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TEACHERS' WELFARE AND RETENTION IN SELECTED SECONDARY SCHOOLS

CASE STUDY: LUWERO DISTRICT

A dissertation presented to

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Making a Difference

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DEDICATION

To my beloved children Awori Mary Esther Favour and Omiel Ephraim, who have always given me joy and aggressiveness to work hard through this journey of self-actualisation.

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ABSTRACT

The study investigated the effect of teachers' welfare on retention in selected secondary schools in Luwero district. The specific objectives focused on; examining the quality of welfare programmes of secondary school teachers in Luwero District, assessing the level of retention of secondary school teachers in Luwero District and identifying the possible ways to enhance teachers' retention in secondary schools in Luwero District. The study used cross-sectional survey research design involving both quantitative and qualitative research approaches. The study was guided by three theories based on Abraham Maslow's hierarchy of needs, Frederick Herzberg's two-factor theory or motivation-hygiene theory and Adams Smith's equity. The study involved 10 secondary schools in Luwero District with a sample size of 169. The findings established the quality of welfare programs is still a big challenge in secondary schools as the results revealed that much as many teachers were satisfied, others were dissatisfied since not all teachers benefit equally. Moreover, the level of retention of secondary school teachers was high since there is high level of commitment of teachers on their job. The possible ways to enhance teachers' retention in secondary schools were to improve on the teaching environment in schools, give teachers an opportunity to go for further studies, salary and allowances in time, provide accommodation and health insurance with their families. In conclusion, there was a significant positive association between teachers' welfare and retention. Teachers' welfare in terms of housing, salaries, bonuses, medical care greatly improve retention in secondary schools. School management should work on the challenges affecting teachers' retention through school projects, social welfare, effective orientation and mentorship.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, the statement of the problem, objectives of the study, research questions, scope of the study, the significance, justification and definition of terms and conceptual frame work.

1.1 Background to the Study

This was organized into historical, conceptual, theoretical and contextual perspectives to be able to appreciate the past related studies.

1.1.1 Historical Perspective

Employee welfare can be traced from the Industrial Revolution in European countries. According to Arena (2015) the concern for employee welfare was an effect of the industrial revolution on workers' working conditions. The social effects of the Industrial Revolution on factory workers were at times inhuman as it got workers' daily life arranged by factory hours in order to increase employee productivity (Kaur, 2018).

On the other hand investigations on staff retention began some time back in the 19th century when industrial operators and psychologists endeavoured to get the main reasons behind workers' levels of commitment in various employment opportunities (Singh and Varsha, 2019). The aspect of staff retention has received considerable attention by senior human resource personnel and institutional managers across the world. It has proved to be one of the most widely expensive and seemingly attractable human resource challenges confronting educational institutions world over, more so secondary schools (Singh and Varsha, 2019).

Whether in the developing or developed countries, the challenge for most institutions is how best they can retain their staff for a long period of time (Goswami and Jha, 2018). Ingersoll's (2017) report shows that about 15.7% of teachers leave their profession annually in the United States of America. In an earlier submission, Ingersoll (2015) mentioned that the national teacher turnover rate is about 16.8% and 40% of those that leave and do not come back to the same profession, while Henke, Zahn and Carroll (2018) found that the high turnover rate of teachers in the USA costs the education system about \$7 billion annually. In the United States of America (USA), teachers' retention is determined by such factors as monetary incentives, availability of

resources, top management support, social respect, working environment and teacher fulfillment as well as student factors that include discipline, respect and attitude (Wattet al, 2019). Likewise in china, lack of monetary incentives, lack of adequate resources, lack of welfare services, huge workloads, lack of principal support and poor teacher image negatively affected teacher retention (Wei & Abdullah, 2016).

The condition is not so different in African countries like in the case of Nigeria, where the turnover rate is estimated to be above 10%. In Ghana, teacher turnover and retention system in the education sector has become a matter of great concern. Further still, the high rate of staff turnover impacts negatively on schools' improvement efforts as it disrupts the stability and continuity of teaching. According to Mgomezulu, (2019) countries like Guinea, Malawi, Zambia, and South Africa designate that the problem of teacher turnover had almost reached the point of devastation, meaning that the situation had become unbearable and uncontrollable. It is important to note that in Malawi alone, out of 22500 trained secondary school teachers annually, 1225 moved away from the teaching profession and joined other professions such as banking, business, and local services (Mgomezulu, 2019), thus the percentage rate of those teachers who quitted the teaching profession was estimated at 19%. Meanwhile, the study by Ting (2017) revealed that 50% of workers were found to change job responsibilities and that only 55% of the workforce was involved in their jobs. In Tanzania, Boniface (2016) reported that teacher retention continued to be a big challenge. Young male teachers are the most challenging to retain in remote areas, as they are rarely satisfied with the teaching career and highly susceptible to frequently changing employers and working conditions.

In Ugandan secondary schools, the rate of staff turnover especially in central Uganda is high, ranging from 13% and above according to the UN-Habitat Luwerourbanprofile (2015). According to Uganda National Teachers' Union – UNATU (2017), teachers are hardly accommodated and have continued receiving low salaries throughout their entire work life with no additional benefits. Low payments have made them lose interest in work and to not concentrate as they are forced to look for other juicy jobs elsewhere, thus leading to staff turnover in the country.

1.1.2 Theoretical Perspective

The study was guided by three theories that have been advanced by the researcher to explain the problem of staff retention include the hierarchy of needs theory advanced by Abraham Maslow (1959), the two-factor theory or motivation-hygiene theory advanced by Frederick Herzberg (1966) and equity theory advanced by Adams Smith (1965). According to the Hierarchy of needs theory, low staff retention can be reflected when the individual fails to satisfy one's needs hence leaves the organization. Fredrick Herzberg as cited in Bartol& Mart (2015) also observed that there are factors in the work environment that caused satisfaction and dissatisfaction among the workers.

Building on the work of Maslow, 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. He concluded that there are motivator factors associated with the content of the job, which seemed to make individuals feel satisfied with their jobs (Goswami and Jha, 2018). These were labeled motivators, yet factors that seemed to make individuals feel dissatisfied were associated with the job context and these he labeled hygiene's factors. Hertzerg further argues that hygiene factors are necessary to keep workers from feeling dissatisfied but only motivators can lead workers to feel satisfied and motivated. Therefore, managers should provide hygiene factors to reduce sources of worker dissatisfaction and be sure to include motivators because they are the factors that can motivate workers and lead ultimately to job satisfaction, job stability and job retention.

Equity theory suggests that employees perception of a working situation in terms of how fairly they are treated compared with others influence their levels of motivation. Motivation is a consequence of perceived inequity thus perceived inequity considered in terms of inputs like education, compared to output in terms of rewards (monetary and non-monetary) may cause an individual to leave an organization. This study was interested in establishing whether teachers' retention was driven by their desire to satisfy their welfare.

1.1.3 Conceptual Perspective

According to Gupta (2019), welfare encompasses a broad range of benefits and services that an employer may offer to employees. According to Simola (2019), welfare means to fare well. It

refers to anything done for workers, for their comfort and improvement over and above their salary or wages (Rajkuar, 2019). It includes accessibility of services; facilities and amenities in or near the organization to enable employees perform their work in a healthy environment that is conducive to good health and high morale for both the workers and their families in the most comprehensive sense. Morris et al., (2017) defines teachers' welfare programmes as the good fortune, health, happiness, prosperity, etc., of a person, group, or organization; well-being: to look after a child's welfare; the physical or moral welfare of society. This is the financial or other assistance to an individual or family from an organization, city, state, or national government.

Teachers' welfare also includes monitoring of working conditions, creation of industrial harmony through infrastructure for health industrial relations and insurance against diseases accidents' and unemployment for workers and their families. Through such benefits services and facilities, the employer makes life worth living for employees hence improved teachers' commitment to teaching therefore, improve students' performance in examinations (Friedlander, 2016).

According to Srivastava (2018) organizations provide welfare facilities to their employees to keep their motivation levels high. The teacher's welfare programs can be classified into two categories viz. statutory and non-statutory welfare schemes. Teachers' welfare means taking care of the teachers by the government, private employers, non-governmental organizations, parents, school administrators and the teachers' trade union directly and indirectly through provision of housing, meals, payment of allowances, construction of classrooms, guidance and counseling, provision of loans, and provision of instructional materials (Rajkuar, 2019; Odeku&Odeku, 2019). Teacher welfare is interpreted to mean the provision of a minimal level of well-being and social support (Bamusananire, 2016). Dale (2016) specifically defines teacher welfare as referring to teachers' health status and happiness, as well as their safety. Welfare in the present study is measured in form of housing teachers, provision of meals to teachers at school, provision of medical care, allowances and the school environment in which the teachers perform their duties as educators. According to this study, teacher welfare was defined as the general wellbeing of a teacher in terms of social, economic and psychological aspects.

On the other hand, retention connotes a state where by employees of their own free will decide to work and stay with their organizations. Musaaazi (2018) defines retention as the ability of the

school system to keep its staff in their jobs and make them want to stay. Retention is about how an organization manages its work force or more specifically its relationship with its workforce (Mckeown, 2017). Hornby (2015) defines retention as an action of holding something in position or containing it hence employee retention may be explained as a state or a condition of attracting and enabling people to work and stay with their organizations. Retention in this study was conceptualized in terms of teachers staying and teachers leaving.

1.1.4 Contextual Perspective

The study was conducted in selected secondary schools in Luwero district. A report by the Luweero District Education Officer (2015) indicates that in 2015 alone, out of 350 teachers who were hired, 183 left their schools. During the head teachers meeting on the commitment of teachers on their jobs, it was identified that teachers' job commitment was going down. This was reflected in aspects like loss of confidence in management, denial of responsibility, failure to cover the syllabi on time, absenteeism, high labour turn over, teachers part timing as a means of topping upon the basic salary by teaching in two or more schools which indicates lack of commitment to the job hence the need for this study. Although there could be other factors contributing to this poor teachers' job commitment, the District Education Officer hinted on poor rewarding systems. A report from Luwero District Inspector of Schools, (2019), indicates that secondary school teachers are rarely in schools during the working time. Some arrive late for their lessons, some teach and go immediately without giving students time and some do not mind about achieving school objectives.

1.2 Statement of the Problem

Teacher welfare is taking centre-stage in modern school administration since it is one of the staff motivation elements (Maicibi, 2019). In Uganda, teaching profession is facing a shortcoming of losing many of its credible and intelligent teachers who have quit the profession on grounds of meager pay (Mazaki, 2019). According to UNATU (2017), inadequate welfare packages for teachers and teaching under unsuitable and deplorable conditions lead to negative effects on teachers' retention. Nairuba (2015) found out that fringe benefits such as allowances, recognition, praises and promotion were not seriously addressed in Secondary schools and these affected teachers' retention. Despite several efforts for secondary schools in Luwero district to provide accommodation, meals and pay allowances, teachers have continued to abandon their

work. According to UNATU (2017), inadequate welfare packages for the teachers and teaching under unsuitable conditions lead to negative effect on teachers' retention. A report by the Luwero District Education Officer (2015) indicates that in 2015 alone, out of 350 teachers who were hired, 183 left their schools. If this problem is not addressed, the effect may be disastrous. In addition, it was not clear what sort of welfare programmes schools provided their teachers to satisfy their ego or even to enable them meet their social needs. It was from this basis that this study conducted an investigation into the effect of teachers' welfare on retention in selected secondary schools in Luwero District.

1.3 Objectives of the Study

1.3.1 General Objective

The study aided in investigating the effect of teachers' welfare on retention in selected secondary schools in Luwero district.

1.3.2 Specific Objectives

This study was guided by the following specific objectives;

1. To examine the welfare programmes of secondary school teachers in Luwero District?
2. To assess the level of retention of secondary school teachers in Luwero District?
3. To identify the strategies to enhance teachers retention in secondary schools in Luwero District?

1.4 Research Questions

This study was guided by the following research questions;

1. How do you perceive the welfare programmes of secondary school teachers in Luwero District?
2. What is the level of retention of secondary school teachers in Luwero District?
3. What are the strategies to enhance teachers' retention in secondary schools in Luwero District?

1.5 Hypotheses of the Study

1.5.1 There is a negative perception about the quality of welfare programmes of secondary school teachers in Luwero District

1.5.2 There is a low level of retention of secondary school teachers in Luwero District

1.6 Scope of the Study

1.6.1 Content Scope

The study investigated teachers' welfare and retention. Specifically focusing on perceived welfare programmes of secondary school teachers, level of retention of secondary school teachers and the relationship between teachers' welfare and retention. These were obtained with the aid of both primary and secondary data. Perceived quality of welfare programmes and the relationship between teachers' welfare and retention were obtained with the use of questionnaires.

1.6.2 Geographical Scope

The study was conducted in Luwero district located in the central part of Uganda. It is approximately 22 miles on Kampala – Gulu Highway. It is one of the districts facing retention challenges of teachers. The district has reported high levels of teacher turnover (Luwero District Inspector of Schools report, (2019). A report by the Luweero District Education Officer (2015) indicates that in 2015 alone, out of 350 teachers who were hired, 183 left their schools. Therefore it provided the best case study to thoroughly assess the problem and make recommendations that could be adopted to rectify the situation.

1.6.3 Time Scope

The study covered the period 2018 to 2022. This would enable the study come up with update information as it would offer current information regarding the problem of study thus coming up with appropriate recommendations to address the situation.

1.7 Significance of the Study

This study will be of importance to the policy makers to realize proper retention strategies to improve stability in secondary schools. Policy makers such as board of governors, parents' teachers association, district education officers, district inspectors of schools will realize the effects of welfare on teacher retention to improve maintain, develop and retain such manpower.

This study will enable secondary schools come up with non-statutory benefits for teachers that can motivate them to get committed and dedicated to their work. This will be crucial in enabling to uplift the social welfare needs of the teachers.

This study will also be of importance to the future scholars or academicians in the area of teacher welfare and retention in academic institutions. This study will act as a point of reference to the future researchers and academicians who may find it useful to further their studies.

1.8 Justification of the study

Welfare facilities are provided to make the workers more efficient and productive (Muthoni&Wafula, 2016). According to UNATU (2017), inadequate welfare packages for the teachers and teaching under unsuitable conditions lead to negative effect on teachers' retention. A report by the Luweero District Education Officer (2015) indicates that in 2015 alone, out of 350 teachers who were hired, 183 left their schools. Therefore, lack of proper retention strategies has resulted to adverse effects in public institutions since replacing workers has proved to be disruptive, costly, time consuming and even upsets the stability of an organization. If this problem is not addressed, the effect may be disastrous. It was also not clear what sort of welfare programmes schools in Luweero provided their teachers to meet their social needs and hence get committed.

1.9 Definition of Key Terms

Teacher welfare: This means the provision of a minimal level of well-being and social support (Bamusananire, 2016). According to Gupta (2019), welfare encompasses a broad range of benefits and services that an employer may offer to employees.

Retention: This refers to the degree of commitment and dedication among personnel that are employed to work for the schools in a particular period.

School: This is an avenue through which many children's future events and opportunities can be realized (Benner, 2015).

1.10 Conceptual framework

Independent Variable Dependent variable

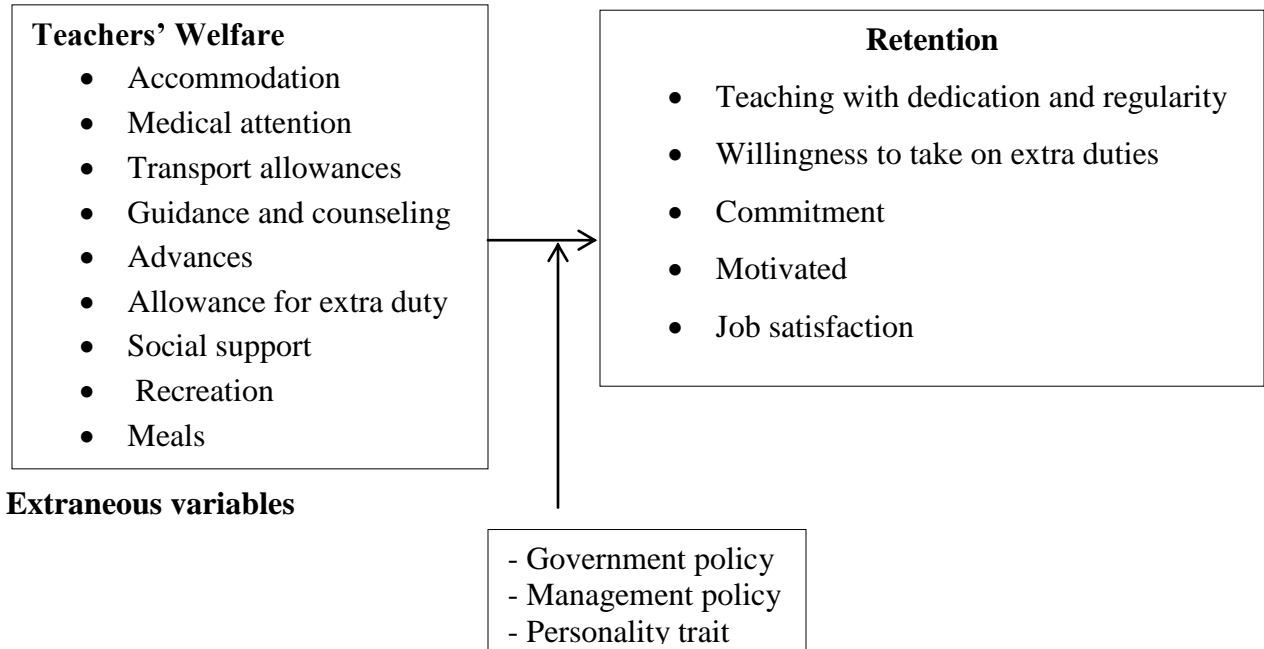


Figure 1.1 Conceptual framework shows the relationship between teachers' welfare and retention.

Source: Adopted from the ideas of Jepkemoi, (2019) and modified by the researcher, 2023

Teacher welfare is an independent variable operationalized as the delivery of those things or programmes that boost the wellbeing of employees or teachers in particular. Teacher welfare is measured by assumptions such as: provision of accommodation, medical attention, transport allowances, guidance and counseling, advances, allowance for extra duty, social support in organizing social events such as marriage ceremonies and funerals, guidance and counseling, recreation facilities and meals. While retention is a dependent variable which is measured by teaching with dedication and regularity, willingness to take on extra duties, commitment, motivated and job satisfaction. Linking teacher welfare provision and retention necessitates building morale and commitment of teachers, their motivation, being goal-directed and building work-related behaviour. It also provides self-actualization through personal advancement. Teachers' welfare and retention is mediated by extraneous variable such as the government policy, management policy and personality traits.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives the theoretical review and literature related to the respective objectives and summary of literature review. The study concentrated on literature related to the quality of welfare programmes of secondary school teachers, the level of retention of secondary school teachers and the possible ways to enhance teachers' retention in secondary schools.

2.1 Theoretical framework

The study was guided by three theories that have been advanced by the researcher to explain the problem of staff retention include the hierarchy of needs theory advanced by Abraham Maslow (1959), the two-factor theory or motivation-hygiene theory advanced by Frederick Herzberg (1966) and equity theory advanced by Adams Smith (1965).

2.1.1 The two factor-theory or motivation –hygiene theory

The two-factor theory or motivation-hygiene theory was advanced by Frederick Herzberg in 1966. Herzberg believed 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 (Robles 2020). The theory distinguishes between factors that cause job satisfaction (motivators) and those that cause job dissatisfaction (hygiene factors). Therefore this theory would provide a more contextualized understanding of employee motivation and it emphasizes the importance of job enrichment and the need to create challenging work to keep employees motivated.

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 (Smith & Howard, 2021). In the context of this study, the theory would help to establish whether the teachers would leave the schools as soon as their needs were not satisfied or not.

2.1.2 Hierarchy of Needs Theory

According to the Hierarchy of needs theory, low staff retention can be reflected when the individual fails to satisfy one's needs hence leaves the organization. Fredrick Herzberg as cited in Bartol& Mart (2015)also observed that there are factors in the work environment that caused satisfaction and dissatisfaction among the workers. Building on the work of Maslow, 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. He concluded that there are motivator factors associated with the content of the job, which seemed to make individuals feel satisfied with their jobs. These were labeled motivators, yet factors that seemed to make individuals feel dissatisfied were associated with the job context and these he labeled hygiene's factors. Hertzerg further argues that hygiene factors are necessary to keep workers from feeling dissatisfied but only motivators can lead workers to feel satisfied and motivated. Therefore, managers should provide hygiene factors to reduce sources of worker dissatisfaction and be sure to include motivators because they are the factors that can motivate workers and lead ultimately to job satisfaction, job stability and job retention (Johnson et al., 2021).

This theory provided a comprehensive framework for understanding human motivation by categorizing needs into five levels: physiological, safety, social, esteem, and self-actualization. It also highlights the importance of fulfilling lower-level needs before higher-level needs become motivating factors. However, the rigid hierarchy may not apply universally, as individuals may prioritize different needs at different times and it can be difficult to identify where employees, like teachers, are on the hierarchy, making it challenging to address their needs effectively. This study was useful in assessing whether teachers' basic and higher-level needs (job security, social belonging, self-esteem) are met, impacting their decision to stay or leave (Peterson and Day, 2022).

2.1.3 Equity theory

This theory states that individuals compare their job inputs and out-comes with those of others and then respond to eliminate any inequities. If their colleagues are given recognition, employees will work towards achieving those rewards. This motivates them to work better. If these incentives are similar, employees feel more satisfied with the treatment received and if not the reverse may be true (Greenberg, 2020). The more satisfied the employee is in the institution, the stronger the force to remain in that present job and the better, the performance. Employees perceive equity as fairness of rewards in relation to one's education, experience, efforts and time used. Adams observed that equal treatment of workers provides equal satisfaction and improvement in performance while unfair treatment breeds unfavorable behaviors among employees.

This theory focused on the importance of fairness and justice in the workplace, emphasizing how perceived inequities can demotivate employees and also encourages management to consider both inputs (effort, experience) and outputs (salary, recognition) in assessing employee satisfaction. However, this theory is highly subjective, as perceptions of equity can vary greatly between individuals and does not account for the complexities of team dynamics and how collective equity or inequity may influence retention. This theory highlighted the importance of fair treatment and equitable rewards in retaining teachers, as perceptions of unfairness can lead to turnover (Thompson & Heron, 2021).

2.2 Empirical Review

2.2.1 The Welfare Programmes of Secondary School Teachers

Welfare schemes are the strategies employed in motivating teachers for better job performance (Okereke & Daniel 2017). These are in form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationship among teachers. Teachers are the initiators and facilitators of teaching and learning activities. They act as agents of changes in any school system because of the roles they perform; they can be regarded as the heart of quality improvement strategies (Hopkins, 2019). In the context of this study on teachers' welfare and retention in Luwero District, understanding the impact of these welfare strategies was crucial in assessing their effectiveness in retaining teachers in secondary schools.

According to Okereke and Daniel (2017), most organizations achieve remarkable success in their operations not only because they operate in good environments or because they are capable of competing favorably with other organizations but mostly because the management (or those at the helm of affairs) provides them with incentives that make their work worth enjoying. They appreciate the fact that no organization performs efficiently and effectively if the human elements are not adequately motivated. The provision of welfare package that ginger workers to work in an organization has helped organizations to create the enabling environment for better performance among the workforce. This observation was particularly relevant to this study, as it suggested that without adequate welfare incentives, secondary schools in Luwero District might struggle to retain their teachers, potentially leading to diminished educational outcomes.

Further still, Mulkeen (2017) in country case studies done in conjunction with the World Bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania contend teachers that the essence of rural schools housing a challenge for Africa. The study found out that housing was a major incentive for teachers to locate in rural areas. A strong correlation between housing in an area and presence of teachers was established. In Uganda, provision of housing was a key factor in ensuring teacher retention, especially in rural areas. In Mozambique, it was found out that some NGOs and even local communities were constructing teachers' houses in an attempt to make rural locations more attractive to teachers. Given the rural setting of many schools in Luwero District, this finding underscored the importance of housing as a critical factor in teacher retention, which was explored in this study to determine if similar trends are observable in this context.

Kadzamira (2016) studied teacher motivation and incentives in Malawi. He found out that there was inadequate housing for both primary and secondary school teachers. The findings revealed acute shortage of affordable housing within reasonable commuting distance from most schools and this had escalated transport costs for teachers. It was recommended that government gives priority to rural areas in the construction of teachers' houses. The study revealed severe shortage of affordable housing but not the effect of welfare on teachers' performance. It also combined both primary and secondary schools in Malawi. This gap in the literature offers a valuable point of comparison for this study, as it focused specifically on secondary schools in Luwero District to determine whether housing inadequacies similarly impact teacher retention and performance.

Medical care in schools is associated with health services and health education which have been available to school children in Europe for a long time. Comprehensive school health programs are now a concern of education stakeholders all over the world. The provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators (Konuand Rimpela, 2017). Some studies have been done about school health care provisions and performance. For instance, according to the United Nations Education, Scientific and Cultural Organization (UNESCO), teacher turnover due HIV/AIDS related illness and death are becoming a chronic problem in sub Saharan Africa. It isacknowledged in this report that teachers' healthy is a critical factor in the provision of quality public primary education in developing countries (Businge&Nakajubi, 2019). Fengi (2017) carried out an empirical study of the performance of university teachers based on organizational commitment, job stress, mental health and achievement motivation in xian, China. The findings revealed that sustainedcommitment had a negative effect on workperformance while emotional commitment had apositive effect on work performance and work stress was found to have a positive effect on work performance while mental health was found to have a negative effect on work performance. The findings further revealed a positive correlation between achievement motivation and mental health. In this study, the health and well-being of teachers in Luwero District was a focal point in understanding how welfare programs, including medical care, influence teacher retention and job satisfaction in secondary schools.

In a related study,Ikenyiri and Ihua(2015) analyzed teachers' assessment of needs satisfiers as a motivation for teachers' effectiveness in Omoku rivers states, Nigeria. The study found out that provision of medical and entertainment allowance were a great contributor to teachers effectiveness in class in primary schools. In the same way, Afenyadu et al,(2017) carried out a study on improving access to early treatment of malaria and the trial was done with primary school teachers as care providers in Ghana. The study concluded that it is feasible for the health and education sectors to work in partnership to improve access to early case detection and adequate management of acute episodes of malaria. The researchers' recommended for a policy for mandatory commercial blister pre-packaging of anti-malaria for use by the schools and the general public and collaboration with Ghana education service to bring early diagnosis and treatment of malaria a step closer to schools and the community. In case studies done in conjunction with World Bank in Lesotho, Malawi, Mozambique, Uganda and Tanzania,

Mulkeen (2017) examined the challenges of teachers of rural schools in Africa. These findings emphasized the significance of medical care in teacher welfare programs, which was investigated in Luwero District to determine its impact on the retention of secondary school teachers.

The study revealed that poor health was a common reason given by teachers for early transfer, as ill teachers requested to be posted to urban areas to allow them access to medical services. It was discovered that prevalence of AIDS and lack of medical Facilities have made rural postings less attractive to teachers.

The MOE & Sports (2015) in Uganda diagnosed teacher issues in the country with the objective of arriving at shared vision on the issues and designing a feasible, indigenous and effective teachers' policy. This diagnosis is part of teachers' initiative in subSaharan Africa (TISSA). In this report, it is revealed that teachers are entitled to medical benefits in form of maternity leave, paternity leave, sick leave which is provided on the recommendation of a government medical officer. Permanent teachers and their spouse and children are provided free medical and dental attention which includes consultation, drugs and surgery in public health facilities. Appointed teachers are also entitled to compensation for injuries, but this is at the discretion of the school where the teacher is working.

2.2.2 The level of retention of secondary school teachers

Several studies have been conducted on employee performance and such benefits. For instance, Podgursky, Mathew, and Springer (2015) analyzed teacher compensation systems in the United States K-12 public school system. The researchers found out that in public K-12 education, the compensation systems is fragmented and uncoordinated with provisions often determined by means which are not systematic in assessing the overall incentive effects. It was recommended that policy makers and education stakeholders at all levels would benefit from rigorous assessments of teacher compensation reform programs and policies as well as assessments of the effect of their various design components. This observation aligned with the current study where the researcher explored whether the current compensation systems in secondary schools are similarly fragmented and how this might influence teacher retention rates.

According to Nadeem, *et.al.*, (2015) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers

mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on female teachers' performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there was a significant relationship between these factors of motivation and the efficiency of female teachers. In the current study, the researcher intended to investigate whether similar factors in Luwero District contributed to the retention or attrition of teachers, with a particular focus on how these conditions affected both male and female teachers in secondary schools.

Ikenyiri and Ihua (2015) analyzed teachers' assessment of needs satisfiers as motivation for teachers' effectiveness in Nigeria. The researchers discovered that enhanced transport allowance was a strong predictor for teacher effectiveness in class. The hard to reach areas are those places characterized by remoteness, insecurity and poor infrastructure to attract and retain teachers in those areas. Travel allowances which include safari day allowance (per diem) and transport, but this is at the discretion of the school the teacher works. Extract duty allowances in form of acting allowances, duty allowance, and honoraria, sitting allowances normally paid during staff meetings and over time allowances. These allowances are at the discretion of the school. Other allowances include pension and gratuity. The teachers who are beneficiaries of pension include teachers who retire at 60 years or have served 20 years in public service and would like to leave or those who retire on medical grounds. Pension is calculated using a formula based on the last grade reached and number of years of experience. Pension is paid monthly with immediate effect on retiring while gratuity is paid at the beginning of retirement and in installment depending on availability of funds. These findings are particularly relevant to the current study, as the researcher examined whether similar allowances in Luwero District's secondary schools influenced teacher retention, especially in remote or underserved areas.

Ikenyiri and Ihua (2015) investigated teachers' assessment of needs satisfiers as motivation for teachers' effectiveness in Omokuri states, Nigeria. They found out that prompt payment for food and clothing was statistical predictors of teacher's effectiveness. They recommended that teachers should be paid their allowances on time to maintain their motivation. This recommendation highlights a critical aspect of the current research, as it sought to determine if delays in payment or inadequate allowances in Luwero District contribute to teacher turnover

and how these financial aspects influenced their decision to stay or leave their positions in secondary schools.

2.2.3 The strategies to enhance teachers' retention in secondary schools

Goswami and Jha (2018) argue that loss of staff at work level has been seen as a negative outcome throughout the entire performance of any institution, and therefore has a long-term impact on the collapse of the institution. However, there are clear policies and practices such as remuneration which institutions may use to retain or stop their talented workers from leaving the institutions. Goswami and Jha (2018) argue that institutions must have reasonable remuneration policies, not just targeting only pay benefits but a system must be in place to make the institutions attractive to the high level of performance. This perspective was crucial for this study as it highlighted the need for a holistic approach to remuneration and work environment that could enhance teacher retention in secondary schools.

Allowances and staff retention have been subject to a number of studies, while Shives (2016) suggested that financial allowance can stimulate productivity of workers, it is profit sharing bonuses that get employees willing to stay and work diligently (Kelly, 2018). Indeed, Aguenza and Som (2018) argue that most of the workers stay in their workplace, if they get motivated with tools such as allowances. The researchers also posit that non-cash promoters may be more effective in the longer term than financial incentives and Aguenza and Som (2018) agree by positing that allowance is not the longterm answer in keeping high skilled workers. Nevertheless, in today's economic times, financial remuneration remains the primary incentive causing workers to remain in an institution. That is why Richard (2016) crowns it all by challenging schools to offer extra pay such as allowances, bonus and commission, purposely to keep the valuable staff not going away from these schools. In the context of this study, these findings would help in assessing whether secondary schools in Luwero District effectively use a combination of financial and non-financial incentives to retain teachers.

A study by Bennet (2015) argues that fringe benefits like health insurance, dental insurance, life insurance, pension / retirement plan, staff car / vehicle, sick leave, holidays, housing and disability insurance are very important in influencing staff retention but warns that this could be relative. Asgari et al., (2018) had already added a new dimension that fringe benefits can act as noteworthy substitute for salaries since workers can have high tendencies for them thus calling

on employers who may choose to offer fringe benefits indeed, workers are willing to exchange salaries for benefits. Also, Osibanjo et al (2019) argue that indirect compensation such as medical benefits, vehicle loan benefits, staff houses, meals, car basic benefit and annual leave benefit improves staff satisfaction. Horton (2016) concludes this by stating that instead of competing against a fellow employer in terms of salary levels, institutions can expand their fringe benefits due to the changing needs and demands of workers. These insights were pertinent to this study as it explored the role of various fringe benefits in enhancing teacher retention in Luwero District's secondary schools and assessed their effectiveness compared to salary-based incentives.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter describes the research design, study population, sample size, sampling techniques, data collection methods and instruments, data quality control, data management and process, ethical considerations and limitations of the study.

3.1 Research Design

The study used cross-sectional research design. The cross-sectional research design was used because the method gathers data from a relatively large number of different categories of respondents at a particular time. According to Creswell (2012), this design is used when the study is aimed at collecting data from the respondents without the need to make a follow up of the same respondents thus saves time to collect the necessary information when the design is used, data is collected using mainly interviews and questionnaires and is often analyzed using descriptive analysis in survey research, a questionnaire was a basic device in tapping participants attitudes and opinions.

The study also used both quantitative and qualitative research approaches. Quantitative research approach is a systematic subjective approach used to describe life experiences and give them meaning (Mubazi, 2018). Quantitative research design was used because it allows some of the variables under study to be quantitatively measured (Creswell, 2009). Qualitative research requires that the researcher talks to people and observes them up close and captures their behaviors and experiences accurately (Ralph, 2022). The qualitative approach would help to explore and understand the social condition, event, interaction or role as illustrated by Creswell (2003). The qualitative research method could provide detailed information about human behavior, emotion and personally features that the quantitative research was unable to provide. A qualitative approach was used which would enable the researcher to examine the sample population experience through detailed descriptions and narratives from the sample informants using interviews.

3.2 Area of Study

The study was conducted in Luwero district located in the central part of Uganda. It is approximately 22 miles on Kampala – Gulu Highway. It is one of the districts facing retention challenges of teachers. The district has reported high levels of teacher turnover (Luwero District Inspector of Schools report, (2019). A report by the Luweero District Education Officer (2015) indicates that in 2015 alone, out of 350 teachers who were hired, 183 left their schools. Therefore it provided the best case study to thoroughly assess the problem and make recommendations that could be adopted to rectify the situation.

3.3 Study Population

The study population comprised of 6 Education Officers, 300 teachers and 10 head teachers of ten selected secondary schools in Luweero District. The total population of the study was 316 (Luweero District Personnel Office Teachers List, 2023). Education officers were selected because they were responsible for supervision of schools, Teachers were selected to establish why teachers leave schools, while Head teachers were sampled because they were particularly responsible for the recruitment of new teachers to fill the gaps.

Table 3.1: Study Population

No	School name	Population of Teachers
1.	St. Peter's BomboKalule	30
2.	Luweero S.S	30
3.	Shamah High School Luweero	30
4.	Kakola High School Luweero	30
5.	Luweero High School	30
6.	Bombo SS	30
7.	Bombo Army SS	30
8.	NdejjeSS	30
9.	St. Janane	30
10	Munta Royal College	30
	Total	300

3.4 Sample Size

The sample size was selected from 10 secondary schools. In each one head teacher was purposively selected thus giving 10 head teachers. In each school an average of 30 teachers were taken. The total population under consideration was about 300 teachers. The researcher used a sample of 169 respondents guided by Krejcie and Morgan's table 1970 for determining sample size from a given population (appendix A).

Table 3.2: Sample Size Selection

Category of respondents	Population	Sample size	Sampling technique
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Head teachers	10	10	Purposive
Education officers	6	6	Purposive
Teachers	300	169	Simple random sampling
Total	316		

Source: Luwero district (2023).

3.5 Sampling Techniques

Simple random sampling and purposive sampling techniques were used as follows:

3.5.1 Simple Random Sampling

According to Siegle, (2006) simple random sampling is used in a situation when each respondent has an equal chance of being selected to participate in the study. The researcher therefore used simple random sampling of secondary schools and teachers. Using the list of Luwero district and schools found in the Ministry of Education and Sports districts profile, (2023). This was because random sampling was used in order to avoid bias and also to give all potential respondents equal chance of being chosen of the targeted 10 schools of respondent. In the district, Education Officers (DEOs and inspectors of schools) were targeted and automatically purposively selected by virtue of working in that district.

3.5.2 Purposive Sampling

According to Amin, (2015) purposive sampling is preferred in selecting people holding positions that allow them to be more knowledgeable with issues going in their areas. In that respect therefore the researcher used purposive sampling for selecting key informants like Head teachers, education officers (DEO and inspectors of schools). This purposive sampling was used because of the specific or particular groups of respondents required in the study.

3.6 Data Collection Methods

3.6.1 Interview Method

Interview method was used to capture qualitative aspects of the study. Interviews would enable the researcher to acquire information from key respondents (education officers and head teachers). Interviews would help explore the topic under study in-depth and would allow the interviewer clarify questions, increasing the likelihood of useful responses (Trochim, 2019). This

gave the researcher an opportunity to have a face to face conversation to probe, prompt and exchange opinions with the respondents, and to practically collect more ideas. The interview involved oral questions to individual respondents, developing a rapport with the respondent and closing the interview. Responses to the questions asked were written down during the interview session.

3.6.2 Questionnaire Survey

A questionnaire is a research tool that consists of a set of questions (Amin, 2015). A questionnaire was used to obtain information from respondents. The questionnaire is an efficient data collection tool which has advantages of high complete responses within a short period. The questionnaire was designed using a 5-point likert scale from 1 (strongly disagree), 2 (disagree), 3 (not sure), 4 (agree), to 5 (strongly agree) and was comprised of five sections including section A for bio data of the respondents, section B contains questions on quality of welfare programmes, section C on level of retention of secondary school teachers, section D on possible ways to enhance teachers retention. The questionnaires were edited after pretesting and used for the actual data collection. The questionnaires were collected after a week from date of issuing them to the respondents, to give enough time for completing the questionnaires, 169 questionnaires were dispatched for data collection from the respondents.

3.7 Data Collection Instruments

Primary data was collected using questionnaires and interview guides.

3.7.1 Questionnaires

These were designed according to the main theme of the study and administered to selected teachers. These were mainly closed ended questionnaires to the respondents (teachers). The closed ended questionnaires form was advantageous in that it was easy to fill out, save time and keep respondents on subject and relatively objective. The questionnaire was adopted from Jepkemoi, (2019) and modified by the researcher, (2023).

The Likert scale is one of the most widely and successfully used techniques to measure attitudes toward a topic by asking respondents to indicate whether they strongly agree, agree, undecided, disagree or strongly disagree with each of series of statements about the topic.

3.7.2 Interview Guide

Interview guides with open ended questions were administered according to the theme of the study to the selected respondents. They were specifically administered to the 10 Head teachers, 6 education officers, were interviewed with the help of the interview guide. Interviews were used because the purpose of interviewing was to find out what was in or on someone else's mind. The open ended interviews would help to access the perspective of the person being interviewed (Trochim, 2019). The interview guide approach increases the comprehensiveness of the data and makes data collection somehow systematic for each respondent. Logical gaps in data could be anticipated and closed. Interviews remain fairly conversational and situational. Structured interviews were used. The structured interview would help to guide the researcher and keep the respondents on the subject. The interviews would help to enrich the research findings by providing more information not obtained through the questionnaires.

3.8 Data Quality Control

Validity and reliability of the research instrument were ensured as follows;

3.8.1 Validity

Validity of an instrument refers to the appropriateness of the instrument to measure a variable and come up with the intended results (Amin, 2015). Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Neuman, 2012). Validity of the instrument was measured by ascertaining its truthfulness or correctness. The validity of the instrument was attained through continuous guidance of the research supervisors who read through and would give guidance and advice on the instrument. This was done in line with Gay (2016) who advised that the Content Validity Index (CVI) is refined based on expert advice. It measures whether the questions accurately assess what the researcher wants to know.

CVI = K/N where CVI Content Validity Index, K= Total number of items rated as relevant

N= Total number of items in the questionnaire.

$$CVI = \frac{\text{Number declared valid}}{\text{Total number of items}} = \frac{39}{42} = 0.93$$

Therefore the content validity index is 0.93

According to Odiya (2019), if the CVI was found to be 0.07 or higher, the item was found to be good for research purposes.

3.8.2 Reliability

The reliability of an instrument refers to the consistency of a measure over time (Neuman, 2012). According to Burn, (1997), the reliability of an instrument refers to the ability of the instrument to collect the same data consistently under similar condition. Consistency describes the extent to which all the items in a test measure the same concept. The questionnaires were pretested by distributing to a few respondents (1/10) of teachers. The pretested questionnaires were then subjected to SPSS to compute the Cronbach alpha value coefficient of reliability. The instrument was said to be reliable when the alpha (CRONBACH) coefficient was greater than 0.7 as recommended by Martina & Jiri, (2012).

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Table 3.3: Reliability Results for All the constructs (ALL)

Scale: All the constructs (ALL)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.983	.985	42

The average Cronbach's alpha results for all the constructs; quality of welfare programmes, level of retention of secondary school teachers and possible ways to enhance teachers retention is 0.983. According to the Cronbach's alpha results indicated by Martina & Jiri, (2012), the Cronbach's alpha results for quality of welfare programs, level of retention of secondary school teachers and possible ways to enhance teachers' retention were found to have excellent internal consistency.

3.9 Data Management and Processing

Data collected was entered into the computer using SPSS spread sheet for quantitative data and Ms. Word for qualitative data. Quantitative data was summarized by allocating codes to the items in the questionnaire in the SPSS software for cleaning and storage purposes. The qualitative data obtained through recording and writing was transcribed in word format under specific study themes for proper storage.

3.9.1 Quantitative Data

Quantitative data was analyzed by measuring statistical correlations between independent and dependent variables. The required tabulations for analysis were produced using statistical package for social sciences (SPSS) for quantitative data. Descriptive statistics involving the mean, standard deviation, frequency and percentages were used to analyze the variables of the study. Regression was run to determine the effect between the independent and dependent variable. Quantitative data was computed using SPSS to facilitate quick analysis of data. Quantitative data was presented in form of percentages, mean and standard deviation of each variable. Mean of 3.0 and above represents high levels of agreement, 2.9-2.5 low levels of agreement while 2.4 and below represents disagreement.

3.9.2 Qualitative Data

In qualitative data analysis, content analysis was used. It involved a systematic and objective means of describing and quantifying information obtained from the interview. Through content analysis, it was possible to distil information obtained from the interview into fewer content related categories. When classified into the same categories, information obtained from the interview would then be presented to supplement the quantitative data in order to have a clear interpretation of the results.

3.10 Ethical Considerations

Ethical issues that were taken into consideration during the study included the following;

Informed consent was observed by seeking the consent of participants to participate in the study with their free will without any coercion. This was done by explaining to them the purpose of the study and why it is important for them to participate. In addition, the researcher ensured that all participants understand the nature and aim of the research study. The research participants were

informed about their right to abstain from participating in the study, or to withdraw from participating at any time without being questioned.

The participants' rights to privacy were protected. To ensure anonymity, the researcher would keep the names and information of the participants confidential without disclosing them. The researcher ensured that information from the study was not shared with anyone who was not part of the study. Also, during the time of research compilation, the anonymity of individual participants was preserved.

The participants' right to confidentiality was protected. Confidentiality was ensured by making sure that the information given by the respondents was kept confidential and only used for the intended academic purpose throughout the study. The researcher recorded and stored data using codes and not participant's actual names.

Therefore, the study respected the privacy of the respondents and they were assured that their information would not be shared without their knowledge or consent.

3.11 Limitations of the Study

Respondents are usually suspicious of the people soliciting for work related information but the research attempted to build a rapport with the respondents. The study was being carried out around the time schools were getting holidays. This would therefore make me from getting the anticipated sample of respondents as some teachers may also go for a short holiday. The research would overcome this challenge by adjusting on the time of data collection around when school term was about to resume so as to get the required number of participants.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents, analyses and interprets the results of the study carried out on teachers' welfare and retention in selected secondary schools in Luwero District. These were presented in line with the objectives of the study which were to; examine the welfare programmes of secondary school teachers, assess the level of retention of secondary school teachers and identify the possible ways to enhance teachers' retention in secondary schools in Luwero District.

4.1 Response Rate

The study distributed 169 questionnaires giving a response rate of 100%. In addition, 16 key informants were targeted and all of them participated achieving a response rate of 100% as summarized in Table 4.1 below.

Table 4.1: Response Rate

Category of respondents	Target population	Actual respondents	Response rate (%)
Head teachers	10	10	100
Education officers	6	6	100
Teachers	169	169	100

Source: Primary data, 2023

From Table 4.1 above the response rate was 100% which was high enough, this was partly attributed to the procedures used for data collection whereby the researcher closely followed each one of them. According to Amin (2005), the response rate of 70% is high enough to generalize findings to the entire population.

4.2 Demographic Information of the Respondents

The background information of the respondents was considered necessary because the ability of the respondents to give satisfactory information on the study variables may be affected by their background. This information was about the respondents' gender, age, and education level, duration in current employment, marital status and position held in organisation. The purpose of collecting background information about the respondents was to help in establishing the sample characteristics and to be able to form appropriate opinion about the research findings.

4.2.1 Designation of Respondents

Table 4.2: Designation of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Headteachers	3	1.8	1.8	1.8
Deputy headteachers	8	4.7	4.7	6.5
Director of studies	5	3.0	3.0	9.5
Senior woman teacher	7	4.1	4.1	13.6
Senior man teacher	14	8.3	8.3	21.9
Class teacher	47	27.8	27.8	49.7
Head of department	17	10.1	10.1	59.8
Classroom teacher	68	40.2	40.2	100.0
Total	169	100.0	100.0	

Source: Primary data, 2023

Table 4.2 above presents the summary on designation of respondents. The results revealed that 68(40.2%) of the respondents were classroom teacher, 47(27.8%) of the respondents were designated as class teachers, 17(10.1%) of the respondents were head of department, 14(8.3%) of the respondents were designated as senior man teacher while 8(4.7%) of the respondents were deputy head teachers, 7(4.1%) of the respondents were senior woman teacher, 5(3.0%) of respondents were directors of studies and 3(1.8%) of the respondents were head teachers.

4.2.2 Sex

Table 4.3: Sex of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	82	48.5	48.5	48.5
Female	87	51.5	51.5	100.0
Total	169	100.0	100.0	

Source: Primary data, 2023

Table 4.3 above presents the summary on the sex of the respondents. The results revealed that 87(51.5%) of the respondents were female and 82 (48.5%) were male. This finding implies that both sexes were equally represented in the study hence obtaining balanced opinion about the study.

4.2.3 Age

Table 4.4: Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-28	60	35.5	35.5	35.5
	29-38	58	34.3	34.3	69.8
	39-48	37	21.9	21.9	91.7
	49-59	14	8.3	8.3	100.0
	Total	169	100.0	100.0	

Source: Primary data, 2023

In terms of age, findings show that 60 respondents were aged between 19-28 years representing 35.5%, 58 respondents were aged between 29-38 years representing 34.3%, while 37 respondents were aged 39-48 years representing 21.9% while 14 respondents were aged between 49-59 years representing 8.3%. This finding implies that majority of the respondents were under the productive age which plays a role in retention.

4.2.4 Marital status

Table 4.5: Marital status of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	84	49.7	49.7	49.7
	Married	75	44.4	44.4	94.1
	Divorced	7	4.1	4.1	98.2
	Widowed	3	1.8	1.8	100.0
	Total	169	100.0	100.0	

Source: Primary data, 2023

Results in Table 4.5 above present the summary on marital status of respondents. The results revealed that 84(49.7%) of the respondents indicated that they were single, 75(44.4%) of the respondents were married, 7(4.1%) of the respondents were divorced and 3(1.8%) of the respondents were widowed.

4.2.5 Professional Grade of respondents

Table 4.6: Professional Grade of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Licensed teacher	30	17.8	17.8	17.8

Grade III Teacher	2	1.2	1.2	18.9
Grade V teacher	7	4.1	4.1	23.1
First Degree Holder	118	69.8	69.8	92.9
Masters holder	11	6.5	6.5	99.4
Others	1	.6	.6	100.0
Total	169	100.0	100.0	

Source: primary data, 2023

The findings in Table 4.6 above revealed that the majority of the secondary school staff had attained a bachelor's degree (first degree) and these accounted for 69.8% (118), 30 (17.8%) of the respondents were licensed teachers, 11 (6.5%) of respondents were masters holder, 7 (4.1%) of the respondents were grade V teachers, 2 (1.2%) of the respondents were grade III teachers and only 1 (1%) of the respondents had other qualifications.

4.2.6 Length of Teaching Service

Table 4.7: Length of Teaching Service

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-5 years	105	62.1	62.1	62.1
5-10 years	22	13.0	13.0	75.1
10-20 years	38	22.5	22.5	97.6
20+ years	4	2.4	2.4	100.0
Total	169	100.0	100.0	

Source: primary data, 2023

Table 4.7 above presents the summary on length of teaching service the respondents had worked in the organization. The study results showed that 105 (62.1%) of the respondents had served for a period between 0-5 years, 38 (22.5%) of the respondents had served for a period between 10-20 years, 22 (13%) of the respondents had served for a period between 5-10 years, while 4 (2.4%) of the respondents had served for a period of 20 years and above. The length of service was chosen as one of the characteristics so as to ascertain the respondents' experience with the school's operations. This implied such teachers had a longer stay in the school system which made them suitable to answer questions regarding welfare and teachers' retention given their experience in the school setting. This true because their longer stay could be explained by quality of welfare and their stay connotes retention on job.

4.3 Descriptive Statistics on the Welfare Programs

Table 4.8: Welfare programs by Respondents

	N	Min	Max	Mean	Std. Dev
Teaching environment is conducive	169	1	5	3.59	1.178
Teachers are always given opportunity to go for further studies	169	1	5	3.15	1.286
Teachers always get their salary and allowances in time	169	1	5	3.25	1.423
Teachers are given per diems for out of school activities	169	1	5	2.94	1.243
Teachers are given subsidies for workshops and seminars	169	1	5	3.09	1.267
This school always provides meals to teachers	169	1	5	3.89	1.256
Teachers enjoy meals provided by the school	169	1	5	3.07	1.348
Allowances are paid to teachers' for marking tests	169	1	5	2.64	1.333
Teachers in this school always receive professional development	169	1	5	3.11	1.260
My school provides me with comfortable accommodation	169	1	5	3.24	1.311
There is welfare support of teachers during sickness	169	1	5	2.82	1.383
There is staff recognition among performing teachers	169	1	5	3.21	1.358
My school regularly pays my medical bills	169	1	5	2.32	1.399
Teachers are always paid overtime allowances	169	1	5	2.52	1.389
There is payment of allowances to teachers on the disciplinary committee	169	1	5	2.92	1.371
Teachers who are not given staff houses are given housing allowances	169	1	5	2.79	1.359
There is staff promotion on merit in the school	169	1	5	3.25	1.366
There is quality of health insurance for staff	169	1	5	2.33	1.339
My school provides good sanitation for teachers	169	1	5	3.90	1.366
Valid N (listwise)	169				

Source: primary data, 2023

NB(Mean of 3.0 and above represents high levels of agreement, 2.9-2.5 low levels of agreement while 2.4 and below represents disagreement).

The findings in Table 4.8 revealed that teaching environment is conducive which was represented by a mean of 3.59 with a standard deviation of 1.178. This implies that there was a high level of agreement amongst respondents about the conduciveness of the teaching environment. Through an interview with Head teacher 1, stated that,

The school ensures job security of teachers and maintains cordial relationship for purposes enhancing their job commitment.

Teachers become committed when the school is supportive in terms of listening to and addressing the teachers' grievances.

Head teacher 3 also stated that,

The school provides teachers according to their status for instance the married ones are always given a double roomed house to stay in with their family. Head teachers should really treat fellow teachers fairly and as humans.

In addition, teachers are always given opportunity to go for further studies as represented by a mean of 3.15 with a standard deviation of 1.286. This implies that there was a high level of agreement amongst respondents about the opportunity given to teachers to go for further studies. Further still, the findings revealed that teachers always get their salary and allowances in time as represented by a mean of 3.25 and a standard deviation of 1.423. This implies a high level of agreement by respondents about teachers getting their salary and allowances in time. Through an interview with one DEO 1, he stated that,

Allowing teachers to attain further education is critical to their commitment and retention. Adequately pay teachers in time and enough motivational payment. Teachers receive their monthly salary mostly between 2nd – 7th days of the month.

Still, the findings revealed that there was low level of agreement on whether teachers are given per diems for out of school activities as per the mean of 2.94 with a standard deviation of 1.243. This finding implies that much as some teachers are given per diems for out of school activities, many are not given the same. The findings also revealed that teachers are given subsidies for workshops and seminars with a mean of 3.09 and a standard deviation of 1.267. Through an interview with one of the Head teachers, he stated that,

The school normally outsources for refresher courses/ workshops in order to skill teachers and motivates them. Teachers are always facilitated adequately by the school whenever they go to attend a workshop.

Still, there was high agreement that the schools always provided meals to teachers with a mean of 3.89 and standard deviation of 1.256. Furthermore, teachers enjoy meals provided by the school as per the mean of 3.07 and standard deviation of 1.348. Through an interview session with head teacher 6, she stated that,

Our staff is always given meals while at school and also their families that reside in teachers quarters are entitled to the meals. Teachers are fed while at school and also at the end of the term they entitled to food rations that remain in the store to ensure that they can cope up with holidays.

There was low agreement that allowances are paid to teachers' for marking tests as per the mean of 2.64 and a standard deviation of 1.333, while many respondents agreed that teachers in this school always receive professional development which is represented with a mean of 3.11 and a standard deviation of 1.260. The findings also revealed that schools provide them with comfortable accommodation which is represented with 3.24 and standard deviation 1.311. Through an interview session, Head teacher 3 stated that,

The school provides teachers according to their status for instance the married ones are always given a double roomed house to stay in with their family. They pay staff members according to the tasks/ loads assigned to them. In my school we provide houses for teachers although those houses are not enough compared to the number of teachers. The criteria used in providing those houses are based on the position of the teacher and number of responsibilities.

Respondents also had low level of agreement that there is welfare support of teachers during sickness which is represented with a mean of 2.82 and standard deviation of 1.383. Many respondents also agreed that there is staff recognition among performing teachers with a mean of 3.21 and standard deviation of 1.358. Through an interview session with head teacher 6, she stated that,

We have a programme of rewarding teachers with gifts for good performance at the end of the year. We have an arrangement of organizing SACCO's development projects

where we extend loans to teachers. The school normally intervenes with financial assistance to the teacher in case of death of a family member.

The findings also established that there was a disagreement by respondents on whether the school regularly pays their medical bills which has a mean of 2.32 and a standard deviation of 1.399. In addition, there was low level of agreement on whether teachers are always paid overtime allowances with a mean of 2.52 and a standard deviation of 1.389. The findings also revealed that there is payment of allowances to teachers on the disciplinary committee with a mean of 2.92 and a standard deviation of 1.371. This finding implies that there was low level of agreement by the respondents. There was also a low level of agreement by respondents when they stated that teachers who are not given staff houses are given housing allowances which was represented with 2.79 and a standard deviation of 1.359. Through an interview session with Head teacher 5, he stated that,

Employers should improve on the welfare of the workers by increasing their allowances, giving them financial and non-financial rewards and looking after them in times of needs i.e. loss of loved ones, sickness, financial constraints and supporting their self-help projects through giving them loans.

The findings also established that there is staff promotion on merit in the school which is represented with a mean of 3.25 and standard deviation of 1.366. The findings also established that there was disagreement that there was quality of health insurance for staff with a mean of 2.33 and a standard deviation of 1.339. The findings also established that there was agreement that the schools did provide good sanitation for teachers with a mean of 3.90 and standard deviation of 1.366. Through an interview session with Head teacher 1, he stated that,

Teachers are always given roles at school to perform on equal basis. Teachers are always assigned duties on rotational basis according to the school roaster to give each teacher chance show his or her leadership skills.

4.4 Descriptive statistics on the Level of Retention of Secondary School Teachers

Table 4.9: Level of Retention of Secondary School Teachers

	N	Min	Max	Mean	Std. Deviation
In case of an opportunity I would wish to be transferred to another school	169	1	5	3.08	1.468
If there was an opportunity I would resign my teaching job	169	1	5	2.84	1.497
I have been poached or engaged by competitor organizations	169	1	5	2.65	1.419
Am willing to apply for early retirement	169	1	5	2.47	1.350
I have plans to desert my duty	169	1	5	2.97	1.498
I am part and partial of my school	169	1	5	3.35	1.342
I do everything at school whole-heartedly	169	1	5	3.87	1.178
I am always at school	169	1	5	3.20	1.433
I seek permission before absence from work	169	1	5	3.07	1.280
I do work excitedly irrespective of payment given	169	1	5	2.64	1.324
I always attend to my students when they need help	169	1	5	3.99	1.230
I am serious on responsibilities assigned to me	169	1	5	4.04	1.115
I work with minimum supervision from the head teacher	169	1	5	3.50	1.372
Valid N (listwise)	169				

Source: primary data, 2023

Results in Table 4.9 above revealed that many respondents agreed that in case of an opportunity they would wish to be transferred to another school as represented by a mean of 3.08 and standard deviation of 1.468. The findings further established that there was low level of agreement by respondents when they stated that if there was an opportunity they would resign their teaching job with a mean of 2.84 and standard deviation of 1.497. Furthermore, it was revealed that some respondents agreed that they have been poached or engaged by competitor organizations as represented by a mean of 2.65 and standard deviation of 1.419. These findings imply that there is high level of commitment of teachers on their job, an indicator of high levels of retention. Through an interview with Head teacher 1, stated that,

With the proper criteria used in the provision of incentives and other benefits, teachers are more likely to stay in the school, however when they perceive unfairness in the school environment, then they are more likely to be poached by other employers.

Another Head teacher 2 stated that

Teachers' welfare should be a priority if a school is to retain quality teachers; they need to be allocated land for cultivation and poultry among other income generating activities to supplement on their salary so as they able to settle in the school.

Head teacher 4 stated that,

There are advantages of retaining teachers in any school because any organization needs human resource. For example, achievement of goals depends in teachers who are committed to work. Of course if teachers get staff house and meals, they can run school activities smoothly and increase school effectiveness.

However, many respondents were unwilling to apply for early retirement as it was represented by a mean of 2.47 and standard deviation of 1.350. The findings also established that there was low level of agreement by the respondents on whether they had plans to desert their duty as represented by a mean of 2.97 and standard deviation of 1.498. These findings revealed that many teachers were still committed to their job though some were indifferent. Through an interview with Head teacher 3, stated that,

When teachers feel fairness and justice through provision of incentives such as attending workshops to add on their professional skills and promoting them on merit, they will embrace the school and have little chances of leaving that school.

Another Head teacher 4 added that

The school environment influences the teachers' decision to stay or leave the school, therefore schools should endeavor to stock text books, build for teachers houses or pay housing allowance to motivate them stay.

The findings established that many respondents agreed that they were part and parcel of their schools as represented by mean of 3.35 and standard deviation of 1.342, implying that more teachers were committed to their schools hence an indicator of high levels of retention. Respondents further agreed that they do everything at school whole-heartedly as represented with a mean of 3.87 and a standard deviation of 1.178, this implies that there is high level of retention. Many respondents also agreed that they are always at school which was represented with a mean of 3.20 and standard deviation of 1.433. The findings further established that many respondents sought permission before absence from work as represented with a mean of 3.07 and standard deviation 1.280. This finding implies that more teachers are committed to their job, an indicator of high retention levels. Through an interview with Head teacher 5, stated that,

Many teachers are involved in day-to-day operational decisions in school. In this case, those who are involved in decision making are motivated to work making them stay in the school however those who are not much involved view themselves as not part and parcel so they are willing to leave any time.

The findings established that there was disagreement by respondents on whether they do work excitedly irrespective of payment given as represented by mean of 2.64 and standard deviation of 1.324. This implies that there is dissatisfaction amongst some teachers which indicates low retention levels of teachers in the secondary schools. However there was high level of agreement by respondents that they always attend to the students when they need help as represented by a mean of 3.99 and standard deviation of 1.230. This finding implies that teachers are committed to their jobs hence high retention levels in the school. Through an interview with DEO, he stated:

The provision of non-monetary incentives contributes to retain teachers in work, but also improves job performance. For example, in my school, teachers who got houses, they settled in work but also they were more comfortable compared to those who lived in town getting challenges of house rent and quarrel with house owners.

Head teacher 4 stated that

Of course it helps to retain and motivate teachers because any human being is after something, if they fail to get them in work places, they will find them elsewhere where they think that they fulfill their needs. Newly employed teachers want to see that they get staff houses; they would also like to have something like breakfast and lunch during working hours. Thus, if these incentives are available, teachers are motivated to work.

The findings also established that many respondents strongly agreed that they are serious on responsibilities assigned to them as represented by a mean of 4.04 and standard deviation of 1.115. In addition, many respondents agreed that they work with minimum supervision from the head teachers as represented by a mean of 3.50 and standard deviation of 1.372. This implies that teachers enjoy a lot of freedom when executing their duties which enhances retention levels in the schools. Through an interview with Head teacher 4, stated that,

If teachers get promotion on time, leave payment, and work in conducive environment, they can improve their job satisfaction hence retention.

Head teacher 2 added that,

teachers are happier and perform better when they satisfy their basic needs in the workplace.

4.5 Descriptive Statistics on the Strategies to Enhance Teachers' Retention in Secondary Schools

Table 4.10: The Possible Ways to Enhance Teachers' Retention in Secondary Schools

	N	Min	Max	Mean	Std. Deviation
Improve on the teaching environment in schools	169	1	5	4.07	1.038
Give teachers an opportunity to go for further studies	169	1	5	4.33	.974
Teachers should be given their salary and allowances in time	169	1	5	4.39	.958
Teachers should be given meals	169	1	5	4.41	.972
Allowances should be paid to teachers for marking tests	169	1	5	4.20	1.270
The school should provide teachers with comfortable accommodation	169	1	5	4.33	1.168
Teachers should be paid overtime allowances	169	1	5	4.40	1.007
Teachers who are not given staff houses should be given housing allowances	169	1	5	4.37	1.067
The staff should be promoted on merit in the school	169	1	5	4.17	1.050
Teachers should be given health insurance with their families	169	1	5	4.14	1.172
Valid N (listwise)	169				

Source: primary data, 2023

Results in Table 4.10 above revealed that majority of the respondents strongly agreed that there is need to improve on the teaching environment in schools as represented with a mean of 4.07 and standard deviation of 1.038. Through an interview with Head teacher 4, stated that,

In our school we allow discussions with teachers through staff meeting which we conduct twice per week, Monday and Friday. Through these meetings, teachers raise many issues which need implementation from the management. For instance, the issue of heavy teaching workload especially for science teachers was raised in the meeting, so, as the management, we solved it by reducing the number of responsibilities. Also there was an issue of delaying promotion among the teachers which we agreed that as the management we should assist them to make follow up to the high level management.

In addition, respondents strongly agreed that there is need to give teachers an opportunity to go for further studies as represented with a mean of 4.33 and standard deviation of .974. Still, many respondents strongly agreed that teachers should be given their salary and allowances in time as represented with a mean of 4.39 and standard deviation of .958. In addition, many respondents strongly agreed that Allowances should be paid to teachers for marking tests as represented with a mean of 4.20 and standard deviation of 1.270. Through an interview session with Head teacher 2, he said that;

Of course, as management we struggle to increase and maintain the status of secondary school teachers. We make sure that in school there are good staff offices, good staff houses, enough teaching and learning materials so that teachers settle in school. But also we make sure that, we increase salary for teachers and pay those salaries on time.

Head Teacher, 1 stated that,

Social welfare provides support to teachers during wedding and funeral ceremony. He argued that 'teachers enjoy working together, share the happiness and most difficult time with members of staff. Also, through social welfare, we conduct get-together parties especially when there are new employees, something that increases job satisfactions.

Many respondents also strongly agreed that teachers should be given meals as represented with a mean of 4.41 and standard deviation of .972. Through an interview session with Head teacher 2, he said that;

Teachers who get meals and staff houses in their respective schools, have high morale to work and stay longer in hence improving job performance.

Head teacher 6 stated that,

All teachers believed that the responsibility of providing meals and other non-monetary incentives falls to the head of school

without considering other factor like shortage of financial resources. In my office, there is no budget allocated specifically to motivate teachers; what we do is to make sure that we are close with them, we respond to their problems where possible so that they can feel a sense of belongings.

Still, majority of the respondents strongly agreed that the school should provide teachers with comfortable accommodation as represented with a mean of 4.33 and standard deviation of 1.168.

Through an interview with Head teacher 4, stated that,

There are advantages of retaining teachers in any school because any organization needs human resource. For example, achievement of goals depends in teachers who are committed to work. Of course if teachers get staff house and meals, they can run school activities smoothly and increase school effectiveness.

The findings further revealed that teachers should be paid overtime allowances with a mean of 4.40 and standard deviation of 1.007. In addition, many respondents strongly agreed that teachers who are not given staff houses should be given housing allowances represented with a mean of 4.37 and standard deviation of 1.067. Furthermore, many respondents strongly agreed that the staff should be promoted on merit in the school as represented with a mean of 4.17 and standard deviation of 1.050. Through an interview with DEO 2, he stated that,

The money never comes on time something that hindered the implementation of policy in different education sectors within the district such as to pay the leave, promotion, and money for the teachers' professional development.

He commented that,

We delay to provide promotion on time to our teachers due to the shortage of financial resources. For example, many teachers meet the criteria of getting promotion after three years but we fail to promote them on time due to the shortage of fund; that is why many teachers complain and claim for their promotion.

Lastly, majority of the respondents strongly agreed that teachers should be given health insurance with their families as represented with a mean of 4.14 and standard deviation of 1.172. Through an interview with head teacher 3, he stated that,

In this school, social welfare contributes to make teachers feel happy in work place because if a teacher gets a problem, he gets assistance immediately than depending on the government support only. For instance, teachers contribute UGX 20,000 per month as the monthly fee.

4.6 Inferential statistics

4.6.1 Correlations between Teachers' Welfare and Retention in Selected Secondary Schools

Table 4.11: Correlations between Teachers' Welfare and Retention in Selected Secondary Schools

		Teacher's Welfare	Retention
Teacher's Welfare	Pearson Correlation	1	.995**
	Sig. (2-tailed)		.000
	N	169	169
Retention	Pearson Correlation	.995**	1
	Sig. (2-tailed)	.000	
	N	169	169

** . Correlation is significant at the 0.01 level (2-tailed).

Results in Table 4.11 showed ($r=.995$, $p<0.01$) between teachers' welfare and retention in selected secondary schools. Therefore, the results indicated that there was a significant positive association between teachers' welfare and retention in selected secondary schools. The implication of the results is that the more the teachers' welfare is catered for or improved upon, the more likelihood of retention in secondary schools.

4.6.2 Regression Analysis for Teachers' Welfare and Retention in Selected Secondary Schools

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.995 ^a	.990	.990	.13180

a. Predictors: (Constant), Teacher's Welfare

To determine the relationship between teachers' welfare and retention in selected secondary schools, regression was performed. The results show an R Square of 0.990, implying that teachers' welfare contributes a 99.0% increase in retention as shown in Table 4.12 above. This finding reveals that teachers' welfare in terms of housing, salaries, bonuses, medical care greatly improve retention in secondary schools.

Table 4.13: Regression Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.112	.027		4.217	.000
	Teacher's Welfare	1.013	.008	.995	126.224	.000

a. Dependent Variable: Retention

According to Table 4.13 above, teacher's welfare was observed to have capacity to account for 99.5% of the variance in retention (R Square = 0.995). P-value ($0.00 < 0.5$) this implies that teachers' welfare significantly influence retention positively. In other words, the teachers' welfare greatly leads to retention in secondary schools. This implies that teachers' welfare contributes to retention positively. Therefore the study concluded that the teachers' welfare has a positive effect on retention in secondary schools.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMENDATIONS

5.0 Introduction

This chapter presents discussion, conclusions and recommendations of the study. These conclusions and recommendations are associated with the teachers' welfare and retention in selected secondaryschools in Luwero district. The chapter also suggests areas for further research.

5.1 Discussion of Findings

5.1.1 TheWelfare Programs

The findings revealed that there was a high level of agreement amongst respondents about the conduciveness of the teaching environment. The study established that the conduciveness of the teaching environment was promoted through the school ensuring job security of teachers and maintaining cordial relationship for purposes enhancing their job commitment, teachers become committed when the school is supportive in terms of listening to and addressing the teachers' grievances,the school provides teachers according to their status for instance the married ones are always given a double roomed house to stay in with their family and Head teachers really treating fellow teachers fairly and as humans. These findings are in agreement by Okereke and Daniel (2017), most organizations achieve remarkable success in their operations not only because they operate in good environments or because they are capable of competing favorably with other organizations but mostly because the management provides them with incentives that make their work worth enjoying. The provision of welfare package that ginger workers to work in an organization has helped organizations to create the enabling environment for better performance among the workforce.

In addition, there was a high level of agreement amongst respondents about the opportunity given to teachers to go for further studies.Allowing teachers to attain further education is critical to their commitment and retention. Further still, the findings revealed that teachers always get their salary and allowances in time. Adequately paying teachers in time, extending motivational support is critical to the teachers' welfare in secondary schools. According to a study by Okereke and Daniel (2017), observed the fact that no organization performs efficiently and effectively if the human elements are not adequately motivated.

However, the findings revealed that there was low level of agreement on whether teachers are given per diems for out of school activities. This finding implies that much as some teachers are given per diems for out of school activities, many are not given the same. The findings further revealed that teachers are given subsidies for workshops and seminars through outsourcing for refresher courses/ workshops in order to skill teachers and motivates them. Teachers are always facilitated adequately by the school whenever they go to attend a workshop. According to Ikenyiri and Ilua-madnenyi (2015) travel allowances which include day allowance (per diem) and transport are at the discretion of the school the teacher works. Extract duty allowances in form of acting allowances, duty allowance, and honoraria, sitting allowances normally paid during staff meetings and over time allowances. These allowances are at the discretion of the school and are strong predictors for teacher effectiveness and retention.

The findings also established that there was a disagreement by respondents on whether the school regularly pays their medical bills and welfare support of teachers during sickness. The school normally intervenes with financial assistance to the teacher in case of death of a family member. Employers should improve on the welfare of the workers by increasing their allowances, giving them financial and non-financial rewards and looking after them in times of needs i.e. loss of loved ones, sickness, financial constraints and supporting their self-help projects through giving them loans. According to a study by Ikenyiri and Ihua-Maduenyi (2015) who observed that provision of medical and entertainment allowance was a great contributor to teachers' effectiveness in class in primary schools.

There was also a low level of agreement by respondents when they stated that teachers who are not given staff houses are given housing allowances. This finding is in agreement with Kadzamira (2016) who observed that there was inadequate housing for both primary and secondary school teachers. The findings revealed acute shortage of affordable housing within reasonable commuting distance from most schools and this had escalated transport costs for teachers. It was recommended that government gives priority to rural areas in the construction of teachers' houses. The study revealed severe shortage of affordable housing but not the effect of welfare on teachers' performance.

The findings also established that there is staff promotion on merit in the school. The findings also established that there was disagreement that there was quality of health insurance for staff.

The findings also established that there was agreement that the schools did provide good sanitation for teachers. Teachers are always given roles at school to perform on equal basis. Teachers are always assigned duties on rotational basis according to the school roaster to give each teacher chance show his or her leadership skills. According to a study by Konu and Rimpela, (2017), he revealed that medical care in schools is associated with health services and health education which have been available to school children in Europe for a long time. Comprehensive school health programs are now a concern of education stakeholders all over the world. The provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators.

5.1.2 Level of Retention of Secondary School Teachers

Results revealed that many respondents agreed that in case of an opportunity they would wish to be transferred to another school. The findings further established that there was low level of agreement by respondents when they stated that if there was an opportunity they would resign their teaching job. Furthermore, it was revealed that some respondents agreed that they have been poached or engaged by competitor organizations. These findings imply that there is high level of commitment of teachers on their job, an indicator of high levels of retention. With the proper criteria used in the provision of incentives and other benefits, teachers are more likely to stay in the school, however when they perceive unfairness in the school environment, then they are more likely to be poached by other employers. Teachers' welfare should be a priority if a school is to retain quality teachers; they need to be allocated land for cultivation and poultry among other income generating activities to supplement on their salary so as they able to settle in the school. There are advantages of retaining teachers in any school because any organization needs human resource. This finding is in agreement with Nadeem, *et.al.*, (2015) social and economic conditions of teachers have an effect on their performance that is to say low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located.

However, many respondents were unwilling to apply for early retirement. The findings also established that there was low level of agreement by the respondents on whether they had plans

to desert their duty. These findings revealed that many teachers were still committed to their job though some were indifferent. When teachers feel fairness and justice through provision of incentives such as attending workshops to add on their professional skills and promoting them on merit, they will embrace the school and have little chances of leaving that school. The school environment influences the teachers' decision to stay or leave the school, therefore schools should endeavor to stock text books, build for teachers' houses or pay housing allowance to motivate them stay. According to Ikenyiri and Idua-madnenyi (2015) enhanced transport allowance was a strong predictor for teacher effectiveness in class. The hard to reach areas are those places characterized by remoteness, insecurity and poor infrastructure to attract and retain teachers in those areas.

The findings established that many respondents agreed that they were part and parcel of their schools, implying that more teachers were committed to their schools hence an indicator of high levels of retention. Respondents further agreed that they do everything at school wholeheartedly, this implies that there is high level of retention. Many respondents also agreed that they are always at school. The findings further established that many respondents sought permission before absence from work. This finding implies that more teachers are committed to their job, an indicator of high retention levels. Many teachers are involved in day-to-day operational decisions in school. In this case, those who are involved in decision making are motivated to work making them stay in the school however those who are not much involved view themselves as not part and parcel so they are willing to leave any time.

The findings established that there was disagreement by respondents on whether they do work excitedly irrespective of payment given. This implies that there is dissatisfaction amongst some teachers which indicates low retention levels of teachers in the secondary schools. However there was high level of agreement by respondents that they always attend to the students when they need help. This finding implies that teachers are committed to their jobs hence high retention levels in the school. The provision of non-monetary incentives contributes to retain teachers in work, but also improves job performance. For example, in my school, teachers who got houses, they settled in work but also they were more comfortable compared to those who lived in town getting challenges of house rent and quarrel with house owners. Of course it helps to retain and motivate teachers because any human being is after something, if they fail to get them in work

places, they will find them elsewhere where they think that they fulfill their needs. Newly employed teachers want to see that they get staff houses; they would also like to have something like breakfast and lunch during working hours. Thus, if these incentives are available, teachers are motivated to work.

The findings also established that many respondents strongly agreed that they are serious on responsibilities assigned to them. In addition, many respondents agreed that they work with minimum supervision from the head teachers. This implies that teachers enjoy a lot of freedom when executing their duties which enhances retention levels in the schools. If teachers get promotion on time, leave payment, and work in conducive environment, they can improve their job satisfaction hence retention. Teachers are happier and perform better when they satisfy their basic needs in the workplace.

5.1.3 The Strategies to Enhance Teachers' Retention in Secondary Schools

Results revealed that majority of the respondents strongly agreed that there is need to improve on the teaching environment in schools. This finding is in agreement with Okereke and Daniel (2017), who observed that most organizations achieve remarkable success in their operations not only because they operate in good environments or because they are capable of competing favorably with other organizations but mostly because the management provides them with incentives that make their work worth enjoying. The provision of welfare package that ginger workers to work in an organization has helped organizations to create the enabling environment for better performance among the workforce.

In addition, respondents strongly agreed that there is need to give teachers an opportunity to go for further studies. Still, many respondents strongly agreed that teachers should be given their salary and allowances in time. In addition, many respondents strongly agreed that allowances should be paid to teachers for marking tests. These findings are in line with Shives (2016) who suggested that financial allowance can stimulate productivity of workers, it is profit sharing bonuses that get employees willing to stay and work diligently. Aguenza and Som (2018) also argued that most of the workers stay in their workplace, if they get motivated with tools such as allowances.

Many respondents also strongly agreed that teachers should be given meals. Teachers who get meals and staff houses in their respective schools, have high morale to work and stay longer in hence improving job performance. According to a study by Ikenyiri and Ihua – Maduenyi (2015) observed that prompt payment for food and clothing was statistical predictors of teacher's effectiveness. They recommended that teachers should be paid their allowances on time to maintain their motivation.

Still, majority of the respondents strongly agreed that the school should provide teachers with comfortable accommodation. There are advantages of retaining teachers in any school because any organization needs human resource. For example, achievement of goals depends in teachers who are committed to work. Of course if teachers get staff house and meals, they can run school activities smoothly and increase school effectiveness. This finding is in accordance with Mulkeen (2017) who observed that the essence of rural schools housing is a challenge for Africa. The study found out that housing was a major incentive for teachers to locate in rural areas. A strong correlation between housing in an area and presence of teachers was established. In Uganda, provision of housing was a key factor in ensuring teacher retention, especially in rural areas. In Mozambique, it was found out that some NGOs and even local communities were constructing teachers' houses in an attempt to make rural locations more attractive to teachers.

The findings further revealed that teachers should be paid overtime allowances. In addition, many respondents strongly agreed that teachers who are not given staff houses should be given housing allowances. Furthermore, many respondents strongly agreed that the staff should be promoted on merit in the school. The money never comes on time something that hindered the implementation of policy in different education sectors within the district such as to pay the leave, promotion, and money for the teachers' professional development. Majority of the respondents strongly agreed that teachers should be given health insurance with their families. In this school, social welfare contributes to make teachers feel happy in work place because if a teacher gets a problem, he gets assistance immediately than depending on the government support only. According to Goswami and Jha (2018), there are clear policies and practices such as remuneration which institutions may use to retain or stop their talented workers from leaving the institutions. They argue that institutions must have reasonable remuneration policies, not just

targeting only pay benefits but a system must be in place to make the institutions attractive to the high level of performance.

5.2 Conclusion of the Study

5.2.1 The Welfare Programmes of Secondary School Teachers

Basing on the study findings, it can be concluded that there are various welfare programmes that can be given to secondary school teachers to enhance their retention. Teachers' welfare in terms of housing, salaries, bonuses, medical care greatly improves retention in secondary schools. The results of ($r=.995$, $p<0.01$) between teachers' welfare and retention indicated that there was a significant positive association between teachers' welfare and retention in selected secondary schools. The implication of the results is that the more the teachers' welfare is catered for or improved upon, the more likelihood of retention in secondary schools. Therefore the study concluded that the teachers' welfare has a positive effect on retention in secondary schools.

However, the study also established that the quality of welfare programs in secondary schools still has many challenges. Much as some schools have tried to provide welfare programmes to their teachers, they are not adequate and others have not benefited from them. For instance not all teachers are provided with housing or housing allowance, transport allowance, medical allowance and social support.

5.2.2 The Level of Retention of Secondary School Teachers in Luwero District

The study also established that there are high levels of retention in secondary schools. This could be attributed to the fact that many teachers have resorted to teaching in more than one school to try and improve their welfare. Inadequate jobs in the country also make teachers settle for the less they earn as they try to get side income from small businesses they establish.

5.2.3 The Strategies to Enhance Teachers' Retention in Secondary Schools in Luwero District

The study established various ways to enhance teachers' retention such as improve on the teaching environment in schools, give teachers an opportunity to go for further studies, teachers should be given their salary and allowances in time and allowances should be paid to teachers for marking tests, teachers should be given meals, the school should provide teachers with comfortable accommodation, teachers should be paid overtime allowances, teachers who are not

given staff houses should be given housing allowances, the staff should be promoted on merit in the school and teachers should be given health insurance with their families.

5.3 Recommendations

Basing on the study findings, analysis and discussions, the following recommendations are made.

5.3.1 Recommendations for Teachers' welfare programmes

Teachers as human being they have their needs and expectations that they need to fulfill in their daily lives. It is therefore, recommended that the school management including the Ministry of Education and Sports and Heads of schools ensure that they offer both non-financial and financial incentives to secondary school teachers so as to attract and retain them in a teaching profession. This will not only make teaching more attractive but will play a vital role in curbing the growing number of teachers who are leaving the profession.

The school managers should promote positive attitudes towards teaching professions by enhancing orientation and mentorship training for new employees so as to create good relationship among school managers and staff members. This will make teachers feel a sense of belongingness. As the organizational members, they ought to be part and parcel of the teaching profession.

The ministry of education and sports should ensure that the policies governing teachers' job security and wellbeing are improved and clearly implemented to all teachers. This will make teachers work comfortably and will curb the problems of bias and favoritism at work.

The school managers should encourage and facilitate the establishment of other sources of earning money so as to raise school funds. This will enable the school heads to solve different school problems instead of waiting for unreliable funds from the government.

5.3.2 Recommendation for Further Studies

Based on the scope and coverage of this study, the researcher proposes the following areas for further studies:

- More research should be carried out with a larger sample size involving other districts in Uganda. This is due to fact that the current study involved only 10 schools public secondary schools in Luwero district. This it will help to improve teachers' wellbeing and retention in secondary schools.

- Studies of this kind seem also important in other education sub-sectors such as in primary schools and universities so as to provide new insights into teachers' welfare and retention in educational institutions other than secondary schools.

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APPENDICES

APPENDIX I: CONSENT FORM

Dear Respondent,

I am Okoth Patrick, a graduate student at Uganda Martyrs University undertaking research on “Teachers’ Welfare and Retention in Selected Secondary Schools in Luwero District”. The information sought is required only for academic purposes. I request you to kindly fill this questionnaire. The information given will be treated with utmost confidentiality. I will be very happy if you could spend part of your time answering these questions so that I can achieve the research objectives. Please complete every item as frankly as possible and make comments wherever necessary.

Signature: Date

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Section A: BACKGROUND information

Please help to classify your responses by replying the answer that you feel is your option, for 1 to 6 tick the most appropriate option.

1. School (Optional)

2. Designation

Head teacher Deputy Head teacher

Director of studies Woman teacher

Senior man teacher Teacher

Head of department Classroom teacher

3. Sex

Male Female

4. Age

19-28 29-38 39-48

49-59

5. Marital status

Single Married Divorced Widowed

6. Professional Grade

Licensed teacher Grade III teacher Grade V teacher

First Degree holder Masters holder

7. How long have you been in the teaching service?

Up to five years Five years but not more than ten

Ten but not more than twenty years Twenty years and above

Section B

Instruction

For section (i)-(iii) use likert scale: 1 (strongly disagree), 2 (disagree), 3 (not sure), 4 (agree) and 5 (strongly agree) to answer the questions.

(i). The quality of welfare programs of secondary school teachers in Luwero District

8. What is your level of agreement in regard to the quality of welfare programs of secondary school teachers in Luwero District?

Statement	1	2	3	4	5
Teaching environment is conducive					
Teachers are always given opportunity to go for further studies					
Teachers always get their salary and allowances in time					
Teachers are given per diems for out of school activities					
Teachers are given subsidies for workshops and seminars					
This school always provides meals to teachers					
Teachers enjoy meals provided by the school					
Allowances are paid to teachers' for marking tests					
Teachers in this school always receive professional development					
My school provides me with comfortable accommodation					
There is welfare support of teachers during sickness					
There is staff recognition among performing teachers					
My school regularly pays my medical bills					
Teachers are always paid overtime allowances					
There is payment of allowances to teachers on the disciplinary committee					
Teachers who are not given staff houses are given housing allowances					
There is staff promotion on merit in the school					
There is quality of health insurance for staff					
My school provides good sanitation for teachers					

Any other, specify.....

(ii)The level of retention of secondary school teachers in Luwero District

9. Please indicate the level of your agreement in regard to teacher retentionof secondary school teachers in Luwero District

Statement	1	2	3	4	5
In case of an opportunity I would wish to be transferred to another school					
If there was an opportunity I would resign my teaching job					
I have been poached or engaged by competitor organizations					
Am willing to apply for early retirement					
I have plans to desert my duty					
I am part and partial of my school					
I do everything at school whole-heartedly					
I am always at school					
I seek permission before absence from work					
I do work excitedly irrespective of payment given					
I always attend to my students when they need help					
I am serious on responsibilities assigned to me					
I work with minimum supervision from the head teacher					

Any other, specify.....

(iii) The possible ways to enhance teachers’ retention in secondary schools in Luwero District

10. In your opinion, what could be the possible ways to enhance teachers’ retention in secondary schools in Luwero District?

Statement	1	2	3	4	5
Improve on the teaching environment in schools					
Give teachers an opportunity to go for further studies					
Teachers should be given their salary and allowances in time					
Teachers should be given meals					
Allowances should be paid to teachers for marking tests					
The school should provide teachers with comfortable accommodation					
Teachers should be paid overtime allowances					
Teachers who are not given staff houses should be given housing allowances					
The staff should be promoted on merit in the school					
Teachers should be given health insurance with their families					

Any other, specify.....

**APPENDIX III: INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICER,
INSPECTOR OF SCHOOLS AND HEAD TEACHERS.**

SPECIFIC QUESTIONS

1. Comment on how welfare such as financial rewards are administered to teachers
2. When do teachers receive their salaries?
3. How do the financial rewards influence their level of retention?
4. Are teachers rewarded non-financially on the job?
5. What forms of financial rewards are used to reward teachers?
6. How do non-financial rewards influence teacher level of retention?
7. What should be done to improve on the level of retention in secondary schools?

APPENDIX IV

N – n	N – n	N – n	N – n	N – n
10 – 10	100 – 86	280 – 162	800 – 260	2800 – 338
15 – 14	110 – 86	290 – 165	850 – 265	3000 – 341
20 – 19	120 – 92	300 – 169	900 – 269	3500 – 346
25 – 24	130 – 97	320 – 175	950 – 274	4000 – 351
30 – 28	140 – 103	340 – 181	1000 – 278	4500 – 354
35 – 32	150 – 108	360 – 186	1100 – 285	5000 – 357
40 – 36	160 – 113	380 – 191	1200 – 291	6000 – 361
45 – 40	170 – 118	400 – 196	1300 – 297	7000 – 364
50 – 44	180 – 123	420 – 201	1400 – 302	8000 – 367
55 – 48	190 – 127	440 – 205	1500 – 306	9000 – 368
60 – 52	200 – 132	460 – 210	1600 – 310	10000 – 370
65 – 56	210 – 136	480 – 241	1700 – 313	15000 – 375
70 – 59	220 – 140	500 – 217	1800 – 317	20000 – 377
75 – 63	230 – 144	550 – 226	1900 – 320	30000 – 379
80 – 66	240 – 148	600 – 234	2000 – 322	40000 – 380
85 – 70	250 – 152	650 – 242	2200 – 327	50000 – 381
90 – 73	260 – 155	700 – 248	2400 – 331	75000 – 382
95 – 76	270 – 159	750 – 254	2600 – 335	100000 – 384

APPENDIX V: INTRODUCTORY LETTER



making a difference

The Faculty of Education

Date: 12/10/2023

Re: PERMISSION LETTER TO CONDUCT FIELD RESEARCH

Dear Sir/madam,

Greetings from Uganda Martyrs University.

The Faculty of Education is delighted to introduce OKOTH PATRICK

Registration number 2023-M313-20417 a student pursuing a Master of Education degree of Uganda Martyrs university.

S/he is undertaking a field research to fulfill one of the requirements leading to the award of a Master of Education degree of Uganda Martyrs University.

His/her research topic is: TEACHERS' WELFARE AND RETENTION IN SELECTED SECONDARY SCHOOLS IN LUWERO DISTRICT.

We request that you offer him/her the necessary assistance in order to complete this research project. For further inquiry on this matter, please contact me at 0772-366156 or email: aodele@umu.ac.ug.

Thank you for your support and cooperation.

Sincerely,

A Odele

Dr. Anne Odele
Head of Postgraduate Department
Faculty of Education