

**FACTORS INFLUENCING TEACHER TURNOVER IN PRIVATE
SECONDARY SCHOOLS IN KAWEMPE DISTRICT**

BY

BESIMBIRE ZEPHYRINO

REG. NO.2006/HD04/5105U

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF ARTS IN EDUCATION MANAGEMENT
OF MAKERERE UNIVERSITY**

AUGUST 2010

DECLARATION

I declare that this work is as a result of my independent findings; it is original and has not been submitted to any other Institution or University for any award. Where other people's work has been used, due acknowledgement has been made.

Signature..... Date

BESIMBIRE ZEPHYRINO

APPROVAL

I hereby certify that the dissertation entitled “**Factors influencing teacher turnover in private secondary schools in Kawempe District**” is the original and individual work of Mr. Besimbire Zephyrino, and has been done with my approval as University Supervisor.

Signature..... Date.....

DR. GEORGE LADAA OPENJURU

Signature..... Date.....

DR. FLORENCE BIRUNGI-KYAZZE

DEDICATION

Special thanks to my dear wife, Milly; to our lovely kids, Elizabeth, Bridget, Patricia, David , and Daniel; for brightening our life and for the love that goes on and on; to mum, dad, and siblings for early socialization, education, continuous understanding and support.

ACKNOWLEDGMENT

I am gratefully indebted to my supervisors' Dr. Florence Birungi-Kyazze and Dr. George Ladaa Openjuru for constant guidance and encouragement; intellectual and professional support that enabled me complete this work.

Special thanks go to all Lecturers at School of Education but most especially Dr. Sekabembe, Dr. Kasenene, Dr. Bakkabulindi, Dr. Onen, Dr. Nkata, Mr. Ssewanyana, and Prof. Musazi, for the encouraging advice, cooperation during the entire course, and for making a difference in my life.

I am grateful to my wife (Milly) and our lovely children (Elizabeth, Bridget, Patricia, David, and Daniel); for prayers, and understanding.

Lastly, to my course mates in MA (Educ.Mgt) for the sharing, learning, and interaction; and to all that I did not take time to name I thank you from the bottom of my heart.

TABLE OF CONTENTS

	Page
Title page	i
Declaration	ii
Approval	iii
Dedication	iv
Acknowledgement	v
Table of contents	vi
List of tables	ix
List of figures	xi
Abstract	xii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background	1
1.2 Problem Statement	4
1.3 Purpose of the Study.....	5
1.4 Objectives	5
1.5 Hypotheses	6
1.6 Scope	6
1.7 Significance	7

CHAPTER TWO: LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Theoretical review	8
2.2 Conceptual framework	9
2.3 Review of related literature	10
CHAPTER THREE: METHODOLOGY	18
3.0 Introduction	18
3.1 Research design	18
3.2 Study population	18
3.3 Sampling techniques.....	19
3.4 Data collection instruments	19
3.5 Content validity of instruments.....	20
3.6 Reliability of instruments	21
3.7 Research procedure	22
3.8 Data analysis.....	22
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	
4.0 Introduction	24
4.1 Description of respondents' background	24
4.2 Description of the dependent variable: teacher turnover in private secondary schools	28
4.3 Verification of hypotheses	33

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS..	56
5.0 Introduction	56
5.1 Discussion	56
5.2 Conclusions	63
5.3 Recommendations	63
5.4 Areas to further research	64
REFERENCES	65
APPENDICES	70

LIST OF TABLES

		Page
Table 4.1:	Distribution of respondents by school ownership	24
Table 4.2:	Distribution of respondents by gender	25
Table 4.3:	Distribution of respondents by marital status	25
Table 4.4:	Distribution of respondents by age bracket	26
Table 4.5:	Distribution of respondents by academic qualification	26
Table 4.6:	Distribution of respondents by experience	27
Table 4.7:	Distribution of respondents by teaching subjects	27
Table 4.8:	Distribution of respondents by job tenure.....	28
Table 4.9:	Respondents self rating on their job turnover in private secondary schools	29
Table 4.10:	Distribution of respondents views on their job turnover	30
Table 4.11:	Descriptive statistics on respondents self rating on their job turnover	31
Table 4.12:	Respondents self rating on motivation in private secondary schools	34
Table 4.13:	Distribution of respondents views on motivation	37
Table 4.14:	Respondents self rating on motivation in private schools ...	38
Table 4.15:	Pearson’s correlation co-efficient index between teachers’ turnover and motivation	41
Table 4.16:	Respondents self rating on work environment in private schools	42

Table 4.17:	Respondents' opinions on work environment in private schools	44
Table 4.18:	Respondents self rating on work environment in private schools	45
Table 4.19:	Pearson's correlation co-efficient index between teacher turnover and work environment	48
Table 4.20:	Respondents self rating on their work policy in private schools	49
Table 4.21:	Distribution of respondents' opinions on work policy.....	51
Table 4.22:	Respondents self rating on work policy.....	52
Table 4.23:	Pearson's correlation co-efficient index between work policy and teacher turnover	55

LIST OF FIGURES

	Page
Figure 4.1: Histogram and curve showing distribution of respondents on their job turnover	32
Figure 4.2: Distribution of respondents on motivation in private secondary schools	39
Figure 4.3: Scatter dot graph showing correlation between motivation and teacher turnover	40
Figure 4.4: Distribution of respondents on work environment	46
Figure 4.5: Scatter dot graph showing correlation between work environment and teachers' turnover	47
Figure 4.6: Histogram and curve showing distribution of respondents on work policy	53
Figure 4.7: Scatter dot graph showing correlation between work policy and teacher turnover	54

ABSTRACT

The study was to find out the factors affecting teacher turnover in private secondary schools in Kawempe Division. It was guided by three objectives: To find out the effect of motivation, work environment and work policy (independent variables) on teachers' turnover (dependent variable) in private secondary schools in Kawempe Division.

The survey design was cross-sectional involving 196 respondents' selected using systematic sampling from 14 private secondary schools selected by simple random sampling. The study employed both qualitative and quantitative data collection techniques with a self administered questionnaire as the main instrument, supplemented by interview guide and observation. Data was analyzed using Pearson correlation coefficient index and presented using tables and graphs.

The findings of the study revealed a positive significant effect between teachers' motivation and turnover, work environment and turnover, work policy and teachers' turnover. From the study findings the researcher concluded that there is a significant positive effect between teachers' motivation, work environment, work policy and job turnover in private secondary schools in Kawempe Division.

To reduce teachers' turnover in private secondary schools the researcher recommends that private secondary schools will do well when teachers are motivated through the use of financial and non financial means to keep pace with rising costs of living. Work environment of teachers be improved by treating them fairly well through developing a cordial work environment at school. Finally, the work policy be streamlined in enrolling, maintaining, and retaining competent teachers in their respective schools.

CHAPTER ONE

1.0 Introduction

This chapter gives the background, statement of the problem, purpose, objectives, research questions, hypotheses, scope and significance of the study.

1.1 Background

This section gives the historical, theoretical, conceptual and contextual perspectives of the study.

1.1.1 Historical Perspective

Teacher turnover is a source of concern among educators and policy makers in the teaching profession. This has been a centre of several studies done by several researchers among them Ecimon (2007) in a study about effect of motivation on teacher retention in public secondary schools in Nakifuma sub-county Mukono district. He found out that prompt remuneration was a great factor that was used to retain teachers. However, giving teachers responsibilities such as being a head of department, promotion and other responsibilities increases teachers' performance but did not necessarily motivate them to continue working in public secondary schools for a long time. Kanamwangi (2005) carried out a study on factors affecting employee retention in institutions of higher learning and found out that rewards, motivation and work environment greatly determined the rate of employee turnover. Babungi (2001) studied on intra-organizational communication and staff retention in institutions of higher learning in

Kabalore district and found out that when there is good communication and flow of information between lecturers and management their turnover reduces.

Munene, et al (1996) in a study about factors influencing effectiveness in public schools found out that teachers' moral and motivation to work was low, many teachers absented themselves from classes, others usually came late and did not prepare adequately for their lessons. Survey conducted by Education International found that Uganda is one of the countries facing the problem of private secondary school teacher turnover (Sinyolo, 2007). However, none of these studies did not directly relate the three factors this study is targeting on turnover and on private secondary schools in Kawempe Division prompting the researcher to undertake this study.

1.1.2 Theoretical perspective

The study was guided by Expectancy Theory by Vroom (1964). The Theory argues that people choose to behave from among alternative causes of behavior based on their expectations (Stoner, 2002). Robbins and Coulter (1999); Eugene (2006) state that an individual's strength of a tendency to act in a certain way is based on the expectation that the act will be followed by a given outcome and the attractiveness of that outcome to the individual. The Theory emphasizes a relationship between an act and outcomes, that a particular act will be followed by a predictable outcome (Mullins, 1999; Cole, 2000).

Going by the Theory if teachers expect to be motivated, have good work environment, and work policy they will remain work on their jobs situation. Teachers will remain

working in a school that values them and that provides better and fair motivation, work conditions, and work policies and the reverse is true. The strength of teachers' turnover depends on how strongly they believe they will achieve what they anticipated. Due to Expectancy Theory teachers are able to predict which job offer to take up and which one to exit from basing on motivation, work environment, and work policies in place.

1.1.3 Conceptual perspective

Factors according to Longman (1978) are the circumstances that contribute to a result. This study entailed factors like motivation, work environment and work policy. Bennell (2004) defines motivation as the psychological process that influences individual behavior with respect to the attainment of work place goals and tasks. In this study motivation referred to financial rewards involving salary and allowances, non-financial rewards involving, promotions, praise, responsibility and recognition. Work environment according to Maicibi (2003) is the organizational working climate that facilitate whether work will be smoothly done or not. In this study work environment meant teacher treatment at work, teacher to teacher relationship, teacher and head teacher relationship. Work policy in this study referred to admission policies, transparent appointment terms of work available and firing regulations. Turnover is a combined total of those employees who move into and out of employment in an institution during certain time (Cole 2000, Stredwick 2001). In this study teacher turnover will refer to teacher sense of belonging at school, continued service delivery, organizational citizenship, and committing to work within the appointment period.

1.1.4 Contextual perspective

Contextually, the study was conducted in private secondary schools in Kawempe Division. This division has very many private secondary schools in Kampala district. In the Kampala District education annual report (2008) it was noted that many teachers in private secondary schools are ever moving in and out affecting negatively the educational standards. The indicators of this problem of teacher turnover noted included rampant part timing, lack of a sense of belonging at school, low commitment of teachers and increase in quitting from the teaching service. Although there could be other factors leading to this, the researcher's interest was in motivation, work environment and work policy. Hence the need to undertake the study to find out the influence of motivation, work environment and work policy on teacher turnover in private secondary schools in Kawempe division.

1.2 Problem statement

Reduction in teacher turnover in terms of encouraging to develop a sense of belonging in employees with the institution, developing an organizational citizenship behavior in employees and developing a sense of commitment at work plays a major role in the enhancement and achievement of educational goals in private secondary schools. However, Ingersoll (2003) asserts that "private schools are facing a critical demand for new teachers at the turn of the century, and many researchers and educators have identified the key source of the challenge as high rate of teacher turnover". In the same vein, Mulkeen, Chapman, DeJaeghere and Leu (2007) state that teacher turnover affects

schools, teachers and students in Africa; teachers enjoy their relationship with students and make pride in contributions they make to students' learning.

Although there could be other factors leading to the same in Kawempe division the Kampala District education annual report (2008) put much emphasis on motivation which is reflected in financial rewards involving poor pay, delay of salary and lack of allowances. Non financial motivation where teachers are not praised, recognized, and not offered responsibility. Poor work environment which is reflected in form of mistreatment of teachers, poor work conditions, and poor work relationships with subordinates. Work policy which involve unclear admission, firing, promotion and poor appointment policies. It is on this account that the researcher found it prudent to undertake the study to establish the influence of motivation, work environment and work policy on teacher turnover in private secondary schools in Kawempe division.

1.3 Purpose of Study

The study was to examine the influence of motivation, work environment and work policy on teacher turnover in private secondary schools in Kawempe division.

1.4 Objectives

The study was particularly guided by the following objectives

- i) To investigate the effects of motivation on teacher turnover in private secondary schools in Kawempe division.

- ii) To establish the effect of work environment on teacher turnover in private secondary schools in Kawempe division.
- iii) To examine the effect of work policy on teacher turnover in private secondary schools in Kawempe division.

1.5 Hypotheses

The study was guided by the following hypotheses:

- i) Motivation has a positive effect on teacher turnover in private secondary schools in Kawempe division.
- ii) Work environment has a positive significant effect on teacher turnover in private secondary schools in Kawempe division.
- iii) Work policy has a positive significant effect on teacher turnover in private secondary schools in Kawempe division.

1.6 Scope

The study was limited to private secondary schools in Kawempe division which is one of the five divisions of Kampala district. It focused on factors influencing teacher turnover including motivation, work environment and work policy. It was done in 14 private secondary schools involving 196 respondents.

1.7 Significance

The study is beneficial to Ministry of Education and Sports as the main policy making body, district education managers, and managers of private secondary schools as it provides information on how to deal with the problem of teacher turnover in private secondary

schools. The study benefits parents and students in the way that when quality teachers are retained, it leads to achievement of educational goals since teachers are stable on their jobs. Teachers will benefit from the study findings since their problems will be addressed which will make them concentrate on their work hence better performance. The study findings add to existing body of knowledge and stimulate further research into factors that affect teacher turnover by future researchers.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents available literature on theoretical review, conceptual framework that examines relationships among variables and literature related to study objectives.

2.1 Theoretical Review

The study was guided by the Expectancy Theory by Victor Vroom in 1964. The Theory argues that people choose to behave from among alternative causes of behavior based on their expectations (Stoner, 2002). Robbins and Coulter (1999); Eugene (2006) states that an individual's strength of a tendency to act in a certain way is based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The Theory emphasizes a relationship between an act and outcomes, that a particular act will be followed by a predictable outcome (Cole, 2000). When teachers expect to be fairly rewarded basing on their effort, to be fairly treated on job with better work environment and fair application of work policy like admissions, appointment, and firing regulations, their job turnover is low and the reverse is true. Employees keep long on job when there is a link between motivation, work environment, and when managed well (Stewart, 1997). Gross et al (2005) argues that motivation, work environment, and managed well can act as powerful factors in employees efforts to keep on their jobs. Individuals will demonstrate high level of job belonging if they are well motivated, operating in a good work environment and managed well, hence the relevancy of the Theory to the study.

2.2 Conceptual framework

Following Victor Vroom's Expectancy Theory (1964). Fig. 2.1 provides a frame work which relates the variables in the study.

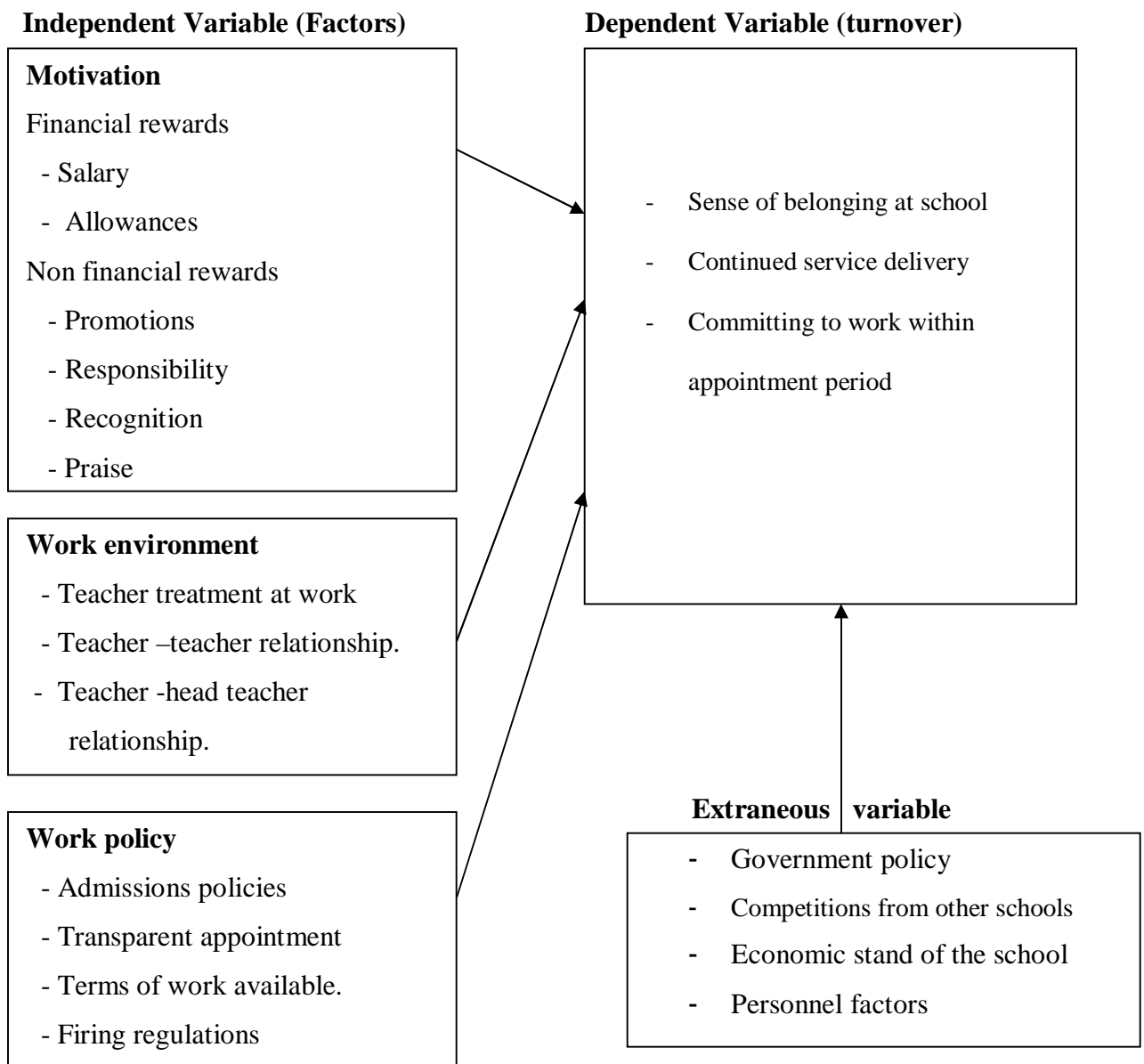


Figure 2.1: Conceptual framework relating factors to teacher turnover.

Source: Constructed using ideas of Robbins and Corter (1999), Stoner (2002), Gosh (2005), Eugene (2006) and Chandan (2007).

The frame work in Fig 2.1 shows that the independent variables (factors) conceptualized into motivation involving financial rewards with key concepts as salary and allowances, non financial rewards with promotions, responsibility and recognition. Work environment as another factor involved teacher treatment at work, teacher – to –teacher relationships and teacher to head-teacher relationships. Work policy involved admission policies, transparent appointment, terms of work available and firing regulations. These were hoped to have a direct impact on the dependent variable (teacher turnover) in private secondary schools in Kawempe division for when teachers are motivated, better treated, and managed well their turnover reduces in terms of increased teacher sense of belonging. Continued service delivery and committing to work within appointment period increases and when neglected teachers will end up looking for schools where they will be fairly rewarded, treated and cope with standards set. However, there are other factors affecting teacher turnover apart from those of the independent variables including government policy, competition from other schools, economic stand of the school and personnel factors.

2.3 Review of related literature

This chapter reviewed literature that was basically related with the three study objectives namely motivation, work environment, work policy and teacher turnover.

2.3.1 Motivation and teacher turnover

Bennell (2004) defines motivation as the psychological processes that influence individual behavior with respect to the attainment of work place goals and tasks. There

seems to be less motivation of teachers in Africa, many of the teachers are poorly motivated due to a combination of low morale, job satisfaction, poor incentives, and inadequate controls. Eugene (2006) defines motivation as the propensity of the individual to behave in a certain manner at a time and in a certain situation. Being motivated means that a particular behavior has to follow. Ghosh (2005) argues that the manager has to create conditions that make people satisfied and help them to achieve their best.

Motivation focuses on factors related to feelings of satisfaction/ dissatisfaction at work and their influence to turnover. The studies that referred to such factors that are similar to teacher turnover suggest that teacher's dissatisfaction and teachers pursuing other jobs are more likely to change or leave the school (Ingersoll, 2004). Other studies argue that dissatisfaction is the primary factor influencing employee turnover (Robbins & Coulter, 1999; Ghosh, 2005; & Chandan, 2007).

At the same time, arguing that salary increases reduces the likelihood that teachers in Texas would leave the district, yet teacher's mobility was much more strongly related to characteristics of students than salary. However, Ingersoll (2001) argues that a monetary reward is the main reason why people work. This means that increase in salary reduces teacher turnover, and hence higher pay is associated with lower teacher turnover. Salary is an important determinant of the length of time that teachers stay in a school; teachers who are paid more stay longer than those that receive less. Good pay encourages employees to work harder, be more dedicated, and enthusiastic. Financial security helps employees to concentrate on their jobs without worrying on how to make ends meet.

Croasmun, Hampton, and Herrmann, (2006), in a study about teacher attrition in U.S.A found that private school teachers stated salary as the main reason for leaving the profession. In the same study, it is argued that salary is the most important factor in the career change of male educators, but not for female educators. Teachers leave for higher paying jobs in other professions/schools. Teachers who are better paid tend to stay in teaching/schools longer than those with lower salaries.

Salary payment plays a key role because it is the most vital factor of employment relationship and is of critical importance to both employees and employers. Employees depend on salary because it is their only source of income (Ghosh, 2005). Mulkeen, Chapman, DeJaeghere, and Leu, (2007), argue that if teachers do not regard their salary as a sufficient, fair or adequate compensation for the amount of work they do then they quit the job. Low salaries and the absence of increases, lack of benefits contribute to teacher turnover.

Ingersoll (2004), posts that teachers in private schools are often paid less than in other kinds of schools and they depart accordingly. A low salary is a source of poor morale, especially when compared with the payment of other employees doing a similar work or those in other organization in the same industry. Employees become disgruntled when they feel that their rewards are not keeping up with current industry rates or are not keeping up with rising prices. According to Brehm and Kassin (1996), people may strive for rewards but social psychological factors need consideration, rewards affect intrinsic motivation and turnover results. High salary alone is good to recruit and keep qualified

teaching staff, research has consistently demonstrated that it is not sufficient to attract and keep teachers in schools. Studies have not provided much evidence that teachers prefer higher salary increase. The overall salary structure should ensure that the institution attracts and recruits the quality of staff it requires, encourage suitable staff to remain with an organization, operate flexibly enough to accommodate market and other changes, as well as achieve equity in pay for similar jobs. In Uganda, most institutions pay very little and prefer employing new and female teachers, which impact on teacher turnover (Mulkeen, Chapman, DeJaeghere and Leu, 2007).

Ingersoll (2004), indicate that poor salaries are not the only reason for the high levels of turnover in schools. A significant number of those who depart from schools report that they are hampered by inadequate support from school administration, too many intrusions on classroom teaching time, student discipline problems and limited staff input into school decision making, and dealing with a misinformed community which believes that teachers enjoy numerous vacations, and that their jobs are easier than other professions. Buckley (2004) argues that the community has great expectations from education, yet teachers are accorded low social status and held in low esteem, thus difficulty of hiring and retaining good teachers in the schools. Some studies have argued that males are more prone to switch schools than their female counter parts, when they are even receiving similar salaries (Buckley, Schneider, and Shang, 2004). Teacher turnover tend to be higher in schools serving academically poor achieving students than high achieving schools, with weaker evidence that salary affects turnover, while academically poor schools have a higher teacher turnover (Ingersoll, 2004).

With those theoretical assertions relating motivation and teacher turnover. Ecimon (2007) in a study about effect of motivation on teacher retention in public secondary schools in Nakifuma sub county Mukono district found out that prompt remuneration, was a great factor used to retain teachers. However, giving teachers responsibilities such as being head of department, promotion and other responsibilities increases teachers' performance but did not necessarily motivate them to continue working. Kanamwangi (2005) in a study about factors affecting employee retention in institutions of higher learning found out that rewards particularly financial rewards affected teacher retention. Despite these findings the main intention of this study was to find out the effect of motivation, work environment and work policy on teacher turnover in private secondary schools, not motivation alone hence the move to under take the study, and not in Mukono district but in Kawempe division.

2.3.2 Work environment and teacher turnover

Work environment refers to the organizational climate in the school, including a variety of support from management and staff, peers, parents, teachers influence over school activities, teaching load, demographics of students, employment safety, school resources and facilities, and student discipline. Work environment is the teachers' perceived sum of non-pecuniary factors that represent the organizational climate in the school. So in deciding to remain or leave teaching in a certain school, teachers make continuous assessments of the attractiveness of teaching in a certain school, or alternative activities that they might pursue (Mulkeen, Chapman, DeJaeghere, and Leu, 2007).

The attractiveness of teaching in private secondary schools is closely associated with work conditions. Poor work conditions bring about teacher turnover. According to Stredwick (2001), turnover can be categorized as voluntary and compulsory. Voluntary turnover is when a person leaves the organization to take up a job elsewhere, raise a family, set up a business, or enter fulltime education, or due to a partner's relocation, retirement due to age or ill-health, while compulsory turnover is when one is dismissed from work due to misconduct, ill health, or redundancy.

Private school teacher turnover is highly influenced by poor work environment which include among others relatively low levels of school administrative support, student discipline problems, control over classroom policies and lack of input in school policies by the teaching staff (McGrath and Princiotta, 2005; Ingersoll and Smith, 2003). However, Mulkeen, Chapman, DeJaeghere, and Leu, (2007), argue that work environment refers to the amount of work teachers do, and the support they receive from the community. In private schools teachers are over-loaded with teaching hours to an average of 14 classes per week; the numbers of students per class are unnecessarily high, this affects them and hence turnover.

Leadership and administrative support are cited components of work environment influencing teacher turnover (Ingersoll, 2004). Robbins and Coulter (1999), argue that leadership and administrative support includes vision and expectations, good relations with staff, and fair allocation of tasks. Note that the quality of school and students

academic achievement, school infrastructure and resources, are related to work environment and teacher turnover.

Although the above literature relates work environment with teacher retention Babungi (2001) in a study about intra- organizational communication and staff retention found out that good flow of information between teacher, fellow teacher and with top management reduces their job turnover, however if the relationship is bad teacher turnover increases. However, Babungi (2001) concentrated on only one aspect of work environment that is communication between the different parties in the school yet this study dealt with teacher treatment in addition to other factors.

3.2.3 Work policy and teacher turnover

The overall intention of work policy like admissions, appointment and firing regulations is to ensure that institution attracts and recruits quality staff it requires, encourages suitable staff to remain with an organization, operate flexibly enough to accommodate market and other changes. In Uganda most secondary schools pay very little attention to admission, recruitment, and firing regulations (Mulkeen, Chapman, DeJaeghere, and Leu, 2007), Cole (2000) indicates that some institutions adopt a policy of early retirement in which an employee may leave early or may stay on after normal retirement age, depending on their fitness and their ability to fulfill their employment contract. Jackson et al (1986) points out that in most organizations, employees lose interest in their jobs owing to the over whelming expectations attached to the job. Ingersoll (2002), and Viadero (2002), propose that improvements in the conditions of the teaching job, such as

increased support for teachers, and enhanced teaching staff input into school decision making, would all contribute to low turnover.

Afunadula (1996) argue that recruitment of staff in terms of internal and external recruitment where the process of filling the job vacancy through promotion or attracting an existing employee within the organization should be retained on their job for long. It involves searching for obtaining potential job candidates in sufficient numbers and quality so that the organization can select the most appropriate people to fill its jobs for long. Akabwai (2007) stressed that poor selection of tutors in Uganda College of Commerce determined more their job turnover. When incompetent staff is recruited they are often fired and the challenge is to look for competent ones. Most institutions face problems including inappropriate recruitment methods, a badly designed appointment system, uncompetitive inappropriate grievance and discipline procedures and practices, and major blockages in the firing systems (Cascio, 1998). Kasozi (2003), states that institutions should devise and put in place detailed and transparent appointment, promotion, and firing regulations. Institutions should avoid the use of intrigue, favoritism, and bending of regulations to fit individuals favored by the administration, for this would kill the institution in a short time.

However, this assumes that the teachers are static and that when the environment is conducive they will stay. It is sometimes not only the environment that causes turnover. Most studies are from developed countries, and there is need for homegrown research to focus on Uganda in particular. This is the object of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents steps that were followed in carrying out the study. It entails the research design, study population, sampling, data collection methods, research procedure, validity and reliability of instruments and data analysis techniques followed in the study.

3.1 Research Design

The study was a descriptive in nature using cross-sectional survey design. This design used by the researcher collected information from respondents once without visiting them repeatedly (Amin 2005). In addition it gives accurate and factual information easily. The researcher used both qualitative and quantitative methods of data collection.

3.2 Study Population

The study population were teachers and head teachers from private secondary schools located in Kawempe division with about 600 teachers. Information available at Kawempe division shows the distribution of private secondary schools into parishes of Kawempe 1, Kawempe 11, Kazo-Angola, Kanyanya, Bwaise 1, Bwaise 11, Bwaise 111, Kikaya, Mulago 1, Mulago 11, Mulago 111, Komamboga, Makerere 1, Makerere 11, Makerere 111, Mpererwe, Kyebando and Wandegeya.

3.3 Sampling Techniques and Sample Selection Methods

From the target population of 600 teachers Krejcie and Morgan (1970) Table of Sample Size Determination suggest a minimum number of 196 respondents as key informants. The 14 private secondary schools were selected using simple random sampling thus all parishes of Kawempe division had equal chances of being included in the study. Then a number of 14 teachers from each of the 14 private secondary schools in Kawempe division were selected using a probability sampling method / systematic sampling strategy by the researcher from attendance registers offered by school management. Every third teacher on the attendance register was included in the study. The study employed multi research instruments using both primary and secondary methods. Systematic sampling was preferred because it is easier to perform, less subjective to interviewer errors, provides greater information per unit cost, and frequently spreads more uniformity over the entire population thus providing more information about the population (Upton and Cook, 1999).

3.4 Data Collection Instruments

The self administered questionnaire was the main instrument with items on the background variables as section A. Section B consisted of the independent variables that is to say factors involving B1 on motivation, B2 on work environment, B3 on consisting of questions on work policy and lastly section C on dependant variable–teacher turnover. The first part of questionnaire had closed ended questions because key informants were literate and gave ready answers while the last part of the questionnaire had open- ended questions because there was need for the respondents to give their own views. Another

instrument that was used was interview guide was also used. Key informants flexible interviews were carried out with teachers to crosscheck the responses in the questionnaire so as to capture information not provided by the questionnaire. In this more specific and truthful in-depth answers were obtained. Observation also another research instrument that guided the researcher on the areas to critically and accurately watch and note thus it helped to tally the respondents information with what was on ground and draw accurate conclusions. Lastly documentary analysis such as annual reports, Ministry of Education and Sports records, text books and journals both print and electronic were reviewed to back up primary data not easily obtained through the questionnaire and the interview guide instruments.

3.5 Content Validity of Instruments

Validity refers to the extent to which an instrument of data collection measures what it was designed to measure (Amin: 2005). Content validity refers to how well an instrument includes a representative sample of questions that relate to the domain being measured (Pattern, 2004). To ensure content validity of the survey instruments, the researcher made extensive literature review of independent and dependent variables and other literature to develop appropriate instrument content. To develop additional instrument content, four informed, competent and expert persons in research methods including my two supervisors and two lecturers in the East African Institute of Higher Education Studies and Development, critiqued the content of the developed questionnaire. The professionals determined whether the instruments contained clear and appropriate content as deemed necessary to measure the study objective. The professionals were asked to identify any

area of study that was not well represented in the research instrument and propose possible questions. Further, the professionals checked for the clarity of questions and instructions. Once the professionals accomplished all the above tasks, revision and modification of the instrument was done. The revised instrument was then re-submitted to the professionals for re-evaluation after which corrections were made and the final instrument developed (see Appendix A).

3.6 Reliability of Instruments

Reliability is the extent to which an instrument of data collection yields similar results under constant conditions on all occasions. It is the consistency, accuracy or precision of a measuring instrument in measuring what it is constructed to measure (Litwin, 1995). A split-half reliability test was therefore conducted to determine the consistency and stability of the survey instrument. Litwin (1995) recommended the split half reliability test as good as administering the different forms to the same sample at different points in time. To carry out the split half reliability test, the instrument was administered to 20 teachers in Nakawa division who were randomly selected from the population of teachers in private secondary schools. A sample of 20 respondents was deemed adequate for the reliability test according to recommendations of Alreck and Settle (1995). The authors recommend the use of a sample approximately 10% of parent population as large enough to compute statistical analyses. A Spearman Brown coefficient of 0.73 was obtained which showed that the measuring instrument was reliable. A post hoc analysis using the study sample generated a Spearman Brown coefficient of 0.75 which confirmed the reliability of the survey instruments. Reliability of the instrument was also established by

the researcher through the use of Cronbachs Alpha co-efficient method of internal consistency which was computed through the use of statistical package for social scientists.

3.7 Research Procedure

After approval of the proposal the researcher obtained an introductory letter from the school of education, Makerere University that was shown to the Education Officer in Kawempe Division, head-teachers and teachers in private secondary schools used in this study requesting for their co-operation. The researcher used the directors of studies in each respective school to serve as research assistants, giving out and collecting back answered questionnaires from the respondents. After which the researcher collected them ready for analysis.

3.8 Data Analysis

Descriptive and inferential statistics were used to analyze all quantitative data gathered on motivation, work environment, work policy and teacher turnover. The analysis was based on survey data collected from teachers in private secondary schools in Kawempe division. All items included in the survey measured factors influencing teacher turnover in private secondary schools in Kawempe division using a Likert scale.

After data collected, was edited, coded into a computer package for social scientists (SPSS). The programme helped the researcher to generate summary statistics such as frequency tables, means, standard deviations, and graphs. At univariate level, data

analysis was based on relative frequencies (percentages). At bivariate level, the actual data analysis was done through the use of Pearson's correlation co-efficient index to correlate teacher turnover with motivation, work environment and work policy. Analysis of qualitative data was done in a way that the responses were recorded, described as given by the respondents either as direct quotes or in descriptive statements and presented in form of texts and quotations. Descriptive statements enabled the researcher to provide a more illustrative description of the respondents' comments. As data was analyzed and reported, emerging common themes and patterns in respondents' comments enabled the study to describe and interpret information as it related to motivation, work environment, work policy and teacher turnover

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter gives demographic information of respondents, description of the dependent variable and ends with achievement of respective objectives and testing pertinent hypotheses.

4.1 Description of respondent's background

In this section description of respondents by school ownerships, gender, marital status age bracket, academic qualification, experience, teaching subjects and job tenure is presented.

Table 4.1: Distribution of respondents by school ownership

School ownership	Frequency	Percent
Individual	92	77.3
Company	17	14.3
Religious organization	10	8.4
Total	119	100.0

According to Table 4.1 respondents showed that their schools are individually owned 92 (77.3%) as compared to 17 (14.3%) who showed that their schools are owned by companies while 10 (.4%) who showed that their schools are owned by religious

organizations. This suggests that most respondents in this study were from individually owned schools.

This study also went to find out the distribution of respondents by gender:

Table 4.2: Distribution of respondents by gender

Gender	Frequency	Percent
Male	73	61.3
Female	46	38.7
Total	119	100.0

Table 4.2 shows that most respondents in this study were male 73 (61.3%) as compared to 46(38.7%) who were female. This suggests that most teachers in Kawempe Division where this study was conducted are male.

Table 4.3: Distribution of respondents by marital status

Marital status	Frequency	Percent
Married	43	36.1
Single	69	58.0
Others (specify)	07	5.9
Total	119	100.0

Table 4.3 indicates that most teachers in the schools where this study was done were single 69(58.0%) as compared to married teachers 43(36.1%) while 07 (5.9%) were widowed, nuns and brothers.

Table 4.4: Distribution of respondents by age bracket

Age bracket	Frequency	Percent
20-30 years	86	72.3
31-40 years	25	21.0
41-50 years	07	5.9
51 + years	1	.8
Total	119	100.0

Table 4.4 most of the respondents were in the age group 20-30 years, 86(72.3%), followed by those in the age group 31-40 years, 25(21.0%). Respondents in the age group 41-50 years were 07(5.9%) and least representation were respondents in the age group 51+ years 1(0.8%). This suggests that most teachers on the schools where this study was conducted were between 20-40 years old.

Table 4.5: Distribution of respondents by academic qualification

Qualification	Frequency	Percent
Diploma	22	18.5
Degree holder	88	73.9
Postgraduate	7	5.9
Others specify	2	1.7
Total	119	100.0

Results from Table 4.5 shows that most of the respondents in the schools where this study was conducted were degree holders 88(73.9%) compared to diploma holders 22(18.5%) while post graduates were only 07(5.9%). Those who follow under ‘others’ were only 02(0.7) and these were engaged on diploma course. School managers where the study was done prefer to employee degree holders as compared to diploma holders.

Table 4.6: Distribution of respondents by experience

Experience	Frequency	Percent
0-10 years	103	86.6
11-20 years	15	12.6
20+ years	1	0.8
Total	119	100.0

According to Table 4.6 most of the respondents in this study had teaching experience 0-10 years 103(86.6%). These were followed by respondents with teaching experience 11-20 years 15(12.6%) while 1(0.8%) respondents had teaching experience 20+ years. This suggests that most teachers in Kawempe Division’s private Secondary Schools had teaching experience of 0-10 years.

Table 4.7: Distribution of respondents by teaching subjects

Teaching subjects	Frequency	Percent
Arts	84	70.6
Sciences	35	29.4
Total	119	100.0

Table 4.7 indicates that most of the respondents in the schools where this study was done were Arts teachers 84(70.6%) compared to 35(29.4%) who teach sciences. This suggests that there are more Arts teachers in Kawempe Division’s private Secondary Schools than Science teachers.

Table 4.8: Distribution of respondents by job tenure

Tenure	Frequency	Percent
Permanent	31	26.1
Part timer	68	53.3
Contract	18	15.1
Others	04	3.4
Total	119	100.0

Table 4.8 most of the respondents in this study were part-timers 66(55.5%). These were followed by permanent teachers 31(26.1%). While those on contract basis were 18 (15.1%) yet 04(3.4%) had no clear tenure on their job. Most schools where this study was done were part-time teachers.

4.2 Description of the dependent variable: teacher turnover in private secondary schools in Kawempe Division.

Teacher turnover the dependent variable in this study was conceptualized using four quantitative items / questions and one qualitative question. Using the four quantitative items respondents were asked to do self rating on their job turnover in private secondary schools in Kawempe Division. Rating was based on Likert scale ranging from one which

represented strongly disagree, two represented disagree, three represented agree and four represented strongly agree: Table 4.9 gives descriptive statistics there from:

Table 4.9: Respondents self rating on job turnover in private secondary schools

Indicator of teacher turnover	Scale	Number percent	Number cumulative percent	Mean	Standard development
C1 I feel I belong to this school forever	Strongly disagree	29(24.4)	82(68.9)	2.142	0.87
	Disagree	53(44.5)			
	Agree	28(23.5)			
	Strongly agree	9 (7.6)			
C2 I will continue serving this school	Strongly disagree	10(8.4)	38(31.9)	2.68	0.75
	Disagree	28(23.5)			
	Agree	70(58.8)			
	Strongly agree	11(9.2)			
C3 I am committed to this school at whatever cost	Strongly disagree	13(10.9)	48(40.2)	2.60	0.83
	Disagree	35(29.4)			
	Agree	57(47.9)			
	Strongly agree	14(11.8)			
C4 I f there is an opportunity some where I would leave this school	Strongly disagree	5(4.2)	24(20.2)	3.04	0.78
	Disagree	19(16.0)			
	Agree	61(51.2)			
	Strongly agree	34(28.6)			

Table 4.9 respondents disagreed with item C1, that they feel they belong to their schools forever 82(68.9%) compared to those who agreed 37(31.1%). This suggests that they feel they can move away. This slightly differed with C2 for most respondents 81(67.4%) showed that they would continue serving the school compared to 38(31.9%) who disagreed. On item C3, most respondents showed they are committed to their schools at whatever cost 71 (59.8%) compared to those not committed 48(40.2%) yet on item C4 showed that if there is an opportunity they would leave their schools 95(79.8%) compared to 24(20.2%) who indicated that even if there is an opportunity somewhere, they would not leave their schools. The cumulative percents from Table 4.9 therefore suggest that teacher turnover was high in the study schools. These findings differed with those of respondents from the qualitative item on teacher turnover. Table 4.10 shows their opinions.

Table 4.10: Distribution of respondents views on their job turnover

Indication of turnover	Frequency	Percent
I will keep here for many years	34	29.0
I can leave this school anytime	79	67.5
I am not sure of whether am leaving this school or not	04	3.5
Total	117	100.0

Table 4.10 shows that most of the respondents in this study had opinion that they could leave their schools anytime 79(67.5%) as compared to 34(29.0%) who indicated that they

still wanted to serve their schools, and 04(3.5%) indicated that they were not sure of whether they could leave the schools. This suggests that teachers were ready to leave their schools.

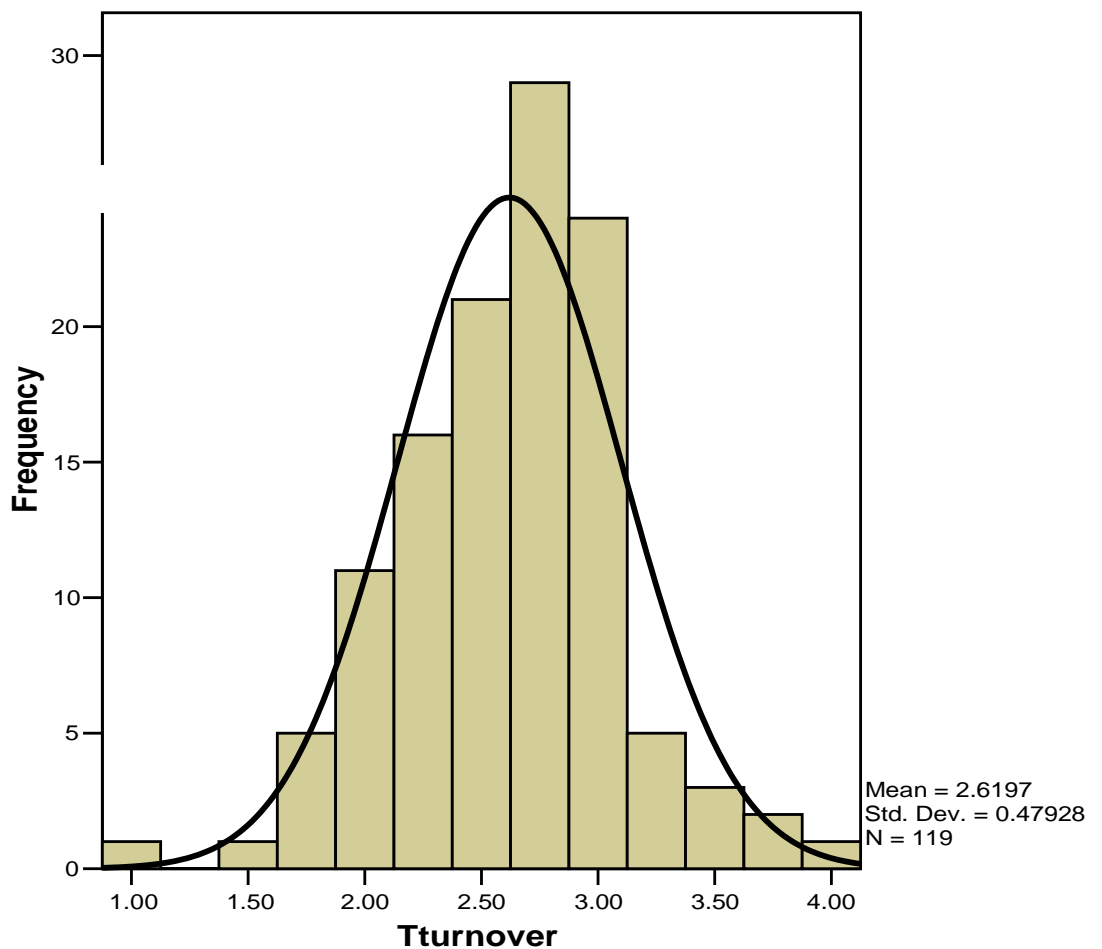
To give a general view of the respondents opinions on their comments on job turnover. “If I get a good job I can run away.” “I have served many application letters and I am waiting for the feedback.” “I am looking forward to go back for further studies.” “I am tired of working in private schools where people don’t have trust in me.” All these statements clearly show that they would go away from their job if offered a chance. To get an overall view of how teachers rated on their job turnover, all items from table 4.9 were aggregated into one over all index (Tturnover) which is an acronym for teachers’ turnover on their jobs.

Table 4.11: Descriptive statistics on respondents self rating on their job turnover

Statistics		Value
Mean		2.619
95% confidence interval for mean	Lower	2.532
	Upper	2.706
Median		2.750
Standard deviation		.479
Range		3.00
Skew		-.173

Table 4.11 teachers turnover is a bit high mean 2.619 which suggests that teacher's turnover is slightly higher. The low standard deviation .479 suggests that respondents' views did not differ from one respondent to another. This implies that they had similar views on their job turnover. Also from Table 4.11: there is skew -173 which shows that respondents were slightly concentrated on the side that agrees with turnover if they had an opportunity. To confirm their findings a histogram and curve were generated and appeared as below.

Figure 4.1: Histogram and curve showing distribution of respondents on their job turnover.



The figure shows that most of the respondents were concentrated on the right side of the histogram curve which suggests that their job turnover was slightly higher in private secondary schools in Kawempe Division.

4.3 Verification of hypotheses

This Section gives description of the three study hypotheses namely motivation, work environment, work policy and their effects on teacher turnover in private secondary schools in Kawempe Division. The researcher presents each of these in the next subsections.

4.3.1 Motivation has a positive effect on teacher turnover in private secondary schools in Kawempe division.

Respondents were asked to give their opinions on motivation using ten quantitative questions and one general qualitative question. Rating on the ten quantitative items was based on Likert scale ranging from one which represented strongly disagree, two represented disagree, three represented agree, and four represented strongly agree. Table 4.12 gives results there from:

Table 4.12: Respondents self rating on motivation in private secondary schools

Indicator of motivation	Scale	Number percent	Number cumulative percent	Mean	Standard Deviation
B 1.1 My salary tallies with my qualification	Strongly disagree	40(33.6)	89(74.8)	2.016	.947
	Disagree	49(41.2)			
	Agree	18(15.1)			
	Strongly agree	12(10.1)	30(25.2)		
B 1.2 My salary is paid on time	Strongly disagree	17(14.3)	38(31.9)	2.77	.969
	Disagree	21(17.6)			
	Agree	53(44.5)			
	Strongly agree	28(23.5)	81(68)		
B 1.3 My allowances are promptly paid	Strongly disagree	34(28.6)	65(54.7)	2.32	1.058
	Disagree	31(26.1)			
	Agree	35(29.4)			
	Strongly agree	19(16.0)	54(45.4)		
B 1.4 The allowances paid to me are defined	Strongly disagree	33(27.7)	57(47.9)	2.39	1.063
	Disagree	24(20.2)			
	Agree	42(35.3)			
	Strongly agree	19(16.0)	61(51.3)		
B 1.5 The promotion policy is clear to me	Strongly disagree	25(21.0)	67(56.3)	2.296	.889
	Disagree	42(35.3)			
	Agree	42(35.3)			

	Strongly agree	9(7.6)	51(42.9)		
B1.6 I was promoted for hard work	Strongly disagree	23(19.3)	55(46.2)	2.521	.998
	Disagree	32(26.9)			
	Agree	43(36.1)			
	Strongly agree	21(17.6)	64(53.7)		
B1.7 I am accorded repute in this school.	Strongly disagree	16(13.4)	43(36.1)	2.966	.801
	Disagree	27(22.7)			
	Agree	63(52.9)			
	Strongly agree	13(10.9)	76(63.8)		
B 1.8 I am offered extra responsibility	Strongly disagree	8(6.7)	24(20.1)	2.613	.854
	Disagree	49(13.4)			
	Agree	67(56.3)			
	Strongly agree	28(23.5)	95(79.8)		
B1.9 Responsibility offered is accompanied by pay	Strongly disagree	34(28.6)	68(57.2)	2.243	.982
	Disagree	34(28.6)			
	Agree	39(32.8)			
	Strongly agree	12(10.1)	59(42.9)		
B1.10 I am recognized by all members at school	Strongly disagree	10(8.4)	23(19.3)	3.06	.893
	Disagree	13(10.9)			
	Agree	54(45.4)			
	Strongly agree	41(34.5)	95(79.9)		

From Table 4.12 teachers disagreed with item B1.1 that their salaries tallies with qualifications 89 (74.8%) compared to 30(25.2%) who agreed. This suggests that teachers' salaries are low as compared to their qualifications. On item B1.2 respondents showed their salaries are paid on time 81(68%) compared to 38(31.9%) who disagreed, which suggests that despite teachers salaries being low, they are paid on time. On item B1.3 respondents disagreed that their allowances are promptly paid 65(54.7%) compared to 54(45.4%) who disagreed which suggests that teachers allowances are delayed at times. However respondents agreed with item B1.4 that the salaries paid to them are defined 61(51.3%) compared to 57(47.9%) who showed that allowances paid to them are not defined. This implies that school managers bother to indicate areas where teachers should be getting allowances. On item B1.5 teachers disagreed that their promotion policy is clear 67(56.3%) compared to those who agreed 51(42.9%) which suggests that one can be promoted without any achievement.

Respondents on item B1.6 showed that, they were promoted for hard work 64(53.7%) compared to 55(46.2%) who disagreed. Teachers on item B1.7 showed they are accorded repute in their schools 76(63.8%) compared to 43(36.1%) who disagreed. Respondents on item B1.8 showed that they are offered with extra responsibilities 95(79.8%) compared to 24(20.1%) who indicated that they are not offered. However on item B1.9 they showed that responsibility accorded to them is not accompanied by pay 68(5.2%) compared to 59(42%) who agreed that responsibility is paid for. Teachers in this study agreed that they are recognized by all staff members 95(79.9%) compared to 23 (19.3) who disagreed.

Cumulative percentages from Table 4.12 suggest that respondents were not adequately motivated through financial means but adequately motivated through non financial means. This concurred with their rating on the mean values for highest rating was on item B1.10 “I am recognized by all staff members at school mean = 3.06” while rated lowest on item B1.1 “my salary tallies with my qualification, mean = 2.016”. This almost concurred with their views on motivation from the qualitative question about motivation as indicated in Table 4.13:

Table 4.13: Distribution of respondents views on motivation

Motivation	Frequency	Percent
I am paid a good salary	18	15.6
My salary arrears are paid	20	17.3
I am recognized on the job	31	26.9
I am praised & promoted for hard work.	46	40.2
Total	115	100.0

Table 4.13 indicates respondents opinions on the qualitative question about motivation showed most teachers are praised and promoted for hard work 46 (40.2%), followed by those who indicated that they are recognized on their job 31(26.9%). Respondents who showed that their arrears are paid were 20(17.3%) those who showed that they are paid a good salary were 18(15.6%) This suggests that school managers in private secondary

schools in Kawempe Division prefer to motivate teachers through non-financial means as compared to financial means of motivating. To get a general view of how they opined on motivation the following are some of their comments. “The money I am paid is too little,” my salary is on piece rate but I am underpaid since each period is paid for 700 shillings when they give you an extra assignment here, it is not paid for” but I am recognized on this job,” “I am recognized and offered repute by all teachers students and other members at school”. The views of respondents suggested therefore that teachers’ financial motivation are minimal and low compared to the efforts they put in. To get a general view of how teachers rated on motivation all items from Table 4.12 were aggregated into one average index rewards which is an acronym for teacher motivation. Table 4.14 gives summary statistics there from:

Table 4.14: Respondents self rating on motivation in private schools

Statistic		Value
Mean		2.522
95% confidence interval for mean	Lower	2.429
	Upper	2.620
Median		2.500
Std-Dev.		.530
Range		2.90
Skew		-.037

Table 4.14 mean value 2.522 suggests that generally teachers are fairly motivated on their job. The standard deviation .530 shows that they had almost similar views on motivation

and almost no skew. To test this, a histogram and curve were generated and appeared as in Figure 4.2 below:

Figure 4.2: Distribution of respondents on motivation in private secondary schools

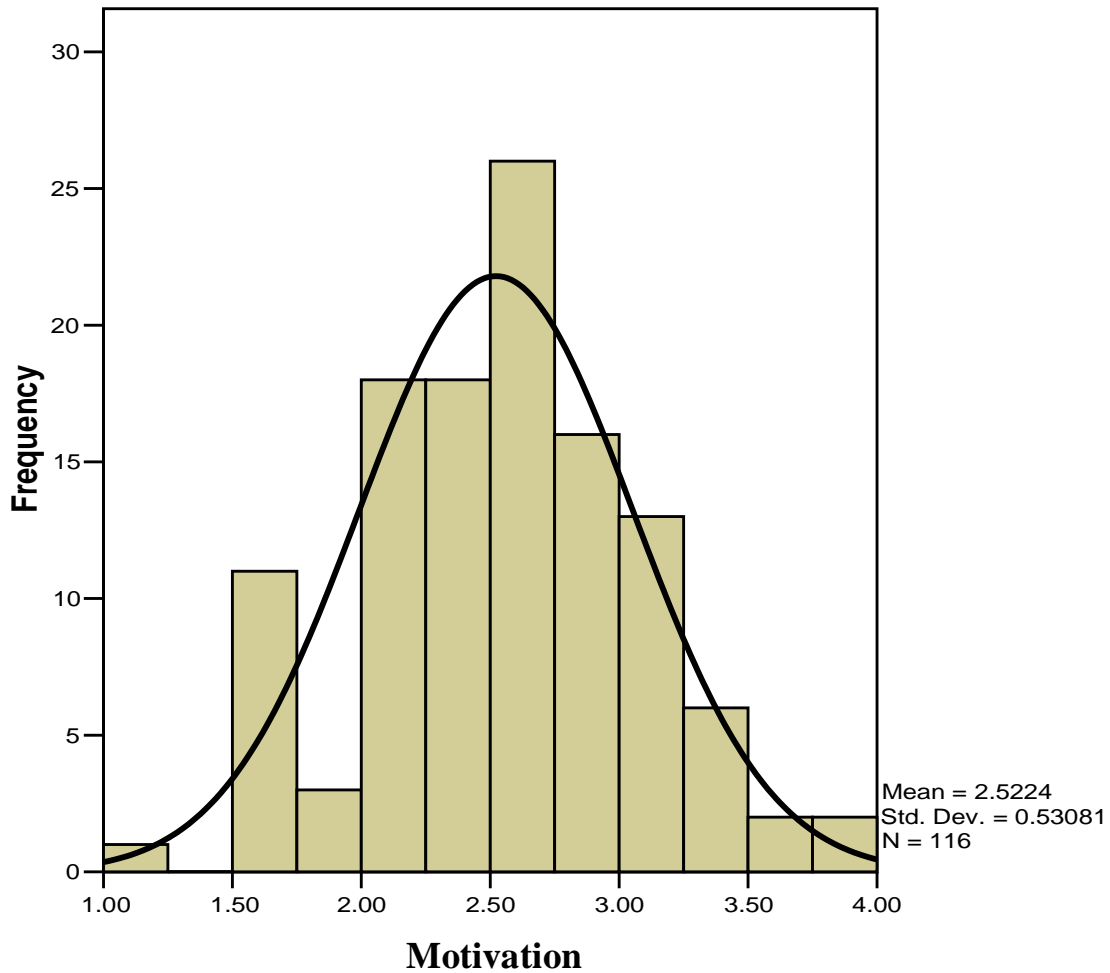


Figure 4.2 suggests that respondents are fairly motivated since the curve is normally in the center of the histogram. To test whether motivation affected teachers turnover, the two indices Tturnover for teachers' turnover and Tmotivation for teachers' rewards were graphically correlated as in Figure 4.3 below:

Figure 4.3: Scatter dot graph showing correlation between motivation and teacher turnover

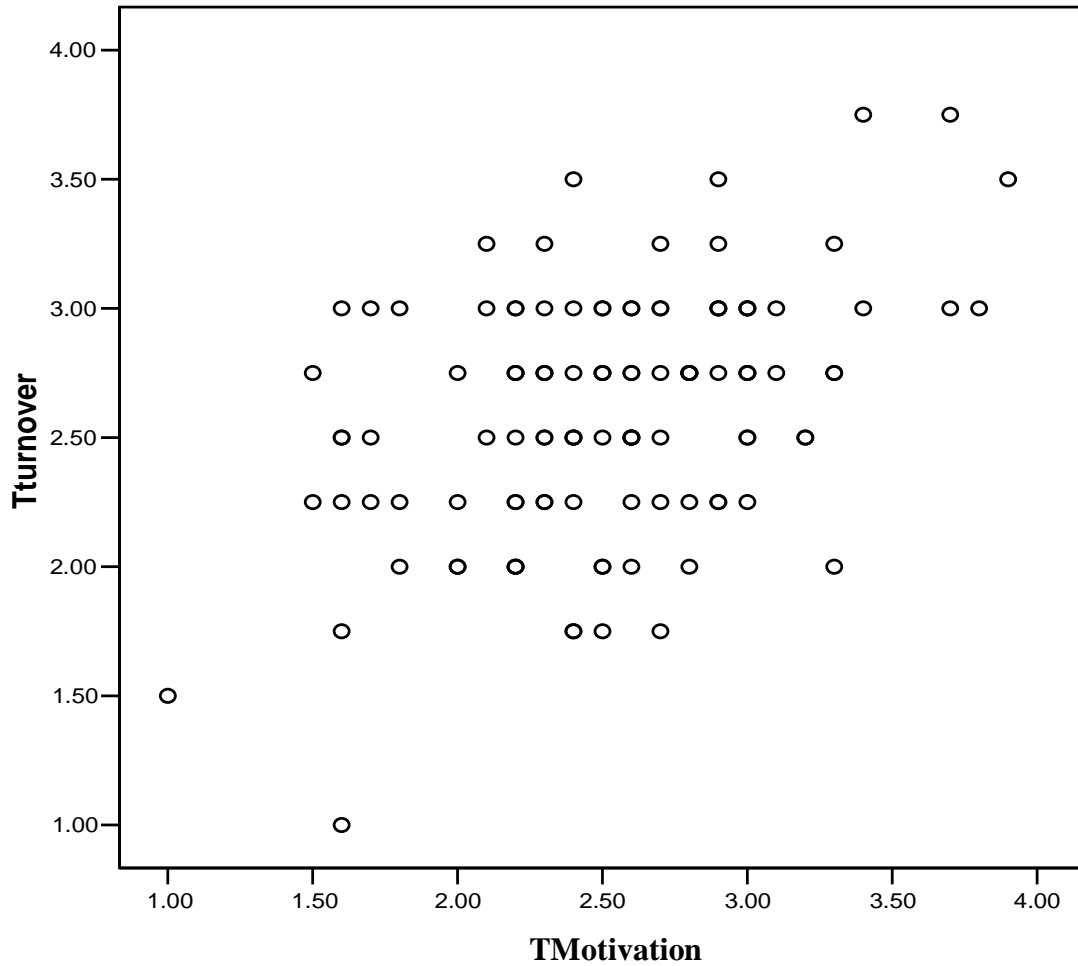


Figure 4.3, there is a positive significant correlation between motivation and teacher's turnover in private secondary schools in Kawempe Division. To confirm this, the two indices Tturnover and Tmotivate for teacher turnover and teacher motivation were correlated using Pearson's correlation co-efficient index as in table 4.15:

Table 4.15: Pearson’s correlation co-efficient index between teacher turnover and motivation

		Tturnover	Motivation
Tturnover	Pearson’s correlation	1	.429 ^{xx}
	sig (2-tailed)		.000
	N.	119	116
Motivation	Pearson’s correlation	.429 ^{xx}	1
	sig (2-tailed)	.000	
	N.	116	116

Correlation is significant at 0.05 level (2-tailed).

Table 4.15 shows Pearson’s correlation co-efficient for teachers turnover and motivation $r = .429^{xx}$ and positive, having a significant ($P = .000$) which is less than 0.05. Thus teachers who were motivated on job were capable of keeping on their job for along time than their counterparts who were not adequately motivated. This therefore suggests that there is a positive significant relationship between teacher turnover and motivation at the 5% level of significance.

4.3.2 Work environment has a positive effect on teachers’ turnover in private secondary schools in Kawempe division

Respondents were asked on work environment using five quantitative questions and one qualitative question. Here respondents were asked to do their self rating basing on Likert scale ranging from one which represented strongly disagree, two represented disagree,

three represented agreed and four represented strongly agree. Table 4.16 gives pertinent descriptive statistics on work environment:

Table 4.16: Respondents self rating on work environment in private schools

Indicator of work environment	Scale	Number/ percentage	Number/ cumulative percent	Mean	Std deviation
B2.1: The way I am treated in this school is good	Strongly disagree	8(6.7)	23(19.3)	2.873	.719
	Disagree	15(12.6)			
	Agree	80(67.2)	96(80.6)		
	Strongly agree	16(13.4)			
B2.2: I relate well with fellow teachers	Strongly disagree	3(2.50)	7(5.9)	3.319	.662
	Disagree	4(3.4)			
	Agree	64(53.8)	112(94.1)		
	Strongly agree	48(40.3)			
B3.3: The head teacher cracks a joke with me.	Strongly disagree	10(8.4)	26(21.8)	2.974	.868
	Disagree	16(13.4)			
	Agree	60(50.4)	93(78.1)		
	Strongly agree	33(27.7)			
B3.4: The head teacher attends to my problems	Strongly disagree	6(5.0)	28(23.5)	2.907	.759
	Disagree	22(18.5)			
	Agree	68(57.1)	91(76.4)		
	Strongly agree	23(19.3)			
B2.5: Teachers listen to	Strongly disagree	6(5.0)	25(21)	2.966	.769

my problems	Disagree	19(16.0)	94(79)		
	Agree	67(56.3)			
	Strongly agree	27(22.7)			

Table 4.16 respondents agreed with item B2.1 that the way they are treated in their schools is good 96(80.6%) compared to 23(19.3%) who disagreed. This suggests that teachers are well treated at school. Respondents agreed with item B2.2 that they related well with fellow teachers 112 (94.1%) compared to 7(5.9%) who disagreed, which suggests a cordial work environment between teachers. Teachers agreed with item B2.3 that the head-teacher cracks a joke with them 93(78.1%) compared to 26(21.8%) who disagreed which indicates that teacher – head teacher relationships are good. They further agreed that the head teacher attends to their problems 91(76.4%). Finally on item B2.5 respondents agreed that teachers listen to their problems 94(9%) compared to 25(21%) who disagreed, which suggests good teacher-teacher relationships. The cumulative percents therefore suggest a good work environment for teachers. This is in agreement with the means for all mean values are nearing three with highest rating on item B2.2 “I relate well with fellow teachers mean = 3.319 and rated lowest on item B2.1. “The way I am treated in this school is good mean = 2.873”. The mean values therefore suggest a good work environment.

The above findings are almost similar with those given by respondents from the open-ended question of the questionnaire. Table 4.17 shows how they opined with work environment.

Table 4.17: Respondents' opinions on work environment in private schools

Work environment	Frequency	Percent
The head teachers involves me in decision making	29	24.3
I relate and chat well with fellow teachers	60	50.4
Other teachers assist and cover my lessons in case I am sick.	30	25.3
Total	119	100.0

Respondents from Table 4.17 on the qualitative item/ open ended questions about work environment showed that they relate, chat well with fellow teachers 60(50.4), followed by those who indicated that other teachers assist them and cover their lessons in case they are sick 30(25.3). Those who showed that their head teachers involve them in decision making were 29(24.3). This therefore suggests a conducive work environment in private secondary schools in Kawempe Division. The following are some of their comments. “I associate with fellow teachers in various aspects ranging from academics, drama, music and other games”. “My head teacher greets me every morning” my head of department listens and forwards my requests to the head teacher.” “We contribute to each and every ones wedding and burial ceremonies.” These comments in addition to others suggest that teachers relate well hence a conducive work atmosphere.

To get a general view of how respondents rated on work environment all items in table 4.16 were aggregated into one average index environment which is an acronym for teachers work environment. Table 18 gives results there from:

Table 4.18: Respondents self rating on work environment in private schools.

Statistic		Value
Mean		3.00
95% confidence interval for mean	Upper	2.902
	Lower	3.114
Median		3.000
Std deviation		.584
Range		3.00
Skew		.993

The mean value 3.00 from Table 4.18 suggests teachers work environment in most private secondary schools in Kawempe Division are good and their opinions ranged from 2.902 to 3.114 at the 95% confidence interval. The low standard deviation .584 suggests that respondents had almost similar views on their work environment. The .993 skew suggests that most respondents were concentrated on the left side of the curve.

To confirm these findings a histogram and curve were generated and appeared as in Figure 4.4:

Figure 4.4: Distribution of respondents on work environment.

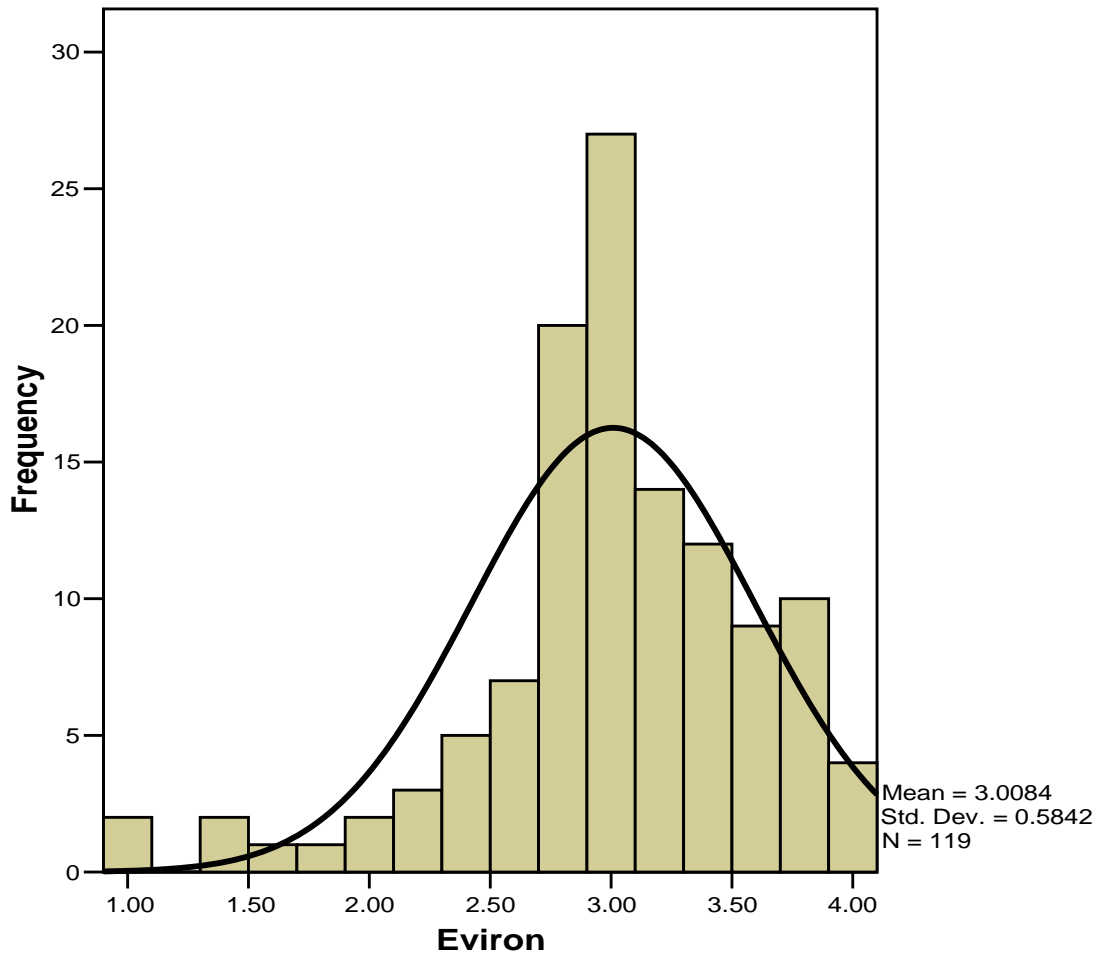
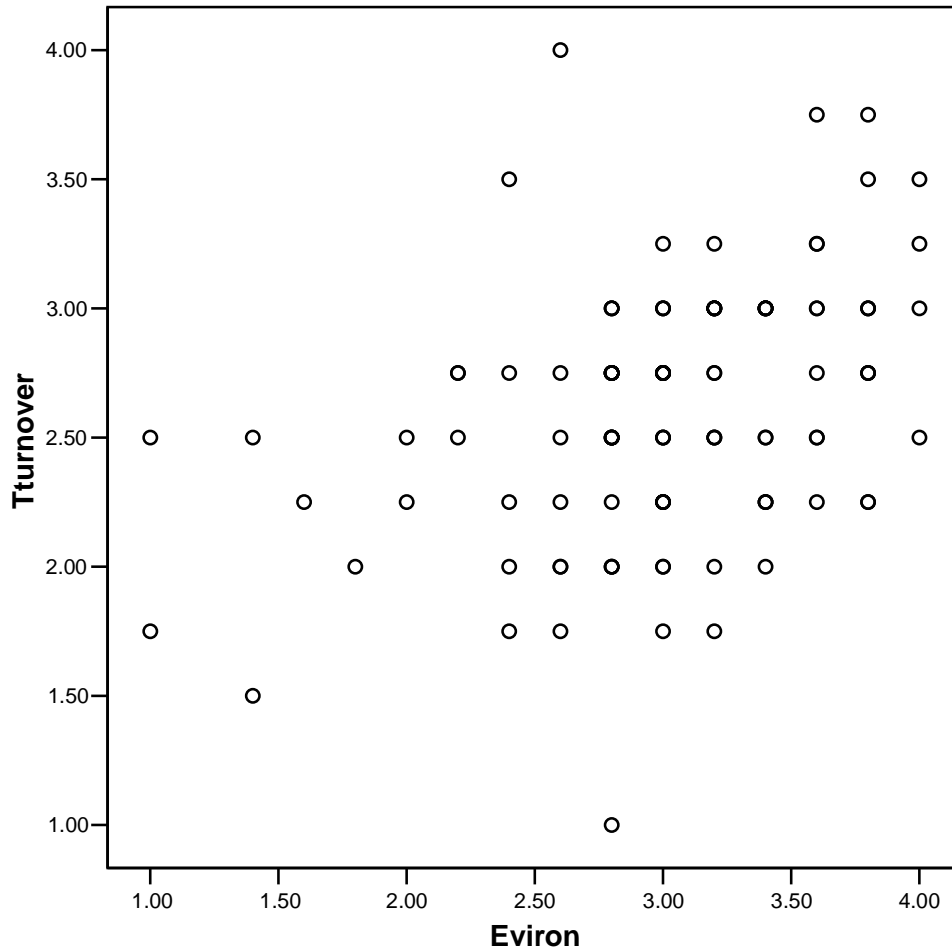


Figure 4.4 shows that most of the respondents were concentrated on the left side of the histogram curve which suggests that their work environment was highly conducive. To test whether work environment affected teachers' job turnover a scatter dot graph was generated and appeared as in Figure 4.5:

Figure 4.5: Scatter dot graph showing correlation between work environment and teachers' turnover.



The scatter dot graph in Figure 4.5 suggests that there is a positive correlation between teacher turnover and work environment. To confirm this, the two indices Tturnover for teacher turnover and environ for work environment were correlated using Pearson's correlation co-efficient index as shown in Table 4.19:

Table 4.19: Pearson’s correlation co-efficient index between teacher turnover and work environment

		Turnover	Work environment
Turnover	Pearson’s correlation	1	.394 ^{xx}
	sig. (2 tailed)		.000
	N	119	119
Work environment	Pearson’s correlation	.394 ^{xx}	1
	sig. (2. tailed)	.000	
	N	119	119

Correlation is significant at 0.05 level (2-tailed)

Table 4.19 shows Pearson’s correlation co-efficient for teachers turnover and work environment $r = .394^{xx}$ and positive having a significant ($P = .000$) which is less than 0.05. Thus teachers who had a conducive work environment on their job were capable of performing higher than their counter parts that had a poor work environment. This suggests that there is a positive significant relationship between teacher turnover and work environment of teachers at the 5% level of significance.

4.3.2 Work policy has a positive effect on teachers’ job turnover in private secondary schools in Kawempe division.

Respondents here were asked to do their self rating on seven quantitative items, and to give their opinions on one general qualitative question. Rating on the quantitative/ closed ended questions was based on Likert scale ranging from one which represented strongly

disagree, two represented disagree, three represented agree, and four represented strongly agree. Table 4.20 gives pertinent descriptive statistics:

Table 4.20: Respondents self rating on work policy in private schools

Indicator of work policy	Scale	Number percent	Number cumulative percent	Mean	Std. Dev.
B3.1 I was recruited in this school through proper channels	Strongly disagree	3(2.5)	11(9.2)	3.336	.716
	Disagree	8(6.7)			
	Agree	54(45.4)			
	Strongly agree	54(45.4)	108(90.8)		
B3.2 The recruitment I followed was well defined.	Strongly disagree	5(4.2)	20(16.8)	3.169	.809
	Disagree	15(12.6)			
	Agree	53(44.5)	98(82.3)		
	Strongly agree	45(37.8)			
B3.3 After my interview the results were announced to me.	Strongly disagree	12(10.1)	41(34.5)	2.823	.944
	Disagree	29(24.4)			
	Agree	46(38.7)	78(65.6)		
	Strongly agree	32(26.9)			
B3.4 I was offered an	Strongly disagree	22(18.5)	52(43.7)		

appointment letter.	Disagree	30(25.2)	67(56.3)	2.697	1.108
	Agree	29(24.4)			
	Strongly agree	38(.31.9)			
B3.5 Terms of work on my job were explained to me.	Strongly disagree	13(10.9)	46(38.6)	2.73	.942
	Disagree	33(27.7)			
	Agree	45(37.8)			
	Strongly agree	28(23.5)			
B3.6 Firing procedures on my job are well defined.	Strongly disagree	28(23.5)	59(49.6)	2.504	1.09
	Disagree	31(26.1)			
	Agree	32(26.9)			
	Strongly agree	28(23.5)			
B3.7 Before my firing I am warned.	Strongly disagree	16(13.4)	39(32.7)	2.756	.947
	Disagree	23(19.3)			
	Agree	54(45.4)			
	Strongly agree	26(21.8)			

Results from Table 4:20 on item B3.1 showed that most teachers had been recruited through proper procedures 108 (90%) as compared 11(9.2%) who disagreed. On item B3.2 respondents agreed that the recruitment policy they went through was well defined 98(82.3%) compared to 20(16.8%) who disagreed. This suggests that before recruiting any teacher all necessary inquiries, assessment forms for all teachers are cross checked and closely followed to enroll new teachers. Respondents on item B3.3 agreed that after their interview, results were announced 78(65.6%) as compared to 41(34.5%) who did

not get feedback. Teachers on item B3.4 agreed that they were offered an appointment letter 67(56.3%) compared to 52(43.7% who did not receive their appointment letters. This implies that job security for teachers is considered in the schools were this study was done.

On item B3.5 respondents indicated that terms of work on their job were explained 73 (61.3%) compared to 46(38.6%) who disagreed. This suggests that they were told about the do's and don'ts of the school to avoid mistakes. Teachers on item B3.6 agreed that they were made aware of firing procedures since they are well defined 60(50.4%) compared to 59(49.6%) who disagreed that they don't know what can make them loose their jobs. Finally on item B3.7 respondents agreed that before being fired they are warned 80(67.2%) compared to 39(32.7%) who disagreed with the same.

These findings concur with respondents on the qualitative item about work policy.

Table 4.21: Distribution of respondents' opinions on work policy

Work policy	Frequency	Percent
I was recruited on merit	56	48.2
I was inducted on the job	41	35.3
I was provided with an appointment letter	19	16.5
Total	116	100.0

Table 4.21 shows that most of the respondents 56(48.2%) were recruited on merit. These were followed by those who showed that they were inducted on job 41(35.3%) and few of the respondents showed they were provided with an appointment letter and secure on

their job 19(16.5). To get an over all view of how respondents rated on work policy the following are some of their views. “I applied for this job, called for the interview and succeeded”. “I was given my appointment letter”. “I was given feed back from the interview”. “I was introduced before teachers; students and other non-teaching staff”. This therefore suggests that work policies are good in private secondary schools in Kawempe Division.

To get an over all view of how respondents rated on work policy all items from Table 4.20 were aggregated into one average index Cmechanisms which is an acronym for work policy. Table 4.22 shows pertinent summary statistics:

Table 4.22: Respondents self rating on work policy

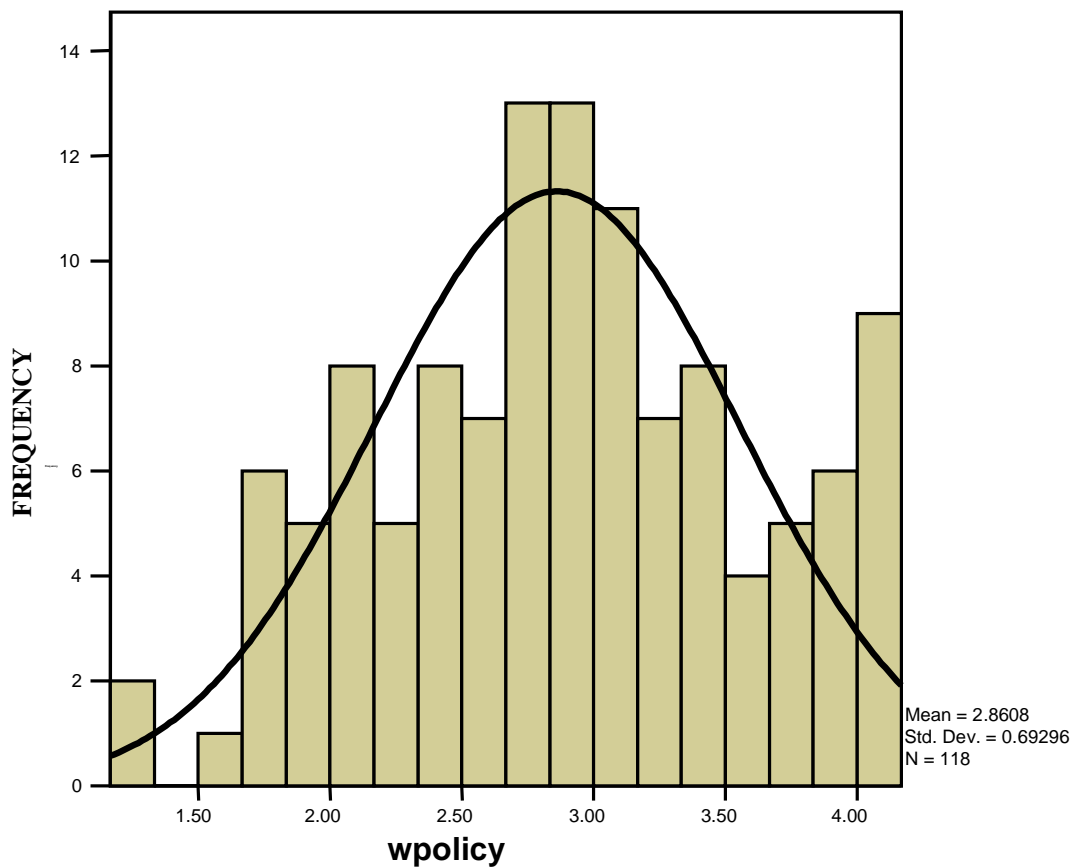
Statistic		Value
Mean		2.860
95% confidence interval for mean	Lower	2.734
	Upper	2.987
Median		2.857
Std deviation		0.692
Range		2.71
Skew		-.104

The mean value from Table 4.21 on work policy (mean = 2.860) suggests that work policy in private secondary schools in Kawempe Division are good. The views of

respondents ranged between 2.734 to 2.987 of respondents ranged between 2.734 to 2.987 at the 95% confidence interval. The low standard deviation .692 suggests respondents views did not vary so much from one respondent to another.

We also note from Table 4.22 that there was negative skew = -.104 suggesting that work policy were highly good. To confirm these findings a histogram and curve were generated and appeared as in Figure 4.6:

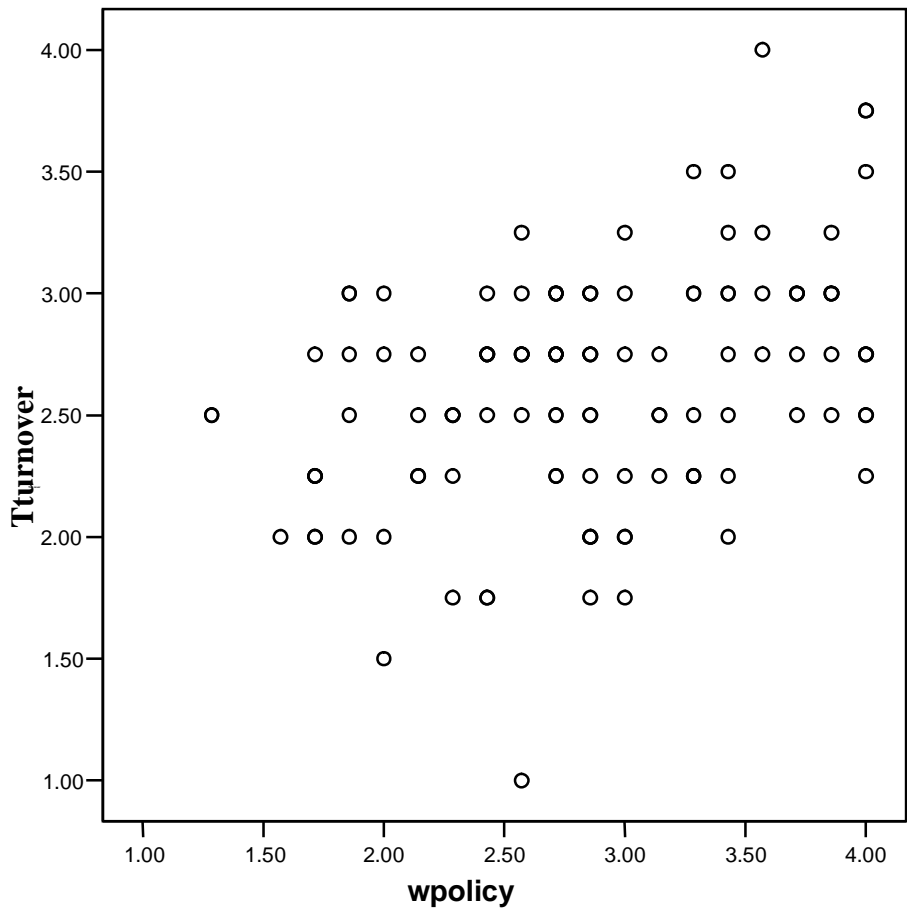
Figure 4.6: Histogram and curve showing distribution of respondents on work policy.



The figure shows that most of the respondents were concentrated on the left side of the curve which suggests that work policy were good. To test whether work policy affected

teachers' turnover the two indices Tturnover for teachers' turnover and mechanisms for work policy were graphically correlated as using a scatter dot graph as on Figure 4.7:

Figure 4.7: Scatter dot graph showing correlation between work policy and teacher turnover.



The scatter dot graph suggests that there is a positive relationship between work policy and teachers' job turnover. To confirm this, the two indices Tturnover for teacher turnover and mechanisms for work policy were correlated using Pearson's correlation coefficient index as in Table 4.23:

Table 4.23: Pearson's correlation co-efficient index between work policy and teacher turnover

		Turnover	Work policy
Turnover	Pearson's correlation	1	.381 ^{xx}
	Sig (2-tailed)		.000
	N	119	118
Work policy	Pearson's correlation	.381 ^{xx}	1
	Sig (2-tailed)	.000	
	N	118	118

Correlation is significant at 0.05 level 2 tailed.

Table 4.23 shows Pearson's correlation co-efficient index for teacher turnover and work policy $r = .381^{xx}$ and positive having a significance $P = .000$ which less than 0.05. Thus schools with good work policy were capable of highly retaining teachers than those with bad work policy. This therefore suggests that there is a positive significant relationship between work policy and teacher turnover at the 5% level of significance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the researcher presents discussion of the study, conclusions and recommendations based on the results discussed in chapter four.

5.1 Discussion

In this section, the researcher discusses results obtained from the study. The main research instrument was a self-administered questionnaire with closed ended and open-ended questions at the end of each main variable. The discussions follow hypothesis by hypothesis.

5.1.1 Motivation positively affect teacher job turnover in private secondary schools in Kawempe division.

The results obtained showed a positive significant relationship between motivation and teachers job turnover in private secondary schools in Kawempe Division Table 4.15: $r = .429^{**}$ sig = .000. This implies that teachers who where adequately financially and non-financially motivated on their jobs were in a position to keep their jobs longer than their counter parts who were not adequately motivated. The above findings were empirically supported, Ecimon (2007) in a study about the effect of motivation on teacher retention in public secondary schools in Nakifuma sub county Mukono District, found out that prompt remuneration was a great factor that affected the retention of teachers. Motivation

through monetary rewards is the main reason why people work. Increase in ones salary reduces ones job turnover and hence higher pay is associated with low teacher job turnover. Salary is an important determinant of the length of time that teachers stay in a school, teachers who are paid more stay longer than those who receive less. Kanamwangi (2005) empirically supported the study that motivation through financial rewards makes employees satisfied on their job hence reducing on their job turnover

In line findings were theoretically supported by several theoretical assertions including Ingersoll (2001) who stressed that good pay encourages teachers to work harder, be more dedicated and enthusiastic. Financial security helps employees to concentrate on their jobs not worrying on how to make ends meet. Croasmon, Hampton and Hermann (2006) in a study about teacher attrition in USA supports the findings that most teachers in private schools stated that salary is the main reason for leaving teaching. The findings supported this study in that salary is the most important factor in career change for male educators, but not for female educators. It was revealed that teachers who are better paid tend to stay in teaching longer than those with lower salaries hence supporting the finding that when teachers are satisfied on their job through higher pay then the lower the rate of their job turnover.

The finding is more less similar to Ghosh (2005) Mulken, Chapman, DeJaeghere and Leu (2007) who emphasized that when teachers do not regard their salary as sufficient, fair, or adequate compensation for the amount of work they do then they quit the job due to low salaries and absence of increases, lack of benefits contribute significantly towards

teachers job turnover. Ingersoll (2003) concurs with the finding here by putting it that teachers in private schools are paid less than those in other kinds of schools and they depart accordingly. Poor payments in private secondary schools were identified to be a source of poor morale especially when compared to other employees doing the same job in other organizations in the same industry. Employees become disgruntled when they feel that their rewards are not keeping up with current industry rate or are not keeping pace with rising prices.

The finding was in direct agreement with Musaaazi (2005) who pointed out that an institution should be more careful when handling transfers and down ward movement at work. This is because most employees tend to see transfers and down word movements as punishments rather than opportunities to develop skills that will help them achieve long-term success within the organization. In so doing Musaaazi (2005) points further that many employees eventually decide to leave the organization rather than accept a transfer or downward movement. Transfers and demotions affect the worker in that there is a change of workgroup, place and organizational unit at the same time causing change in pay, status and privileges due to the new posts which leads to exiting of employees.

The above discussion shows that when employees are recognized, promoted and praised at work their rate of turnover decreases and the reverse is true. All in all when teachers are motivated on their job through financial and non- financial means their capacity to move from one school to another reduces and the reverse is true. The finding concurred with Ssentenza –Kajubi (1989) who noted that many teachers view themselves as helpless

without opportunities to progress, as a result this leads to low commitment, absenteeism and eventually job turnover. Pay package is one of the most obvious and visible expressions of employment enjoyment relationship, low salary scales and delays in payment demoralize the staff, who might resort to seeing other sources of income, hence cheating on students, teaching hours, creating conflict with management and eventually job turnover. All in all when teachers are motivated on their job through financial and non- financial means their capacity to move from one school to another reduces and the reverse is true.

5.1.2 Work environment positively affects teachers' job turnover in private secondary schools in Kawempe division.

The results of the study revealed a positive significant relationship between work environment and teachers job turnover in Kawempe Division private secondary schools Table 4.19: $r = .394^{**}$ Sig = .000. Thus teachers with good work environment were highly stable than their counter parts with poor environment. The above findings were supported by various empirical studies among which include Babungi (2001) in a study about intra- organizational communication and staff retention who found out that flow of information between lecturer to fellow lecturer, and between lecturer and top management reduces teachers' job turnover. Stredwick (2001) who emphasized that the attractiveness of the teaching profession and satisfaction is closely associated with working conditions, poor work conditions bring about teacher turnover.

The findings are similar to Mulkeen, Chapman, DeJaeghere and Leu (2007) who stressed that work environment is a function of institutional policy, head teacher, teacher behavior, management support, teachers' role in classroom and school, number of students, academic achievement and institutional facilities and resources. Work environment is the teachers' perceived sum of non pecuniary factors that represent the organizational climate in the school. So in deciding to remain or leave teaching in a certain school or quit teaching, teachers make continuous assessments of the attractiveness of occupations or activities that they might pursue. If the organizational working climate in the school between management and staff, peers, parents, teachers influence over school activities, teaching load, school location, demographics of students, employment safety, school resources and teacher turnover. If the work environment is good teachers' rate of turnover goes down and the reverse is true.

The finding is in direct agreement with McGrath and Princiotta (2005) Ingersoll and Smith (2003) who established that private school teacher turnover is influenced by poor work environment among others relatively low levels of school administrative support, student discipline problems, control over classroom policies and lack of input in school policies by teaching staff. The finding is in agreement with Mulkeen, Chapman, DeJaeghere, and Leu (2007) who argued that in private schools teachers are over-loaded with teaching hours to an average of 14 classes per week, the numbers of students per class are unnecessarily high, thus affecting them hence turnover.

The finding is similar to Ghosh (2005) arguments that lack of or absence union organization and fringe benefits is a sign of unfavorable work conditions which leads to teachers' job turnover. It also tallied with Mulkeen, Chapman, DeJaeghere and Leu (2007) who found out that teachers' in Uganda look at continuous assessment as burden some, time consuming and a major reason for not wanting to stay on the job. On top of that, there is lack of respect from students, and community, teachers therefore leave teaching from schools when they feel are not respected.

The finding was in line with that of Viadero (2002) who points out that dissatisfaction due to poor work conditions was the reason cited by departing urban private school teachers in New Orleans in U.S.A from their teaching jobs. Viadero(2002) further puts that improvements in the conditions of teaching job, such as increased support for teachers and enhanced teaching staff input into school decision making, would all contribute to low turnover. With these theoretical, empirical supports to the study finding it can be concluded here that when teachers working conditions in most private secondary schools are good teachers turnover reduces and when teachers working conditions are bad teachers' job turnover increases affecting negatively the achievements of educational goals.

5.1.3 Work policy positively affects teachers' job turnover in private secondary schools in Kawempe division.

The results of the study revealed a positive significant effect between teachers job turnover and work policy in private secondary schools in Kawempe Division Table 4.23:

$r = .381^{xx}$. sig = .000. Thus teachers with good work policy were in position to remain in their respective secondary schools compared to those with poor working conditions. The above findings are supported by Kasozi (2003) who put it that institutions should devise and put in place transparent appointment, promotion, and firing regulations. Institutions should avoid the use of intrigue, favoritism and bending of regulations to fit individuals' administration, for this would kill the institution in a short time when teachers move away due to poor work policy.

The finding concurred with that of Mulkeen, Chapman, DeJaeghere and Leu (2007) that the overall intention of work policy like admissions, appointment, and firing regulations is to ensure that institutions attract and recruit the quality of staff it requires, to encourage suitable staff to remain with an organization, operate flexibly enough to accommodate market and other changes. Most institutions pay little attention to recruitment, admission and firing regulations which is likely to lead to teacher job turnover as established by the study finding. The finding is in direct agreement with Cole (2000) who indicated that some institutions adopt a policy of early retirement in which an employee may leave early or may stay on after normal retirement age, depending on their fitness and their continuing ability to fulfill their employment contract.

All in all when work policy is offered due respect and consideration teachers' job turnover reduces and the reverse is true. It can therefore be concluded that work policy positively affects teachers' job turnover in private secondary schools in Kawempe Division.

5.2 Conclusions

In line with study findings the following conclusions were drawn.

5.2.1 That teachers' motivation through the use of financial and non-financial rewards positively affects teachers' job turnover in private secondary schools in Kawempe Division.

5.2.2 That work environment positively affects teachers' turnover in private secondary schools in Kawempe Division.

5.2.3 Lastly it was concluded that work policy positively affects teachers' job turnover in private secondary schools in Kawempe Division.

5.3 Recommendations

From the findings of the study, the researcher recommends that if teachers job turnover in private secondary schools in Kawempe Division is to reduce, government through the Ministry of Education and Sports, education administrators at district level, district education officers, inspectors of schools, directors of various private secondary schools, head teachers, parents and teachers should work hand in hand to ensure that:

- (i) Teachers are motivated using various forms of motivation such as financial and non-financial rewards to keep pace with rising costs of living and changing nature of people's life style.

- (ii) Work environment be improved through promoting a cordial work environment between teacher-head teacher, teacher-teacher, teacher-students and teacher non-teaching staff relationships.
- (iii) Admission, recruitment, and firing regulations be streamlined to ensure that teachers recruited are well maintained, retained and well maintained on their job.

5.4 Areas for further research

The study was based on how motivation, work conditions, and work policy affect teacher turnover. However, there are other factors among which include competition from among schools, economic status of the schools, government policy, teacher characteristics which needs the attention of future researchers to undertake researches and establish their impact on teachers job turnover.

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APPENDIX A

**SELF ADMINISTERED QUESTIONNAIRE FOR TEACHER ON
FACTORS INFLUENCING TEACHER TURNOVER IN PRIVATE
SECONDARY SCHOOLS IN KAWEMPE DIVISION**

Makerere University
School of Education,
East African Institute of Higher Education
Studies and Development
P. O Box 7062
Kampala Uganda

Dear Sir/Madam,

This is not a test or an examination, but a survey taken as an educational requirement leading to the award of a Masters degree in Master of Arts in Educational Management of Makerere University. Your co-operation in administering this questionnaire will go a long way in ensuring success of this study. Remember that your responses will be treated with utmost confidentiality. Kindly, fill this instrument below genuinely and objectively within one week and endeavor to return it completed to the Director of Studies.

Yours faithfully

.....

BESIMBIRE ZEPHYRINO

RESEARCHER

SECTION A: BACKGROUND VARIABLES

Please classify your responses and circle the right alternative applicable to you.

A1. School ownership

1. Individual 2. Company 3. Religious group

A2. Gender

1. Male 2. Female

A3. Marital Status

1. Married 2. Single 3. Others (specify)

A4. Age bracket

1. 20 – 30 years 2. 31-40 years 3. 41-50 years 4. 51+ years

A5. Academic qualification

1. Diploma 2. Degree holder 3. Post graduate 4. Others (specify)

A6. Experience

1. 0-10years 2. 11-20years 3. 20+years

A7. Teaching subjects

1. Arts 2. Sciences

A8. Job tenure ship

1. Permanent 2. Part-timer 3. Contract 4. Others specify

SECTION B. INDEPENDENT VARIABLES - FACTORS

The independent variables are categorized into three, motivation, work environment, and work policy.

B1. MOTIVATION

In this section you are requested to rate each of the following items on motivation following the key below by ticking one response only.

1. Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree

B1.1	My salary tallies with my qualification	1	2	3	4
B1.2	My salary is paid on time	1	2	3	4
B1.3	My allowances are promptly paid	1	2	3	4
B1.4	The allowances paid to me are clearly defined.	1	2	3	4
B1.5	Promotion policy is clear to me	1	2	3	4
B1.6	I was promoted for hard work	1	2	3	4
B1.7	I am accorded repute in this school	1	2	3	4
B1.8	Am offered extra responsibilities	1	2	3	4
B1.9	Responsibility I am offered is accompanied by pay	1	2	3	4
B1.10	I am recognized by all members at school	1	2	3	4

B1.11 Comment on the way how teachers are motivated in your school

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B 2. WORK ENVIRONMENT

In this section use the key below to rate the items on teachers work environment in private secondary schools in Kawempe Division, following the key below.

1. Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree

B2.1	The way I am treated in this school is good	1	2	3	4
B2.2	I relate well with fellow teachers	1	2	3	4
B2.3	The head teacher cracks a joke with me at school	1	2	3	4
B2.4	The head teacher attends to my problems	1	2	3	4
B2.5	Teachers listen to my problems and assist me	1	2	3	4

B2.6 Please comment on the how you are treated at work

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B3. WORK POLICY

Please in this section use the key below to rate the following items on work policy.

1. Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree

B3.1	I was recruited in this school through proper channels	1	2	3	4
B3.2	The recruitment policy I followed was well defined	1	2	3	4
B3.3	After my interview the results were announced to me	1	2	3	4
B3.4	I was offered an appointment letter on this job	1	2	3	4
B3.5	Terms of work on my job were explained to me	1	2	3	4
B3.6	My firing procedures on my job are well defined to me	1	2	3	4
B3.7	Before my firing I am warned by my head teacher	1	2	3	4

B3.8 Comment on the work policy (admission recruitment, appointment and firing procedures) in your school.

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SECTION C. DEPENDENT VARIABLE - TEACHER TURNOVER

In the last section of this questionnaire you are requested to tick the alternative that fits your choice following the key below.

1. Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree

C.1	I feel I will belong to this school forever	1	2	3	4
C.2	I feel I will continue serving in this school	1	2	3	4
C.3	I am committed to this school at whatever the cost	1	2	3	4
C.4	If there Is an opportunity some where I would leave this school	1	2	3	4

C. 5 Please comment on teacher turnover in your school.....

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Thank you for your time and participation in this study, may the almighty God bless you.