

**THE EFFECT OF MOTIVATION ON TEACHER RETENTION IN
PUBLIC SECONDARY SCHOOLS IN NAKIFUMA COUNTY,
MUKONO DISTRICT.**

**BY
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2003/HD04/1639U**

**A RESEARCH DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS
OF ARTS IN EDUCATIONAL MANAGEMENT OF
MAKERERE UNIVERSITY.**

June 2007

DECLARATION

I **Ecimon Thomas**, declare that this dissertation is my original work and that it has not been submitted in any other university for any award.

Signed

Ecimon Thomas

Date

APPROVAL

This dissertation has been submitted under the approval of the supervisor:

Signed

Prof. S. O. Owolabi

Date

DEDICATION

This dissertation is dedicated to my father Mr. Gervasius Emuron and my mother Mrs. Emuron Kevin Aserait.

ACKNOWLEDGEMENT

The form and content of this study reflects the significant input of colleagues, lecturers, teachers and all those who helped me put this work together. You inspired me, gave ideas and noted errors. I thank you all.

I am greatly indebted to Professor S. O. Owolabi my supervisor and Dr. Maria K. Barifaijo for their efforts, help and guidance without which the formulation and compilation of this work would have been difficult. Their criticisms and suggestions have been constructive and helpful to me.

I am grateful to my father and mother; Mr. and Mrs. Emuron, my brothers and sisters; Asio Mary Gorretti, Okwadi Edward, Alate Celestine, Okurut Peter Paul, Aluka Veronica, Akolong Clare, and Emuron Charles who encouraged me to be an achiever right from child-hood.

Naturally nobody missed me more than my family during my busy days. Christine my wife gave me all the practical and moral encouragement that I so much needed despite my busy schedule.

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ABSTRACT

The researcher set out to find the effect of motivation on teacher retention in public secondary schools in Nakifuma County, Mukono District. The purpose of this study was to determine how the factors of motivation which were prompt remuneration, responsibilities, and in-service training affected teacher retention in public secondary schools in Nakifuma County.

The researcher used the sample survey design to collect data from the population. The study population composed of 169 teachers from the selected public secondary schools in Nakifuma County and by using Krejcie and Morgan (1970) table of sample size specification, the sample composed of 118 teachers. The researcher used the questionnaire as the data collection instrument because it provided a quicker means for collection of information from such a large sample. The data that was analyzed using the statistical program for social sciences (SPSS) from which the Chi-square test was used to find the relationship between the factors of motivation and teacher retention and the Analysis of Variance (ANOVA) test was used to determine the extent to which the factors of motivation affected teacher retention in public secondary schools in Nakifuma County.

The researcher found out that prompt remuneration was a motivation factor that was commonly used in public secondary schools in Nakifuma County to retain teachers. This was because teachers in these schools gave value to their work when there was an anticipated reward such as prompt remuneration. Responsibilities such as being a head of

department, director of studies, and other responsibilities in a school increased on the teachers' performance in their respective duties however these responsibilities did not necessarily motivate these teachers to continue working in a particular public secondary school for a longer time. In-service training was not commonly used as a motivation factor to retain teachers because it involved high costs in terms of providing facilitators to train teachers and the results of the training would take long to be realized by the school. The researcher also found that some teachers after acquiring the extra skills through the in-service training developed a tendency to leave the parent school for either promotions or greener pastures.

Therefore public secondary schools should endeavor to promptly remunerate their teachers such that they can be able to meet their basic economic needs through the money they earn from these schools. Teachers should to be given responsibilities in a public secondary school as this makes them to develop a sense of belonging to the school. In-service training should be incorporated into the public secondary schools' curriculum because it enables teachers to acquire new skills, knowledge of content, and attitudes towards work, while uplifting and maintaining teacher effectiveness and efficiency.

CHAPTER ONE: INTRODUCTION

1.1 Background

The introduction of Universal Primary Education (UPE) in 1996 increased the enrolment of pupils in primary schools, and this has led to an influx of students in secondary schools demanding inevitable increase of teachers in public secondary schools (Government of Uganda, 1998). At that time, the public secondary schools were not fully prepared to handle the large enrolments. Thus the number of teachers in public secondary schools in Nakifuma County was observed by the researcher to be smaller than the student enrolment. This made the teacher to student ratio in public secondary schools in Nakifuma County to be lower than the acceptable teacher to student ratio as stipulated by the Ministry of Education and Sports (MOES) which is one teacher to 50 students.

The influx of UPE pupils into secondary schools compelled the Government of Uganda to open up new public secondary schools per sub-county. Thus increasing the number of public secondary schools without appropriate increase in the recruitment of trained teachers. Such schools in Nakifuma County included Kasana S. S. S., Kisowera S. S. S, and Ntunda S. S. S. in Nakifuma County. The well-developed public secondary schools such as Saint Mary's S. S. S. Namagunga and Namilyango College and other developed private secondary schools such as Saint Josephs' S. S. S. Naggalama in Mukono District, managed to attract most of the teachers from the developing public secondary schools resulting to a shortage of teachers in developing public secondary schools in Nakifuma County.

The ban on recruitment of teachers by the Ministry of Education and Sports (MOES) in 1997 meant that no more new teachers were to be posted to the public secondary schools until the ban is lifted. This increased the struggle to attract more teachers and retain the existing teachers. Since most of the schools as listed above in Nakifuma County were developing public secondary schools, they were found to be operating under shortage of teaching staff. Thus in a bid to harmonise the balance between the teacher to student ratios, these schools were constantly requesting the MOES to post teachers to their schools. As there was a ban on teacher recruitment, it was imperative for public secondary schools to have programmes that could help them to retain their teachers for example in-service training.

In this study, the researcher referred motivation to a drive that makes people to act in a particular way. Hannagan (2002:314) described motivation in a work place as: “A psychological concept that is primarily concerned with increasing the strength and direction of people’s work related behaviors to influence the quality and quantity of people’s performance output”.

Teacher retention as defined by Musaazi (1982:199) “is the ability of the school system to keep its staff in their jobs and make them want to stay”. Thus according to the researcher, retention is the constant struggle by public secondary schools to keep their staff working within a particular school.

Carasco, Munene, Kasente, and Odada (1996) in their research on the factors influencing effectiveness in public secondary schools in Uganda, found out that teachers' morale and motivation to work was very low. Many teachers absented themselves from classes, come late for lessons, and did not prepare adequately for their lessons, thus they subsequently left teaching because their needs were not satisfied. The researcher observed that some teachers in public secondary schools in Nakifuma County did not attend to their lessons on time and were not fully involved with school activities. This could have been as a result of lack of motivation as emphasised by Carasco et al (1996).

Hertzberg (1966) found out that a significant percentage of staff left an organisation before completing five years. He pointed out that a new staff member in an organisation would attain effectiveness after five years working in that particular organisation. This implied that teachers' time of experience and retention in a particular public secondary school, makes a great impact to the quality and effectiveness of a teachers' performance.

Maslow (1970) conceptualised human needs in terms of hierarchy that is physiological needs, safety needs, social needs, self esteem needs and self actualisation needs. These needs ascend from the lowest to the highest level. When one set of needs was satisfied, it automatically ceased to be a motivator and the immediate higher set of needs that had never been a motivator then immediately became a motivator. Teachers in Nakifuma County were noted to have continued to stay in a particular public secondary school because they were able to meet their basic demands such as shelter, food, clothing and other needs through the remuneration they earned from these schools.

“People have needs and therefore may work for the organisation to meet these needs. A need is a lack of something wanted. This lack gives birth to a drive in the teacher to satisfy that need. If these needs were satisfied, organisation staff remained stable in their organisation. When these needs were not met, there was a high tendency in the staff to want to leave that organisation”. Maicibi (2003:41).

This implies that the needs of a new teacher in a particular public secondary school are not the same as those of a teacher who has served for a long time in the same school. As teachers continue to work in a particular public secondary school for a longer time, their hierarchical needs profile grows stronger. Thus, in order for a public secondary school in Nakifuma County to retain their staff, they must provide mechanisms that should ensure that the different demands of the new and old teachers are met by the school. For instance prompt remuneration makes teachers to meet their basic economic needs in time, delegating duties to teachers as responsibilities broadens the scope of a teachers’ work by introducing other tasks. Thus a teacher who is given the responsibility for example of being a head of department, is supposed to supervise and coordinate the teaching of that subject that the teacher is a head of department as well as handle the role of being a teacher of that subject, which made some of the teachers to develop a sense of belonging to the school, and offering teachers in-service training such as seminars, workshops and refresher courses, equipped them with better and modern skills for handling their duties as teachers in these public secondary schools.

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

1.2 Statement of the problem

In Nakifuma County, the rate at which teachers left developing public secondary schools was on the increase. This was shown by the constant requests by head teachers to post new teachers to their schools. For example in a letter Ref: Nak/MOES/02/04 from the head teacher of Nakanyonyi S.S.S. which expressed an urgent need for science and mathematics teachers to replace those who had left the school between the years 2000 – 2003, clearly points out that there was a shortage of teachers in this school. This is a disadvantage to such schools in that they can not compete favourably in terms of academic performance with other schools that have enough teaching staff. Thus the public secondary schools in Nakifuma County normally produced poor grades in the Uganda Certificate of Education (UCE) and in the Uganda advanced Certificate of Education (UACE) examinations. The Discipline of students in such schools also deteriorated in that some students appeared at school without proper school uniform, others dodged lessons and others were seen loitering outside school during class time. This was due to the shortage of staff that could not effectively teach all the subjects and monitor the students' discipline. If the shortage of teachers persists in public secondary schools in Nakifuma County, the public will lose confidence and trust in such schools and will withdraw their children from these schools thus; the MOES will be forced to

close such schools because they are not effectively serving the public interests. It was from this perspective that the researcher endeavoured to provide ways through which public secondary schools in Nakifuma County could use the factors of motivation to meet the different demands of teachers in these schools, which would enable such schools to retain their teachers.

1.3 Purpose of the study

The purpose of this study was to identify the motivation factors that exist in public secondary schools in Mukono District, and to clearly point out how such motivation factors such as prompt remuneration, responsibilities and in-service training, affected teacher retention in public secondary schools in Nakifuma County. This study also establishes how the above mentioned factors of motivation can be used in public secondary schools in Nakifuma County to overcome the problem of shortage of teachers such that these schools can compete favourably with other schools that have enough teaching staff in terms of academic performance and monitoring their students discipline.

1.4 Objectives of the study

The researcher listed the study objectives as follows:

1. To establish how prompt remuneration affects teacher retention in public secondary schools in Nakifuma County.
2. To assess how responsibilities affect teacher retention in public secondary schools in Nakifuma County.

3. To examine the effect of in-service training on teacher retention in public secondary schools in Nakifuma County.

1.5 Research questions

The researcher addressed the following research questions:

1. What is the effect of prompt remuneration on teacher retention in public secondary schools in Nakifuma County?
2. To what extent do responsibilities affect teacher retention in public secondary schools in Nakifuma County?
3. How does in-service training affect teacher retention in public secondary schools in Nakifuma County?

1.6 Null hypotheses (H_0)

The null hypotheses that were subjected to Analysis of Variance (**ANOVA**) tests using statistical program for social sciences (**SPSS**) were as follows:

1. Prompt remuneration has an effect on teachers' retention in public secondary schools in Nakifuma County.
2. Responsibilities given to teachers have an effect on retention of teachers in public secondary schools in Nakifuma County.

4. In-service training affects retention of teachers in public secondary schools in Nakifuma County.

1.7 Scope of the study

This study involved six public secondary schools in Nakifuma County in Mukono District namely: Nakanyonyi S. S. S., Kisowera S. S. S., Kasana S. S. S., Kasawo S. S. S., Ntunda S. S. S., and Saint Marys' S. S. S. Namagunga. This study was carried out over a period of four years in Nakifuma County since the year 2003.

1.8 Significance of the study

Information from this research should be of use to policy makers and administrators in the education sector in Nakifuma County in a way that it assists them to identify the areas of strengths and weaknesses in the factors of motivation of teachers as a means of retaining teachers for a longer time in a particular public secondary school. Particularly with regards to the following motivation factors:

- Prompt remuneration especially after extra work done by the teacher outside the normal schedule of work,
- Allocation of responsibilities to teachers for example being a class teacher, head of department, director of studies or deputy head teacher, and
- In service training such as refresher courses, seminars and workshops.

This research should also help administrators and head teachers as the immediate supervisors of teachers in public secondary schools to identify the needs of teachers for example food, shelter, clothing and other needs, such that they can be in position to assist their teachers to achieve these needs. This in a way encouraged teachers to stay for a longer time in a particular public secondary school because their needs were catered for by their schools.

This study also provides policy makers, administrators and head teachers in public secondary schools in Nakifuma County with ways through which the motivation factors such as prompt remuneration, responsibilities, and in-service training could be used to satisfy teachers' needs and consequently enable such public secondary schools in Nakifuma County to retain their teachers for a longer time.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Motivation of teachers is a major concern for all public secondary schools in Nakifuma County. However, factors that could be used to motivate teachers vary from school to school. Okumbe (1997) found out that income is an important aspect of working life without which, some workers would not be motivated to do a good job and thus remuneration to teachers was an important management prerequisite. For a school to serve as an organization, it must have division of labor and allocation of duties to all categories of staff. This was in terms of giving teachers responsibilities such as being a head of department, director of studies, careers master, co-curricular master and other responsibilities (Mafabi, Higwira, and Osire 1993). Haselkorn and Fiedler (1999) found out that often new teachers were normally assigned challenging tasks beyond their areas of training which often made these teachers to move from school to school in search for favorable working conditions. Thus they proposed implementation of programs such as induction or in-service training at the school level so as to assist the new teachers to cope up with their challenging roles in these schools. It is a difficult task to retain teachers for a longer time in a particular public secondary school because they have varying needs that are not similar and may not be clearly stipulated to the administrators. Therefore schools should endeavor to make retention plans, which are based on why teachers leave such public secondary schools.

2.2 Theoretical framework

Carasco et al (1996) found out that in Uganda, teachers' morale and motivation to work is very low and that teachers left teaching because they were not satisfied with their jobs. It was also reported in the World Conference On Education For All (W. C. O. E. F. A.) held in Thailand (1990) that teachers in Uganda work under constraints largely because they lack teaching materials such as chalk, papers, pens and other scholastic materials. In addition they are poorly re-numerated and have low promotion prospects. This is the case in public secondary schools in Nakifuma County where teachers are not paid for extra services they render to the school. This made these teachers not to feel motivated and thus opted to move to the developed public secondary schools in Nakifuma County where they have hopes of being given better remuneration and adequate teaching materials, thus leaving the newly grant aided public secondary schools with a shortage of teachers.

Other researchers such as Kayizzi (1990) in his research on predictors of job satisfaction among graduate teachers in public secondary schools found out that out of 108 teachers he had interviewed only 36 had taught for more than six years. This implied that public secondary schools in Nakifuma County were un-able to retain their teachers for a longer time due to failure by administrators and head teachers of these schools to identify motivation factors that could be used to satisfy teachers' needs.

Maslow (1970) in his theory of "hierarchy of needs" argued that people join organizations to fulfill their various needs. He emphasized the fact that if basic economic

needs were not fulfilled then it was not possible to achieve higher order needs like security needs, social needs, self esteem needs and self actualization needs. However higher order needs become progressively more important as lower needs are satisfied. This implied that public secondary schools that understood and applied Maslows' theory usually succeeded in retaining their teachers. For example Saint Marys' S. S. S. Namagunga in Nakifuma County where the school has programs to assist the teachers to achieve some of their basic needs such as providing all teachers with residential houses or residential allowances, ensuring that teachers get adequate teaching materials and other needs.

It would seem significant therefore for managers and subordinates to have some understanding about the needs that are commonly most important to people. This was because the behavior of an individual at a particular moment was usually determined by their strongest need. Therefore, according to Maslow (1970), there is a hierarchy into which needs arrange themselves as illustrated in figure 2.1 below.

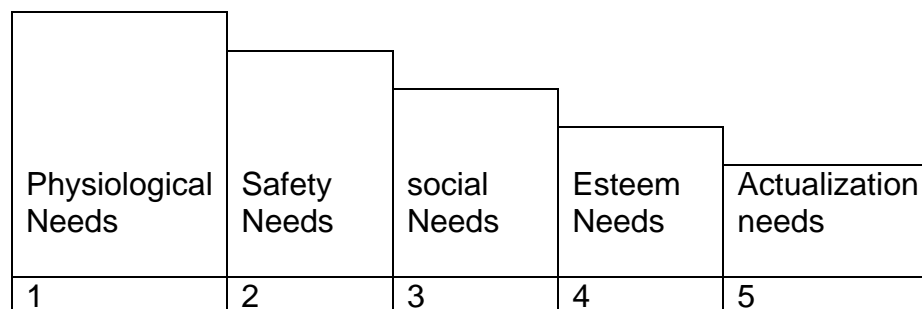


Figure 2.1 Modified from Maslow (1970) *Motivation and personality*. New York.

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

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

Since teachers are social beings they have a need to belong and to be accepted by the society around them. When social needs become dominant a teacher will strive for meaningful relations with others. This was evidenced in public secondary schools in Nakifuma County where teachers needed to be considered as important citizens in society around them, which enabled these teachers to build self confidence and made them proud of their schools.

After teachers satisfying their need to belong to a society, they would generally want to be more than just a member of that society. This would fuel the need for esteem that is

both self esteem and recognition from others. Satisfaction of the esteem needs produced feelings of self confidence, prestige, power and control which made the society around these public secondary schools to consider teachers as useful people in their social environment.

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

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

areas in which to maximize potential as the physical attributes change overtime or as horizons of satisfaction broaden.

The above categorical groupings of human needs as stipulated by Maslow (1970) implicated that higher order needs became progressively more important as lower needs were satisfied. This indicated that the first needs of a teacher who joined a public secondary school would be to meet the existence needs for example food, clothing, and possibly housing. After being offered employment, the teacher may demand for job security in terms of appointment letters and confirmation letters. Later the desire to become an active departmental member takes over as the prominent and most demanding need in order to satisfy the social needs. This may later shift to becoming a departmental head in order to meet the self esteem needs and for the self actualization needs, which may be epitomized by the need to become a head teacher.

Maicibi (2003) extrapolated Maslows' (1970) self actualization need to accommodate the human need to consolidate the teachers' position at the top of an organization. Maicibi explained that the desire to stay at the top of an organization would exert a drive that would tend to suppress the subordinates from ousting the manager from the chair through the angle he termed the angle of flex.

MAICIBI'S MODIFICATION OF MASLOWS THEORY

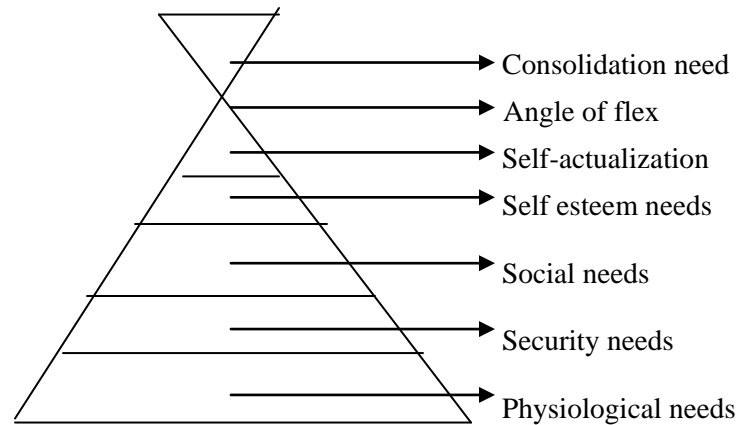


Figure 2.2 Source: Maicibi (2003) *Pertinent issues in employee's management*. Kampala, Monitor publishers.

Alderfer (1987) placed motivation of human needs into three categories, which are the existence needs, relatedness needs and growth needs (ERG). This denotes that human needs follow a reversible cycle in that when the existence needs were satisfied, the desire would shift to getting recognition in the community, which when satisfied would shift the desire to growth needs.

Like Maslow (1970), Alderfer (1987) suggested that individuals progressed through the hierarchy from existence needs to relatedness needs and to growth needs, as the lower level needs became satisfied. However, Alderfer suggested that these needs were more of a continuum than hierarchical levels because more than one need was activated at the same time. Individuals also regressed down the hierarchy in what he referred to as the frustration –regression process. For example, if a teacher in a public secondary school in Nakifuma County was continually frustrated in attempting to satisfy the growth needs, relatedness needs resumed most importance. This conforms to the idea that the lower

level needs become the main focus of the teachers' efforts when the higher level needs are not satisfied.

Alderfer (1987) proposed a number of basic prepositions relating to the ERG need relationships. Some of these prepositions followed Maslows (1970) theory while others were the reverse of the theory for example the preposition that the less the existence needs were satisfied, the more they would be desired was a reverse of Maslows theory of hierarchy of needs. However, the preposition that satisfaction of the existence needs activated the desire for relatedness was not supported in any of Alderfers' explanations.

Unlike Maslows' (1970) theory, the results of Alderfers' (1987) work suggested that the lower level needs did not have to be satisfied before higher level needs emerged as a motivating factor. These results, however, do support the idea that lower level needs decrease in strength as they become satisfied.

The ERG theory by Alderfer (1987) acknowledges that when higher level needs remained unfulfilled, the person regressed towards lower level needs which appeared easier to satisfy. This was referred to as the frustration-regression principle which had an impact on work place motivation, for example when growth opportunities were not offered to teachers, they regressed towards the relatedness needs and socialized more with the co-workers.

In the researchers view, more than one need may be operative or activated at the same point in time. That is a teacher may harbor the need for food or shelter in terms of existence need and at the same time may desire to be given recognition in terms of relatedness needs and may also desire to be given promotion within the same public secondary school in a bid to quench the growth need. In this respect Alderfers' (1987) model is a less rigid model of the motivation process compared to Maslows' (1970) theory. This therefore makes it a more practical approach to retention of teachers in public secondary schools in Nakifuma County, whereby through prompt remuneration, teachers need for existence needs were catered for, through giving teachers responsibilities to handle, the relatedness needs were covered and through offering in-service training the growth needs were in a way taken care of.

Contrary to the idea by Maslow (1970) that access to higher level needs of his pyramid required satisfaction in the lower level needs, the ERG areas of Alderfer are simultaneous needs. The ERG theory recognizes that the importance of the existence needs, the relatedness needs and the growth needs may vary from each individual. Therefore head teachers in public secondary schools in Nakifuma County, should recognize that a teacher has multiple needs that must be satisfied simultaneously. According to the ERG theory, if head teachers focused exclusively on one need at a time, it would not effectively motivate teachers to stay longer in a particular public secondary school.

Closely related to the needs theory is the Two-factor (motivation - hygiene) theory by Herzberg (1966). He compounded Maslows' and Alderfers' theories and came up with

two basic sets of needs. These included the need to relieve pain and the need to grow. Hertzberg looked at salary increment demand by employees and he pointed out that teachers may be given salary increment but the motivation may be short lived. This was because when they got accustomed to the previous increment in salary they demanded for further increment.

According to the two factor theory by Hertzberg (1966), people were influenced by hygiene and motivation factors. The hygiene factors were needed to ensure that an employee did not become dissatisfied. They hygiene factors did not cause higher levels of motivation but without them there was dissatisfaction. While motivation factors were needed in order to motivate an employee into higher performance. These factors resulted from internal generators within employees.

Maslows' (1970) analysis was concerned with the motivation of man from birth, at work and at leisure, in the family and the social groups. Hertzberg however, concentrated on studying how Maslows' needs operate at work and in the employment situation. To Hertzberg there were two groups of needs, one group was referred to as the hygiene factor which consisted of company policy and administration, working condition, supervision, interpersonal relations, status, salary, job security, and personal life.

According to Hertzberg (1966) all these factors must be present in any work situation because their absence reproduced dissatisfaction resulting in action that could be

detrimental to the organization such as decreased productivity, laxity or even strikes. Their presence however would yield productivity at the normal level but not necessarily above the normal or average levels. The implication of these factors was that their existence did not motivate in any special way in a sense of yielding satisfaction thus Hertzberg referred to this group of factors as “dissatisfiers”.

The second group of needs that was termed as the “satisfiers” included the following: achievement, advancement, recognition, a challenging job, responsibility and growth in the job. All these factors were related to job content. Their existence in an organization yielded satisfaction. To Hertzberg the only way employees would be motivated was through job “enrichment”. This was where employees were given higher levels of responsibility which enriched their jobs by expanding their tasks in a sense that it produced lasting job satisfaction.

In the researchers view, the motivation hygiene theory put forward by Hertzberg extended Maslows’ (1970) hierarchy of needs theory and is more directly applicable to the work situation in public secondary schools in Nakifuma County. Hertzbergs’ theory suggested that if management was to provide positive motivation then attention must be given not only to hygiene factors, but to also to the motivating factors. The work of Hertzberg indicated that it was more likely good performance that led to job satisfaction rather than job satisfaction leading to good performance.

Hertzberg's (1966) theory is however a source of frequent debate. There have been many other studies to test this theory for example, Vroom (1964) claims that the two-factor theory by Hertzberg was only one of the many conclusions that could be drawn from Maslow's (1970) research. This was because a given factor may be the cause of job satisfaction for one person but not job dissatisfaction for another, or vice versa where as another factor could be the source of both job satisfaction and dissatisfaction. Therefore the two-factor theory was an over-simplification of the sources of job satisfaction and job dissatisfaction.

There are two common general criticisms of Hertzberg's (1966) theory. One criticism is that the theory has only limited application to manual workers. The other criticism is that the theory is methodologically bound. It is often claimed that the theory applies least to people with largely un-skilled jobs or those whose work is uninteresting, repetitive, and monotonous. Yet these are the people who often present management with the biggest problem of motivation. Some workers do not seem greatly interested in the job content of their work, or with the motivators or growth factors.

Vroom's (1964) "expectancy theory" grants a prominent role to rewards, in that, for an employer to retain staff, the employer must reward those who have accomplished their duties. This was because employees were more likely to give value to their work if there was an anticipated reward, such as a bonus or promotion than if there was none.

Vroom (1964) was the first person to propose an expectancy theory aimed specifically at work motivation. This model was based on three key variables that is valence, instrumentality and expectancy (VIE theory or expectancy or valence theory). This theory was founded on the idea that people prefer certain outcomes from their behavior to others. They anticipate feelings of satisfaction when the perceived outcome was achieved.

The feeling about specific outcomes was termed valence. This is the attractiveness of, or preference for, a particular outcome to the individual. Vroom (1964) distinguished valence from value in a way that a person may desire an object but then gain little satisfaction from obtaining it. Alternatively, a person may strive to avoid an object but finds, subsequently that it provides satisfaction. Valence is therefore the anticipated satisfaction from an outcome. This differed substantially from value, which is the actual satisfaction provided by an outcome.

The valence of certain outcomes may be derived in their own right, but more usually, they are derived from the other outcomes to which they are expected to lead. An obvious example is money where some people may see money as having an intrinsic worth and derive satisfaction from the actual accumulation of wealth. Most teachers however see money in terms of the many satisfying outcomes to which it can lead.

The researcher agrees with Herzberg's theory in that salary increment serves as a satisfier (motivator) to retention staff. Money is important in motivation because it serves as a reward basing on Vrooms (1964) expectancy theory because money can lead to satisfaction of other needs.

Responsibility according to Hannagan (2002:338) is broadening the scope of peoples work to introduce greater task variety". To involve teachers in school administration is not a simple task. Kyasanku (1993) discovered that in most schools human relations issues, student discipline, project implementation and welfare administration were usually causes of role stress. It was found out that when teachers were involved in school administration they embezzled school funds and head teachers feared that when teachers were involved in school administration it reduced their importance especially when a teacher did a better job than the head teacher.

Mussaazi (1982) also argued that some teachers were reluctant to take up responsibilities because they felt that if they were involved in school administration the head teacher was merely thrusting additional work on them and thereby lightening his own burden while at the same time taking all the credit. Kibuuka (1998) found out that though all sorts of responsibilities were assigned to teachers, a few of them devotedly carried out these responsibilities as expected. The majority delegated or left most of their duties to the student leaders.

Gorton (1983) observed that in some cases the administrator was faced with a problem of financial constraints in hiring assistants or additional staff hence no staff member would be delegated responsibility. However Mafabi et al (1993) argued that when a school is understaffed, delegation is in-effective because there will be few teachers to choose from and there is a possibility of overloading the few existing staff with extra responsibilities.

Other teachers have to take roles associated with leadership because schools can only function successfully if the workload is shared through some kind of delegation of duties. The head teacher cannot do all the work in a school. This is why Mafabi et al (1993) emphasized that the main idea in a school as an organization was the division of labor and the allocation of duties to all categories of staff. The higher the degree of division of labor, the more authority was spread and thus the more the levels of decision making and implementation of policies. Therefore teachers should be motivated and given technical assistance in form of in-service training which would make them effective and efficient when handling their responsibilities in school.

In-service training is education of employees to help them develop skills in a specific discipline or occupation. It is often rendered to teachers after they are given work responsibilities to handle such that they can be effective and efficient in their new roles. This in-service training could be in form of organizing seminars, workshops or refresher courses for teachers in these public secondary schools. Tiberondwa (1975) pointed out that training of staff improves on the employees' performance and would equip them for more demanding roles in future. This meant that teachers who were given in-service

training in public secondary schools improved and developed their knowledge of content, skills, and attitudes towards work.

Norton (1999) found out that addressing teacher terminations were a significant cost to public secondary schools because productivity was lost during the time it took to refill the vacant position that had been occupied by the teacher. Thus addressing teacher retention amidst high attrition seemed costly to school administrators however, the cost of teacher termination, hiring substitutes and orientation, were costs that could not be ignored. This was because it was largely the efforts of a teacher that determined the degree of success or failure in the school endeavors to achieve its goals.

Haselkorn and fiedler (1999) proposed that one response to this situation could be the implementation of programs at the school level to support new teachers. This was referred to as induction or in-service training. This usually varied from school to school but it was intended to augment the learning process of the new teachers.

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

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

2.3 Conceptual framework

Owolabi (1987) conceptualized the education system as a system consisting of inputs, process, output and a feedback as shown on figure 2.3 below.

THE INPUT-OUTPUT MODEL OF THE EDUCATIONAL SYSTEM

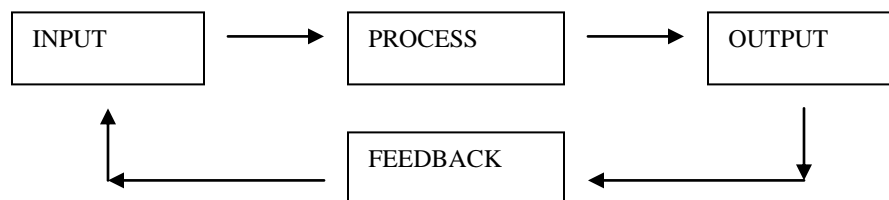


Figure 2.3 Source: Owolabi (1987:18), *Political and cultural context of educational planning*. Ibadan.

Figure 2.3 as illustrated by Owolabi (1987) indicated that the inputs into the education system included human (students, teachers, administration), material (buildings,

equipment, funds) and symbolic (policies, reward systems, theories, etc), the process involved methods used in teaching/ learning process, administration and coordination as well as evaluation and accreditation, the outputs were the results of the conversion process, and the feedback was used to adjust the methods of operation of the education system to its objectives.

Therefore in public secondary schools there must be continuous supply of inputs such as the students, teachers and scholastic materials in order to maintain continuity of these schools. The process ensures that the independent variables which are prompt remuneration, responsibilities and in-service training are properly handled such that the dependent variable which was teacher retention is achieved in these schools. However when the desired output was not achieved through these motivators, teachers resigned from these schools. This was why the feedback was instituted into the public secondary schools system in order to bring about a way of adjusting the inputs and the process such that the desired outcomes from these public secondary schools are successfully achieved. The feedback may be provided through test results, course evaluation, opinion surveys and careful observations. Thus the effectiveness of the feedback system determines the efficiency of the school system in retaining its staff.

The input-output model by Owolabi (1987) was adjusted to the Ecimon (2007) motivation - retention model to link up motivation to retention or resignation of teachers, such that teachers' needs which are the existence needs such as shelter, food, clothing and others, are the inputs to the education system, the motivators such as prompt

remuneration, responsibilities and in-service training, serve as the process that would produce the outcome which is either retention or resignation. The outcomes would be enhanced or corrected through information relayed from the feedback as shown in figure 2.4 below. This information from the feedback about the outcomes of the school system is intended to impact on the needs of teachers in a way that the school system would have to adjust the way it was handling the motivators such that the desired outcome which is retention of teachers is achieved by these public secondary schools.

THE MOTIVATION - RETENTION MODEL

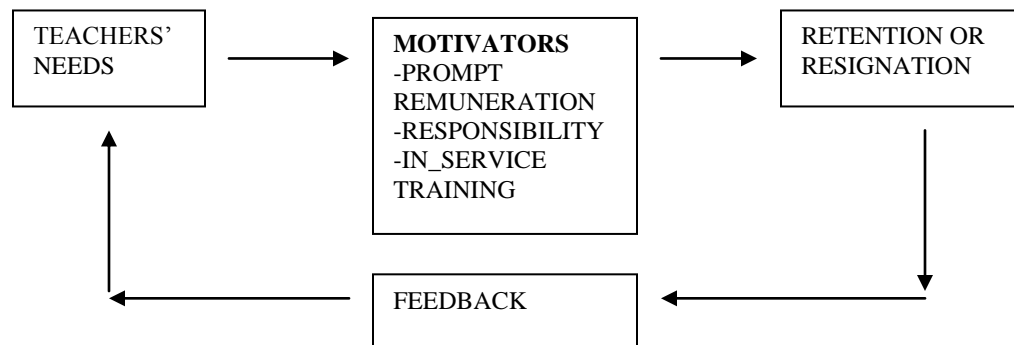


Figure 2.4 Modified from: S. O. Owolabi, (1987:18), *Political and cultural context of educational planning*. Ibadan.

Figure 2.4 postulates that when teachers' needs are met through the right motivators such as prompt remuneration, giving teachers responsibilities and offering serving teachers in-service training, they would be retained. When the motivators do not satisfy the needs of these teachers, they would resign from teaching in such public secondary schools. It also points out that for an education system to be efficient it must have an effective feedback

mechanism that provides room for quick and effective relay of information about the output such that the way the motivators are handled in a school is adjusted to satisfy teachers' needs.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents the research design that was employed in this study and how the sample size was obtained from the study population. It also provides the justification of the study area, the measure of validity and reliability of the study instrument and the procedure that was followed during this research.

3.2 Research design

This study was carried out following a criterion based sample survey design for quantitative research methods. The sample survey design was found to be suitable for this study because it allowed data to be collected from one county, and the results obtained could be generalised to fit the other four counties in Mukono District namely: Ntunda, Mukono, Njeru, and Nakifuma Counties. The researcher used the sample survey design because it was a less expensive way of gathering data from the large number of respondents involved in this study. (Creswell, 2003:153). This sample survey design was carried out in a way that the researcher chose the sample county (Nakifuma County) from the study population, before going to the field.

3.3 Population

The population for this study was the teachers in public secondary schools in Nakifuma County. The total population under study consisted of 169 teachers from the sampled public secondary schools in Nakifuma County which included Nakanyonyi S. S. S.,

Kisowera S. S. S., Kasana S. S. S., Kasawo S. S. S., Ntunda S. S. S., Saint Marys' S. S. S. Namagunga.

The total population was subdivided into clusters where each cluster represented an individual public secondary school in Nakifuma County. The population was put into clusters because each public secondary school in Nakifuma County had peculiar characteristics and had no homogeneity with another public secondary school. After clustering the population, random sampling was employed to each of the clusters such that each teacher in the sampled school had a chance to be given a questionnaire to fill. The number of teachers who were allowed to fill the questionnaire was chosen according to the percentage representation of the total number of teachers in a particular public secondary school as compared to the whole sample population.

3.4 Sample

The sample consisted of 118 teachers from public secondary schools in Nakifuma County. This sample was obtained following Krejcie and Morgan (1970) table of sample size specification. The number of teachers who were allowed to fill the questionnaires per public secondary school and the percentage of these teachers from the total population were as follows: 17 (14.4%) from Nakanyonyi S. S. S., 14(11.9%) from Kisowera S. S. S., 11(9.3%) from Kasana S. S. S., 21(17.8%) from Kasawo S. S. S., 18(15.3%) from Ntunda S. S. S., and 37(31.4%) from Saint Marys' S. S. S. Namagunga.

Table 1: The population, sample size and percentage of teachers in the sampled public secondary schools in Nakifuma County.

	Population of Teachers	Sample size	Percentage
Nakanyonyi S. S. S.	25	17	14.4
Kisowera S. S. S.	20	14	11.9
Kasana S. S. S.	15	11	9.3
Kasawo S. S. S.	30	21	17.8
Ntunda S. S. S.	24	18	15.3
Namagunga S. S. S.	55	37	31.4
Total	169	118	100.0

3.5 Justification of the study area

The researcher chose Nakifuma County as the geographical area of study for this research because of the following facts about this county:

1. Nakifuma County had developing public secondary schools that were finding it a daunting task to attract and retain teaching staff for a longer time in a particular public secondary school. Examples of such schools included Kisowera S. S. S., Kasana S. S. S., Ntunda S. S. S., and Nakanyonyi S. S. S.

2. The public secondary schools in Nakifuma County represented a sample of all the schools in Mukono District, where there are developed public secondary schools such as

Saint Marys' S. S. S. Namagunga and developing schools such as those mentioned in the paragraph 1 above.

3.6 Study instruments

The questionnaire was used as the data collection instrument. It composed of close-ended questions, which were seeking to capture opinions of respondents on the possible association of variables under study with retention of teachers in public secondary school in Nakifuma County. The questionnaire was chosen as the most suitable instrument for this study because it allowed collection of information within a short period of time.

The questionnaire was also found to be a useful instrument for collection of data for this study especially when there was need to protect the privacy of the respondents. This was necessary because confidentiality on the side of the participants in the questionnaire was found to be vital in a way that it encouraged and maintained the respondents' honesty to the question in the questionnaire without getting embarrassed or intimidated by either the person issuing the instrument or the on-looking staff members.

3.7 Validity of instruments

The questions in the questionnaire were subjected to face validity by the supervisor. This was to ensure that the questions were well phrased and were straight forward such that they could invite direct responses from the respondents. Two judges were used to validate the appropriateness and generalisability of the questionnaire to the topic of this study.

They judged the questions independently by placing a tick against those questions that they felt were relevant to this study. The researcher compiled this information in form of a table and then used it to calculate the content validity index (CVI). The calculated CVI was 0.81 (see appendix four). This figure indicated a high CVI for the questionnaire. Therefore it confirmed that the study instrument which was the questionnaire measured exactly what it was intended to measure. Thus it produced valid results on the effect of motivation on teacher retention in public secondary schools in Nakifuma County.

Formula 1: For calculation of content validity

Overall content

$$\text{Validity index} = \frac{\Sigma (\text{Number of judges who accept validity of questions})}{\text{Total number of judges}}$$

3.8 Reliability of instruments

The Cronbach Alpha Coefficient was used to measure the reliability of the questionnaire. The calculations gave a coefficient of 0.83 (see appendix 5) which was a high coefficient of reliability which confirmed that the study instrument which was the questionnaire provided consistent measures each time it was used to measure the effect of motivation on teacher retention in public secondary schools in Nakifuma County. This means that it would produce the same results under the same conditions with other respondents from other public secondary schools in Nakifuma County thus confirming the generalisability of the results of this study to the total population of teachers in public secondary schools in Nakifuma County. Therefore the results collected from the sample population can be used to explain observations in other counties in Mukono District.

Formula 2: For calculation of reliability

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum \text{Variance of different items}}{\text{Variance of all items}} \right]$$

Where: K = Number of items in the questionnaire

\sum = Summation

3.9 Research procedure

The researcher constructed a questionnaire that was used to collect data from teachers in public secondary schools in Nakifuma County. The research instrument was validated and was proved to correctly measure the effect of motivation on teacher retention in public secondary schools in Nakifuma County. (Refer to validity of instruments). It was also confirmed to be reliable using Cronbach alpha coefficient (refer to reliability of instrument).

The data was gathered by the four research assistants was tabulated, and analyzed using SPSS program where the chi-square and the ANOVA tests were used. The results were interpreted and discussed basing on the motivation theories viz a viz the situation on the ground in public secondary schools in Nakifuma County. Then conclusions and recommendations were drawn basing on the factors of motivation that were observed as existing in public secondary schools and were affecting teacher retention.

3.10 Data analysis

The collected data was analyzed using the Statistical program for social sciences (SPSS) where Analysis of Variance (ANOVA) tests were carried out to determine the extent of relationship between the variables of motivation that is prompt remuneration, responsibility and in-service training and retention of teachers in public secondary schools in Nakifuma County. Then the chi-square test was used to find out the relationship between motivation and retention in terms of salary payment, responsibility and in-service training in public secondary schools. Then the magnitude of correlation of chi-square was determined using the Cramers (V) coefficient for independence of variables with more than two categories. Amin (2004:228/230)

Formula 3: For Chi-square test calculation.

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

With degrees of freedom = $K-1$; Level of significance (α) = 0.05

Where: K = number of categories

X^2 = Chi-square

Σ = Sum of all Chi-square test on all categories

f_o = Observed frequency

f_e = Expected frequency

Formula 4: For Cramers's coefficient (V) calculation.

$$V = \sqrt{\frac{X^2}{n(k-1)}}$$

Formula five: For calculation of the ANOVA F-ratio statistic.

$$F = \frac{MS_{BG}}{MS_{WG}}$$

Where: MS_{BG} = Mean squares between groups.

MS_{WG} = Mean squares within groups.

CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter presents the research findings, interprets and analyses it with regard to the effect of motivation on teacher retention. The findings are presented focusing on the purpose of the study which was to identify the factors of motivation that affect teacher retention in public secondary schools in Nakifuma County. The findings from this research are intended to provide guidelines on how to solve the problem of teacher retention in public secondary schools in Nakifuma County. The data that was used in this research was obtained through administering questionnaires to 118 teachers in the sampled public secondary schools in Nakifuma County namely Nakanyonyi S. S. S., Kisowera S. S. S., Kasawo S. S. S., Kasana S. S. S., Ntunda S. S. S., and St. Marys' S. S. S. Namagunga.

4.2 Background information of respondents.

Table 2: The frequency and percentage of religious denominations that founded the sampled public secondary schools in Nakifuma County.

Religious denominations	Frequency	Percentage
Catholic	55	46.6
Protestant	34	28.8
Muslim	29	24.6
Total	118	100.0

The researcher, analyzed responses got from question two in the questionnaire and found out that the sampled public secondary schools in Nakifuma County belonged to three

major religious denominations. Table two above indicated that 55(46.6%) of the respondents agreed that their schools were Catholic founded, 34(28.8%) of the respondents agreed that their schools were Protestant founded, and 29(24.6%) of the respondents agreed that their schools were Muslim founded. It was also identified that the randomly sampled public secondary schools represented two schools from each religious denomination. That is St. Marys' S. S. S. Namagunga and Ntunda S. S. S., were catholic founded schools, Nakanyonyi S. S. S. and Kisowera S. S. S. were Church of Uganda founded schools, and Kasawo S. S. S. and Kasana S. S. S. were Muslim founded schools.

The findings revealed that there were more respondents from the Catholic founded public secondary schools than from Protestant founded schools and the least number of respondents were from the Moslem founded schools. This was because there was high student enrolment in Catholic founded schools and the staff sealing for such schools allowed for more teachers to be recruited while in the protestant and Moslem founded schools, the student enrolment was low and thus the staff sealing for these schools allowed few teachers to be recruited.

Chart 1: The frequency and percentage of respondents according to sex.

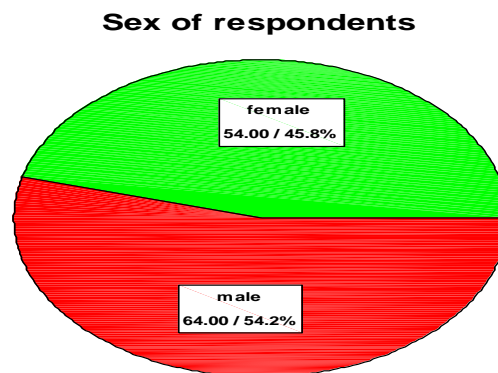


Figure 2.5

The analysis of responses to question three in the questionnaire produced results about the sex of respondents as shown on chart one above. It showed that the percentage of male teachers was 64 (54.2%) and that of the female teachers was 54 (45.8%). The percentage representation of male and female teachers implied that there was no significant difference between the number of male teachers and that of female teachers. This is a desirable situation in that it does cater for equity and gender balance in public secondary schools in Nakifuma County, where the intake is for both female and male students. This showed that the public secondary schools in Nakifuma County attracted and retained both male and female teachers.

Table 3: The frequency and percentage of teachers' marital status in public secondary schools in Nakifuma County.

Marital status	Frequency	Percentage
Single	40	33.9
Married	57	48.3
Divorced	1	.8
Separated	5	4.2
just living together	15	12.7
Total	118	100.0

The marital status of teachers in public secondary schools in Nakifuma County was categorized by the researcher into five categories, that is: single, married, divorced, separated and just living together as shown on table three above. According to the researcher, teachers who were categorized as single were those who were living alone as male teachers or female teachers. Teachers who were placed in the category of married were those who were officially married in church by a priest or reverend or in a mosque

by an imam or legally in court by the Resident District Commissioner (RDC). The teachers who were categorized as divorced were those teachers who were originally married but were legally separated and no longer lived together. The teachers who were placed in the category of separated were those teachers who were living together but due to some unfavourable circumstances found it hard to continue staying together and thus unofficially parted company. The teachers who were categorized as just living together were those who were unofficially cohabiting.

The marital status of teachers in public secondary schools in Nakifuma County showed that 40(33.9%) were single, 57(48.3) were married, 1(0.8%) were divorced, 5(4.2%) were separated, and 15(12.7%) were just living together as shown in table three above. This indicated that more of the teachers in the sampled public secondary schools were married which was due to the fact that most of these schools were founded on religious denominational levels, which strongly stressed the doctrine of marriage.

The percentage of married teachers was recorded as being the highest in the table three above because in most instances, a teacher remained working in a particular public secondary school because the partner was also working in the same school. In some public secondary schools, married teachers were given extra privileges such as a self contained house to live in, promotion prospects and other privileges. This was because administrators were faced with a challenge of upholding the doctrine of these religious denominational schools that stressed the ideology of marriage as the epitome of family life. Thus they found offering privileges to married teachers an easy means to encourage

the other teachers who were not married to get married and those who were married to be retained in these schools. This also limited the number of cases of defilement of students in such public secondary schools.

This implied that married teachers were more likely to be retained in a particular public secondary school than any other marital status category. This was because married teachers in such schools were accorded respect, recognition and reputation, which encouraged them to have increased performance and job satisfaction which would motivate them to be retained in a particular public secondary school.

Table 4: Descriptive statistics of salary structure of teachers in public secondary schools in Nakifuma County.

	N	Minimum	Maximum	Mean	Std. Deviation
salary bracket (in thousands)	118	280.00	560.00	413.3390	66.98644

The salary paid to teachers in the selected public secondary schools in Nakifuma County ranged from the minimum of 280.00 to the maximum of 560.00 thousand. The mean salary payment was recorded as 413.34 thousand as shown in table four above. This indicated that, teachers in public secondary schools in Nakifuma County earned more or less the same amount of money per month. This was why teachers stood out more prominently in terms of financial status in rural areas where most of the residents were peasants. The seemingly high economic status of these teachers encouraged them to stay longer in such public secondary schools.

This implied that the amount of remuneration being paid to teachers does serve as a motivator that encouraged teachers to remain working in a particular public secondary school. This was because, through remuneration, teachers could satisfy their basic economic needs, since salary enables teachers to achieve their physiological needs as pointed out by Vroom (1964). It is therefore worthy for school administrators to understand that the amount of take-home-pay helps to prevent teachers from feeling dissatisfied with their work. The administration and head teachers need also to know that teachers need to be paid for any extra work that they do in these schools in time as this motivates them to do more work in particular schools, thus making them to be retained.

Table 5: The frequency and percentage of teachers' academic qualifications in public secondary schools in Nakifuma County.

Academic qualifications	Frequency	Percentage
UCE	2	1.7
UACE	6	5.1
Diploma	35	29.7
Graduate	74	62.7
Masters degree	1	.8
Total	118	100.0

The data collected from question six in the questionnaire was analyzed by the researcher and presented as shown in table five above. It revealed that 2(1.7%) were UCE holders, 6(5.1%) were UACE holders, 35(29.7%) were Diploma holders, 74(62.7%) were Graduates and 1(0.8%) were graduates with Masters qualifications. This indicated that public secondary schools in Nakifuma County employed more graduate teachers than the rest of the other qualifications. This was because the government of Uganda had put a

ban on recruitment of teachers, and the few times it opened a window for new recruitment of teachers the priority was given to graduate teachers. This scenario encouraged teachers to constantly upgrade their academic and professional status from certificate level to graduate level which explains why the salary discrepancy was as high as shown on table 4.

A teacher's academic and professional status determines that teachers' contribution to the success of the school thus graduate teachers were normally given respect and recognition in public secondary schools, which motivated them to stay for a much longer time in a particular public secondary school.

Table 6: The frequency and percentage of type of teachers in the sampled public secondary schools in Nakifuma County.

Type of teacher	Frequency	Percentage
permanent	95	80.5
part time	23	19.5
Total	118	100.0

Table 6 above represents data collected from question seven of the questionnaire that illustrates the type of teachers in the sampled public secondary schools in Nakifuma County. It showed that 95(80.5%) were permanent teachers and 23(19.5%) were part time teachers. According to the researcher, permanent teachers were those teachers employed by the school on full time basis while the part time teachers were those teachers who were temporarily employed but had other schools where they were permanently employed.

The percentage of teachers in the selected public secondary schools who were permanently employed was more than those who were part time teachers due to the fact that all the permanent teachers were appointed by the Public Service Commission (PSC), which ensured that they were registered, interviewed, appointed and later posted to the different public secondary schools. The part time teachers were employed by the Boards of Governors (BOG) to fill up the existing vacancies in these public secondary schools.

Being permanently employed raised the expectation of a teacher for progress, promotion and rewards which in a way encouraged those teachers to stay for longer time in a particular public secondary school.

Table 7: The frequency and percentage of teachers according to departments in the sampled public secondary schools in Nakifuma County.

Departments	Frequency	Percentage
Disciplinary	21	17.8
Academics	56	47.5
Co-curricular	30	25.4
Administration	11	9.3
Total	118	100.0

In a public secondary school, teachers were given responsibilities according to departments. The common divisions of departments in the sampled public secondary schools in Nakifuma County were: Disciplinary, Academics, Co-curricular and Administration. In the disciplinary department, the morals and conduct of students are handled, the academic department, deals with organizing the teaching and learning in the school, the co-curricular department is concerned with developing the psychomotor skills

such as games, sports and athletics, while the administration department is entrusted with coordination of all activities in the school.

The number of teachers who belonged to the Disciplinary department were 21(17.8%), the Academic department 56(47.5%), the Co-curricular department 30(25.4%) and the Administration department 11(9.3%) as shown in table 7 above. The Academic department had the highest frequency and percentage of teachers due to the fact that public secondary schools emphasized more on academic work than any other activity in the school. Administration was normally carried out by the higher echelons of staff which explains why the department of administration had the least frequency of teachers.

Table 8: The number and percentage of teachers holding positions in the sampled public secondary schools in Nakifuma County.

Positions in school	Number	Percentage
Class teacher	53	44.9
Head of department	42	35.6
Director of studies	14	11.9
Deputy	9	7.6
Total	118	100.0

The positions held by teachers in the sampled public secondary schools was analyzed and presented in table eight above. It revealed that 53(44.9%) were class teachers, 42(35.6%) were heads of department, 14(11.9%) were directors, and 9(7.6%) were deputy head teachers. A majority of the respondents who belonged to the Academic department (table 7) were class teachers. This was due to the fact that most teachers were fully involved

with school responsibilities concerned with teaching rather than those involving administration.

The position held by a teacher in a particular public secondary school motivated that teacher to higher levels of performance. This was due to the fact that a teacher who held a position say as a director of studies, would develop a sense of belonging to the school and would be propelled to peak performance with the hope of promotion.

Head teachers at times do use these positions to encourage teachers to stay for a longer time in a particular public secondary school. This can be by giving simple magical statements to the position holders that can propel them to greater expectations that may encourage these teachers to continue working in the same school. Such statements could be for instance telling the director of studies that “you are the only one who is capable of making a perfect teaching time table in this school”.

4.3 Research question one:

What is the effect of prompt remuneration on teacher retention in public secondary schools in Nakifuma County?

Table 9: The number and percentage of teacher satisfaction level according to remuneration in public secondary schools in Nakifuma County.

Are you satisfied with what you are earning?	Number	Percentage
To a great extent	50	42.4
To some extent	49	41.5
Not at all	19	16.1
Total	118	100.0

Table nine above indicates that 50(42.4%) of the respondents were satisfied with what they earned to a great extent, 49(41.5) of the respondents were satisfied to some extent and 19(16.1) of the respondents were not satisfied with what they earned. This was analyzed by the researcher and found out that, over 80% of the teachers agreed that they were satisfied with what they earned and only 16.1% of the teachers represented those who were not satisfied with their earnings in particular public secondary schools in Nakifuma County.

Majority of teachers who responded that they were satisfied with their earnings represented those teachers who were being paid on government scale (U4a Shs. 420,000/=). Therefore the research findings showed that 50(42.4%) of the teachers in public secondary schools in Nakifuma County were paid on government scale, while 19(16.1%) represented those who were not being paid on government scale.

This implied that, teachers who were being paid on government scale seemed to have been more motivated to continue working within a particular public secondary school than any other teacher because they were able to satisfy their basic needs through the remuneration they earned, leaving other factors constant.

Table 10: Chi-square test on the relationship between remuneration and teacher retention.

Source of relationship	Value	d.f.	Asymp. Sig. (2-sided)
Pearson Chi-Square	79.403(a)	52	.009
Likelihood Ratio	72.918	52	.029
Linear-by-Linear Association	18.893	1	.000
N of Valid Cases	118		

Pearson Chi-square = 79.403, degrees of freedom = 52, Asymptotic Significance value = 0.009

The χ^2 test on whether remuneration and retention of teachers were independent gave a value of 79.403. Using the probabilistic approach in testing hypotheses, the calculated significance value of 0.009 was smaller than the predetermined level of significance $\alpha = 0.05$. Therefore there was a relationship between teacher retention and remuneration. The Crammrs coefficient (V) value of 0.41 that was calculated, confirmed the relationship between teacher retention and remuneration.

This implied that the way remuneration was paid to teachers in public secondary schools in Nakifuma County had an effect on the number of years a teacher would spend in a particular public secondary school. Thus in schools like St. Marys' S. S. S. Namagunga where remunerations were paid promptly, the teaching staff was motivated to stay longer in such a school.

4.4 null hypothesis one:

H_0 : Prompt remuneration has an effect on teachers' retention in public secondary schools in Nakifuma County.

Table 11: ANOVA test on the effect of prompt remuneration on teacher retention.

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.223	13	1.017	3.213	.000
Within Groups	32.923	104	.317		
Total	46.146	117			

F-ratio statistic = 3.213, degrees of freedom = 13, significance value = 0.000

The null hypothesis that prompt remuneration has an effect on teachers' retention in public secondary schools in Nakifuma County, was tested using ANOVA and it yielded an F –statistic of 3.12 (see ANOVA table 11). Basing on the probability value approach, the significance value of 0.000 which was got, was lower than the predetermined level of significance ($\alpha = 0.05$) and thus the null hypothesis was rejected.

Therefore prompt remuneration has a significant effect on the time a teacher would spend teaching in a particular public secondary school. When the measure of strength of the relationship between prompt remuneration and teacher retention was calculated, it gave an omega squared (ω^2) value of 0.514 which represented that retention of teachers in public secondary schools in Nakifuma County was affected by prompt remuneration.

4.5 Research question two:

To what extent do responsibilities affect teacher retention in public secondary schools in Nakifuma County?

Table 12: The number and percentage of teachers involved in decision making in public secondary schools in Nakifuma County.

Are you involved in decision making?	Number	Percentage
To a great extent	46	39.0
To some extent	51	43.2
Not at all	21	17.8
Total	118	100.0

Decision making is meant to refer to the process where all the stake holders are involved in the formulation of tasks or activities in an organization. In a school this would mean having team work where all teachers are free to make their personal contributions to the school and to air out their views about the general running of the school activities.

When teachers from the selected public secondary schools in Nakifuma County were asked to respond on their involvement with decision making in their respective schools, 46(39%) responded that they were involved with team work to a great extent, 51(43%) to some extent and 21(17.8%) not at all as shown in table 12 above. This showed that there were few teachers who were involved in decision making because it was not a common practice in the sampled public secondary schools in Nakifuma County.

Table 13: The number and percentage of teachers involved in team work in public secondary schools in Nakifuma County.

Are you involved in team work?	Number	Percentage
To a great extent	57	48.3
To some extent	53	44.9
Not at all	8	6.8
Total	118	100.0

Team work is a type of working environment where all staff members contribute to the overall success of the organization. Members work with fellow members of the organization to produce results. Even though each member has a specific job function and belongs to a specific department, the member is unified with other organization members to accomplish the overall objectives. That is, the bigger picture drives all the overall actions of the organization such that individual actions exist to serve the bigger picture. This may also involve members contributing ideas about an item on the agenda with full consideration given to each contribution from any of the members.

When teachers in the selected public secondary schools in Nakifuma County were asked whether they were involved with team work, 57(48.3%) responded that they were involved with team work to a great extent, 53(44.9%) to some extent and 8(6.8%) not at all as shown in table 13 above. This data was analyzed by the researcher who found out that 110(93.2%) were involved in team work while 8(6.8%) were not involved in team

work. This implied that teachers were involved in team work in the public secondary schools in Nakifuma County.

Table 14: The frequency and percentage of teachers' involvement with responsibilities in public secondary schools in Nakifuma County.

Does your school involve teachers with responsibilities?	Frequency	Percentage
To a great extent	17	14.4
To some extent	62	52.5
Not at all	39	33.1
Total	118	100.0

Table 14 above shows that 17(14.4%) of the teachers held responsibilities to a great extent, 62(52.5%) to some extent and 39(33.1%) did not hold any responsibilities at school. This data was analyzed by the researcher who found out that 101 (85.6%) of the teachers were not given responsibilities to hold while 17(14.4%) of the teachers responded that they had responsibilities at school. The high percentage of teachers who were not involved with responsibilities in the sampled public secondary schools in Nakifuma County indicated that the school administration did not normally delegate duties to staff.

These results are in congruence with the findings written by Kyasanku (1993) that, if teachers were involved in school administration they embezzled school funds. He also pointed out the head teachers' fear that when teachers were involved in school administration they reduced their importance especially when a teacher did a better job than the head teacher. This was due to the fact that administrators in public secondary

schools in Nakifuma County found it easier to manage staff through minimal delegation and these head teachers were very conscious to delegate only on carefully selected areas.

Table 15: Chi-square test on the relationship between responsibilities and teacher retention

Source of relationship	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.551(a)	26	.147
Likelihood Ratio	36.762	26	.079
Linear-by-Linear Association	8.182	1	.004
N of Valid Cases	118		

Pearson Chi square = 33.551, degrees of freedom = 26, asymptotic Significance value = 0.147

The χ^2 test on the effect of responsibilities on teacher retention gave a figure of 33.551. The asymptotic significant value of 0.147 from table 15 above is higher than the predetermined level of significance $\alpha = 0.05$. This meant that there was a relationship between responsibilities and the time a teacher spent in a particular public secondary school. The Cramm's coefficient (V) value of 0.377 confirmed that there was a positive relationship between responsibility and teacher retention.

4.6 Null hypothesis two:

H₀: Responsibilities given to teachers have an effect on retention of teachers in public secondary schools in Nakifuma County.

Table 16: ANOVA test on the effect of responsibilities on teacher retention.

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.246	13	.404	1.601	.096
Within Groups	26.208	104	.252		
Total	31.454	117			

F-ratio statistic = 1.601, degrees of freedom =13, significance value = 0.096

The ANOVA table 16 above shows an F-statistic of 1.601. The significance value of 0.096 which was obtained is higher than the predetermined level of significance $\alpha = 0.05$. The significance value that was obtained lies within the region of acceptance of the null hypothesis. This confirms that responsibilities have no effect on teacher retention in a particular public secondary school in Nakifuma County.

These research findings indicated that giving responsibilities to teachers did not necessarily lead to teacher retention. Responsibilities can be equated to the hygiene factors by Herzberg (1966), which in their presence would not make teachers motivated to stay for a longer time in a particular public secondary school, but if they were absent, they would not cause teachers to leave teaching in a particular school.

4.7 Research question three:

How does in-service training affect teacher retention in public secondary schools in Nakifuma County?

Table 17: The frequency and percentage of teacher involvement with in-service training in public secondary schools in Nakifuma County.

Does your school offer in-service training?	Frequency	Percentage
To a great extent	20	16.9
To some extent	56	47.5
Not at all	42	35.6
Total	118	100.0

In-service training is where serving teachers are given courses so as to augment on the skills that they learned while at college or university. These courses are usually held in schools as seminars, workshops, or refresher courses which are intended to help teachers to improve on their teaching methods.

The data that was obtained from question 17 in the questionnaire on whether schools offer in-service training to teachers in public secondary schools was analyzed and recorded as shown in table 17 above. It showed that 20(16.9%) of the teachers were offered in-service training to a great extent, 56(47.5%) of the teachers were offered in-service training to some extent, and 42(35.6%) did not have in-service training at all. The low percentage of teachers who had in-service training at school indicated that the public secondary schools in Nakifuma County were to a small extent offering in-service training to their teachers.

Table 18: Chi-square test on the relationship between in- service training and teacher retention

Source of relationship	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	153.208(a)	104	.001
Likelihood Ratio	124.666	104	.082
Linear-by-Linear Association	11.243	1	.001
N of Valid Cases	118		

Chi square = 153.208, degree of freedom = 104, asymptotic Significance value =0.001

The χ^2 test on the relationship between in-service training and retention of teachers gave a figure of 153.208. Basing on the probability value approach, the asymptotic value of 0.001 is smaller than the predetermined value of $\alpha = 0.05$ leading to the inference that in-service training had an effect on teacher retention. Thus the time a teacher spends in a public secondary school is related to retention of teachers in that school. The Cramers coefficient value of 0.403 confirmed that 40.3% of the teachers in public secondary schools in Nakifuma County stayed in a particular school due to in-service training.

This implied that when teachers were given adequate training, they were retained in a particular public secondary school. However they may resign from these schools if they were not trained properly or when they find that demands are being made upon them which they cannot cope with, without the relevant in-service training.

4.8 Null hypothesis three

H₀: In-service training affects retention of teachers in public secondary schools in Nakifuma County.

Table 19: ANOVA test on the effect of in-service training on teacher retention

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.872	13	.606	2.519	.005
Within Groups	25.001	104	.240		
Total	32.873	117			

F-ratio statistic = 2.519, degrees of freedom = 13, significance value =0.005

The ANOVA table 19 gave a value of 2.519. Basing on the calculated value of significance 0.005 which was smaller than the predetermined level of significance $\alpha = 0.05$, the null hypothesis was nullified. Therefore in-service training had an effect on teacher retention. When the measure of strength of the relationship was calculated, it gave an omega squared (ω^2) value of -0.61 which means that though in-service training affected teacher retention, the negative value of omega squared implied that there was also a tendency for the over qualified teachers to leave a particular public secondary school for greener pastures or for promotion. This implied that the school management in public secondary school should provide adequate induction programs to new teachers and also provide in-service training for the already serving teachers so as to retain them longer in a particular public secondary school.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Understanding why teachers leave a particular public secondary school is the first step in getting them to stay in that school. Administrators and head teachers find addressing this essential issue to be a difficult task because teachers leave teaching in such schools, due to various reasons. This dissertation therefore is intended to assist administrators and head teachers in planning, implementing and evaluating the factors of motivation that include prompt remuneration, responsibilities, and in-service training which the administrators and head teachers can use to achieve teacher retention in public secondary schools in Nakifuma County.

5.2 Salary payment

Income is an important aspect of working life in all carders of an organization. Okumbe (1997) found out that without income, some groups of workers would not remain motivated to do their work. Remuneration is a powerful motivator in developing public secondary schools in Nakifuma County, where all teachers are struggling to solve their basic economic needs which mainly include food, clothing, and shelter.

The research findings show that teachers from all the sampled schools in Nakifuma County earned an average of shillings 413.344 (from table four). However the levels of satisfaction of the teachers due to remuneration were found to be different from school to school (see table nine). This was due to the fact that in some public secondary schools in

Nakifuma County, for example Saint Mary's S. S. S. Namagunga, where teachers got paid for extra work done in the school expressed feelings of satisfaction from their remuneration. This extra pay made teachers in the above mentioned school, to be contented with what they earned compared to the satisfaction level of teachers in other public secondary schools in Nakifuma County, even though the salary that was being paid to teachers by the government of Uganda was the same from school to school.

The research findings from table nine on the number of teachers who were satisfied with their earnings indicated that 99(83.5%) of the teachers who filled the questionnaires were satisfied with what they earned in terms of remuneration, compared to 19(16.1%) of the teachers who had indicated that they were not satisfied with what they earned in public secondary schools in Nakifuma County.

These findings conform to Herzberg's two factor theory where money is considered as a hygiene factor. This is in the instance that when there was prompt remuneration, teachers became satisfied with what they earned, and thus reduced the tendency to demand or grumble for extra pay in a particular public secondary school. But without prompt remuneration, teachers normally complained and caused situations of unrest in these schools. This was because teachers were not able to constantly satisfy their basic economic needs in time with the inconsistent remuneration. However basing on Vrooms theory, money is a valence in that teachers derive satisfaction from accumulation of wealth due to the fact that they can satisfy their needs through it. Therefore although money is not a satisfier, it is an important motivation factor in public secondary schools

in Nakifuma County because it can lead to the satisfaction of many other needs of teachers. This in a way encouraged most of the teachers to continue working within a particular public secondary school.

Carasco et al (1996) found out that the salary structure in Uganda was not conducive enough to retain teachers in the service in a way that it attracts, encourages, creates high morale and propels the school system against attrition of teachers. The salary scale for secondary school teachers in Uganda was U4b Shs. 410,000 for teachers with graduate qualifications, and U5b Shs. 280,000 for teachers with diploma qualifications. This salary scale is still far below what other civil servants with the same qualifications in other professions were earning thus it kept teachers not satisfied with their remuneration in these public secondary schools.

Management theorists like Maslow (1970) stressed that people join organizations to fulfil their basic needs. This view was strong on the aspect of salary payment as governing the kind of satisfaction teachers derived from their service. Therefore the salary that teachers in public secondary schools earn, should be supplemented with prompt remuneration of the extra duties that these teachers render to these public secondary schools.

Herzberg (1966) pointed out that employees from developing organizations are often motivated to perform satisfactorily if they were well paid. The χ^2 test on the relationship between remuneration and teacher retention in public secondary schools in Nakifuma County (see table 10) revealed that there was a relationship between salary payment and

retention of teachers in public secondary schools in Nakifuma County. The crammers' coefficient value of 0.41 meant that 41% of the teachers stayed in a particular public secondary school because they could meet their basic needs through the salary they earned from these schools. The ANOVA test on the effect of prompt remuneration on teacher retention in public secondary schools (see table 11) gave an F statistic of 3.12 which meant that prompt remuneration had an effect on teacher retention in a particular public secondary school. The Omega squared value of 0.514 meant that 51.4% of the teachers in public secondary school in Nakifuma County stayed working in these schools as a result of prompt remuneration.

Therefore prompt remuneration serves as a motivator that can cause retention of teachers in public secondary schools in that money can be used to acquire most of the physiological needs as pointed out by Vroom in his Expectancy - valence theory. This is why the results from this study show that there is a relationship between prompt remuneration and teacher retention. However the analysis from the ANOVA test (table 11) using the omega squared value of 0.514 indicated that salary payment alone cannot motivate teachers to stay in a particular public secondary school. This was why Alderfer (1987) pointed out that more than one need may be operative, or activated, at the same point, in time in a way that while remuneration is promptly handled, the school administration should also look into other motivation factors such as providing in-service training and giving teachers responsibilities so as to augment on the effect of prompt remuneration on teacher retention. In this respect Alderfer's model is a less rigid model of the motivation process compared to Maslows' theory, which therefore makes it a more

practical motivation approach to retention of teachers in public secondary schools in Nakifuma County.

The ERG theory by Alderfer (1987) recognizes that the importance of the existence needs, the relatedness needs and the growth needs may vary for each individual. Therefore head teachers should recognize that a teacher has multiple needs that must be satisfied simultaneously. According to ERG theory, if head teachers focused exclusively on one need at a time, it was not effective enough to motivate and retain teachers in a particular public secondary school for a longer time.

5.3 Responsibility

Responsibilities broaden the work of an employee in an organization. In a school giving responsibilities to teachers allowed them to make personal decisions on matters concerning different aspects of the school. Smith, (1995) reported that schools would function well when some of the duties were delegated. This was augmented by Mafabi, et al (1993) that for a school to serve as an organization it must have division of labour and allocation of duties to all categories of staff.

The χ^2 test on the effect of responsibility on teacher retention (see table 15) indicated that there was a negligible relationship between responsibilities and retention of teachers in public secondary schools in Nakifuma County. The Cramm's coefficient value of 0.377 confirmed that there was a slight positive relationship between responsibility and retention. Therefore 37.7% of the teachers stayed in a particular public secondary school

because of the responsibilities they held in that school. The ANOVA table 16 on the effect of responsibilities on teacher retention gave an F statistic of 1.60, which confirmed that responsibilities did not have a significant effect on teacher retention in public secondary schools in Nakifuma County. Therefore giving responsibilities to teachers without sufficient remuneration did not effectively motivate them to be retained in that particular public secondary school.

These results are in congruence with the findings written by Kyasanku (1993) that indicated that if teachers were involved in school administration they would embezzle school funds. He also pointed out the head teachers' fear that when teachers were involved in school administration they reduced their importance in the school especially when the teacher did a better job than the head teacher. This was due to the fact that administrators in public secondary schools in Nakifuma County found it easier to manage staff through minimal delegation of duties and these head teachers were very conscious to delegate only on carefully selected areas such as academics, co-curricular and discipline departments where they were sure that teachers handling these positions would not be able to exert a significant effect on their roles as head teachers.

The low percentage of teachers who were involved with responsibilities in the sampled public secondary schools in Nakifuma County (refer to table 14) meant that the school administration was to a small extent delegating duties to their staff members. The ERG theory by Alderfer acknowledges that if higher level needs remained unfulfilled, the person regressed towards lower level needs, which appeared easier to satisfy. This was

known as the frustration - regression principle which impacts workplace motivation. For example if growth opportunities were not offered to teachers, they regressed towards relatedness needs and socialized more with the co-workers. Thus most of the teachers in public secondary schools in Nakifuma County were not engaged in administrative work of their schools because of the frustration - regression principle.

5.4 In-service training

Norton (1999) found out that addressing teacher retention amidst high attrition was costly to school administrators because the cost of teacher termination, hiring substitutes, recruitment and orientation, were costs that could not be ignored. The first few years of teaching in a public secondary school are very challenging in that most teachers labor in isolation from their colleagues and that the new teachers were often assigned challenging tasks beyond their areas of training (Haselkorn and Fiedler, 1999). The combination of these challenges often drove new teachers from the teaching profession.

Teacher terminations are a significant cost to public secondary schools because productively is lost during the time it takes to refill the vacant position that had been occupied by a teacher. The high teacher turn-over in public secondary schools in Nakifuma country has left these schools with a constant shortage of teachers. Therefore such schools should implement programs at the school level to support the existing teachers in these schools so that they are retained and to adapt the new teachers to the school environment. This was referred to by Haselkorn, and Fiedler (1999) as induction or in- service training which usually varied from school to school although it was

intended to augment on the learning process and the adaptability of the new teachers to these public secondary schools.

Hannagan (2002) stated that in – service training improved on employee performance and provided the individual with new skills that would help that individual to be versatile in the job. This was of advantage to the organization in that it made employees more flexible in the work place. This is however in disagreement with McGregor theory –X that states that man naturally hates work and when given an opportunity will look for a possible solution to avoid doing that piece of work.

The χ^2 test on the relationship between in-service training and teacher retention gave a value of 153.208 (see table 18) which indicated that there was a relationship between in-service training and retention of teachers in public secondary schools. The Cramers coefficient value of 0.43 meant that 40.3%. of the teachers in public secondary schools in Nakifuma County were retained in these schools due to in – service training. The ANOVA test on the effect of in-service training on teacher retention gave a value of 2.519 which meant that in – service training had a significant effect on teacher retention. The omega squared value of -0.61 meant that 61% of the teacher’s retention in public secondary schools in Nakifuma County was due to in- service training. However the negative value of the omega squared value meant that when teachers got extra training and became effective, they opted to leave public secondary schools for higher levels of employment.

5.5 Conclusion

While some of the dynamics of retention such as family movements, birth of children, retirement can not be controlled; investing in resources that effectively address the reasons for teacher attrition increased the likelihood that a high quality teacher who increases student achievement would be retained in a particular public secondary school. Experienced educators indicated that they were more likely to stay teaching in a particular public secondary school when their workload was manageable, their school was supportive of staff and students, and paperwork did not interfere significantly with their teaching. Thus retaining experienced staff is a school's first step in developing high quality learning.

5.6 Prompt remuneration.

In a public secondary school it is the work of a head teacher to recognize the complexity of teaching and to meet the growing demands of teachers, which would encourage them to stay for a longer time in a particular public secondary school. The management committees in public secondary schools in Nakifuma County have to endeavor to make retention plans which should guard against teachers leaving such schools abruptly. For example providing prompt remuneration, increased responsibilities and in-service training would go a long way to reward teachers for their efforts and services in these schools. The amount of take home pay did not necessarily increase the strength and direction of teachers' work but it was how promptly this money was being paid which motivated them to do more work and consequently, they were retained in these schools. Thus the way remunerations were handled in a public secondary school played an

important role in the retention to teachers. This was because teachers were more likely to give value to their work, if there was an anticipated reward such as prompt remuneration. From the motivation retention model, teachers' needs were unlimited due to the fact that they range from basic needs, to security needs, social needs, self esteem and self-actualization needs. The research findings indicated that most of the teachers in the selected public secondary schools in Nakifuma Country were still struggling to achieve their basic economic needs which they could solve through prompt remuneration from these schools. Therefore, when teachers were promptly remunerated, they were kept away from grumbling about the magnitude of the remuneration because they (teachers) could meet their basic needs through prompt remuneration. It is then worthy for head teachers to know that prompt remuneration served as a lasting motivation factor to teachers, which therefore can be used in public secondary schools in Nakifuma County to encourage teachers to stay much longer in these schools, than when the remuneration was not consistently paid. However it was important to note that prompt remuneration alone, was not able to continuously motivate teachers to be retained in a particular public secondary school. Thus a head teacher should recognize that a teacher has multiple needs that must be satisfied simultaneously. This was because if the basic needs of teachers in a particular public secondary school were not met through remuneration, they (teachers) more likely resigned from teaching in that particular public secondary school.

5.7 Responsibility

Sharing of duties, involvement in decision making and team work were found to be common occurrences in the sampled public secondary schools. When head teachers

shared duties with teachers, they (teachers) expressed that they derived satisfaction from their work. This was because they developed feelings of belongingness to the school programs. However when teachers were not given responsibilities or given chance to be involved in decision making process in a school, they developed feelings of dissatisfaction in their work and consequently opted for other employment opportunities where there had hopes of sharing duties with the head teacher. The research findings on the number of teachers involved in decision making (table12) and the number of teachers involved in team work (table 13) indicated that public secondary schools in Nakifuma County to a great extent involved teachers in decision making and team work. However the research findings on the frequency and percentage of teacher's involvement in responsibilities in public secondary schools in Nakifuma County as shown on table 14 revealed that there were few teachers who were involved with administrative work through delegation of duties. The low percentage of teachers involved with responsibilities indicated that responsibilities had no significant influence on retention of teachers. The duration that a teacher spends in a particular public secondary school, is the retention capacity of that school for that particular teacher. It should however be noted that the time that a teacher spends in a particular public secondary school due to a position held as a responsibility could be due to lack of an alternative to satisfy this teachers' needs. It should also be noted that the teacher's years of experience makes a great difference to the quality of their performance in the classroom probably between the fifth and the twelfth year of teaching. However, most teachers left teaching early before they could realize their full potential in public secondary schools in Nakifuma County. This implied that public secondary schools in Nakifuma County were constantly losing

skilled staff and therefore had not made plans to retain the existing teaching staff basing on the principles as to why teachers left such schools. Thus from the motivation retention model, whether teachers were involved in team work, decision making or given duties to handle, it had no significant effect on the number of years that teacher would stay working in that school.

5.8 In- service training

In –service training is important in a public secondary school to supplement or re-awaken the training teachers had acquired from colleges or Universities. This is because, training of staff helps to develop the teachers’ knowledge of content, skills and attitudes towards work. However the research findings on the frequency of teacher involvement in-service training (table 17) indicated that public secondary schools in Nakifuma Country did hold in-service training for their teachers. In-service training is a motivator that is not frequently used in public secondary schools in Nakifuma Country probably due to the costs involved in training staff and the slow turn-over of the results from in-service training. The results from the ANOVA test on the effect of in-service training on teacher retention. (table19) indicated that if teachers were given extra training they developed tendencies to leave a particular public secondary school for greener pastures. However public schools should endeavour to train their staff in order to equip them with better skills that can assist them to cope with the new development in the teaching profession. It is therefore important for head teachers in public secondary schools in Nakifuma County to give teachers more challenging work after training them such that they use the new acquired skills in the work they do in a particular school. This is because challenging

work produces a more lasting increase in satisfaction to the teacher, which will cause retention of this teacher in a particular public secondary school. Through in-service training, an employee can be motivated into higher performance. The research findings as shown on table 19 show that in-service training is a motivation factor in that through it teachers can develop skills that can propel them to higher performance thus leading to job satisfaction which consequently encouraged them to be retained in a particular public secondary school. It should also be noted that teachers may resign from teaching if they encountered challenges that they cannot cope with without the relevant in-service training. This is because, in-service training helps in expanding the job of a teacher, which would make the teacher to do more work of a similar nature to what this teacher already had. This process removes the boredom from the job by eliminating the repetitiveness of the tasks and allows the teachers to increase on their responsibilities in the school. In-service training also enriches the teachers' job by expanding the teachers' tasks to give higher levels of responsibility in the nature of work they do. For example a teacher through in-service training may develop skills to help in catering or improve on public relations which will not only expand on the skills of a teacher but also give increased challenges in the teaching job and at the same time provide some degree of autonomy to the teacher. It is therefore important for school administrators to provide adequate in-service training programmes in terms of seminars, workshops and refresher courses because these will uplift and maintain teachers' effectiveness and efficiency.

5.9 RECOMMENDATIONS

In order for a school to retain its teachers, Administrators and head teachers should realize that teachers join a school with a desire to fulfill their needs. They (Administrators and head teachers) have to provide mechanisms that ensure that the different demands of teachers are met. This can be done through the following recommendations:

Administrators and head teachers should ensure that teachers are promptly remunerated for any work they do in a particular public secondary school since through remuneration they can afford to provide their families with their basic needs for example food, shelter and clothing. Therefore it is not the amount of take home pay that can increase the strength and direction of teachers' work in a particular school but it is how promptly this money is being paid which motivates these teachers to do more work and consequently be retained in these schools.

For a school to serve as an organization it must have division of labor and allocation of duties to all categories of staff. This is due to the fact that giving teachers responsibilities allowed them to make personal decisions on matters concerning the general running of the school. Although the findings from this research indicated that responsibilities had no effect on teacher retention, administrators and head teachers should involve teachers in responsibilities in schools because team work and decision making builds a sense of belongingness in teachers to the school programs.

The school administration should devote time and money to provide their teachers with in-service training in terms of seminars, workshops and refresher courses because these activities in a school develop the teachers' knowledge of content, skills and attitudes towards work, while uplifting and maintaining teacher effectiveness and efficiency.

Teachers accept to work in a particular school because they have needs that they expect to satisfy from that school. They may also opt to leave such a school if their needs are persistently not being met by the school. Therefore the school administration should have a plan of action to deal with staff needs. This plan should consist of two parts, where one part is the informal plan which is intended to deal with immediate needs and the other part is the formal plan that is intended to deal with long term needs requiring action by the BOG, PTA and Government. The informal plan should involve teachers reporting to the school administrators about their needs which require immediate attention due to their urgency and do not involve large financial implications to the school, such as a leaking roof of a teachers' house, electric power cut and others. The formal plan should involve teachers putting in their request to the head teacher who will formally forward their request to the BOG and PTA members of the school to handle. These involve needs that are important to the teachers but do not have immediate solutions because of the large financial implications attached to them to the extent that the head teacher may find it hard to handle them independently.

5.10 Areas for further research

The numbers of pupils from primary schools who qualify to join public secondary schools are on the increase. This was due to the Universal Primary Education (UPE) and the Universal Secondary Education (USE) programs that were put in place by the government of Uganda to help educate all the Ugandan school going age children in order to promote literacy and numeracy in the Ugandan population. While there was an influx of students to public secondary schools the government of Uganda had put a ban on teacher recruitment in 1997 and the recent times it has opened a window to recruit teachers, it has been in phases which do not provide proportional teacher to student enrolment. Therefore there is need for further researches to focus on the effect of the influx of UPE and USE students to the teaching and learning in public secondary schools.

Giving teachers responsibilities encouraged some of them to do more work in a particular public secondary school while other teachers felt that the head teacher was thrusting his workload on them thus they were over burdened by these responsibilities. Other teachers who were not given responsibilities developed feelings of dissatisfaction in their work. The researcher found out that whether teachers were given or not given responsibilities, it didn't have a significant influence on teacher retention. Thus some teachers were retained in a school because they had a responsibility to handle while for other teachers they would leave a particular public secondary school for other employment opportunities whether they had or did not have a responsibility. Thus for future studies there is need to find out how responsibilities can cause lasting satisfaction in teachers.

The Board of Governors (BOG) of public secondary schools are partners with government as the proprietors of these public secondary schools who play an important role of assisting the head teachers to handle the administrative work of these schools in accordance to the set objectives and goals of these schools. The BOG are entrusted with checking of the day to day activities in these schools which makes it paramount for future researchers to find out the influence of BOG on school administration.

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Appendix one

Letter of approval to carry out research from the dean of school of education.

Appendix two

**Letter of request for science teachers from the head teacher Nakanyonyi
S. S. S.**

Appendix three

TEACHERS QUESTIONNAIRE

This questionnaire is seeking information on the effect of motivation on teacher retention in public secondary schools in Nakifuma County. You are one of the few people selected to participate in this research. All information will be treated with the strictest confidence.

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

1. Name of school (optional)
2. Religious denominations that founded your school: 1. Catholics 2. Protestant
3. Muslim 4. Others specify....
3. Sex of respondents: 1. Male 2. Female
4. What is your marital status: 1. Single 2. Married 3. Divorced 4. Separate
5. Widow / Widower 6. Just living together
5. In which bracket is your salary?
6. What is your academic qualification: 1. UCE 2. UACE 3. Diploma
4. Graduate 5. Masters degree
7. Are you a permanent or time teacher in this school? 1. Permanent 2. Part time
8. In which of the following departments do you belong? 1. Discipline 2. Academic
9. Which of the following positions do you hold? 1. Class teacher
2. Head of department 3. Deputy 5. Head teacher 6. None above
- (specify)

	Question	Answer	To a great extent	To some extent	Not all
10.	Are you satisfied with what you are earnings?				
11.	Do you get paid on time?				
12.	Do you get paid for overtime work?				
13.	Are you involved in decision making?				
14.	Are you involved in team work?				
15.	Does your school involve teachers in responsibilities?				
16.	Do responsibilities affect your stay in a school?				
17.	Does your school offer in-service training?				
18.	How does in-service training affect your stay in this school?				
19.	Can in-service training make you get promotion?				
20.	Are you happy with your work in this school?				
21.	Do you think the school will lose a lot if you left?				

22. What kind of training do you get? 1. Seminars 2. Workshops 3. Up grading

4. Others (specify)

23. For how long have you served in this school?

24. How frequently do teachers leave this school?.....

Thank you

Appendix Four

Calculation of content validity index (CVI)

Judge	Agree	Disagree	Total
1	20	4	24
2	19	5	24
Total	39	9	48

$$\begin{aligned} \text{CVI} &= \frac{\text{Number of judges who agree}}{\text{Total number of judges}} \\ &= \frac{39}{48} \\ &= 0.81 \end{aligned}$$

Appendix five

Calculation of reliability

Method 1 (space saver) was used for this analysis

Reliability analysis – scale (ALPHA)

Reliability coefficients

N of cases = 118.0

N of items =10

Alpha = 0.8328

Appendix six

Formula five: For calculation of the ANOVA F-ratio statistic

$$\text{F-Ratio} = \frac{MS_{BG}}{MS_{WG}}$$

Where: MS_{BG} = Mean squares between groups.

MS_{WG} = Mean squares within groups.

$$\text{Where } MS_{BG} = \frac{SS_{BG}}{df_{BG}} \quad MS_{WG} = \frac{SS_{WG}}{df_{WG}}$$

Where SS_{BG} = Sum of squares between the groups

SS_{WG} = Sum of squares within groups

df_{BG} = Degrees of freedom between groups

df_{WG} = Degrees of freedom within groups