.2 The Different Age Groups of Respondents by Age Groups

The study involved the identification of different age groups of various respondents which assisted to analyze their capacity to evaluate the problem and issues as related to the study. The ages of the various respondents were therefore summarized within categories as shown in the following table.

**Table 4.2: Respondents by age groups**

	0-9		10-19		20-29		30-39		40-49		50 & Above	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
BOG	-	-	-	-	-	-	-	-	6	20	24	80
HT	-	-	-	-	-	-	-	-	1	17	5	83
D/HTS	-	-	-	-	-	-	1	17	2	34	3	59
TEACHERS	-	-	-	-	12	20	18	30	10	17	20	33

**Source: Primary data, June 2017**

In the table 4.2 above, 20% respondents were the youngest being between 20-29% years followed by 47% being between 30-39 years of age, 19 respondents which is a percentage of 19 were aged between 40-49, 52 respondents were 50 years and above. This corresponded with the documentary review in respondents' school files which were reviewed especially their birth certificates

### 4.1.3 Teachers by Employment Status

**Table 4.3: Teachers by employment status**

Type of Employment		
Response	Frequency	%
Permanent	32	53
Part time	16	27
Temporary	12	20
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Field Data, June 2017

The table above shows that most of the teachers about 53% were on permanent appointment, 16% were on part time and 12% were on temporary basis. This showed a good number of teachers on permanent terms of employment and hence expects high level of stability in their service. Responses from interviews reported that a big percentage of their teachers were on permanent basis. However, there were cases where a school had majority of the staff on temporary basis of appointment than permanent which in my view is affecting teacher retention in schools. One interviewee A. said,

*“We lack qualified teachers, we are waiting for the ministry to send us teachers”.*(June 2017)

#### 4.1.4 Respondents by Education Level

**Table 4. 4: Educational level**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
UACE	10	16
Diploma	28	47
Degree	20	33
Masters	2	4
PHD	--	--
<b>Total</b>	<b>60</b>	<b>100.0</b>

**Source: Primary Data, June 2016**

The findings from 16% showed that they had UACE qualification for teaching, while as 47% were diploma holders and they were the majority, 33% were degree holders, while as only 4% had a master's degree. Most of the interviewees were degree holders (6) 60% while there were cases of an acting head teacher who was a diploma holder and one head teacher with a master's degree. What was amazing was that some classroom teacher had acquired a master's degree while he was being led by a diploma holder as a head teacher.

**Table 4.5: Respondents by gender**

<b>Category</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
BOG members	20	66.6%	10	34.4%	30	100%
Teachers	36	60%	24	40%	60	100%
Head teachers	2	33%	4	67%	6	100%
D. Head teacher	-	-	6	100%	6	100%

**Source: Primary data, June 2017**

According to table 4.4 above, majority of the respondents were female at 57% while the rest were male at 43%. The implication of this finding is that the existence of a slight difference between the male and female population indicates an equal distribution of sex across the study. This created a uniform platform for both male and female to comment on study questions. The study was therefore not biased by sex.

## **4.2 Presentation of Findings**

This section presents data from all the instruments used starting with questionnaires followed by interview and documentary review respectively. Data was presented question by question starting with research question one.

### **4.2.1 Results of Research Objective One**

The first objective of the study was to identify the different motivation strategies used by school administrators towards teacher retention in secondary schools in Kyankwanzi District. This was tested using Question one which stated, 'What are the different motivation strategies used by school administrators towards teacher retention in secondary schools in Kyankwanzi district?'

This question was important in giving a general analysis of the research objective one and the results are presented in table below;

**Table 4.6: Motivation strategies used by school administrators towards teacher retention in secondary schools N (90)**

	<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
1	My school has Set up school income generating projects to support teachers which motivates them to stay longer	28	30	28	14
2	My school administration provides teacher's welfare which encourages them to stay longer	25	40	26	9
3	My school leadership Initiates good relationship with teaching staff	36	28	34	2
4	My school leadership provides job security to teachers which makes them to stay longer	48	32	12	8
5	My school offers in-service training for staff	22	22	34	22
6	I have been given accommodation facilitation at school	36	17	11	36
7	The school offers Sick pay to the teachers	35	12	34	29
8	My school offers teachers with weekly allowances	10	32	27	31
9	I always get my salary on time	18	38	29	15
10	my school conducts meetings with the staff to make decisions	54	16	10	20
11	The school has a disciplinary committee for both staff and students.	58	30	10	2
12	Our school management gives promotions based on merit	34	33	16	17
13	My school gives us transport allowances.	21	19	45	15
14	My school pays for extra load given to teachers	29	28	43	-
15	There is a clear weekly duty Rota for all teachers, which encourages them to like their work.	56	34	4	6
16	The school offers teachers stationery for their work, which motivates them to love their work.	29	24	30	17

**Source: field data, June 2017**

The results from 60% on motivation strategies used by school administrators towards teacher retention in secondary schools showed that school conducted staff meetings to listen to teachers issues regularly which motivated them to stay in their schools; this was denied by 40% who disagreed.

The study discovered from 90% of the respondents that their administration employed clear weekly duty Rota for all teachers, which encouraged them to like their work however this was organized by 10% who disagreed.

Further responses on Motivation strategies used by school administrators towards teacher retention in schools disclosed from 58% of the respondents that their schools set up school income generating projects for teacher support which motivated teachers to stay longer, however this was denied by 42% who disagreed. This means that majority of the schools have income generating projects though there is need for improvement. From the interviews conducted most of the respondents reported that they had canteens and saving schemes which motivated teachers to stay and work.

The results from 65% of the questionnaire respondents established that their schools were concerned about teacher's welfare while 35% disagreed. This therefore encourages teachers to stay longer. From the open items of the questionnaire a female teacher said,

*“Sometimes our school gives us food basket which motivates us to stay longer”*(June 2017)

The findings from 74% of the respondents established that their school management Initiated good relationship with teaching staff which motivated them to work tirelessly. This was opposed by 26% who denied.

Most of the respondents (80%) indicated that their schools provided job security to teachers which made them to stay longer as this was denied by 20%. From the interviews it was reported by interviewee B that;

*“Most of the teachers are on permanent basis and had been recruited by education service commission however we also have some on temporary basis who fill the gaps of those who leave, fall sick and may be transfer” (June 2017)*

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

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

On counseling, 68% of the respondents reported that their schools offered counseling services to teachers with personal challenges while 32% disagreed, which brought out a meaning that generally schools tried to offer counseling services to their teachers but there was still room for improvement. This result was not any different from interviews.

The findings showed that 71% conducted staff meetings to listen to teachers' issues regularly compared to 29% who disagreed, which implied that schools in Kyankwanzi district conducted staff meetings to teachers to listen to teachers' concerns.

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

The study findings from 44% of the respondents agreed that their schools offered in-service training for staff while 56 % disagreed; this brings out the implication that schools have not offered in-service training to their teachers which is affecting the quality of education in this district.

As per the findings, it was ascertained that 70% of the teachers said that their schools had sufficient instructional materials for the staff to use in teaching, which made teachers work easy and enjoyable meanwhile, 30% disagreed, meaning that a significant percentage of schools tried to provide sufficient instructional materials on time to their teachers.

The findings from 47% of the respondents agreed that their schools tried motivating and retaining them by providing accommodation facilitation at school while 53% disagreed, meaning that few schools are providing accommodation for teachers. From the interviews one of the respondents reported that his school had few accommodation facilities at school but paid for teachers to rent near the school

38% of the respondents indicated that their schools offered Sick pay to their teachers while 62% disagreed. This means that the schools rarely used this as a motivation strategy towards teacher retention.

On whether school offered teachers with weekly allowances 42% agreed while 58% disagreed meaning that most of the schools did not offer weekly allowances to their staff which demotivated them towards work.

The study discovered from 66% of the respondents that their schools paid their salaries promptly and on time as this was denied by 34% of the respondents who disagreed.

The results from 72% of the respondents indicated that their schools conducted meetings with the staff when it came to making school decisions however this was opposed by 28% who disagreed. This implies that school leadership in Kyankwanzi District consulted teachers for proper running of the school. This was not far from the interview results which showed that the management conducted consultative meetings with teachers on school issues.

Many of them said,

*“it has become a culture to conduct meetings especially when the term is beginning ,mid and end of term on how to plan, coordinate to achieve school objectives”* (June 2017)

On whether school management based their employee promotions on merit 60% agreed while 40% disagreed. An interviewee D had this to say;

*“In most cases it's the ministry and board members who promote the staff”* (June 2017)

The 45% of the respondents showed that their schools provided them with transport allowances as this was denied by majority of the respondents who disagreed. From the open questionnaire one of the respondents showed that their school entirely depended on government grants which was very inadequate in trying to finance all school activities, this was affecting teacher motivation and retention in these schools.

57% of the respondents indicated that their schools motivated them through payments for extra load given to staff, this was denied by 43% who opposed, this implies that majority of the schools pay for extra load which motivates teachers to work hard and stay at their schools though

there is need for improvement. Most of the interview respondents reported that they paid for extra loads that were given to the teachers.

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

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

In the document review carried out, there was evidence of files of food basket, instructional materials expenditures, salary payments and allowances to staff and audited accounts done by external auditors. However, there was little evidence on medical bills. Also in minutes of executive meetings for the past five years seen, there were appraisal records made by the head teachers and board members. This may imply that to some extent schools tried to motivate their teachers but couldn't do much because of inadequate funding. In the documents it was also seen that majority of the schools had stationary and information access through the news papers and school library

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

#### **4.2.2 Results for Objective Two**

The second objective of the study was to establish the challenges associated with motivation as far as teacher retention was concerned in secondary schools in Kyankwanzi district. Question

three stated, ' what are the challenges associated with motivation as far as teacher retention is concerned in secondary schools in Kyankwanzi District?'. The responses were recorded in table below.

**Table 4. 7: Challenges facing motivation and retention of teachers in Kyankwanzi District N (90)**

Items	SA	A	SD	D
	%	%	%	%
1 Our school adequately funds all school activities as planned	12	36	42	10
2 Our school provides adequate instructional materials to teachers	23	27	15	45
3 The school gives a big workload to teachers.	45	9	11	33
4 Teachers easily access relevant information ( library)	31	23	17	29
5 Our school gives PTA allowances to teachers	12	26	40	22
6 Our school has adequate qualified staff to help in running school affairs	31	29	28	12
7 Our school has a good play ground for sports	35	25	8	32
8 The school has a school time table covering all activities	50	13	17	20

**Source: field data, June 2017**

Research question two set out to investigate on the challenges that were affecting motivation and teacher retention in secondary schools in Kyankwanzi District. The findings from 48% of the respondents revealed that their schools adequately funded school activities as planned while 52% disagreed. This means that schools did not fund their activities actively. The interviews revealed

that this was because of the inadequate government grants allocated to schools. This was affecting teacher motivation and retention in these schools.

A male teacher was quoted saying

*“Our school entirely depends on government grants, which sometimes are paid in holidays; it becomes hard to motivate staff to perform their duties without money”* (June 2017).

The study discovered from 50% of the respondents that their schools provided adequate instructional materials for teaching while 50% disagreed, which means that on average schools tried to provide instructional materials. In the interviews conducted, the respondents however said that to some extent they tried to provide instructional materials for learning.

However, when it came to facilitation of Science and other practical subjects it was reported that this sometimes didn't go well because it was constrained by inadequate funding which affected their performance.

The results from 56% of the respondents revealed that the teachers have big workload to teachers 44% disagreed. From the interviews it was reported that the big workload is because of few teachers at these schools. A female said,

*“Ministry has transferred very many teachers without replacement, we have written to the ministry but up to now we have not been sent teachers who can share the load, sometimes you find a teacher taking on senior one to six which is very tiresome”* (June 2017).

38% of the respondents reported that their schools gave PTA allowances to teachers as this was opposed to 62% who disagreed.

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

Similarly, 68% of the respondents disagreed that schools had no science laboratories where students could do their practical lessons as opposed to 32% who agreed, implying that there was a significant percentage of teachers which was not satisfied with what schools offered in terms of science laboratories and when given opportunity could leave for better schools.

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

Results indicated that 56% of the respondents reported that schools offered stationary to their teachers for their work compared to 44% who disagreed which implied that schools did provide stationary but there was still room for improvement in this area.

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

It was also disclosed that, 65% of the respondents said that their school compounds reflected the dignity of the staff as opposed to 35% who disagreed, reflecting that there was still a significant

percentage which was not yet satisfied with the state of their compounds as much as in most schools compounds were tolerable.

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

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

Results indicated that 43% agreed that teachers easily accessed relevant information concerning their work compared to 67% who disagreed, which meant that there was inadequate literature for teachers to carry out their work effectively and efficiently. Teachers easily access information concerning their work

One of the interviewees said,

*“We have the school library but with few textbooks for referencing. On the issue of news we have no television in the staff room nor a computer room with internet but sometimes we get news papers on our own which is really affecting us”* said HM B (June 2017).

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

All in all, interview findings reported that schools lacked social amenities which could see their teachers leave in such for schools which provide better amenities. Little administrative support to teachers which is affecting their operations

All in all, the study findings for objective two revealed that schools lacked adequate social amenities which could see their teachers leave in such for schools which provide better amenities. This affected the quality of teacher performance at these schools.

#### 4.2.3 Results for Research Objective Three

The third objective of the study was to establish the relationship between motivation and teacher retention in secondary schools in Kyankwanzi district. Question three stated, ' what is the relationship between motivation and teacher retention in public secondary schools in Kyankwanzi District?'. The responses were recorded in table below.

#### **The general regression results indicating the relationship between motivation and teacher retention**

The Binary logistic regression test is to tell the effect of each of the tested variable of motivation on teacher retention. The effect can either be positive or negative to the dependent variable.

**Table 4.8: Omnibus Tests of Model Coefficients**

		<b>Chi-square</b>	<b>Df</b>	<b>Sig.</b>
Step 1	Step	8.375	3	.039
	Block	8.375	3	.039
	Model	8.375	3	.039

**Source: field data, June 2017**

The table 4.6 shows that the model is significant at 5% level of significance since the chi-square value 8.375 has a p-value 0.039 which is less than the alpha value 0.05.

**Table 4.9: Coefficient of each variable of motivation in the model.**

		<b>B</b>	<b>S.E.</b>	<b>Wald</b>	<b>Df</b>	<b>Sig.</b>	<b>Exp(B)</b>
Step	Influence	.535	.600	.796	1	.025	1.707
	Instructional materials	0.645	.546	4.779	1	.029	.303
	In-service training	0.331	.687	1.135	1	.049	.481
	Constant	0.028	.934	3.367	1	.011	5.550

**Source: field data, June 2017**

In Table 4.7 the coefficient 0.535 shows that the probability that motivation can cause teacher retention is 0.54. This is statistically significant at 5% level of significance since the p-values 0.025 is less than the alpha value 0.05. Thus the relationship between motivations and teacher retention

The coefficient 0.65 shows that the probability of instructional materials that management provides can cause good teacher retention is 0.65. This is statistically significant at 5% level of significance since the p-values 0.029 is less than the alpha value 0.05. Thus the motivation strategies used affects teacher retention.

The coefficient 0.331 shows that the probability that in service training can cause teacher retention is 0.33. This is statistically significant at 5% level of significance since the p-values 0.049 is less than the alpha value 0.05. Thus the provision of in service training does affect teacher retention.

The constant 0.028 indicates that considering other factors constant the presence of motivation in a school created a probability that the teachers will stay well at 0.028. This is statistically significant at 5% level of significance since the p-values 0.011 is less than the alpha value 0.05.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

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

#### **5.1 Discussion of Study Findings**

The discussion is organized according to the three objectives of the study. Therefore, this section was subdivided into the following subsections: motivation strategies used by school administrators towards teacher retention, challenges associated with motivation as far as teacher retention is concerned and establishing the relationship between motivation and teacher retention in secondary schools in Kyankwanzi District.

##### **5.1.1 Motivation Strategies and Teacher Retention in Secondary Schools in Kyankwanzi District**

Objective one of the study stated, “To indentify the different motivation strategies used by school administrators towards teacher retention in secondary schools in Kyankwanzi District and sought to solicit data on how schools motivation relates to teacher retention, using question one. The major finding of this question as mentioned in chapter four was that majority of the schools had adequate school facilities that enabled teachers to stay longer at their work stations although a few schools needed improvement to retain teachers.

Majority of the Schools had sufficient classrooms, instructional materials and descent accommodation for teachers which made the latter stay longer. This finding was in line with Alliance for Education (2000) and Futernick (2007) that teachers leave when they encounter

environments that lack essential professional support and organization structures. The researcher accepts that many schools that had better facilities managed to stay longer with their teachers.

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

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

### **5.1.2 Challenges Associated with Motivation and Teacher Retention in Secondary Schools in Kyankwanzi District**

Objective two of the study stated, “To establish the challenges associated with motivation as far as teacher retention is concerned in secondary schools in Kyankwanzi District and sought to solicit data on the extent to which administrative support influences teacher support using question two which stated, “What are the challenges associated with motivation as far as teacher retention is concerned in secondary schools in Kyankwanzi District?””

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

The study found out that schools tried to offer administrative support to teachers which made them to stay longer at their work stations. The study established that schools offered meals and food baskets to their teachers which kept them at their schools. The study complies with Ateenyi (2005) who said that administrative support was important as an influential determinant of teaching and learning process to take place in the school environment. She further claims that a school with a strong administrative support is bound to progress academically and socially, hence retaining their teaching staff.

The study revealed that a good number of schools did provide stationary to their teachers which boosted the learning process in promoting excellent performance in their schools. However, a few teachers in some rural schools were not provided with sufficient stationary. Billingsleg and Blackburn (2013) affirm that teacher control is another aspect of the school environment that affects teacher dissatisfaction; how much stationary and control teachers have of the affairs of their classroom decisions for their satisfaction matters. The researcher found out that teachers

were reluctant to accept rural appointments because of the failure by administrators to provide adequate stationary.

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

The study observed that there were situations where some teachers left schools with better administrative support, because they had been promoted to higher positions in different places. The researcher as well found out from schools that some teachers' retention was not mainly because of support but some religious conflicts.

This result is in agreement with Bronfenbrenner (1977) on social ecological theory that employees leave or stay when environmental factors are conducive. Therefore, teachers in Kyankwanzi District did try to stay longer at their work stations mainly because there was administrative support.

### **5.1.3 Relationship between Motivation and Teacher Retention**

The objective three of the study stated, to establish the Relationship between motivation and teacher retention and sought to solicit data on the extent to which stakeholders affect teacher

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

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

The findings reaffirmed that schools shared common issues with teachers for the good of their welfare, which kept teachers longer at their stations. Similarly, SMC involvement bridged the gap between the teaching staff and parents. Chandan (2003) suggested that retention of employees revolves along motivation recognition and appreciation. This promotes team work and a sense of belonging among employees. The researcher was moved to accept this position because secondary schools in Kyankwanzi District tried to do their best towards retention of teachers.

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

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

The question of the extent to which social amenities affect teacher retention in secondary schools in Kyankwanzi District was raised to find out the impact of social amenities on teacher retention.

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

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

From my experience, the findings drawn from research question three of the study discovered that most of the schools were distant from social amenities given the fact that majority schools are rural based. This made teachers not to work in hard to reach areas

## **5.2 Conclusion**

The study about motivation and teacher retention in public secondary schools in Kyankwanzi District concludes;

Basing on the findings according to objective one, majority of secondary schools in Kyankwanzi District tried giving administrative support and putting up adequate school facilities as strategies that made teachers want to stay longer at their stations, although a few call for improvement.

Basing on the findings according to objective two, there is lack of adequate social amenities in Kyankwanzi District which de-motivates teachers to stay longer at their work places.

According to the findings in objective three, schools were doing a commendable job in fostering teacher motivation and retention but couldn't do much because of inadequate finances allocated to them, this left out many school activities unfunded which de-motivated teachers

## **5.3 Recommendations**

The study recommends that, based on the findings discussed in chapter four per objective;

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

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

There is a need to train school administrators to improve on their roles towards teacher motivation and retention.

Government should set up quality social infrastructure across the country to provide better social amenities.

#### **5.4 Areas for Further Research**

The study focused on motivation and teacher retention in public secondary schools in Kyankwanzi District, Uganda. However, further studies should be carried out on the impact of teacher recruitment policy on teacher retention in secondary schools in Uganda.

Also the impact of a geographical location of a school on teacher retention in secondary schools in Uganda.

Other further studies should be on the relationship between students' academic performance and teacher retention among secondary schools.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS AND BOG

#### INTRODUCTORY REMARKS

I am Ssenyonjo Henry, a student of Kyambogo University with REG-: 13/U/1980/GMED/PE.

I am currently undertaking my research project as a requirement for the award of the degree of Masters of Education in Policy Planning and Management. The study is on the effect of motivation on teacher retention in public secondary schools in Kyankwanzi district.

The findings and recommendations of the study will contribute to the knowledge base in the education sector and also form a basis for improvement of retaining of public secondary school teachers in Uganda. Therefore, I would like to collect data that will assist in accomplishing the objectives of this study. Kindly answer the question by ticking and/or explaining. Your contribution will be much appreciated and the information provided will be treated with utmost confidentiality. Kindly answer the questions in this questionnaire.

#### SECTION A

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

1. Sex of respondents (please tick appropriately)

Male	
Female	

2. What is your marital status (please tick appropriately)

Single	Married	Divorced	Separated	Widow/Widower	Just living together

3. What is your academic qualification (please tick appropriately)

UACE	Diploma	Graduate	Masters

## SECTION B

What strategies does your school employ to motivate and retain teachers?

SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree.

**Which of the following is true about your school?**

	Statements	SA	A	D	SD
1	My school has Set up school income generating projects to support teachers which motivates them to stay longer				
2	My school administration provides teacher's welfare which encourages them to stay longer				
3	My school leadership Initiates good relationship with teaching staff				
4	My school leadership provides job security to teachers which makes them to stay longer				
5	My school offers in-service training for staff				
6	I have been given accommodation facilitation at school				
7	The school offers Sick pay to the teachers				
8	My school offers teachers with weekly allowances				

9	I always get my salary on time				
10	my school conducts meetings with the staff to make decisions				
11	The school has a disciplinary committee for both staff and students				
11	Our school management gives promotions based on merit				
12	My school gives us transport allowances.				
13	My school pays for extra load given to teachers				
14	There is a clear weekly duty Rota for all teachers, which encourages them to like their work				
15	The school offers teachers stationery for their work, which motivates them to love their work				

What other strategies are does your school employ to motivate and retain teachers?

.....

**SECTION C**

1 What challenges does your school face towards motivating and retaining teachers?

	<b>Items</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
1	Our school has adequate financial resources to fund her activities				
2	Our school provides adequate instructional materials for teaching.				
3	The school gives a big workload to teachers.				
4	The school administration should involve every teacher in school management teamwork.				
5	Our school practices commitment and teamwork				
6	Our school gives PTA allowances to teachers				
7	Our school has adequate qualified teachers				

What other challenges do affect motivation and teacher retention in this school?

.....

## SECTION D

What strategies do you suggest to improve on motivation and teacher retention in your school?

	<b>statements</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
1	Schools should recruit qualified teachers				
2	Government should increase on school budget				
3	Schools should provide adequate instructional materials				
4	There should be provision of teacher training programs to improve on their performance				
5	Schools should put in place Teacher-performance appraisal practices				
6	Schools should allocate every school activity on the timetable				
7	The school should provide insurance cover to the staff				
8	The school should give food baskets to the teachers				

What other strategies can improve on motivation and teacher retention in your school?

## APPENDIX II

### INTERVIEW GUIDE

#### *INTRODUCTORY REMARKS*

I am Ssenyonjo Henry, a student of Kyambogo University with REG-: 13/U/1980/GMED/PE. I am currently undertaking my research project as a requirement for the award of the degree of Masters of Education in Policy Planning and Management. The study is on the effect of motivation on teacher retention in public secondary schools in Kyankwanzi district.

The findings and recommendations of the study will contribute to the knowledge base in the education sector and also form a basis for improvement of retaining of public secondary school teachers in Uganda. Therefore, I would like to collect data that will assist in accomplishing the objectives of this study. Kindly answer the question by ticking and/or explaining. Your contribution will be much appreciated and the information provided will be treated with utmost confidentiality. Kindly answer the questions in this questionnaire.

#### **SECTION A**

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

1. Sex of respondents (please tick appropriately)

Male	
Female	

2. What is your marital status (please tick appropriately)

Single	Married	Divorced	Separated	Widow/Widower	Just living together

3. What is your academic qualification (please tick appropriately)

UACE	Diploma	Graduate	Masters

**Section B**

1. For how long have you been in this position at this school?.....
2. How many teachers does you school have?.....
3. For how long does the government take to replace a teacher who has left this school...
4. How do you motivate your teachers to stay at this school?  
.....
5. What is the sequence of the responsibilities given to your teachers in terms of duration?  
.....
6. What challenges do you face towards motivation and retention of teachers in this school?  
.....
7. What strategies do you suggest towards motivation and teacher retention in schools?  
.....

**Thank you very much and may God bless you.**

**APPENDIX III**  
**DOCUMENTARY ANALYSIS CHECKLIST**

1. Minutes of the Board of Governors and staff meetings.

Attendance books

2. Annual financial statements/records.
3. Visitors' book.
4. Procurement unit files.
5. Reports and communications from the Ministry of Education and sports

Supervision and monitoring report Book for Boards of Governors

The documentary review will look at arrival books for teachers, financial documents (budgets, vouchers), school minutes, Teachers schemes of books, school timetable and others.

**APPENDIX IV**

**TABLE 2: SHOWS THE TECHNIQUES FOR SAMPLE SELECTION OF THE RESPONDENTS**

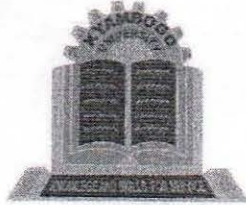
<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
<b>80</b>	<b>66</b>	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

*Source: Krejcie and Morgan (1970). Note.-N - is population size, S- is sample*

APPENDIX V

INTRODUCTORY LETTER

KYAMBOGO



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www.kyambogo.ac.ug

*Department of Educational Planning Management*

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26<sup>th</sup> May 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

**RE: SSENYONJO HENRY - 13/U/1980/GMED/PE**

This is to certify that **Ssenyonjo Henry, Reg. No. 13/U/1980/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

***Motivation and Teacher Retention in Public Secondary Schools in Kyankwanzi 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.

*Komba*

Leticia Komba Rwakijuma (Mrs.)  
**AG.HEAD OF DEPARTMENT**

