

**FACTORS AFFECTING TEACHER TURNOVER IN PRIVATE SECONDARY  
SCHOOLS IN WAKISO DISTRICT**

**BY**

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## DECLARATION

I, Candle Juliet, hereby declare that this is my original work and has never been presented to any university for the award of a degree.

Signed: .....

Date: .....

**APPROVAL**

I hereby certify that the dissertation titled “**Factors affecting teacher turnover in private secondary schools in Wakiso District**” is the original and individual work of Candle Juliet. This has been done under my supervision and is ready for submission for the award of a degree with my due knowledge.

Signed: .....

**DR. J. L. NKATA**

**SUPERVISOR**

Date: .....

## **DEDICATION**

This dissertation is dedicated to my parents: Henry and Teddy Bishangibwa; my husband, Mr. Wanjala Daniel for his financial and moral support in my study; and to my children; Sean Paul, Jonah Samuel, Joseph Simon and Jacob Silas for missing my parental love while I was studying.

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## **ABSTRACT**

The researcher's concern was on the factors affecting teacher turnover in private secondary schools in Wakiso district. The study particularly sought to establish how employer, employee and external related factors affect teacher turnover. The study was prompted by the overwhelming teacher attrition in most private secondary schools in Uganda. Private secondary schools have higher teacher turnover than government schools but ironically, the former constitute the biggest percentage of secondary schools in Uganda.

In fact, half of private secondary schools staff leave within the first five years and this obviously has negative consequences on students' performance. This study therefore investigated the factors responsible for this revolving door also called teacher turnover in private secondary schools in Wakiso District.

The study was conducted using the descriptive research design where a cross-sectional survey was used because the population to be studied was too big and this study design proved to be less costly and time saving. Simple random sampling was used to select the respondents who were comprised of: school heads, teachers and students. Data was collected with the use of interview guides, questionnaires and document check lists. It was analyzed by descriptive statistical techniques and presented in the form of tables, frequencies and percentage distributions. The chi square technique was employed to test the research hypotheses.

Several findings were made in regard to the study but notable of these were that; loss of group cohesion, poor working conditions, poor pay, poor management or supervision which were categorized under employer related factors significantly affected teacher turnover in private secondary schools in Wakiso District. It was also revealed that employee related factors also affected teacher turnover. Many teachers joined the private secondary schools with numerous expectations which were not met and this increased their dissatisfaction causing lack of commitment and the end result was always resignation. Lastly, the study findings also showed that external factors like better pay elsewhere, low status of the teaching profession and competitive conditions elsewhere also brought about teacher turnover. The study concluded that employer, employee and external factors significantly affected teacher turnover in private secondary schools in Wakiso district.

The study recommended that all stakeholders especially Directors of private secondary schools and headteachers should consider putting in place policies and strategies that will attract and retain teachers to ensure better retention rates for the good of the whole education system in Wakiso District and Uganda as a whole. School Directors can therefore pay their teachers well; provide them with economic incentives and any other privileges like medical facilitation. Headteachers should also adopt better management styles like use of a carrot instead of a stick. These can motivate teachers to stay in private secondary schools in Wakiso District.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

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

### 1.1 Background to the study

Children hold the candle for the bright future and development of a given state and success in their studies provides the backbone to this effect. However, this can only be possible if they are availed with sufficient resources such as textbooks, laboratory equipments, teaching staff and other services. But of all those, human resources have come to be the most important resource. Maicibi (2003) agrees with this by arguing that when the right quantity and quality of the human resources is brought together, it can manipulate other resources towards realizing the organisational goals and objectives. It has long been argued and established that the quality of the human resources has a high correlation with the level and quality of organisational performance and productivity. If this were the case, then every school should strive to attract and retain the best quality and right quality of the teachers.

A school is an avenue through which many children's future events and opportunities can be realized; unfortunately, it is the teaching profession that loses thousands of dedicated members each year, putting those most vulnerable children and youth at a

risk of failing to realise opportunities offered to them through quality education (Benner, 2000). Indeed, research has shown that approximately one-quarter of all beginning teachers leave teaching within four years (Benner, 2000; Rowan et al; 2002). In Chicago, a report on teacher turnover released on June 29<sup>th</sup> 2009 revealed that within 5 years most schools lose about half of their teachers. The exit of both new and experienced teachers is a great challenge for schools and school administrators as this usually carries along with negative consequences. Besides, any new initiative or professional development winds up having little time to take root; and turnover forces headteachers to spend a lot of time on recruitment and hiring new teachers. The scenario is even worse in many private secondary schools in Uganda like in Wakiso District which apparently loses many teachers every year.

Jones (2000) who carried out a field survey in many African countries including Uganda on the teaching profession in Africa reported that the status of the teaching profession is low; and that and recruitment of the teachers has been haphazard and deployment has been mismanaged while their training has been inadequate. Because of this and more, the Monitor Newspaper (28<sup>th</sup> March 2003) wrote an article “who will wipe away the tears of teachers?” in which poor pay was pointed out as one of the major factors affecting teacher turnover. The problem of teacher turnover is mainly caused by poor pay among other factors as Blair and Jordan (1999) emphasize that academic staffing has been undermined by large outflows of staff to other sectors of the economy, and it is most probable that it is the well trained and more experienced teachers who leave schools for better employment opportunities

leaving a vacuum to be occupied by the less experienced or poor quality teachers. The question remains, why do teachers especially in private secondary schools leave?

A report by the Wakiso District Private Schools Association (2002), indicated that most private secondary schools in Wakiso District could hardly pass on average 10 students in first grade in each of the schools. According to the Texas Centre for educational research (November, 2000), it was established that high teacher turnover is a burden of cost and inefficiency to the Texas public school system and turnover may also affect student performance particularly in schools where the turnover rate is consistently high. This scenario may not be different from the educational system in Wakiso District private secondary schools since the rate of teacher turnover in these schools is high. According to Gerald (2002), a turnover rate of 25% would be considered perfectly satisfactory by most firms. He went ahead to highlight some of its advantages as: providing an incentive to recruit fresh staff, open up promotion channels for longer-serving employees and enable organisations to shed off more easily when redundancies are realized (i.e. natural wastage).

Robre (2004) supports this view by stressing some positive elements of labour turnover as helping the business to bring in fresh ideas, enthusiasm, experience, creativity, new perspectives, new approaches to mention but a few. Much as various scholars agree to the positivity of labour turnover to some extent, many in a concerted effort believe that a constant turnover of staff can only bring about a

disastrous effect on the organisation. This study specifically looked at factors for increased teacher turnover in private secondary schools in Wakiso District.

Turnover according to Gerald (2002) refers to the ratio of leavers to the average numbers employed during the course of the year. Maund (1988) looks at labour turnover as a measure of the rate of change of an organisation's workforce, The website <http://search-live.com/results> (2008) defines employee turnover as a ratio comparison of the number of employees a company must replace in a given period of time. It is the ratio of the number of workers that had to be replaced in a given time. In this study, teacher turnover was looked at as the rate at which teachers leave a given school in comparison to the average number of teachers employed in that year; that is, the inability of school heads to retain their teaching staff and it was measured by determining the ratio at which teachers leave in a given period of time. Gerald (2002) presented the formular for such a measurement as:

$$\text{Labour turnover} = \frac{\text{Number of staff leaving per year}}{\text{Average numbers employed during a year}} \times 100$$

It should be noted that if the rate at which teachers leave the school is high, the figure may reflect an ineffective human resource management strategy (Marcous, et al, 1999).

This study was guided by Herzberg's motivation-hygiene theory of job satisfaction. Hertzberg proposes that every worker has two sets of needs or requirements – motivational and hygiene needs. This theory indicates that teachers will stay in the

school as long as they can satisfy their needs and they are motivated (Job satisfaction), but when their needs surpass their income and they feel they are no longer motivated, they will seek better employment where they will feel motivated. The study was further guided by the expectancy theory postulated by Victor Vroom in 1964. This theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. In this theory, it is assumed that a teacher is likely to remain working in his present job if he/she knows that performance will be measured, evaluated and rewarded with positive outcomes like pay rise, fringe benefits, promotion, recognition and others. Failure to be rewarded as expected, may get a teacher frustrated, reduce his or her effort, be demotivated and may eventually quit the job.

The expectancy theory chosen by the researcher therefore, provides a theoretical foundation for factors affecting teacher turnover. School heads need to realise that failure to meet teachers expectations will eventually lead to their frustration and henceforth turnover. However, it should be noted that a stable staff with experience is a pre-requisite for good academic performance. The two theories above were selected because they deal with job satisfaction, an element which when not met, usually lead to labour turnover and in this reference teacher turnover which was of interest in this study. The study therefore focused on factors affecting turnover in private secondary schools in Wakiso District.

## **1.2. Problem statement**

The most important single resource in any organisation is people (General, 2002). Teachers therefore have the biggest impact on the students because their teaching methods are instrumental in helping them learn and one approach is likely to produce different results from another (Western and Ganton, 1986). In Wakiso District, apart from a few government schools like Buddo Kings College, St. Mary's College Kisubi, Gayaza High School and the like, the general teacher turnover is overwhelmingly high largely so in private secondary schools which constitute the biggest percentage of secondary schools in the District. It should be noted that there is a general outcry about teacher turnover especially in private secondary schools in search of "greener pastures". In private secondary schools in Wakiso District, there is evidence of mediocre commitment of staff, this perhaps explains the high teacher-turnover. Wakiso District Private Schools Association Report indicates that in 2004 alone, out of 368 new teachers, who were hired 253 left their schools in the 162 registered private secondary schools in the District. If this matter is not arrested immediately, there is a possibility of losing all potential teachers to other businesses or worse still failing to get teachers to fill the various vacuums left. This could in future cripple the Uganda Education System, which basically 'survives on the blood' of private secondary schools. In view of this discrepancy, it became imperative that a study be made to establish the factors affecting teacher turnover.

### **1.3. Purpose**

The purpose of this study was to establish the factors responsible for teacher turnover in private secondary schools in Wakiso District with a view to try to reduce the rate of teacher turnover so as to improve the general level of academic performance of students in private secondary schools in Wakiso district.

### **1.4. Research Objectives**

The study was guided by the following research objectives:

1. To establish the effect of employer related factors on the rate of teacher turnover in private secondary schools in Wakiso District.
2. To find out how employee related factors affect teacher turnover in private secondary schools in Wakiso District.
3. To determine the influence of external factors on teacher turnover in private secondary schools in Wakiso District.

### **1.5. Research Questions.**

1. What are the effects of employer related factors on teacher turnover in private secondary schools in Wakiso District?
2. How do employee related factors affect teacher turnover in private secondary schools in Wakiso District?
3. What influence do external factors have on teacher turnover in private secondary schools in Wakiso District?

### **1.6. Scope of the study**

The study investigated the factors affecting teacher turnover in private secondary schools in Wakiso District. The study found out how employer, employee and external related factors affect teacher-turnover in Wakiso District. Wakiso District is found in Central Uganda and comprises of 3 counties of Busiro, Kyadondo and Entebbe Municipality. The study was conducted in 64 randomly selected private secondary schools in Wakiso District between March – August 2007 using the descriptive research design and a sample of 380 respondents. Data was collected with the use of questionnaire, interview guide and document techniques.

### **1.7 Significance of the study**

It is hoped that findings and the recommendations of the study will be useful to the human resource managers and administrators of private secondary schools in Wakiso District and Uganda as a whole to reduce on the rate of teacher turnover and consequently ensure a stable and well motivated staff in private secondary schools. To the society, the research findings will add knowledge in the education field in Uganda.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter dealt with the theoretical and conceptual frame works, and the review of related literature. The literature review was presented in accordance with the study objectives.

#### **2.1 Theoretical Review and Conceptual framework**

The study was guided by the Hertzberg's motivation- hygiene theory of job satisfaction. Hertzberg believes that every worker has two sets of needs (motivational and hygiene needs). He contends that employees in this respect, teachers will stay in their schools so long as their needs are satisfied and they are motivated. Failure to meet their needs would automatically call for departure hence teacher turnover. This study was interested in establishing whether teachers' turnover is only driven by their desire to satisfy their needs or whether there are other reasons.

The theory however assumes that all human beings have no loyalty to any organisation and that as soon as their needs are no longer satisfied, they seek other employment, which is not the case in the real world where finding employment is sometimes not very easy. Secondly, the theory concentrates on the individual's needs independent of those of the organisation or school and it does not put into consideration the fact that there may be times when the individual's services are not worthy of better pay to satisfy his/her needs and that may be a better replacement

would be a welcome change. In the context of this study, there is a need to establish whether the teachers will leave the schools as soon as their needs are not satisfied or not.

While Herzberg concentrates on the motivation-hygiene needs as the driving force for them to seek alternative employment, Capelli (2000) was of the view of that it is the market, not the company that ultimately determines the movement of employees. Capelli believes that it may be difficult to counter the pool of the market and that you can not shield your employees from attractive opportunities and aggressive recruiters and suggests that “the old goal of human resource management to minimize overall employee turnover-needs to be replaced by a new goal: to influence who leaves and when.

The expectancy theory as advocated by Vroom (1964) argues that employees (teachers) are likely to leave if their expectations are not met. This theory was preferred by the researcher because it emphasizes what employees need or expected from an organisation and failure to fulfill them leads to low commitment, frustration, loss of morale and eventually leaving their jobs. In the context of this study, private schools can change their policies, treat their experienced staff better, reward them accordingly so as to reduce teacher turnover.

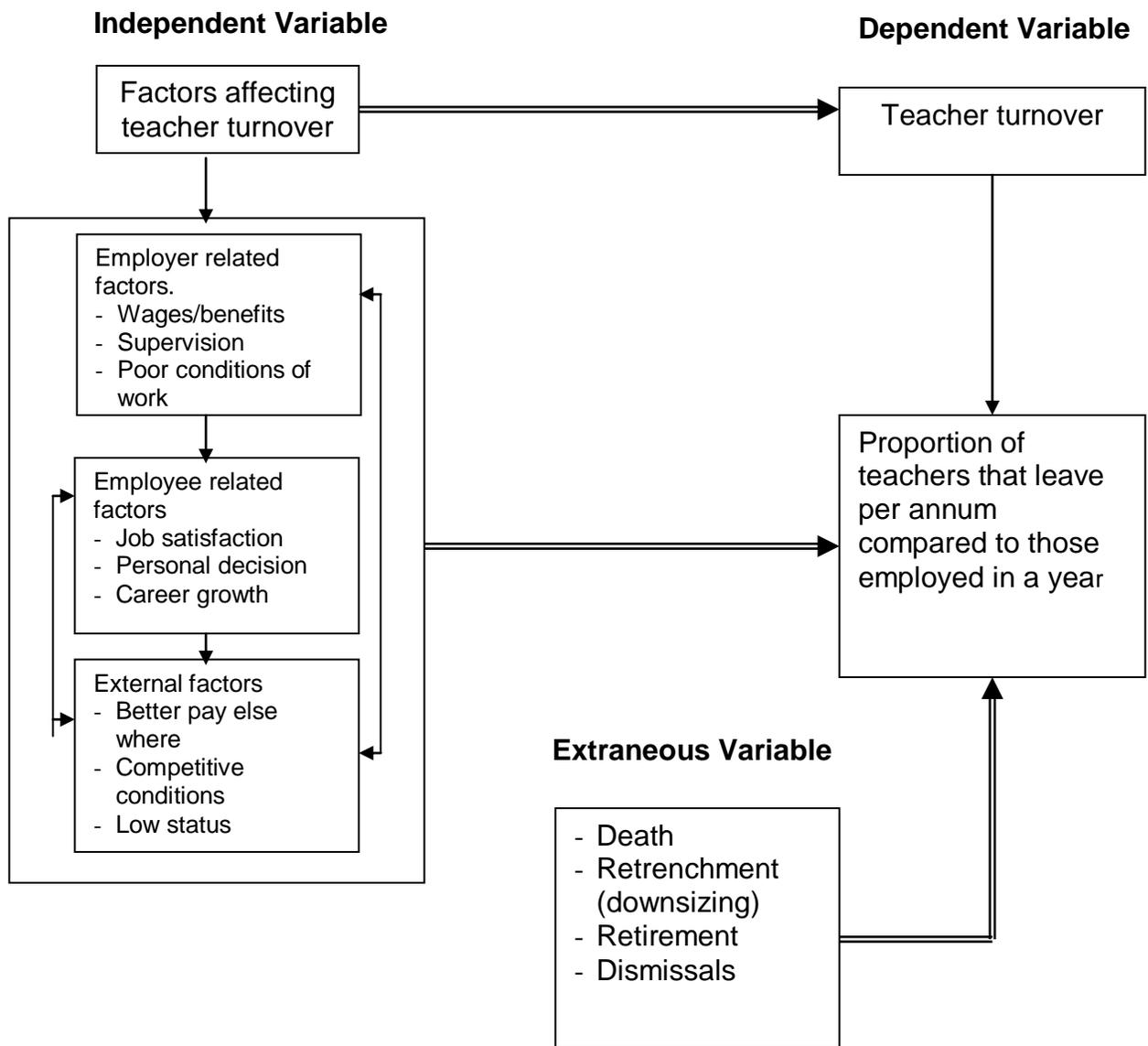


Figure 2.1: A conceptual Framework of the study

Source: Adapted from Onen, D. (2005) and developed by Candle Juliet

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Figure 1 illustrates the factors affecting teacher turnover. These factors were categorized into 3; that is, employer related factors, employee related and external related factors. Teacher turnover was looked at as the proportion of teachers that leave per annum compared to those employed in the same year. The relationship between employer, employee and external factors and teacher turnover was eminent and the extraneous variables in the study were death of some teacher's retrenchment, retirement and dismissals.

## **2.2 Related Literature Review**

This section basically looked at the related literature as per the specific objectives set in the study. These were employer related factors and how they influence teacher turnover, employee related factors and external factors in private secondary schools with reference to Wakiso District.

### **2.2.1 Employer related factors and teacher turnover**

Many researchers cite poor pay as the primary reason for high teacher turnover world wide. The international journal of education policy and leadership in Texas Districts revealed that "it takes a very strong individual to teach because they are so underplayed. It is a wonder anyone can survive on a teacher's salary alone especially a new teacher. In addition to the poor salary and starting out brand new, many administrators hurl responsibilities at new teachers like committees and coaching with very meager payments if any. This is the long run leaves the teachers completely burned out and eventually they leave. If this is the situation in Texas, one

wonders what Africa has to offer, it is because of such publications that a study had to take place in Uganda and Wakiso District in particular to compare the situations.

Failure to create group cohesion by employers, there are incidences when the school management takes decisions without considering the effects on the other school members. The move can be interpreted as a malicious action by the affected staff. This can cause friction and loss of group cohesion and regrettable decisions can be taken and the whole school might be affected in the long-run (Everand and Morris, 1985) as cited by Smith (1995). Maicibi (2003) in agreement shows that lack of group cohesion makes employees feel isolated and unhappy which might make them leave their schools.

A report in Chicago about teacher turnover in June 1900 also highlighted this as a major cause of turnover, Jessica had this to say “we don’t become teachers for the money, I left a low paying District after four years because I was marginalized. I mean that I felt I had no say in what was going on ... we were not ‘company men’ and labeled ‘trouble makers’”. Such sentiments make many teachers disappointed and they opt out for places they can recognize them, incorporate them in their institutions as team players.

Teachers working conditions play an important role in a school’s ability to attract retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Schwartz (1984) adds that those working conditions, which include

physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit. Hanushek, Kain and Rivkin (1982) argue that while clearly important, teacher salaries are not all that matter. They show that teacher preferences cut across a range of job and school conditions may be just as important as salary in the retention decision. According to their study, teachers might be willing to take lower salaries in exchange for better working conditions.

Related to this, is lack of resources in a school. This contributes to teacher job dissatisfaction which then can lead to attrition. In interviews with public school teachers in New York City, a large percentage of new teachers said they did not have access to adequate basic supplies, most teachers had to use their own money to equip their classrooms, most teachers report that they do not have enough textbooks and the ones they have are in poor condition, photocopying materials becomes a considerable part of their tasks, but school copy machines are frequently broken and teachers have to rely on family, friends or other private resources to produce the materials (Tapper, 1995). Most teachers in South Carolina also noted that they were given no support, no mentors and no meaningful professional development. Administrators were more concerned with growing bigger, moving to new buildings, giving themselves allowances at the expense of teachers, who did the donkey work. It takes a lot of interest and love for a teacher to do that which most probably teachers in Wakido District can not tolerate explaining the increased rate of turnover.

A study carried out by Hargreaves (1994) among some high school teachers in the United States reveal that supportive school policies like provision of learning opportunities including mentoring of new teachers and other plans for professional development were highly correlated with teachers commitment and turnover. The implication is that teachers are more likely to leave their jobs in circumstances where their schools do not provide learning environment and opportunities for professional growth (career progression or employee development). Similarly, Benner (2000) in his research on teacher turnover discovered that teachers feel disenchanted and demotivated to work in an environment where opportunities for personal growth are minimal. Bowey (1978) agrees with this by arguing that employees who are highly career oriented might change their jobs in order to move to a job which they regard as a step up in their career ladder. The researcher was curious to establish whether such grievances led to teacher turnover in private secondary schools in Wakiso District or not. Natawo (1993) articulates the same view as she reveals that non-promotion was found to be one of the factors contributing to high rate of labour turnover in Ugandan Ministry of Education and Sports. Many employees (teachers) as another study noted look at themselves as helpless with no progression (Kakooza, 1991), as a result their commitment decreases and their absenteeism increases, the end result is turnover. Both authors particularly refer to teachers in government schools which are under the Ministry of Education and Sports, but what about those in private schools? Are they faced with the same problem?

Poor management has been recorded as by many researchers as a factor for labour turnover Maicibi (2003) reported that when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape, in such a situation when an opportunity opens, whether less than the present job, the employees could leave without looking behind. Poor supervision and a highly centralized administration may lead to decline in motivation and morale of the staff which sometimes results into turnover.

While some employer factors are not intentional some are clearly causes of labour turnover for instance being dismissed due to unprofessional conduct or downsizing. It could be a deliberate policy of the organisation to downsize (Maund, 1988). The fact that many private secondary schools are cropping out especially in Wakiso District means there is increased competition for students to fill these schools, this has reduced student population in schools, with such a scenario it would be wise to reduce on staff thus teacher turnover. This study was basically set to find out if this is a possible cause of teacher turnover in private secondary schools in Wakiso district. Employers have a challenge to change in their management style, policies and embrace teacher-retention policies otherwise recruitment and selection of good teachers would be a wasted effort and most probably good academic results will be a myth.

### **2.2.2 Employee related factors and teacher turnover**

Ian (1997) argued that the pay package is one of the most obvious and visible expression of the employment relationship. How salary scales and delays in payment demoralizes the school staff, who might resort to seeking other sources of income, hence cheating on the students' teaching hours (Kajubi, 2001). In 2002 survey, teachers in California who were considering leaving the profession ranked "salary considerations" as the most important factor driving their decision (Type and O'Brien, 2002) Gritz and Theobald (1996) in their study on factors for teacher attrition also discovered that pay was the most important influence on the decision by experienced male and female teachers to remain or leave the profession. The same finding was reported in a survey carried out by Dolton and Klauw (1995) on teacher attrition in the United Kingdom (UK), Maicibi (2003) and Kayizza (1990) too conducted studies on factors of job satisfaction among teachers in selected schools and districts in Uganda and like other researchers found out that poor pay had ranked as the first factor that contributes to teacher turnover.

An increased demand for secondary education in a limited number of secondary schools has resulted into an increase in the teacher-student ratio. This has resulted into an increase in class size and teaching loads through double shifts and multi subject specifications for teachers which is a cause of grievance especially when the salary scale does not match the work load (Kajubi, 2001) some teachers are fatigued, lose morale and when the situation is not corrected or made more bearable, such teachers will seek employment in other schools. Westat (2002) agrees with this by

arguing that in a study of personnel needs in special education cited unmanageable workloads, the interference of paper work with teaching and teaching children from 4 or more disability categories caused discontent and later turnover. Could this be a possible cause of teacher turnover in Wakiso district, the study was set out to assert its validity.

Failure to meet employees' expectations has also been identified as a cause of teacher turnover as expounded on by Maicibi (2003) who argued that although a every part of staff management is motivation, if expectations are raised about progress or potential rewards but which are not met, there will be a subsequent drop in commitment and a possible withdrawal of cooperation or even from the job as a whole. This study therefore was conducted to establish the relevancy of this effect to teachers in private secondary schools in Wakiso District.

Failure to be guaranteed job security is also cited as a cause of teacher turnover in many schools around the globe. In June 2009, research was carried out in Chicago to find out factors affecting teacher turnover. It was revealed that many teacher left schools because they were not sure of maintaining their teaching jobs as Debby asserts "One of the primary factors is the explosion of Charter schools where teachers' jobs are much less stable since they have no union and no contract to protect them from Capricious administrators, could such factors also affect. Wakiso private secondary school teaching staff? The study was carried out to answer such questions.

Lack of job security is also given as one of the factors affecting teacher turnover. The phenomenon of laying off large numbers of teachers in private secondary schools without clear reasons affects teachers interest in teaching, kills their morale and cause fear among them. Rebore (2004) noted that for fear of dismissed at anytime large numbers of teachers have dejected to the business community. This study thus set out to establish whether this is true or not in private secondary schools in Wakiso district.

Need to find jobs which better suit teachers' skills and interests could also explain teacher Turnover. Maund (1988) confirms this by arguing that employees will leave the organisation in order to find jobs which better match their skills and interests. If employees, in this case, teachers are not intrinsically motivated and feel they are not being led in the direction they think, they and the organisation should go, will leave their schools to places where their interests can be given priority. Employees can also be demotivated if they re unclear about their responsibilities or performance standards. Maicibi (2003) in relation to this argued that if employees do not feel adequate in their jobs, they are unlikely to stay for very long on the job one wonders if this is relevant to the private secondary school teachers in Wakiso District.

One other aspect is teacher dissatisfaction with their employment. Satisfaction is very important to employees and it determines their loyalty to the organisation (school). A project carried out on the Next Generation of teachers in Harvard Graduate School of Education (1998) confirms this, the key to addressing shortages lies in schools and

classrooms where teachers must find success and satisfaction. It is there that they will decide whether or not to continue to teach. In addition to this, conflicts and dissatisfaction with colleagues and or supervisors has also been sighted as a possible factor affecting teacher turnover. Maicibi (2003) contends that a common reason for resignation from the organisation is the feel that management or specific supervisors are not providing the leadership they should or are treating employees unfairly, inequality or are bullying others. Some supervisors do not even orient new members who later become disgusted and leave the school.

Passion for work is a necessity for any successful and committed employee. Teaching is a calling just like other vocations. Many teachers however lack the passion to teach. The young teachers especially in the United States, New York to mention but a few look at teaching just as a job not a career. In fact many are heard saying "Teaching is a sure thing, until something better comes up", this obviously means they lack the heart to teach. They do not love teaching but just take it on as a step as they search for something better to do. However, one teacher in New York noted that "I would be a fool if I was not looking for "greener pastures", to me it doesn't mater where I teach, I love teaching. But love does not pay the bills, if it does please contact my landlord". Such utterances are a clear sign that passion for work itself without incentives and benefits can not retain workers. A study in Wakiso was carried out to find out the relationship between lack of passion for teaching the turnover rate.

### **2.2.3 External factors and teacher turnover**

Much as employers are largely to blame for increased labour turnover, sometimes they too have to succumb to external pressure for instance as Maund (1988) observed stiff competition for scarce labour supply and varying wages and salaries in other schools may cause labour turnover. Staffing schools with science teachers is still a big challenge to many school administrators, so if wages and salaries do not meet the levels of the organisations in a similar business, then individuals will find employment where the rates are competitive or rewards are better. Could this explain why science teachers tend to move from school to school? This study set to find out if the same applies to private secondary schools in Wakiso District?

Related to this is the fact that other teachers leave to search for better or higher wages and better opportunities elsewhere as Reboire (2004) clarifies “in recent years however educational organisations have experienced a decrease in the number of applicants for mathematics and science teaching positions because of the higher wages and advancement opportunities available in private business and industry, could this be the same in Wakiso District? This is why the study had to be carried out.

Disrespect of teachers by the public or community. Overall, teachers find a professional paradox-their community has great expectations from education but teachers are accorded low social status and held in low esteem (Jones, 2001). Many therefore leave teaching because of public pressure which regards them as the poorest, disrespect them and devalue the teaching profession. Teachers repeatedly

battle public stereotypes that their jobs are easier than most other professions, all these reduce their commitment and morale to teach. This study was conducted to ascertain this and see whether it applies in private secondary schools in Wakiso District or not.

General economic conditions of the country or company in isolation may have a considerable influence on the rate of staff movement (Cole, 2002). At times of economic difficulty, firms and public sector organisations may have to cut back severely on employee numbers, leading to redundancies and early retirements.

Most teachers leave schools because they have been offered better jobs elsewhere. Cole (2002) affirms this by noting that some people leave because they have been offered better jobs somewhere else or for a variety of other personal motives. This study was to establish if all these issues apply to teachers in private secondary schools in Wakiso District.

Government too is somehow responsible for the increased rate of teacher turnover in many private secondary schools in Uganda. Many a times, it does not come in to assist the teachers employed on private basis, many a times, it does not come in to assist the teachers employed on private basis, many government teachers remain in their respective schools for many years with a hope of getting pension after retirement. In many private secondary schools, the only option is joining NSSF which most directors of schools are hesitant to join for fear of paying 10% on each and

every teachers monthly compulsory saving. Besides teachers in these schools are harshly treated by the headteachers, cheated, abused, mention it but government is totally unconcerned. All these culminate into teacher dissatisfaction and the end result is leaving. The study was to find out if such worries also result into teacher turnover in Wakiso District private secondary schools.

### **2.3 Research hypotheses**

The study verified the following hypotheses:

1. There is an effect of employer related factors on teacher turnover in private secondary schools in Wakiso District.
2. Employee related factors affect teacher turnover in private secondary schools in Wakiso District.
3. External factors influence teacher turnover in private secondary schools in Wakiso District.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter discusses how the methodology was employed in the study. It indicates the research design, the study population, research instruments and data analysis techniques.

#### **3.1 Research Design**

This study adopted descriptive research design, specifically cross-sectional survey design using both the quantitative and qualitative methods of data collection. Descriptive study according to Gall et al (1996) enables the researcher to collect information from a cross-section of a given population. The study design used was the cross-sectional survey which is the most commonly used research method in social research. Amin (2005) asserts that results from such a survey method are easily extrapolated to the entire population. Besides, this method was time saving, and less costly given the fact that my study population was big and I was meeting all the costs. The study was both qualitative and quantitative (Creswell, 2003) asserts that a mixed methods design is useful to capture the best of both quantitative and qualitative approaches. This was used in the different phases of the research to obtain a variety of information on the same issue, use the strength of each method to overcome the deficiencies of the other and generally obtain a higher degree of validity of reliability i.e. have a deeper analysis.

### **3.2 Study Population**

The study was conducted using different categories of subjects and the population from each category was selected using simple random sampling. The study population comprised of students, teachers and head teachers of some selected private secondary schools in Wakiso District. Teachers will be selected because they are directly concerned with the academic performance of students and they know why teachers leave schools, students will be selected because they are directly affected by teacher turnover while Head teachers will be sampled because they are particularly responsible for both students academic performance and with teacher turnover, they have the responsibility of recruiting new teachers to fill the gaps.

### **3.3 Sample size**

A sample size representative of the study population was selected using simple random sampling and purposive sampling. A representative sample, according to Gall and others (1996) gives results that can be generalized to the study population the sample of 64 schools and 380 respondents selected from all categories of teaching staff, students and Headteachers. The determination of the sample size was based on the Krejcie and Morgan (1970) table in Amin (2005:454). According to this table, there are given sample sizes(s) for the given population sizes (N). The researcher's target population was all teachers, students and headteachers in private secondary schools in Wakiso District. 650 were the targeted respondents consisting of 400 teachers, 150 students and 100 Headteachers. Basing on the Krejcie and Morgan table, the sample size was 242 respondents to be representative enough.

The sample size studied was 380, that is, well above the recommended size of 242. The researcher is therefore confident of the generalisability of the study findings.

### **3.4 Sample selection procedure**

Sample selection was by use of probability sampling technique especially simple random sampling and purposive sampling. Simple random sampling was used because the study intended to select a representative without bias from the accessible population (Oso and Onen, 2005). This ensured that each member of the target population had an equal and independent chance of being included in the sample.

Purposive sampling was used to select respondents especially teachers and Head teachers in order to collect focused information, typical and useful information to avoid time and money wasting. The study employed multi-instruments using both primary and secondary methods. The study used the following methods: questionnaires, Key informant interviews and documentary analysis.

The study used convenient sampling in the choice of respondents. That is to say, for instance, the researcher interviewed the teachers who were present on the day when the interview took place and teachers who were absent were automatically excluded; the same applied to headteachers however for the students, the attendance register was used to select them depending on to willingness of students since some refused to participate in the research.

### **3.5 Data collection instruments and methods**

#### **3.5.1 Questionnaire survey**

The study used a self-administered questionnaire and semi structured instruments to collect data from students. McMillan and Schumacher (2001) recommend a questionnaire if the researcher knows that the respondents will be in position to answer the questionnaire. Closed ended and scaled items were carefully used because to generate information of influence, facilitates response since the questions are multiple choices and data can be categorized easily. The scaled items, according to Macmillan and Schumacher (2001) allow fairly accurate assessments of opinions. Similarly it has the ability to solicit information from several respondents within a short time (Gupta, 1999).

#### **3.5.2 Key Informant Interviews**

Face to face interviews were carried out with the head teachers and teachers to cross check the response from the questionnaire. These were designed in away that more specific and truthful answers were got. These helped capture information, not provided by the questionnaires. The method used Interview guide to capture the respondents' views. This method was preferred because of its flexibility and ability to provide new ideas on the subject (Kothri, 1990).

#### **3.5.3 Documentary Analysis**

Secondarily data from materials such as textbooks, newspapers, journals and internet was used to back up primary information and relate the findings to other

approaches already in existence. The method used document checklists and guides to get views from other writers which were instrumental especially in comparison analysis and literature review.

#### **3.5.4 Procedure of data collection**

After the approval of the proposal, the researcher got a letter of introduction from the Dean, school of Education to enable her to proceed to the field. After ascertaining the reliability of the instruments, the researchers proceeded to administer the area of study. The researcher was assisted by research assistants in distribution and administering questionnaires. Interviews were conducted and recorded by the researcher. The data collected was computed with the use of computer, edited and coded to minimize obvious errors. Then data was grouped into tables and frequency graphs. The collected data was analyzed, interpreted and then discussed.

#### **3.5.5 Ethical consideration**

The most probable problems in the study were privacy and confidentiality of the respondents. Many teachers and Head teachers were at first uncomfortable to release information on particular aspects like academic performance of students. However the respondents were assured of the confidentiality of their responses by the researcher and eventually responded.

### **3.6 Quality control**

#### **3.6.1 Validity of instruments**

Validity refers to the extent to which a method of data collection presents what it is supposed to do, or the extent to which a method of data collection measures what it is supposed to measure (Amin, 2005, Bell, 21997). To establish the validity of instruments, instruments were pre-tested by administering the questionnaires to 5 teachers and 5 students of St. Lawrence Citizens' High School in Wakiso District. This intended to correct any errors that might be identified before the main study. Construct validity was used as index to measure the validity of the instrument. The questionnaire's validity was determined by getting the relevant items according to the experts divided by the total number of items; that is;

$$\text{Construct Validity Index} = \frac{8}{12} = 0.67$$

According to Amin (2005), if the Construct Validity Index is 0.7 and above, it means the instrument used is valid. Data collection started as soon as the school administrators gave their authorization for it to take place.

#### **3.6.2 Reliability of instruments**

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions (Bell, 1997). According to Bell (op cit) there are several devices for checking reliability in scales and tests such as re-test, alternative forms methods or the split half method. As she recommends, reliability of this study's instruments were ascertained by pre-testing the questionnaires and interview guide in the field. The researcher established the

reliability of the questionnaire by using pre-testing. The researcher gave questionnaire guides to the same groups of respondents and re-testing was done. In both tests, the results were the same, a confirmation that they were reliable.

### 3.7 Data analysis

Information obtained from questionnaires, interviews and document analysis was regularly coded and updated on a coding framework. Qualitative data was descriptively analyzed while quantitative data was analyzed using a statistical package (SPSS). The researcher used a quantitative research design using descriptive statistics such as frequency counts, percentage charts and averages for structured items meanings were contextualized, interpreted and organized according to their sources.

The recorded data was analyzed using the Chi-Square Goodness- of-fit. The formula is thus:

$$\chi^2 = \frac{\sum (f_0 - f_e)^2}{f_e}$$

Where  $f_0$  = observed frequency

$f_e$  = Expected frequency

Chi-square goodness-of-fit was used because both variables were categorical and there was need to compare the observed frequencies with the expected frequencies.

### **3.8 Assumptions and Limitations**

Ideally this study should have been conducted in all private secondary schools in Wakiso District but time and financial constraints dictated a smaller sample. The researcher, besides being required to meet the full cost of the study had very little time to develop a proposal, collect data, compile and submit the report. The chosen sample of 64 schools represents the whole District but automatically, this would mean some important information is missed or worse still generalisability of the results might not be very accurate.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This study examined the factors affecting teacher turnover in private secondary schools in Wakiso District. It particularly focused on how employer, employee and external factors affect teacher turnover in private secondary schools in Wakiso District. Data was collected from 64 randomly selected private secondary schools in Wakiso District using questionnaires, interviews and document analysis techniques. The data was analysed using percentages and chi-square goodness-of-fit techniques. The researcher grouped the data in accordance to the research objectives and questions.

#### 4.2 Background information

The background information considered the issues such as category of schools by gender, location and level, sex and age of respondents, age of teachers, headteachers and teaching experience. The purpose of the background information was to enable the researcher describe the features or characteristics of the target population and capture every aspect of the private secondary schools, considered useful for a later elaborate discussion of the findings. The table below 4.1(a) presents the summary of the number of schools studied and category of respondents.

**Table 4.1(a): Summary of number of schools studied and category of respondents**

	Number of schools studied		Category number of respondents					
			Students		Teachers		Headteachers	
Countries	E	A	E	A	E	A	E	A
Busiro	40	20	35	20	80	50	30	19
Kyadondo	50	38	100	52	300	179	60	32
Entebbe Municipality	10	06	15	08	20	15	10	05
Total			150	80	400	244	100	56

**KEY:**

E = Expected

A = Actual

Table 4.1(a) shows that out of targeted 100 private secondary schools, 64 (60.4%) were studied. This is an acceptable coverage in a survey research because it is more than 50% of the expected coverage (Amin, 2005). The study targeted the population of all students, teachers and headteachers of private secondary schools in Wakiso District but the target respondents were 650. It targeted 400 teachers, 150 students and 100 headteachers but the actual participants were 380 (60%) a number over 50%, the acceptable coverage in a survey research. The researcher is confident that

with such a percentage, the findings are realistic and views from the respondents are representative enough of the target population.

A summary of the category of schools is presented in Table 4.1(b) below.

**Table 4.1(b): Number of category of private secondary schools studied in Wakiso District**

	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Gender	Boys only	01	1.56
	Girls only	05	7.81
	Mixed	58	90.6
Status	Day only	10	15.6
	Boarding	18	28.1
	Both Day and Boarding	36	56.2
Location	Rural	25	39.0
	Urban	39	60.9
Level	O' Level	27	42.1
	A' Level	02	3.12
	Both O' & A' Levels	35	54.6

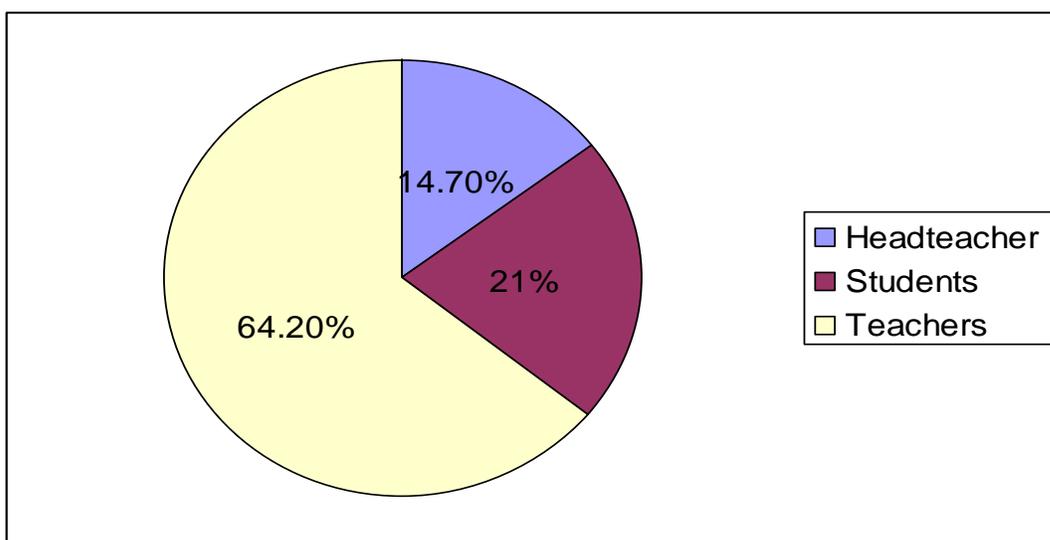
Table 4.1(b) shows that a big percentage (90.6%) of the private secondary schools studied in Wakiso District are mixed (both boys and girls). Boys' – only schools constitute the least (1.6%) while girls' – only schools account for (7.8%). With

increased desire to ensure women emancipation, the government and other private entrepreneurs have for long been trying to strike a balance and provide equal education opportunities for both girls and boys. That is why mixed schools take the lions share. Further, a relatively big percentage (56.2%) of the private secondary schools in Wakiso District is both day and boarding schools possibly to cater for all students irrespective of their income status.

Day schools only account for (15.6%) and boarding schools only constitute 28.1%. The majority of the private secondary schools are located in urban areas (60.9%) possibly to attract students who usually look for accessible schools. A total of (39.0%) are in rural places, many times teachers flock urban areas looking for teaching opportunities and a few or those frustrated opt for rural schools as their only alternative. It is important to note that many teachers would prefer to teach in Kampala District because of its various opportunities and a few or those frustrated opt for rural schools as their only alternative. It is important to note that many teachers would prefer to teach in Kampala District because of its various opportunities like furthering their studies, accessibility to mention but a few considering the aspect of level, a bigger proportion (54.6%) of the private secondary schools in Wakiso District are both “O” and “A” Level implying that such schools employ teachers of different education levels “O” Level only accounted for (42.1%) while (3.12%) for “A” Level.

### 4.3 Category of respondents by designation in selected private secondary schools in Wakiso District

The researcher collected data from 80 students, 244 teachers and 56 headteachers of selected private secondary schools in Wakiso District. Teachers comprised the biggest percentage of respondents; that is, (64%) because the study focused on them directly and their influence was paramount. The pie chart below in figure 4.1 shows the percentage distribution of the respondents.



**Figure 4.1: Percentage distribution of respondents in private secondary schools studied in Wakiso District**

Figure 4.1 presents the majority respondents (64.20%) as teachers, 21% of students and 14.70% of headteachers. Teachers were the majority respondents because they were directly focused in the study and they are responsible for students' academic performance. Students formed the second biggest percentage of respondents

because they are too affected by teacher turnover. The headteachers formed the least percentage of respondents since they are very few, that is one per school as compared to students and teachers who are many.

### **Characteristics of teachers in the sample**

Using the questionnaire, teachers were requested to indicate their sex, age, highest qualifications and teaching experience. Their responses are summarized in the respective table below:

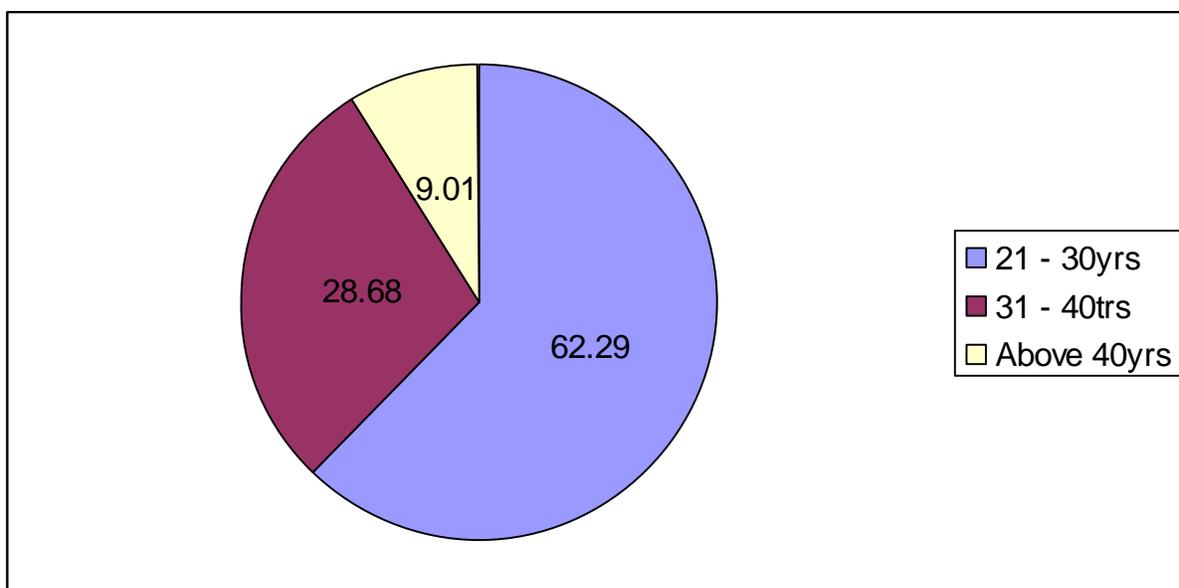
**Table 4.2(a): Number and category of teachers by age and sex in private secondary schools studied in Wakiso District**

		Gender/sex		Total
		Female	Male	
	Below 20 years	0 (0.0%)	0 (0.0%)	0. (0.0%)
Age	21 – 30	92 (63.5%)	60 (60%)	152 (62.29%)
	31 – 40	40 (27.7%)	30 (30%)	70 (28.68%)
	Above 40	12 (8.3%)	10 (10%)	22 (9.01%)
	Total	144 (59.0%)	100 (40.98%)	244 (100.0%)

Further, the information in Table 4.2 (a) above is highlighted in the pie charts shown in Figures 4.2 and 4.3 below. Table 4.2 (a) presents the sex and age of the respondents. Female respondents constituted the biggest percentage (59.0%) and

the male (40.98%). The biggest percentage of the respondents were aged 20 – 30 (63.5%), those between 31 – 40 made 28% and those above 40 made only 9.01%.

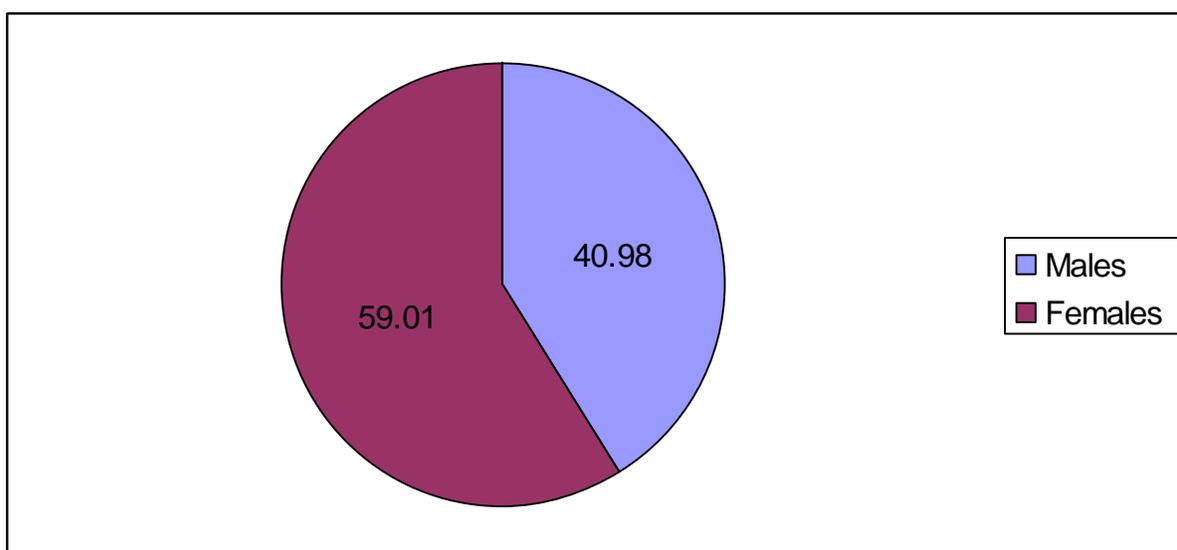
This means that the majority of the teachers are going, very ambitious and with a lot of expectations. This is probably the reason why teacher turnover in most private secondary schools in Wakiso District is high.



**Figure 4.2: Category of teachers by age in private secondary schools in Wakiso District**

The percentages indicate that the majority 62.29% of the teachers in private secondary school in Wakiso District is in the age bracket 21 – 30 years, and indicator that majority of the teachers in private secondary schools are considerably young teachers. This probably explains why teacher turnover is high in these schools. Tye and ‘O’Brien (2002) also argue that it is usually “young teachers” with overwhelming

ambitions that are highly migrant in the education labour market a situation that creates instability in the teaching staff. Meanwhile those in the age bracket of 31 – 40 years form 28.68% of the total number of teachers and those above 40 years are the least with 9.01% of the total number of teachers, an indicator that by 40 years many teachers have left private secondary schools either for government schools or to look for greener pastures else where for example, in business. In the figure below the category of the teachers by sex in private secondary schools studied in Wakiso District is presented.



**Figure 4.3: Category of teachers by sex in private secondary schools studied in Wakiso District**

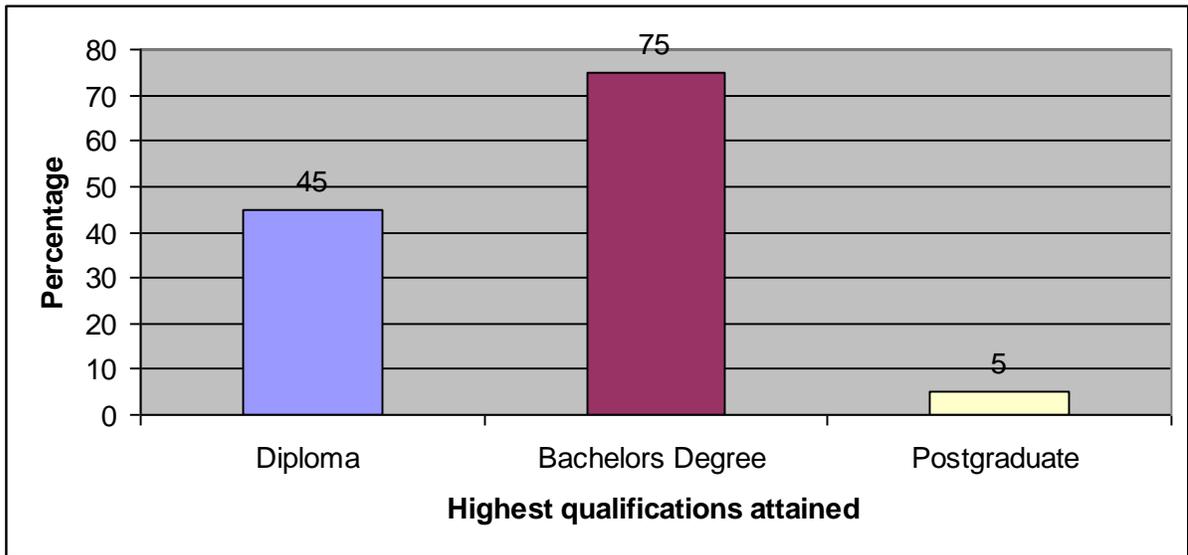
Figure 4.3 shows that the female (59.01%) constitute a bigger percentage of the teachers since the males only form 40.98%. This could probably be explained by the fact that men are more money minded as compared to women and need more

money for day to day running of their affairs, women on the other hand side can partly be subsidized by their husbands if married. This trend of events however is disadvantageous to schools since women have many responsibilities outside school activities like mothering, domestic chores besides, they cant easily carryout extra work at night.

**Table 4.2(b): Number and category of teachers by highest qualification attained in private secondary schools in Wakiso District**

<b>Qualification</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Diploma	42	17.21
Bachelors Degree	187	76.63
Postgraduate degree	15	6.14
Others e.g. PhD	00	0.0
	244	100

The contents of Table 4.2(b) are further highlighted in figure 4.4 below.



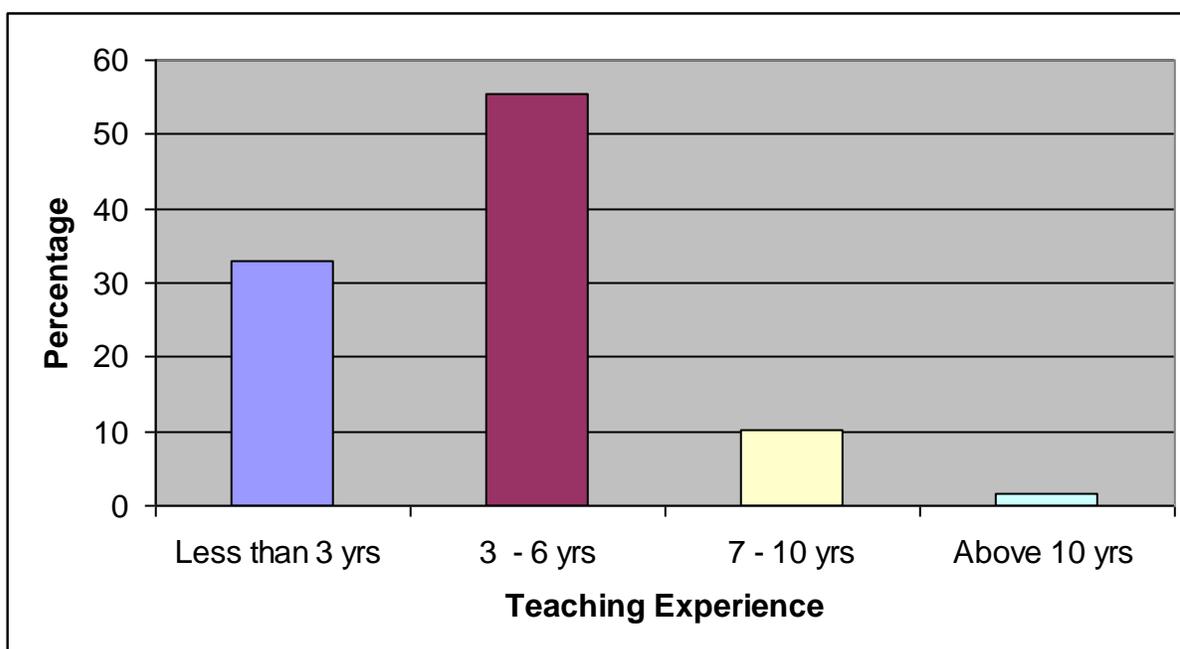
**Figure 4.4: Category of teachers by highest qualification attained in private secondary schools in Wakiso district**

Table 4.2(b) and figure 4.4 reveal that the biggest percentage (16.63%) of teachers in private secondary schools in Wakiso District hold bachelor's degree, 17.21% are diploma holders and 6.14% are postgraduate holders. On average therefore most schools in private secondary schools in Wakiso District employ graduate teachers, this in principal is reason enough to convince school administrators and directors that the quality of teachers is good and therefore good student's academic performance is a possible reality.

**Table 4.3: Number and category of teachers by teaching experience in private secondary schools studied in Wakiso District**

Teaching experience	Frequency (f)	Percentage %
Less than 2 years	80	32.78
3 – 6 years	135	55.32
7 – 10 years	25	10.24
Above 10 years	04	1.63

The tabulated information above is further illustrated by the graph in figure 4.5 below.



**Figure 4.5: Category of teachers by teaching experience in private secondary schools in Wakiso District**

Figure 4.5 results indicate that majority (55.32%) of the teachers in private secondary schools in Wakiso District have spent 3 – 6 years in their schools 32.78% have spent

less than 3 years, 10.24% have spent 6 – 10 years while 1.63% have spent above 10 years. On average therefore a relatively big proportion of teachers in private secondary schools in Wakiso District have spent less than 7 years in their schools. These figures suggest that most teachers leave teaching or switch schools oftenly. This is an indicator that it is the fresh graduates who join the teaching [refer to table 4.2(a)], when teachers start gaining experience, that's when they think of leaving, only for fresh teachers join. Its no doubt hence that this affects students academic performance in private secondary schools in Wakiso district, it is in this context that the study was conducted to try and devise means upon which school directors and administrators may base themselves and try to reduce teacher turnover in these schools.

#### **4.4 Category of headteachers in the selected private secondary schools in Wakiso District.**

With the use of interviews the headteachers of selected private secondary schools in Wakiso District were request to mention their age, qualification level and experience as headteachers in their respective schools. The researcher picked on headteachers because she thought as administrators they are directly involved with teachers affairs and possibly their management styles impacted on teacher turnover. Besides they are the ones concerned with replacement, in case some teachers leave. In addition, headteachers were considered necessary in this study since information regarding flow of teachers could be easily established and possibly considering the years they have spent in school, they would also help to identify some of the factors affecting

teacher turnover. Table 4.4 presents the summary of the age, highest qualification and experience of headteachers in private secondary schools in Wakiso district.

**Table 4.4: Category of headteachers by age, qualifications and experience in headship in private secondary schools studied in Wakiso District**

<b>Age</b>	<b>f</b>	<b>%</b>	<b>Qualification</b>	<b>f</b>	<b>%</b>	<b>Experience</b>	<b>f</b>	<b>%</b>
25 – 30yrs	05	8.92	Diploma	03	5.35	Les than 3 yrs	08	14.28
31 - 40 yrs	32	57.14	Bachelors degree	38	67.85	3 – 6 yrs	30	53.57
40yrs & above	19	33.92	Postgraduate	15	26.78	Above 6 yrs	18	32.14
Total	56	100		56	100		56	100

The results from the above table indicate that the highest number of headteachers 57.14% are in the age bracket 31 – 40 years, 8.92% are between the ages of 25 – 30 years while 33.92% are above 40 years. As far as the qualification is concerned, the majority headteachers (67.85%) use bachelor's degree holders, those with postgraduate degree make 26.78% while the least were diploma holders with 5.35%. The majority were bachelor's degree holders because, like teachers, the acceptable standards are bachelor's degree holders for one to be a Headteacher in a secondary school. Regarding experience, on average the highest percentage of headteachers, 53.57% in private secondary schools in Wakiso District have got headship

experience of 3 – 6 years. The information got by the researcher can therefore be considered accurate since they had witnessed teacher turnover for at least four years.

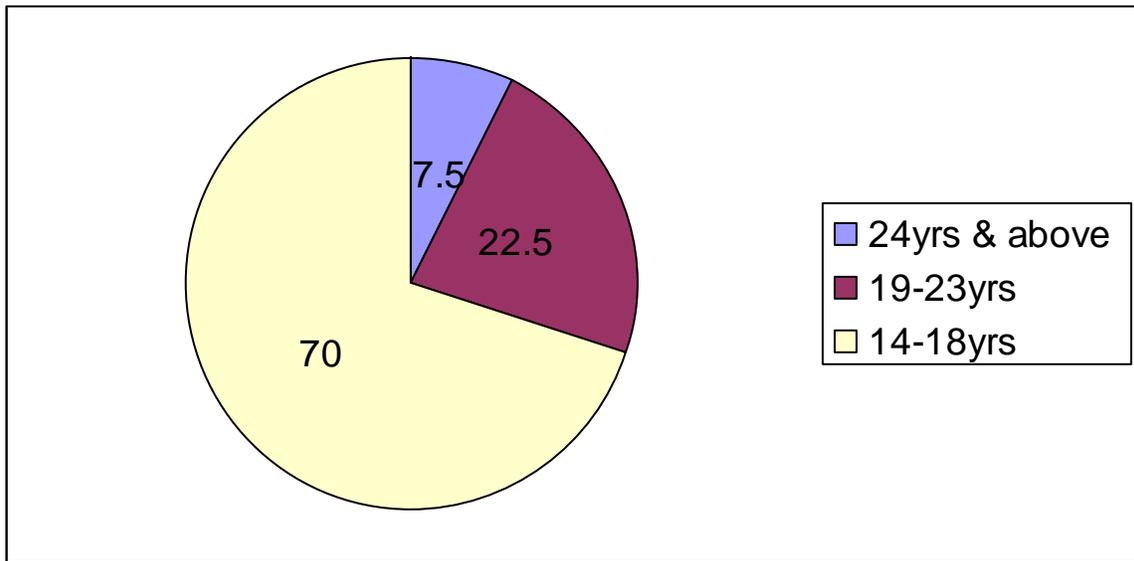
### **Characteristics of students in the sample**

Students using questionnaires were requested to indicate their sex, age, class and years spent in the school. Their responses are summarised in the respective tables and figures below;

**Table 4.5: Number and category of students by age, sex, class and duration spent in private secondary schools studied in Wakiso District**

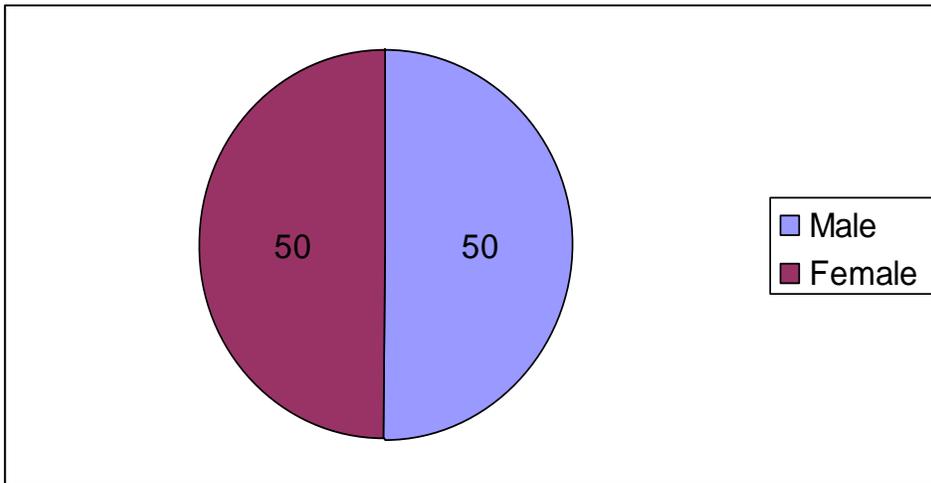
<b>Age</b>	<b>f</b>	<b>%</b>	<b>Sex</b>	<b>f</b>	<b>%</b>	<b>Class</b>	<b>f</b>	<b>%</b>	<b>Duration</b>	<b>f</b>	<b>%</b>
Below 14	00	00	Male	40	50	S.1-2	00	0.0	1 – 2yrs	15	18.75
14 – 18	56	70	Female	40	50	3 – 4	30	37.5	3 – 4 yrs	55	68.75
19 – 23	18	22.5				5 - 6	50	62.5	5 – 6 yrs	10	12.5
24 & above	06	7.5									
Total	80	100		80	100		80	100		30	100

Further, the pie charts and figures below highlight the information in table 4.5.



**Figure 4.6: Category of students by age in private secondary schools studied in Wakiso District**

From the percentages, it is evident that the majority 70% of students in private secondary schools in Wakiso District is in the age bracket 14 – 18 years, this is an indicator that the information got from them was mature and therefore can be regarded as appropriate for the researcher to make a generalization. Those in the age bracket of 19 – 23 form 22.5% of the total number of students, those above 24 years constituted only 7.5%. This was possibly because the majority of the schools studied were “O” Level schools and besides these days, students study when still very young.



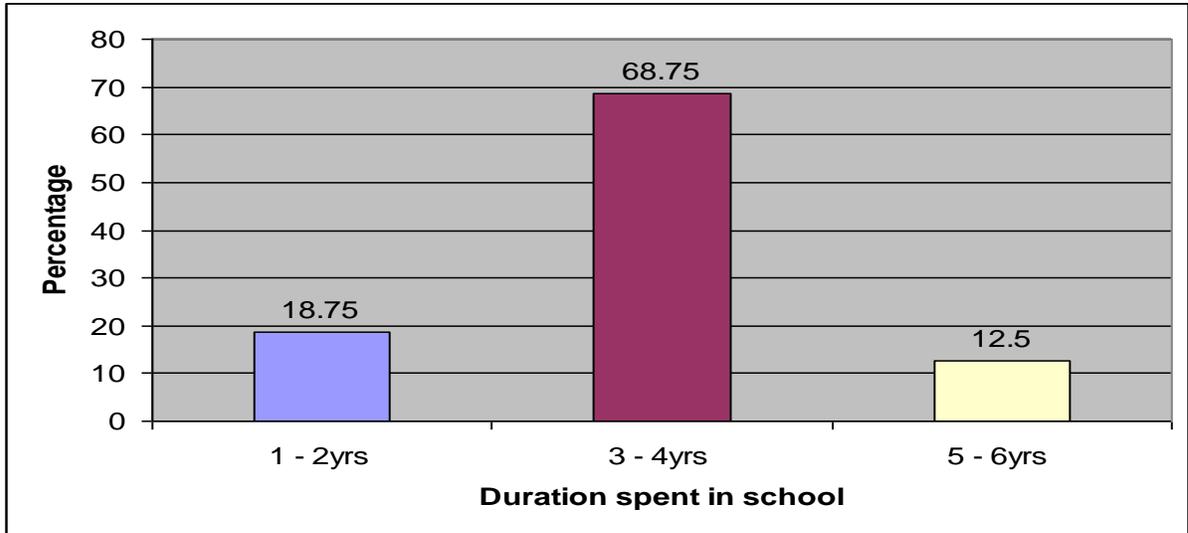
**Figure 4.7: Category of students by sex in private secondary schools studied in Wakiso District**

Figure 4.7 shows that among the students studied, 50% were boys and 50% girls. This could probably be explained by the fact that these days there is a need to emphasize women emancipation and parents treat children the same and offer both sexes the same opportunities in all spheres including education. Besides the researcher also intentionally gave both sexes the same chances to acquire unbiased and balanced information.

**Table 4.6: Number of students by their classes in private secondary schools in Wakiso District**

<b>Classes</b>	<b>Frequency</b>	<b>Percentage</b>
S.1 – S.2	00	0.0
S.3 – S.4	30	37.5
S.5 – S.6	50	62.5
Total	80	100

Table 4.6 shows that the majority of students 62.5% were in S.5 and S.6, this was intended by the researcher because she felt better information could be got from “A” Level students since their analysis of events was a little mature than the other students and also the fact that they were believed to have been in school for a longer period. The other group of students was picked from S.3 and S.4 and they constituted 37.5%, this is so because the researcher also deemed them important on the assumption that they had relatively been in school for sometime and hence could be beneficial to the study. Meanwhile the S.1s and S.2s were intentionally left out of the study simply because they were very young to provide substantial information. In addition to that, they were looked at as newcomers in their respective schools who had little knowledge if any on events pertaining teacher turnover.



**Figure 4.8: Number of students by the duration spent in private secondary schools in Wakiso District**

Figure 4.8 is suggestive of the fact that the biggest percentage 68.75% of students studied in private secondary schools in Wakiso District had spent at least 3 – 4 years in the school, years that the researcher found appropriate or enough for students to provide relatively correct information to the study. However 18.75% had spent only 1 to 2 years, this percentage however was small enough to make in impact on the findings while 12.5% had spent 5 – 6 years, much as this percentage was not big enough, information got from those students helped a lot in making the conclusions and therefore their contribution could not easily be underestimated. This means that they gave accurate information from which the research generalized his observation to suit the whole District of Wakiso.

Analysis of data collected as regards employer related factors and its impact on teacher turnover was summarized as below;

**Table 4.7: Frequencies on how employer related factors affect teacher turnover**

Employer related factors	Teacher Turnover		
	Low	Moderate	High
Favourable employee related factors	36	18	10
Un favourable employer related factors	10	18	36

The researcher then wanted to determine whether unfavourable employer related factors affect teacher turnover. To calculate the expected frequencies, we assumed that the proportions in each category were the same that is  $\frac{100}{3} = 33\%$ . Hence the expected frequencies are  $0.33 \times 64 = 21$  in each category.

**Table 4.8: Unfavourable employer related factors and its impact on teacher turnover**

	Low	Moderate	High
Observed frequency	10	18	36
Expected frequency	21	21	21

The  $\chi^2$  value therefore has calculated as follows;

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

$$= \frac{(10 - 21)^2}{21} + \frac{(18 - 21)^2}{21} + \frac{(36 - 21)^2}{21}$$

$$= \frac{(11)^2}{21} + \frac{(3)^2}{21} + \frac{(15)^2}{21}$$

$$= 5.76 + 0.42 + 10.71 = 16.89$$

With the critical value at  $\alpha$  0.005 level and the degree of freedom at 2. The calculated value is greater than the critical value 13.82 and represents more than (99.9%) on the tabulation table and therefore we reject the Null hypothesis which states that there is no effect of employer related factors on teacher turnover in private secondary schools in Wakiso District and meanwhile accept the alternative hypothesis which means unfavourable employer related factors significantly affect teacher turnover in private secondary school in Wakiso District.

Analysis of data collected as regards employee related factors and its impact on teacher turnover was summarized as below;

**Table 4.9: Frequencies on how employee related factors affect teacher turnover**

Employee related factors	Teacher Turnover		
	Low	Moderate	High
Favourable employee related factors	34	17	13
Un favourable employer related factors	13	17	34

To determine whether unfavourable employee related factors affect teacher turnover, the researcher calculated the expected frequencies assuming that the proportions in each category were the same that is  $\frac{100}{3} = 33\%$

$$= 0.33 \times 64 = 21 \text{ in each category}$$

**Table 4.10: Unfavourable employee related factors and its impact on teacher turnover**

	<b>Low</b>	<b>Moderate</b>	<b>High</b>
Observed frequency	13	17	34
Expected frequency	21	21	21

The  $\chi^2$  value therefore has calculated with K – 1 degree of freedom.

$$\begin{aligned} \chi^2 &= \frac{\sum (f_o - f_e)^2}{f_e} = \frac{(13 - 21)^2}{21} + \frac{(17 - 21)^2}{21} + \frac{(33 - 21)^2}{21} \\ &= \frac{(8)^2}{21} + \frac{(4)^2}{21} + \frac{(13)^2}{21} \\ &= 3.04 + 0.76 + 8.04 = 11.84 \end{aligned}$$

With the critical value at  $\alpha$  0.005 level and the degree of freedom at 2. The calculated value 11.84 is greater than the critical value 10.60 which represents more than (99.5%) on the tabulation table therefore we reject the Null hypothesis and accept the alternative hypothesis which means unfavourable employee related factors significantly affect teacher turnover.

Lastly an analysis of data collected as regards external factors and its impact on teacher turnover was summarized as below;

**Table 4.11: Frequencies on how external related factors affect teacher turnover**

External related factors	Teacher Turnover		
	Low	Moderate	High
Favourable external factors	12	18	34
Un favourable external factors	34	18	12

To determine whether favourable external factors affect teacher turnover, the researcher calculated the expected frequencies assuming that the proportions in each category were the same that is  $\frac{100}{3} = 33\%$

Hence the expected frequencies are  $0.33 \times 64 = 21$  in each category.

The  $\chi^2$  value is this calculated as follows:

$$\begin{aligned}\chi^2 &= \sum \frac{(fo - fe)^2}{fe} = \frac{(34 - 21)^2}{21} + \frac{(18 - 21)^2}{21} + \frac{(12 - 21)^2}{21} \\ &= \frac{(13)^2}{21} + \frac{(-3)^2}{21} + \frac{(-9)^2}{21} \\ &= 8.04 + 0.43 + 3.9 \\ &= 12.37\end{aligned}$$

With the critical value at  $\alpha$  0.005 level and the degrees of freedom at 2. The calculated value is greater than the critical value 10.60 and represents more than (99.5%) on the tabulation table and therefore we reject the Null hypothesis and meanwhile accept the alternative hypothesis which means that favourable external factors influence teacher turnover in private secondary schools in Wakiso District.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study determined the factors affecting teacher turnover in selected private secondary schools in Wakiso District. Employer related, employee related and external factors characterized factors affecting teacher turnover while teacher turnover was characterized by low, moderate and high rates. The study was conducted through a sample survey using a cross section of teachers, students and Head teachers from randomly selected 64 private secondary schools in Wakiso District. Data was collected in May and June 2007 by the use of questionnaires, interview guides and document analysis techniques. Data collected was analysed using percentages, frequencies and Chi-Square techniques. This chapter discusses the findings of the study, draws conclusions and makes recommendations based on the findings. The discussions are presented along research objectives.

#### **5.2 Discussion**

##### **5.2.1 Employer related factors and teacher turnover in private secondary schools in Wakiso district**

The first objective of this study was to find out if employer related factors affect teacher turnover in private secondary schools in Wakiso district, a school where at least 70% to of employer related factors like wages supervision style and poor working conditions were poor had a high rate of teacher turnover. However on the

other hand schools that had better wages, supervision and good working conditions had a low rate of teacher turnover, most of the responses from our respondents revealed that there is a positive relationship between employer related factors like poor pay, poor supervision style and general poor working conditions and teacher turnover in private secondary schools in Wakiso District. The poorer the conditions, the higher the teacher turnover. The study also revealed that most private secondary schools in Wakiso District had poor working conditions and consequently high teacher turnover. Maicibi (2003) in support of this reported that when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape, in such a situation when an opportunity opens, whether less than the present job, the employees could leave without looking behind. Schwartz (1984) adds that these working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees (teachers in this case) will exist. Therefore employer related factors especially good wages, good supervision and better working conditions are potent motivators which can boost teachers' morale, enhance their job satisfaction and reduce turnover.

Human resources in any organisation are ranked the most important resource thus teachers are instrumental in schools for they are responsible for ensuring student academic excellence. This however can only be possible if they are satisfied with their jobs, stable, experienced and if their expectations are met. Vroom's expectancy theory in this regard, indicates that teachers' behaviours are a result of the

expectation of what outcome or rewards the school will extend to them. Failure to ensure this, will lead to increased teacher turnover, however if their expectations are realised by their employers, teacher retention rates will be high and consequently reduce teacher turnover.

The study also established that teacher turnover in private secondary schools in Wakiso District is generally influenced by employer related factors, this implies that teachers are poorly paid. This is in agreement with a study conducted in Chicago in 1999 where half of teachers employed in that year left giving poor pay as reason number one alongside other factors, they too work in very uncondusive environments. This trend of events can be explained by the fact the cost of running schools in this competitive era is so high. Besides the parents in most schools visited seemed to be from humble families who could not afford to pay high school fees, the result obviously is poor payment of teachers which resultantly influences teacher turnover. It was observed on a sad note, that even those private secondary schools with relatively good financial positions still give inadequate salaries, school directors and headteachers hence seem not to be conscious of the impact of poor pay and its impact of on teacher turnover.

Failure by the administrators to value teachers was also forwarded as a reason for teacher turnover in many private secondary schools in Wakiso District. Many teachers interviewed showed disgust in how Directors of these private schools look at them as liabilities and not assets. A teacher in one of the St. Lawrence schools and

colleges had this to say “We teachers in private schools are given less value and a lot of value is attached to the students we teach, who are considered customers and therefore assets”. Such cause discontent resulting into increased teacher outflow. There is nothing more gratifying to teachers than making them feel important and worthwhile if such feelings are not worked on very soon, the problem of teacher turnover will not come to an end.

Excellent performance in schools can only be realized with a stable and well experienced staff unfortunately many schools in Wakiso District and Uganda generally tend to overlook this fact. They tend to think that because of unemployment levels, when some leave, it is very easy to replace them. So they take no trouble to try and retain their staff, consequently teachers leave their jobs partly because they feel they are not so much needed while others opt for “greener pastures” elsewhere.

The study also revealed that most teachers left because of poor management styles, in the schools visited, it was found out that most teachers are never sure of whether they will still have their jobs in the next year. Job security is an impossible dream in most of these private secondary schools. Teachers only have their jobs at the mercy, of the school directors and headteachers such uncertainties forced many to leave in search for stable jobs. An Education Report on the Education System in Texas (2004) confirms this by stressing that “teachers do not know whether their school is going to be open the next year, they do not know what type of weird restructuring is going to happen next school year”, all these worries make teachers leave before

being disappointed. The study also found out that in schools where there was relatively job security, the retention rate was higher.

The study also established that administrative grievances largely cause teacher turnover. These included management of the schools, unbearable workload, big teacher-student ratios to mention but a few. This finding is supported by Senteza (2001) who mentioned that grievances in secondary schools especially about inefficient management caused teacher turnover. It was also noted that in schools where there was a strong sense of collaboration among teachers and administrators, teacher turnover rate was low. All these findings clearly show that employer related factors have a significant impact on teacher turnover in private secondary schools in Wakiso District.

### **5.2.2 Employee related factors and their impact on teacher turnover**

The second objective of this study was to determine the relationship between employees' related factors and teacher turnover in private secondary schools in Wakiso District. Teacher job satisfaction, career growth and personal decisions were used to measure employee related factors. Responses were obtained from all respondents by use of questionnaires, interviews and guided discussions. In schools where about 68% felt had job satisfaction, career growth, teacher turnover was very low, schools that deviated from this criterion were graded as having moderate or inadequate job satisfaction and career growth.

Data collected was analysed using percentage distribution and chi-square techniques. Data analysis and interpretation of questionnaire and interview responses revealed two major findings under this objective, first of all the study established that job satisfaction and career growth have a significant effect on teacher turnover in private secondary schools in Wakiso District.

Secondly, the study revealed that job satisfaction and career growth in most private secondary schools is almost a nightmare. This therefore shows that the findings of the study contradict with the research hypothesis that “there is no relationships between employee related factors and teacher turnover in private secondary schools in Wakiso district”. The study instead revealed that schools that ensured career growth of teachers and job satisfaction tend to have lower teacher turnover rates than those with moderate or poor career growth and job satisfaction.

It is no doubt that every school strives to provide quality learning to the students to ensure academic excellence, this therefore means quality teaching staff, experienced and motivated is a must have to ensure the goal is achieved Oliviera and Farrell (1993) confirm to this by arguing that “excellent performance of students is largely influenced by the quality of the teaching force. Developing appropriate human resource strategies that will ensure that such staff does not leave becomes inevitable. With competitive global opportunities elsewhere, it's very vital that headteachers and all stakeholders of private secondary schools develop human resource strategies to ensure teacher job satisfaction and career growth. This can be

enhanced through improvement of the teaching conditions and provision of promotional opportunities for teacher career growth.

Musaazi (1982) observes that promotion is one of the ways used to increase teachers' job satisfaction and career growth because of the opportunities associated with it for instance increased responsibilities, challenges, prestige or status and obviously increased pay. Lack of such leads to low morale which may culminate into frustrations and the end result may be leaving teaching in that school for better schools or total neglect of teaching for other avenues like business if all these are rectified; teachers may be willing to remain working in their jobs. Directors and heads of schools in Wakiso District and in Uganda generally need to address this discrepancy to reduce on teacher turnover.

The study also revealed that lack of the passion to teach also increased the rate of teacher turnover. About 70% of the teachers interviewed clearly stated that they did not love teaching and in fact were pushed into teaching because of unavoidable circumstances like unemployment. Many took on teaching as a last resort, such teachers did not plan to stay in teaching for long and were looking for any other opening. The researcher realized that such teachers can easily leave teaching for any other career prospect regardless the pay, working conditions and so forth. This means the administrators have to work so hard to motivate such teachers and inculcate in them the liking of the teaching profession if the turnover rate is to reduce.

### **5.2.3 External related factors and their impact on teacher turnover**

The third objective of this study was to investigate the relationship between external related factors and its impact on teacher turnover in private secondary schools in Wakiso district. External factors were characterized by better pay elsewhere where competitive conditions elsewhere and low status. Schools where at least 75% of teachers highly agreed that external factors affect teacher turnover, turnover rates were higher than in schools that deviated from this criterion.

Data analysis and interpretation of the questionnaire and interview responses revealed that external related factors affect teacher turnover. This finding contradicts with the hypothesis which showed that “there is no relationship between external related factors and teacher turnover, instead the study revealed that external factors positively influence teacher turnover. This can be clearly demonstrated from the documented literature on the effect of better opportunities elsewhere and its impact on teacher turnover. Rebore (2004) asserts that “in recent years educational organisations have experienced a decrease in the number of applicants to mathematics and science teaching positions because of the higher wages and advancement opportunities available in private business and industry.

Similarly, external factors like disrespect of the teaching profession by the public also accounts for increased teacher turnover, Jones (2001) noted that teachers are accorded low social status and low esteem. The researcher found out that factors like general economic conditions of the country in isolation had profound influence on

the rate of staff movement. Cole affirms this by observing that at times because of economic difficulty experienced by many private secondary schools, the directors are forced to cutback severely on teacher numbers leading to redundancies and early retirements.

The researcher found out that about 40% of teachers believed that external factors had considerable effect on staff movement but the majority held the employer factors responsible for increased teacher turnover and their major push factor is “PAY”. The study also established that external factors in Wakiso District on average influenced teacher turnover, one of the implications of this finding is that many private secondary schools were of different economic capacities and therefore could not provide the same pay or even fringe benefits, its on this ground that the researcher made a conclusion that external factors really had an impact on teacher turnover. About 10 schools paid their schools highly and majority of teachers asked preferred to teach in such schools, given an opening therefore such can also leave to join highly paying schools. Such issues are so imperative that every Headteacher and director should take it upon himself to address. The excuse of schools being poor might not count since open communication can be a good platform to talk to teachers and promise better or similar wages when the economic situation becomes better than pretending as if nothing is happening.

### **5.3 Conclusions**

This study sought to establish the factors that affect teacher turnover in selected private secondary schools in Wakiso district. The study specifically sought to analyze

the employer, employee and external factors and determine their relationship with teacher turnover in private secondary schools in Wakiso district. The study found out that unfavourable employer related factors significantly affect teacher turnover in private secondary schools in Wakiso district. In particular, the study established that loss of group cohesion, poor working conditions, poor pay, poor management or supervision directly impacted on teachers and caused job dissatisfaction which increased the rate of teacher turnover. The study also established that in schools where the pay, general conditions of work and good supervision were evident, the rate of teacher turnover was low. This implies that most private secondary schools in Wakiso district, paid their teachers poorly, provided poor conditions and had poor supervision policies, they too did nothing to improve these conditions which increased the level of teacher turnover.

It was also revealed that unfavourable employee related factors also affected teacher turnover, many teachers joined the private secondary schools with numerous expectations which were not met this increased their dissatisfaction, lack of commitment and the end result was always resignation. Others found teaching as the last resort and therefore lacked passion to teach. On the other hand, it was established that where teachers' expectations were met (though in very few schools), the rate of turnover in such schools was very low. This means that apart from employer related factors, employee related factors also have a role to play in determining the rate of teacher turnover.

Lastly, The study findings also show that external factors like better pay elsewhere, low status of the teaching profession and competitive conditions also affected teacher turnover positively.

All these findings lead to the conclusion that for private secondary schools in Wakiso District and other schools in general to reduce on teacher turnover, employers, school directors and all stakeholders must improve on their policies towards teachers, provide better packages, meet employees' expectations and try to control external forces or pressures. All in all, if students academic performance is to be excellent, then a stable experienced staff is paramount, failure to maintain such, the rate of teacher turnover will continuously be high with its disastrous effects.

#### **5.4 Recommendations**

The researcher has argued in this report that for a school to reduce on the rate of teacher turnover, employers must change their administrative policies, must put in place strategies that will ensure teacher job satisfaction, for example, better pay, conditions of work, ensure professional development, try to meet teachers' expectations, value them and must also control external influence. It is not enough for schools to acquire qualified teachers, retaining the experienced ones is also crucial and reward is central. There is need for all stakeholders especially headteachers and school directors to devise means of regulating the phenomenon of teacher turnover in private secondary schools in Wakiso District and general schools in Uganda as a whole.

It is clear, using our earlier discussions that headteachers and school directors do not take it as an important aspect to reduce teacher turnover they just hide their heads in the sand pretending there isn't a problem possibly because they are ignorant of its impact on the education system, however, there is need for everyone especially school administrators to regularly organize sessions in which open discussions can take place between teachers and the school heads to allow teachers air out their grievances instead of opting for grapevine. There is also need for the Ministry of Education to organize periodic workshops to train and sensitize the headteachers and school directors on the purpose of teachers as a crucial resource and for that matter, how trying to retain them is obviously significant because the whole education system largely depends on them.

Further, managers of private schools in particular should note that teacher turnover itself is not the only problem but a cause of a bigger problem for instance is poor academic performance. Many private secondary schools perform poorly academically not only because they get the worst students (rejects from traditional government schools) but also because the school environment, policies and strategies do not allow them to achieve to the best of their potentials. They are subjected to new teachers now and then and their stability becomes a myth. Many private secondary schools are left yearning for experienced teachers a dream many do not realise. Continuous outflow of teachers impacts on students' academic chart and breaks

continuity in the teaching-learning process. Headteacher and all stakeholders should consider putting in place policies and rewards that will attract and retain teachers.

Finally, the researcher recommends that the study be made the background for further research especially since not much has been done on the area of how to reduce the rate of teacher turnover. The researcher also particularly, identifies a missing link of the impact of teacher turnover in schools. The researcher therefore recommends that a study be conducted to find out how teacher turnover can be reduced to allow effective teaching and learning of students. The researcher also recommends that an extensive/research be conducted to establish how teacher turnover affects continuity of school programmes especially academic performance.

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**APPENDIX B**  
**INTERVIEW GUIDE FOR HEADTEACHERS**

**Topic: Factors affecting teacher turnover in private secondary schools in  
Wakiso District**

**Part I:**

1. School.....
2. Qualification.....
3. Time spent in school.....
4. Duration of time as headteacher (years) .....
5. Number of teachers in your school .....

**Part II:**

6. At least how many teachers leave your school in a year?
7. In your own view what do you think are the main causes of teacher turnover in  
Wakiso district?
8. Do you think the same causes could possibly explain teacher turnover in your  
school?
9. Are there specific factors that have led to continued teacher outflow in your  
school?

10. Do you think it is important to retain a stable staff?

(a) Yes

(b) No

(ii) If yes, why?

11. What recommendations can you make to reduce on teacher turnover?

**Thank you for your participation**

**APPENDIX C**  
**QUESTIONNAIRE FOR STUDENTS**

**Topic: Factors affecting teacher turnover in private secondary schools in Wakiso District.**

Dear Respondent

The researcher is a graduate student pursuing a Master of Science degree in Human Resource Management (MHRM) of Makerere University. She is conducting a research study on **“Teacher turnover and its impact on students’ academic performance in private secondary schools in Wakiso District”**.

By copy of this questionnaire, you have been selected to participate in the study. You are therefore; kindly requested to answer the questions below displaying utmost good faith. The study is purely for academic purpose and all information provided will be treated confidential. Your prompt response will be highly appreciated.



**Part III:**

9. What is the general performance of the school?

1. Very good

3. Average

2. Good

4. Poor

10. Why is the performance like this (refer to the above)

.....  
.....  
.....  
.....

11. In your own view, do you think teacher turnover affects students' academic performance?

.....  
.....  
.....  
.....

12. Please mention any other reasons that may affect students' academic performance in your school other than teacher turnover?

.....  
.....  
.....

**Thank you for your participation**

## APPENDIX D

### LIST OF REGISTERED PRIVATE SECONDARY SCHOOLS IN WAKISO DISTRICT (2002)

DISTRICT	COUNTY	SUB-COUNTY	PARISH	SCHOOL NAME
Wakiso	Busiro	Kakiri	Kakiri	Bilal Islamic Institute
Wakiso	Busiro	Kakiri	Kakiri	Bukalango S. S.
Wakiso	Busiro	Kakiri	Kakiri	Henry Kasule Memorial
Wakiso	Busiro	Kakiri	Kakiri	Herman Gmeiher S. S
Wakiso	Busiro	Kakiri	Kakiri	Kakiri H. S. *
Wakiso	Busiro	Kakiri	Kikandwa	Mwera College School
Wakiso	Busiro	Kakiri	Sentema	Sentema S. S.
Wakiso	Busiro	Kasanje	Kasanje	Buwaya Sen Vocational S.S
Wakiso	Busiro	Katabi	Kabaale	Entebbe High School
Wakiso	Busiro	Katabi	Kabaale	Kaasons S. S.
Wakiso	Busiro	Katabi	Kisubi	Kisubi Seminary*
Wakiso	Busiro	Katabi	Kisubi	Mugezi S. S. Kasubi
Wakiso	Busiro	Katabi	Kitala	School
Wakiso	Busiro	Katabi	Kitala	Nkumba S. S.
Wakiso	Busiro	Katabi	Nalugala	Baba S. S.
Wakiso	Busiro	Katabi	Nkumba	Lake View S. S. *

Wakiso	Busiro	Masulita	Katikamu	Light College Katikamu
Wakiso	Busiro	Namayumba	Kyamuwa	Kayima S. S. S.
Wakiso	Busiro	Namayumba	Lugazi	Namayumba Voc. S. S. S.
Wakiso	Busiro	Nsangi	Katereke	Nakatema Prog. S. s.
Wakiso	Busiro	Nsangi	Katereke	S
Wakiso	Busiro	Nsangi	Katereke	Sumayya Girls School*
Wakiso	Busiro	Nsangi	Kikajjo	Hill Top S. S.
Wakiso	Busiro	Nsangi	Kisozi	Buddo S. S. *
Wakiso	Busiro	Nsangi	Kyengera	Kabojja S. S. S*
Wakiso	Busiro	Nsangi	Kyengera	Lady Fau S. S. S*
Wakiso	Busiro	Nsangi	Kyengera	Mugwanya Summit College*
Wakiso	Busiro	Nsangi	Kyengera	Kyengera
Wakiso	Busiro	Nsangi	Kyengera	Trust Royal College
Wakiso	Busiro	Nsangi	Maya	St. Lawrence*
Wakiso	Busiro	Nsangi	Maya	St. John Baptist Maya S. S.
Wakiso	Busiro	Nsangi	Mugonge	Kinaawa H. S. *
Wakiso	Busiro	Nsangi	Nabbingo	Cambridge S. S. *
Wakiso	Busiro	Nsangi	Nabbingo	PRE BEC Nabbingo S. S. S
Wakiso	Busiro	Nsangi	Nabbingo	St. Catherine S. S. *
Wakiso	Busiro	Nsangi	Nabbingo	St. Lawrence Horizon S. S. S*
Wakiso	Busiro	Nsangi	Nabbingo	St. Aloysius S. S. S
Wakiso	Busiro	Nsangi	Nabbingo	St. Mary's H. S. *

Wakiso	Busiro	Nsangi	Nabbingo	Institute
Wakiso	Busiro	Nsangi	Nsangi	Citizen's High School Nsangi
Wakiso	Busiro	Nsangi	Nsangi	Light High School *
Wakiso	Busiro	Ssisa	Bweya	St. Lawrence S. S. S Bweya
Wakiso	Busiro	Ssisa	Kitende	New High Technical School
Wakiso	Busiro	Ssisa	Kitende	Nyonyintono High School
Wakiso	Busiro	Ssisa	Kitende	S.S.S.
Wakiso	Busiro	Ssisa	Nakawuka	Universal H. S. *
Wakiso	Busiro	Ssisa	Namulanda	Kennedy S.S.S.
Wakiso	Busiro	Ssisa	Namulanda	Wits College
Wakiso	Busiro	Wakiso	Buloba	Buloba Girls S. S. *
Wakiso	Busiro	Wakiso	Buloba	Buloba H. S.
Wakiso	Busiro	Wakiso	Kaliiti	Nkoowe H. S.
Wakiso	Busiro	Wakiso	Kaliti	St. Elizabeth S. S. Nkowe *
Wakiso	Busiro	Wakiso	Kisimbiri	Buganda College S. S.
Wakiso	Busiro	Wakiso	Kisimbiri	Intelligent College School
Wakiso	Busiro	Wakiso	Kisimbiri	Mwanga 1 Memorial College
Wakiso	Busiro	Wakiso	Kisimbiri	Wakiso S. S.
Wakiso	Busiro	Wakiso	Mende	Integrated S. S.
Wakiso	Busiro	Wakiso	Nakabugo	Light S. S.
Wakiso	Busiro	Wakiso	Nakabugo	Union H. Bulenga*
Wakiso	Busiro	Wakiso	Sumbwe	Ashland H. S.
Wakiso	Busiro	Wakiso	Sumbwe	St. James Educ. Centre

				Bulaga
Wakiso	Entebbe M/C	Division A	Central	Victoria Royal S. S. *
Wakiso	Entebbe M/C	Division A	Katabi	Central School *
Wakiso	Entebbe M/C	Division A	Katabi	Entebbe College
Wakiso	Entebbe M/C	Division A	Katabi	Greenstaris H. S. *
Wakiso	Entebbe M/C	Division A	Katabi	Mayors College
Wakiso	Entebbe M/C	Division B	Kigungu	Brains High School *
Wakiso	Entebbe M/C	Division B	Kigungu	Kigungu Parents S. S.
Wakiso	Entebbe M/C	Division B	Kigungu	Kigungu S. S. *
Wakiso	Entebbe M/C	Division B	Kigungu	Merryland H. S.
Wakiso	Entebbe M/C	Division B	Kigungu	Merryland High School
Wakiso	Entebbe M/C	Division B	Kiwafu	Entebbe Lakeview S. S. *

Wakiso	Kyadondo	Busukuma	Unknown J/S	Kakungulu High School
Wakiso	Kyadondo	Gombe	Kiryamuli	Brain Trust Academy *
Wakiso	Kyadondo	Gombe	Kitungwa	Kitungwa Lights S. S.
Wakiso	Kyadondo	Gombe	Matugga	Brethren Memorial Kiryagonja
Wakiso	Kyadondo	Gombe	Matugga	Kigoogwa H. S.
Wakiso	Kyadondo	Gombe	Bweyogerere	Mattuga Advanced S. S. *
Wakiso	Kyadondo	Kira	Bweyogerere	Ebenzar S. S. S.
Wakiso	Kyadondo	Kira	Bweyogerere	Nambole H. S. *
Wakiso	Kyadondo	Kira	Bweyogerere	Progressive S. S. S. *
Wakiso	Kyadondo	Kira	Bweyogerere	St. John's Ntebetebe S. S.
Wakiso	Kyadondo	Kira	Bweyogerere	Bweyogerere *
Wakiso	Kyadondo	Kira	Kimwanyi	Kimwanyi S. S.
Wakiso	Kyadondo	Kira	Kira	Secondary School
Wakiso	Kyadondo	Kira	Kira	Majorie College Mulawa
Wakiso	Kyadondo	Kira	Kira	Premier S. S. S. *
Wakiso	Kyadondo	Kira	Kireka	Clive College *
Wakiso	Kyadondo	Kira	Kireka	High Standard S. S. S.
Wakiso	Kyadondo	Kira	Kireka	Kireka Voc. S. S.
Wakiso	Kyadondo	Kira	Kireka	Wellstar Bright S. S.
Wakiso	Kyadondo	Kira	Kirinya	Mandela College *
Wakiso	Kyadondo	Kira	Kyaliwajjala	Bethany High School *
Wakiso	Kyadondo	Kira	Kyaliwajjala	Namugongo H. S. *
Wakiso	Kyadondo	Kira	Kyaliwajjala	Prince H. S.

Wakiso	Kyadondo	Kira	Kyaliwajjala	St. Kizito H. S. Namugongo*
Wakiso	Kyadondo	Kira	Kyaliwajjala	St. Peter S. S. Nnaalya *
Wakiso	Kyadondo	Kira	Kyaliwajjala	Vienna College
Wakiso	Kyadondo	Kira	Najera	Najera H. S. *
Wakiso	Kyadondo	Kira	Namugongo	Dynamic S. S. S. Namugongo*
Wakiso	Kyadondo	Kira	Namugongo	St. Kizito High School
Wakiso	Kyadondo	Kyambogo	Lugo	Kakungulu High *
Wakiso	Kyadondo	Kyambogo	Wamirongo	Namulonge S. S. S.
Wakiso	Kyadondo	Makindye	Bunamwaya	Berkeley S. S. *
Wakiso	Kyadondo	Makindye	Bunamwaya	Green Light Sch. *
Wakiso	Kyadondo	Makindye	Bunamwaya	Hillside H. S. *
Wakiso	Kyadondo	Makindye	Bunamwaya	Marison High School
Wakiso	Kyadondo	Makindye	Bunamwaya	St. Noa Girls S.S. *
Wakiso	Kyadondo	Makindye	Bunamwaya	Standard H. S. Zzana
Wakiso	Kyadondo	Makindye	Bunamwaya	Zana Mixed School
Wakiso	Kyadondo	Makindye	Kimwanyi	Seguku High College
Wakiso	Kyadondo	Makindye	Lweza	Tec. S. S.
Wakiso	Kyadondo	Makindye	Lweza	Kajansi H. S.
Wakiso	Kyadondo	Makindye	Lweza	Lweza S. S. S. *
Wakiso	Kyadondo	Makindye	Masajja	St. Paul's S. S. S. Lweza
Wakiso	Kyadondo	Makindye	Masajja	CENTRE
Wakiso	Kyadondo	Makindye	Masajja	D. K. S. S. S. *

Wakiso	Kyadondo	Makindye	Masajja	Jupiter S. S. S.
Wakiso	Kyadondo	Makindye	Masajja	Maryland S. S. S. *
Wakiso	Kyadondo	Makindye	Masajja	Masajja College School *
Wakiso	Kyadondo	Makindye	Masajja	Masajja S. S. S.
Wakiso	Kyadondo	Makindye	Masajja	Meridan College S. S. *
Wakiso	Kyadondo	Makindye	Masajja	Namasuba High School
Wakiso	Kyadondo	Makindye	Masajja	Ndikutamada S. S. S.
Wakiso	Kyadondo	Makindye	Mutundwe	Africa S. S. S. *
Wakiso	Kyadondo	Makindye	Mutundwe	Blessed Christian College
Wakiso	Kyadondo	Makindye	Mutungo	Card Nsubuga Memorial *
Wakiso	Kyadondo	Makindye	Ndejje	Aidan College
Wakiso	Kyadondo	Makindye	Ndejje	St. Andrew S. S. S. *
Wakiso	Kyadondo	Nabweru	Jinja Kalori	Green Hill College Kagoma
Wakiso	Kyadondo	Nabweru	Kaso	Brilliant High School
Wakiso	Kyadondo	Nabweru	Kaso	St. John's High School *
Wakiso	Kyadondo	Nabweru	Kawanda	Kawanda S. S. S.
Wakiso	Kyadondo	Nabweru	Maganjo	Bright Future S. S. S. *
Wakiso	Kyadondo	Nabweru	Maganjo	Christ the King High
Wakiso	Kyadondo	Nabweru	Maganjo	Green Hill S. S. S. *
Wakiso	Kyadondo	Nabweru	Maganjo	Kawempe Light College *
Wakiso	Kyadondo	Nabweru	Maganjo	Kawempe Royal College
Wakiso	Kyadondo	Nabweru	Maganjo	Mita College *
Wakiso	Kyadondo	Nabweru	Maganjo	St. Gerald M H S

Wakiso	Kyadondo	Nabweru	Nabweru	Crown High School Nabweru
Wakiso	Kyadondo	Nabweru	Nabweru	Kawempe S. S. S.
Wakiso	Kyadondo	Nabweru	Nabweru	Mutesa II High
Wakiso	Kyadondo	Nabweru	Nakyesanja	St. Paul Nakyesanja
Wakiso	Kyadondo	Nabweru	Nansana	Alliance H. S.
Wakiso	Kyadondo	Nabweru	Nansana	St. Francis S. S. S. Nansana *
Wakiso	Kyadondo	Nangabo	Bulamu	Pafra Bulamu S. S. S.
Wakiso	Kyadondo	Nangabo	Gayaza	Bulamu S. S. S.
Wakiso	Kyadondo	Nangabo	Gayaza	St. John's Gayaza *
Wakiso	Kyadondo	Nangabo	Kabubbu	Manyangwa Kabubbu
Wakiso	Kyadondo	Nangabo	Kabubbu	St. Joseph Kabunza *
Wakiso	Kyadondo	Nangabo	Katadde	Mawulle Kabubbu*
Wakiso	Kyadondo	Nangabo	Kiteezi	Namalere Girls Boarding
Wakiso	Kyadondo	Nangabo	Masooli	Kitetikka High School *
Wakiso	Kyadondo	Nangabo	Masooli	Namirembe Hillside H. S.
Wakiso	Kyadondo	Nangabo	Masooli	Vision Vocational School
Wakiso	Kyadondo	Nangabo	Nangabo	Eden S. S. S. *
Wakiso	Kyadondo	Nangabo	Nangabo	Kitagobwa High School *
Wakiso	Kyadondo	Nangabo	Nangabo	Nile College
Wakiso	Kyadondo	Nangabo	Wampewo	Eden H. S. *
Wakiso	Kyadondo	Nangabo	Wampewo	St. Francis High Quality S. S.
Wakiso	Kyadondo	Nangabo	Wampewo	TENDER TALENTS
<b>WAKISO ACCOUNT</b>				<b>162</b>

### Key

\* Schools studied

## **APPENDIX E: DOCUMENT ANALYSIS CHECKLIST**

The researcher endeavoured to scan through the staff annual record books and files to enable her obtain information that was not easily answered in the questionnaire and interview on;

1. Teachers' qualification and personal data
2. Annual stock and flow of teachers between 2003-2006.

**APPENDIX F**

**SUMMARY OF TEACHER TURNOVER RATES FOR 64 PRIVATE SECONDARY  
SCHOOLS IN WAKISO DISTRICT**

<b>School No.</b>	<b>Turnover rate</b>	<b>School No.</b>	<b>Turnover rate</b>	<b>School No.</b>	<b>Turnover rate</b>
1	42.5	13	16.0	25	43.6
2	38.6	14	41.0	26	26.8
3	32.2	15	28.5	27	37.0
4	51.6	16	44.7	28	40.0
5	40.0	17	46.4	27	31.2
6	43.1	18	38.2	30	18.0
7	41.2	19	19.0	31	41.0
8	38.0	20	22.8	32	33.3
9	38.4	21	33.8	33	29.0
10	28.6	22	43.7	34	19.1
11	31.0	23	40.2	35	40.6
12	28.5	24	41.7	36	18.2
37	40.2	48	44.3	59	61.1
38	41.1	49	31.8	60	43.3
39	40.0	50	39.0	61	26.4
40	38.2	51	28.3	62	28.4

41	50.0	52	27.6	63	38.0
42	35.8	53	46.5	64	37.8
43	35.0	54	44.7		
44	36.0	55	49.2		
45	37.3	56	48.0		
46	43.1	57	41.2		
47	48.2	55	33.8		