

**THE ROLE OF MOTIVATION IN MITIGATING TEACHER TURNOVER IN SELECTED
UNIVERSAL SECONDARY SCHOOLS OF RUKIGA DISTRICT**

BY

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DECLARATION

The information in this Research Report titled '**The Role of Motivation of Teachers in Mitigating Teacher Turnover in Universal Secondary Schools of Rukiga District**' is my original work and where other texts have been cited, they have been dully acknowledged. The work has not been submitted to any other institution for the award of a degree.

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APPROVAL

This is to certify that the Research Report titled '**The Role of Motivation in Mitigating Teacher Turnover in Selected Universal Secondary Schools in Rukiga District**' has been written under my supervision and is ready for submission to Kabale University with my approval.

Sign.....Date.....

DR PAUL MULEKE

(SUPERVISOR)

DEDICATION

I wish to dedicate this work to very special people in my life: first to my dear wife, Gratia Twine, and our children who always encouraged me. In addition, this work is dedicated to my friends, staff members and students at St. Joseph's Mparo Secondary School. May God bless you abundantly!

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LIST OF ABBREVIATIONS

BOG:	Board of Governors
DEO:	District Education Officer
ESA:	Education Standards Agency
PTA:	Parents Teachers Association
SESEMAT:	Secondary School Science and Mathematics Teachers
UNATU:	Uganda National Teachers Union
UNESCO:	United Nations Education Scientific Cultural Organization
USE:	Universal Secondary Education
DOS:	Director of Studies

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL.....	iii
ACKNOWLEDGEMENTS	v
LIST OF ABBREVIATIONS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background to the Study.....	1
1.1.1. Historical Perspective	1
1.1.2. Theoretical Perspective	2
1.1.3. Conceptual Perspective	3
1.1.4. Contextual Background	4
1.2 Statement of the Problem	5
1.3 The Purpose of the Study	6
1.3.1 Specific Objectives.....	6
1.5 Research Questions	6
1.6 Scope of the Study.....	6
1.6.1. Geographical Scope	6
1.6.2. Content Scope	7

1.6.3. Time Scope	7
1.7 Significance of the study	7
1.8 Conceptual Framework	7
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.0 Introduction	10
2.1 Rewards and Teachers Turnover	10
2.2 Promotion and Teachers Turnover	11
2.3 In-service Training and Teachers Turnover	13
2.4 Summary of Literature Review	14
CHAPTER THREE.....	15
RESEARCH METHODOLOGY	15
3.0 Introduction	15
3.1 Research Design.....	15
3.2 The Study Population	15
3.3 Sample Selection and Sampling Techniques	16
3.4 Data Collection Methods and Instruments.....	17
3.4.1 Questionnaire Method	17
3.4.2 Interview Method	17
3.5 Data Management and Quality Control	17
3.6 Data Analysis	17
3.6.1 Quantitative Analysis	18
3.6.2 Qualitative Analysis	18
3.7 Quality Control.....	18
3.7.1 Validity	18
3.7.2 Reliability	19

3.8 Research Procedure	19
3.9 Ethical Considerations.....	20
3.10 Limitations of the Study.....	20
CHAPTER FOUR.....	21
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	21
4.0 Introduction	21
4.1 Background information	21
4.2 The Teachers’ responses on the role of rewards in Mitigating Teachers’ Turnover in selected USE schools of Rukiga District	23
Rewards enhance welfare of teachers.....	23
4.3 The role of promotion in Mitigating Teachers’ Turnover in the Selected USE Schools in Rukiga District	24
Promotions improve self esteem/social status	24
Promotions improve teachers performance by making them committed to their job	24
4.4 The role of In-service training in Mitigating Teachers’ Turnover in selected USE Schools of Rukiga District	25
CHAPTER FIVE.....	28
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	28
5.1 Introduction	28
5.2. Discussion	28
5.3 Conclusions	30
5.4 Recommendations	30
5.5 Suggested areas for further Research	31
REFERENCES.....	41
APPENDICES.....	44
Appendix I: Questionnaire for The Teachers.....	44
Appendix II: Interview Schedule	49

Appendix III: Krejcie and Morgan Sampling Table. 50

LIST OF TABLES

Table 3.1: Shows Target Population and sample size of the Respondents.....21

Table 4.1: Showing the Profile of the Respondents.....28

Table 4.2: Shows the role of rewards in mitigating Teachers Turnover in selected USE Schools in Rukiga District30

Table 4.3: Shows the role of promotion in mitigating Teachers Turnover in selected USE Schools in Rukiga District32

Table 4.4: Shows the role of In-service Training in mitigating Teachers Turnover in selected USE Schools in Rukiga District34

ABSTRACT

This study examined the role of motivation in mitigating teacher turnover in selected Universal secondary schools in Rukiga District. It was guided by the following objectives: to identify the role of rewards in mitigating teachers' turnover in selected USE Schools of Rukiga District; to find out the role of promotion in mitigating Teachers' turnover in the selected USE Schools in Rukiga District; and, to analyse the role of in-service training in mitigating Teachers' turnover used in selected USE Schools of Rukiga District. The study used cross-sectional survey whereby data was collected from a large number of respondents at a particular time. Both qualitative and quantitative approaches to data collection were used. Interviews were used as a qualitative tool while a questionnaire with open and close-ended questions was used as quantitative tool to data collection. The study comprised all the 139 teachers, 3 head teachers and 3 Director of Studies in the selected USE schools in Rukiga District. The study used purposive sampling and simple random sampling to select head teachers, director of studies and teachers. The researcher used systematic analysis method to analyse quantitative data and thematic data analysis to analyse qualitative data. The study findings on rewards showed that rewards promote relationship between head teachers and teachers. The study findings on promotions showed that promotions help to improve teachers' performance by making them committed to their job. The study findings on in-service training showed that in-service trainings increase teachers' skills. It was concluded that there are low or decreasing rewards, limited or no promotions and limited opportunities for in-service trainings to teachers in the selected USE schools in Rukiga District which leads to a high rate of teacher turnover. The study recommends that adequate rewards, fair and timely promotions, and routine in-service trainings should be provided to teachers in the selected USE schools of Rukiga District in order to reduce rising teacher turnover.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examined the role of motivation in mitigating teacher turnover in selected secondary schools in Rukiga District. Among the main challenges facing USE schools in Uganda is the need to ensure efficiency in providing education services. This is due to limited human capital and material resources for education. Poor performance is attributed to unsatisfactory performance of teachers. This is caused by, among other factors, increasing teacher turnover. This chapter explains the historical, theoretical, conceptual and contextual backgrounds of the study, research problem, objectives, research questions, scope and the significance of the study.

1.1 Background to the Study

1.1.1. Historical Perspective

The concept of motivation can be traced back to the age of the ancient Greeks philosophers like Socrates, Plato and Aristotle. The ancient Greeks presumed three components, the body's desires, pleasures and pains (senses and efforts of will and spirit) in a hierarchical arrangement for the first theoretical justification of motivational activities. They believed motivation is a three-dimensional phenomenon that includes beliefs about one's ability to perform the desired activity, reasons or purpose for doing that activity and emotional reactions associated with the activity (Bennell, 2004).

The notion of motivation for "a job well done" has existed since the 19th century when piece-work systems were first implemented (Schiller, 1996: 89). Piece-work systems simply involve plans which directly associate the teachers' level of pay to their output levels. From these piece-work systems evolved the traditional merit programme. The traditional merit programme is based on performance appraisals which employers evaluate to determine whether or not the employee is deserving of an increase in pay. This type of merit programme could be seen within both the public and private sector organizations.

From the traditional merit pay programme evolved motivation through performance-based rewards. This is because teachers were losing money with the traditional merit programmes used during this period. Under the traditional system, a "meritorious" teacher received a permanent pay increase that affected basic salary. If the performance of that teacher declined, the whole school lost students (MacLean, 1990). Because both public and private schools began to lose faith in the traditional merit programmes, they realized they "needed to develop new guidelines for assessing how well teaching was being delivered to students" (Brosz and Morgan, 1977:7), thus justifying the emergence of motivation through performance-based rewards. So merit programmes lost their appeal in the 1990s (Lisa, 1997). Today many secondary schools and companies are implementing incentive programmes, which recognize teachers' and employee's efforts and reward them accordingly in a multitude of ways so as to reduce turnover.

The modern concept of motivation derives from the historical need to account for the arousal and direction of behaviour. Mukombe (2010) noted that many institutions today with motivating flexible job design and reward systems result in increased longevity of employees hence reducing turnover. In addition, others find making their employees happier and healthier the better option for increased teacher retention.

1.1.2. Theoretical Perspective

The study was based on Herzberg's two factor theory of 1959. This is because the theory concludes that job satisfaction and dissatisfaction are caused by two factors namely: motivators and hygiene. Therefore, the theory points to factors of motivation that lead to job satisfaction (termed 'satisfiers') and factors that lead to teacher turnover as dissatisfiers.

Herzberg's Motivational Hygiene Theory 1959

Hertzberg 1959 proposed a two factor theory of motivator-- hygiene which states that there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. The theory suggests that teachers will stay in school as long as they can satisfy their needs. The theory therefore links to this study as it helps management to distinguish between motivational factors and dissatisfies, hence providing a basis for reducing or increasing teacher turnover.

The theory alerts management on the need to provide conducive work environment and increase workers' performance as a basis of reducing teacher turnover through the provision of motivational

factors. The theory also helps head teachers to increase job satisfaction of teachers through job enrichment, job enlargement and job rotation. The theory, however, assumes that all human beings have no loyalty to any organization 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 not very easy.

The theory also concentrates on the individuals' needs independent of those of the school and it does not put into consideration the fact that there may be times when the individuals' services are not well intentioned of better pay to satisfy his or her needs and that maybe better replacement would be a welcome change.

1.1.3. Conceptual Perspective

According to Armstrong (2001) motivation is the overall value proposition that the employer offers to the employee. It is a total package that comprises base pay, incentives, benefits and career development programmes. In general, teachers perform more energetically when they feel strongly connected to and valued by the school, hence this leads to low rate of turnover.

Motivation refers to the result of an activity, according to Boddy (2008). Upon individuals' results, there are two main models of performance-based reward programmes that are commonly found in education systems. The first model is 'merit-pay', which generally involves individual pecuniary rewards based on student performance and classroom observation, McCollum (2001). The second model is 'knowledge and skill-based' compensation, which generally involves individual pecuniary rewards for acquired qualifications and demonstrated knowledge and skills, which are believed to reduce teachers' rate of turnover (Odden, 2002).

In this study, Motivation is an internal process that makes a person move towards a goal. It involves giving morale to employees to work hard towards achieving organizational goals. Motivation, like intelligence, cannot be directly observed; instead motivation can only be inferred by noting a person's behaviour. Teacher's motivation involves both the desire to teach and one's interpersonal style toward students while doing so. A teacher's own personal motivation resolves around the extent of psychological need satisfaction experienced during the act of teaching, and it manifests itself in terms of teacher enthusiasm and job satisfaction.

Mathew (2014) defined teacher turnover as the rates at which teachers leave the profession and switch schools. Ingersoll (2001) defines teacher turnover as the rate at which personnel whose primary function is classroom teaching leave or separate from the district, or change from their classroom teaching to another position from one school year to another, expressed as a percentage. In this study, teacher turnover refers to the rate at which teachers leave their respective schools or their teaching profession to other professions for a better pay.

1.1.4. Contextual Background

The current trends show teaching in crisis with demotivating issues like delayed or no payment of salaries, unexplained deletions from payroll, difficulties in processing pension and limited welfare facilities for teachers. This subsequently leads to rising teacher turnover in the selected USE schools in Rukiga district. Additionally, appointments, confirmation and promotions are still limited. To date, we still have caretaker head teachers and deputies who are not substantively appointed graduate teachers. Many teachers have taught for over 10 years but are not confirmed. This demoralizes and demotivates them, resulting into rising teacher turnover. Also, teachers still upgrade at their own cost and usually on completion are assigned to teach higher-level classes but they continue to be paid as diploma holders.

Teacher turnover directly impacts student achievement, teacher quality and accountability. Moreover, teacher turnover is a costly phenomenon. The most serious consequence and direct disadvantage of high rate of teacher turnover is that it erodes teaching quality and student achievement. Therefore, it is crucial for school leaders to retain qualified teachers in the profession and support them to develop quality professionals

In-service training programmes are also limited especially to the Science subject teachers under the SESEMAT programme, leaving out teachers of Arts subjects. In addition, in-service training is carried out during holidays when some teachers are not available. The USE schools in Rukiga hardly carry out planned in-service training for their teachers to update their skills to match with the current rampant vices in schools like theft, truancy, cultism, drug abuse, rape and examination malpractices. This leaves teachers unprepared to face such challenges and hence increasing turnover. This study therefore was set to assess the role of motivation in mitigating teacher turnover in the selected Universal Secondary Schools of Rukiga District.

1.2 Statement of the Problem

The position of a teacher is hardly improving in society today. As the fortunes of the professions dwindle with rising cost of living, teachers are stepping aside. Teachers are leaving teaching in search of better things to do especially those employed by Board of Governors. We see teachers leaving teaching to become local government councillors, produce dealers, tax drivers and others. According to a report by Kabale District Personnel Officer, teacher turnover was high despite government's efforts to improve teachers' welfare (personnel records on resignations, absenteeisms and dismissals, 2012).

Margret (2015) of UNATU notes that regrettably, the welfare of teachers and professionalism are still wanting and, as a result, this makes a number of teachers hate and leave the profession increase daily. This is as a result of limited promotional avenues for teachers. Promotion has become very competitive and, in some cases, not open to all teachers. The education service positions are difficult to get due to rigid staff ceiling and tight conditions. Opportunities for further training of teachers are not easily available. In addition, study leave is not easily given and resources to fund training are not available to schools.

According to the annual sector review report 2017, the Permanent Secretary Ministry of Education and sports Uganda, reported that about 10,000 teachers quit government aided schools each year mainly due to poor pay. In this report, the Minister of Education and Sports revealed that growing attrition rate compromises the quality of education. Over 6900 of the total number are from primary schools while 3060 quit secondary schools opting for greener pastures in private schools and other lucrative businesses. The teachers' turnover rate currently stands at 4% per annum in primary schools and 5% in secondary schools, according to the 20th education and sports annual review report. A big number of teachers resign while others are dismissed after absconding. A separate study showed that 60% of Government Primary and Secondary school teachers were not satisfied with their work conditions and remuneration. The dissatisfaction rate was highest in western Uganda where about 7 in 10 teachers were unhappy. In this report, the propensity to quit the job of teaching was high with only 16% of teachers willing to remain in the classroom within the next two years (ESA-Inspection Report 2018).

Therefore, this is what prompted the researcher to go and carry out a research study on the role of motivation in mitigating teacher turnover with specific reference to selected Secondary Schools in Rukiga District.

1.3 The Purpose of the Study

The purpose of the study was to establish the role of motivation of teachers in mitigating teacher turnover with specific reference to selected Universal Secondary Schools of Rukiga District.

1.3.1 Specific Objectives

- i. To identify the role of rewards in mitigating teachers' turnover in selected USE Schools of Rukiga District;
- ii. To find out the role of promotion in mitigating Teachers' turnover in the selected USE Schools in Rukiga District;
- iii. To analyse the role of in-service training in mitigating Teachers' turnover used in selected USE Schools of Rukiga District.

1.5 Research Questions

The study was guided by the following Research Questions:

- i. What is role of rewards in mitigating teachers' turnover in selected USE Schools of Rukiga District?
- ii. What is the role of promotion in mitigating Teachers' turnover in selected USE Schools in Rukiga district?
- iii. What is the role of in-service training in mitigating Teachers' turnover in selected USE Schools of Rukiga District?

1.6 Scope of the Study

The study was guided by Content, Geographical and Time scope.

1.6.1. Geographical Scope

The study was conducted in Rukiga District which was carved off the old Kabale District. Rukiga district lies in south west of the Republic of Uganda. It borders with districts of Kabale to the west, Rukungiri to the north, Ntungamo to the East and the Republic of Rwanda to the South. There are six USE schools in total and the study covered the three selected USE schools chosen on the basis of

purposive sampling. This is because the selected schools have faced rising teacher turnover in comparison to the rest.

1.6.2. Content Scope

The content of the study was to establish the role of rewards in mitigating teacher turnover, the role promotion in mitigating teachers' turnover and the role of in-service training in mitigating teacher turnover in the selected USE schools in Rukiga District.

1.6.3. Time Scope

The study covered the period from 2015 to 2018. This was when the selected schools were observed to be declining due to the high rate of teacher turnover as from statistics available from the DEO, Rukiga District, on School assessment (2017).

1.7 Significance of the study

The study may be beneficial in various ways to different actors in the management of education in Uganda in the following ways:

The Government may use the findings in harmonizing the reward systems used for proper hiring and retention of teachers. The study points to various forms of rewards to motivate teachers. This guides government in formulating and implementing policies on rewarding teachers appropriately.

The findings may enable School Administrators to formulate promotional avenues so as to motivate teachers and increase teacher retention. The study will help school administrators in planning how to promote and retain teachers in their schools.

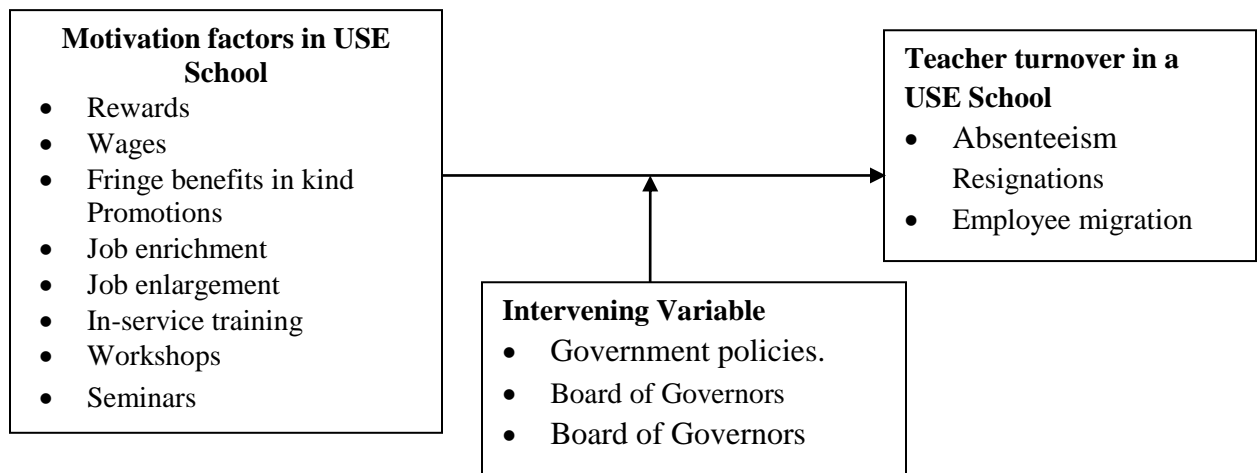
The findings of the study may enable the District Education Administrators to establish guidelines on in-service trainings which help to enhance Teachers skills and commitment to their respective schools. The study will also help to inform the district education officers on the need for in-service trainings, thus the basis for proper planning and retention of teachers.

It could be used for future reference by the public and other scholars doing similar work in different fields.

1.8 Conceptual Framework

Milles and Hubberman (1994:18) define conceptual framework as the visual or written product that explains, either graphically or in narrative form, the main things to be studied such as key factors, concepts or variables and the presumed relationships among them. The conceptual framework justifies the rationale behind the investigation and gives the reason for searching new data and for analysing it. In the context of this study, the investigation was on the role of motivation in mitigating teacher turnover.

Figure 1. Conceptual Framework



Source: Researcher (2018)

The Conceptual Framework postulates the relationship between motivation at school, which is an independent variable and teacher turnover which is a dependent variable. The framework shows that motivation is influenced by indicators which tell us that teachers are motivated or not at their work place. The indicators of motivation are rewards, promotions and in-service training. It is assumed that lack of motivational incentive like adequate wage payments, provision of direct and indirect financial benefits, promotions to teachers and in-service training leads to demotivation among teachers and generally limited teachers’ commitment which eventually leads to teacher turnover. The absence of adequate rewards demotivates teachers. This is reflected through increased absenteeism, and resignations. Likewise, limited promotions through job enrichment and job enlargement demotivates teachers and hence teacher resignations and absenteeism. At the same time, limited in-service training opportunities for teachers such as seminars and workshops lead to increased teacher migration, resignations and absenteeism.

However, all the above interplay between motivation and turnover is influenced by governance issues like Government policies and Board of Governors policies in such schools. Where such governance policies are favourable like provision of PTA allowances, fringe benefits, promotions and in-service training opportunities, teachers are motivated and hence high teacher retention in such schools. On the other hand, the absence of the above motivational factors leads to high teacher turnover through absenteeism, resignation, dismissal and teacher migration.

In this Conceptual framework, it is believed that because of their strong influence, government policies, and board of governors' policies can directly influence teacher turnover irrespective of the motivational factors described above. Therefore, motivation is the independent variable while teacher turnover is the dependent variable.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents a review of literature on motivation and teacher turnover. It is important to review literature in order to know the knowledge already available on the subject and then identify the gap that there is. The literature was reviewed to justify the relationship between motivation and teacher turnover. Literature was reviewed on the following themes, rewards and teacher turnover, promotion and teacher turnover and in-service training and teacher turnover. This helped the researcher to better understand the problem under study. This was done according to the set objectives.

2.1 Rewards and Teachers Turnover

A study carried out by Maicibi (2005) found that salary was a strong motivator in attracting and retaining teachers in schools. It was found that good remuneration together with good working conditions have a stabilizing effect on labour in the organization. Although it does not work independently, a good pay is assumed to give satisfaction as teachers feel they are paid for their value. This is irrespective of Herzberg's (1954) classification of salary as only hygiene and not a motivator. Herzberg (1954) argues that money is a weak motivational tool and that more than pay motivates people. Fringe benefits given to teachers in addition to the salary such as meals, accommodation and other utilities have an important impact on the staffing process as they help to attract and retain quality staff.

Denvir and McMahan (1992) reported that increased rewards and the level of teacher turnover can become substantial or detrimental to the secondary schools. This is because it enhances relationships between the head teacher and teachers. On the other hand, rewards involve heavy administrative costs and a substantial loss of productivity through the breaking up of teams who

are used to working together. The researcher concurs with this statement and notes that provision of rewards empowers the Head teacher in relating with teachers.

Muchinsky (1980) noted that there exists some evidence that rewards increase higher amounts of productivity that produce higher amounts of innovation of new ideas and procedures. This brings in new blood and new ideas hence, vitalizes the school activities so as to enable it to adapt more adequately to its ever-changing internal demands and environmental pressures. Teachers' rewards are not regularly given. This act lowers teachers' propensity to improve pedagogical standards in secondary schools.

Mobley (1982) notes that withdrawal behaviours are often evident with lack of rewards to teachers who are dissatisfied with or disinterested in their jobs. These teachers are more likely to have higher absenteeism, lower morale, and a higher level of apathy and therefore cannot help school to achieve vision and vision.

According to a study by Baraza (2008) on the effects of rewards on job satisfaction among secondary school teachers in Sirisia/Malakisi Sub County in western Kenya, most teachers do not recognize the Teaching Service Commission as a caring employer that provides for their needs in terms of security and sometimes their requirements for special financial help. In his research findings, Baraza (2008) observed that money is the main reason for working in many cases in developing countries, although there are many other factors that people take into account when deciding to leave or remain in a job. Financial rewards are important as far as motivation is concerned but do not satisfy all the needs.

2.2 Promotion and Teachers Turnover

Bennell (2004) argues that it only makes sense that you would want to promote from within, rather than take a chance on a new hire who may decide to stick around. Loyalty is a valuable commodity today, with so many professionals jumping ship for other opportunities on a frequent basis. With promotions it shows how loyal you are to your hard working staff by offering internal promotions and employee development, hence this reduces the rate of turnover. This concurs with Woods (1995) who added that it is often difficult and time-consuming to bring a new hire into the flock and bring them up to work effectively. This is a critical loss of productivity and a considerable amount of time

is spent trying to transition into new tasks. However, when you promote a current employee, he or she is already familiar with your company's goals and a majority of the tasks associated with success and therefore, less turnover.

Shaw (1998) stated that with promotions, teachers in the secondary schools boost morale and help keep productivity high. New teachers can see the potential for growth especially if the teacher knows there is a likelihood of being promoted within the school; they are less likely to lose promising staff to another secondary school. Teachers are more likely to take advantage of teachers' training and educational opportunities if they know these activities can improve their chances of promotion. This therefore reduces their rate of turnover.

Price (1977) noted that when promotion is done, the school administration identifies natural leaders and grooms them for leadership positions. Most head teachers can identify their top performers, but someone who performs well might not have the characteristics of leadership. A promising teacher can be given a special assignment to identify leadership qualities or other talents the school needs. If the candidate shows potential but needs education, the manager can recommend special training or a formal leadership degree, hence the rate of turnover becomes limited. This concurs with Keller (1995) who notes that empowerment of teachers through promotion helps to enhance their continuity in school. This is through support supervision and delegation to the concerned teachers. This makes such teachers committed to serving the school and hence less turnover.

Belle (2006) pointed out that when you promote teachers from the school, the school management already know they fit well with the school culture and have a proven performance record and because they already know the school and its culture, the internally promoted teachers can hit the ground running instead of having to go through an on-boarding process, the way external hires might. In fact, research has shown that internally promoted employees perform better than external hires and are less likely to leave their jobs on their own accord. Of course, your newly promoted employees may still need some time to adjust to their new positions, and may require a moderate amount of skills training to ensure they are equipped to succeed in their new positions, hence their rate of turnover reduces.

In conclusion, promotion enhances team building and proper job matching within a school as it makes the school able to grow and flourish. Promotions also reduce costs of hiring from the outside the school which can upset the corporate culture, leading to breakdowns in team cohesion and efficiency.

2.3 In-service Training and Teachers Turnover

Hans (1957: 56) views in-service training as all activities engaged in by professional personnel during service and designed to contribute to improvement on the job. It could be conceived as efforts of administrators and supervisors to promote professional growth and involvement of educational personnel. Therefore, in-service training is for professionals who are already working and the aim is to improve performance on the job. It is an instrument for change and this change should be permanent. This change is in what the teacher knows, how he feels or how he acts. This concurs with Shanon (1976:91) who argues that for teachers to be able to cope with the challenges affecting their duties, the pre-service training must be supported by in-service training. This is due to the dynamic nature of society and the school in particular and the education demand. The young and inexperienced teachers need periodic in-service to update and keep a breast with the changes. Equally necessitating the need for in-service are the current rampant vices in the schools such as theft, truancy, rape and examination malpractices which call for special and experiential skills which are better acquired in the field and during in-service.

Maicibi (2005) cited that the ultimate goal of in-service education is either to improve on the observed deficiency in some area of education or to increase efficiency or to bring to focus the implementation of educational innovations. In support of the above is the need for teacher in-service trainings due to several innovations in instructional materials, teaching methods and theories. Both the head teacher and the staff in the school need to go for regular refueling academically and professionally, thus in-service helps to supplement what has been missing in their professional training.

Olivero (1981:70) claims that “of all school personnel, head teachers perhaps need more renewal than anyone else, for better for all, the bulk of educational improvement work rests on their shoulders”. However, Olivero should note that it is the teachers that do the teaching, have direct

contact and imparting knowledge to the students and not head teachers, thus students and teachers can exist without the head teacher and the school keeps functioning.

Williams and Livingstone (1994) stated that promoting in-service training boosts teacher motivation and job satisfaction. They added that teachers who work in a school with a strong and positive stance on career development will feel more motivated to work and their rate of turnover will stop. They will stay with the school since it holds promise that there is a clear career path for them to follow. Otherwise, they will simply look elsewhere for other, better, career opportunities. Their job satisfaction will be high, and this will have a domino effect on their individual productivity, and the overall organizational productivity.

In conclusion therefore, in-service training increases teachers' productivity, promotes job motivation, increases teachers' value and promotes commitment to school and hence reduced rate of teacher turnover.

2.4 Summary of Literature Review

The geographical gap was identified as no research has ever been carried out on the role of motivation in mitigating teacher turnover with specific reference to Rukiga district. This has left a wider knowledge gap hence the need for this study. The available literature on motivation and the rate of teacher turnover was carried out in the past and does not match with the current trends' hence the need for this study with specific reference to Rukiga district. It is also paramount to note that different research methods like documentary analysis have previously been used to study the role of motivation and rate of teacher turnover. However, this research study has used the empirical method of study of the topic. Most research studies relate motivation to other variables like students' performance and staff performance and not teacher turnover in Rukiga District' hence the need for this study. The available literature on rewards, promotions and in-service training relates to other variables like tutors or lecturers in other institutions and not teacher turnover in secondary schools as under the topic of study, hence the need for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter shows the methods and procedures of data collection and analysis in a study on the role of motivation in mitigating teacher turnover in the selected USE schools in Rukiga district. It covers research design, target population, sample size, sampling techniques, data sources and collection methods, data analysis and limitations of the study.

3.1 Research Design

The study employed a cross-sectional survey design whereby data was collected from a large number of respondents at a particular time (Amin, 2005). Data was obtained from head teachers, DOS and teachers of the selected USE schools in Rukiga District. Both qualitative and quantitative approaches to data collection were used. Interviews were used as qualitative tool while questionnaire with both open and close-ended questions was used as quantitative approach to data collection and analysis. Owing to the research questions and objectives of the study, this study used descriptive cross-sectional survey (Mugenda & Mugenda 2003). Additionally, qualitative data analysis was conducted to analyse data from interviews while quantitative data analysis included descriptive statistics with frequency tables helping to analyse data from the questionnaire.

3.2 The Study Population

This study comprised 139 teachers, 3 head teachers and 3 DOS in the three selected USE schools in Rukiga District. These respondents were chosen because they were believed to be knowledgeable about the subject at hand. Three schools were selected out of 6 because the selected schools had faced an increased number of teacher turnover compared to the rest with declining school performance.

Table 3.1: Target Population and Sample size of the Respondents

Category	Total Target Population	Sampling technique	Sample size
Schools	6	Purposive sampling	3
Head teachers	3	Purposive sampling	3
DOS	3	Purposive sampling	3
Teachers	139	Simple Random sampling	97

Source: Researcher (2019)

3.3 Sample Selection and Sampling Techniques

The researcher used purposive sampling and simple random sampling.

3.3.1 Purposive Sampling

Adams (2007) argues that purposive sampling is a non-probability sampling method which allows the selection of a sample with experience and knowledge about the study variables. In addition, this style of technique was used where what was to be studied was known by the researcher to be with unique features. Therefore, the three selected USE schools were selected on basis of their unique characteristics of being day schools with higher rate of teacher turnover.

Purposive sampling was used on selection of head teachers and DOS because of their leadership role and were believed to be knowledgeable on the subject at hand. Thus, as Lathlean (2006) says, with purposive sampling, the researcher picked respondents under this category without any scientific approach but because of their expected relevance to the progress of the study.

3.3.2 Simple random sampling

This was used to selected teachers in the study. According to Sekaran and Bougie (2013), simple random sampling is where the researcher selects a group of respondents for the study from a large population. Simple random helped the researcher to ensure that all respondents have an equal chance of being selected for the study. The researcher visited schools and randomly selected teachers from those he found in the school.

Using Krejcie and Morgan's (1970) table of determination of sample size of a given population, the study used a sample size of 97 using simple random sampling technique.

3.4 Data Collection Methods and Instruments

Data were collected using questionnaires and interviews

3.4.1 Questionnaire Method

This data collection method was used because it gives the respondent an opportunity to express his or her opinions regarding the study without any bias. Additionally, Questionnaire method was selected because the study involved a large number of respondents and in many areas requiring standard data from identical questions (Miller and Wilson, 2005). The researcher distributed questionnaires to all the teachers in the selected schools, explained to them the purpose of the study and the benefits therein, delivered the questionnaires and made appointment to collect the filled questionnaires. He kept following up with a phone call and when the questionnaires were filled, he collected them for further analysis and report writing.

3.4.2 Interview Method

After identifying key informants, the researcher used an interview schedule with guiding questions to obtain information on the role of motivation in mitigating teacher turnover in Rukiga District. This method was used because it enables the researcher to clarify questions and allow informants to respond in any manner they see fit and allow the interviewer to observe verbal and non-verbal behaviour of the respondents. It also reduces anxiety so that potentially sensitive topics are studied (Kothari, 2003). An interview guide was used to collect data from head teachers and DOS using a list of unstructured questions based on the objectives of the study.

3.5 Data Management and Quality Control

All study tools were first presented to respondents and they had similar questions to the sample considering both sampling and questioning technique (Sarantakos, 2005). During data collection period, at the end of the day, study tools were checked for accuracy and completeness.

3.6 Data Analysis

Data analysis is the process of bringing order structure and meaning to the mass of information gathered (Mugenda & Mugenda 1999). The study had both qualitative and quantitative data and as a matter of fact, analysis took two forms, that was, qualitative and quantitative data analysis. The researcher organized the collected data in an orderly manner to minimize errors and uphold maximum accuracy. The researcher used tables with descriptive statistics to analyse the data obtained. This involved categorizing data according to the variables under investigation, coding, tallying, use of frequency tabulation and computing data into percentages. Richards (2014) calls this method systematic analysis since it involves categorizing data according to the same group to establish whether the instrument generated from the research objectives measured consistently what they were supposed to measure.

3.6.1 Quantitative Analysis

During data collection, editing also took place to ensure errors are not committed, or they are corrected when the interviewer could still remember some of the responses. After collecting the filled questionnaires, the researcher first read through to ensure clarity of responses. Since the study was descriptive, frequencies and percentages were computed and explained. Frequency distribution tables and graphs were also constructed for data presentation in order to establish the relationship between motivation and teacher turnover.

3.6.2 Qualitative Analysis

After interviews with key informants, the recorded responses and the handwritten manuscripts were described and written down. These transcripts were studied response by response in bid to identify major themes that evolved. Therefore, the study adopted thematic data analysis.

3.7 Quality Control

Before data was collected, the instruments of data collection were tested for both validity and reliability. This was to ensure that they can collect the right data that addresses the study objectives.

3.7.1 Validity

In order to determine the validity of the research instrument, the researcher conducted a repeated review of the instruments by carrying out a field pretest. Sekaran (2005) defines validity as the accuracy and meaningfulness of inferences which are based on research results. The validity was

established through validity test using Content Validity Index (CVI). Based on Amin (2005), the formula for establishing CVI is as given below:

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total number of items}} = \frac{28}{37} = 0.75$$

If the instrument has average index of 0.65 or above, then it is accepted as valid (Sekaran, 2005). The instruments had an index of 0.75 and so the researcher went ahead to administer them.

3.7.2 Reliability

According to Amin (2003) reliability of an instrument is the consistency with which an instrument measures what it is intended to measure. For the questionnaire, the researcher used a test-retest method where a respondent who had completed a questionnaire was asked to complete it again after two weeks and their choices compared for consistency. According to Amin (2005), a test-retest or the stability test provides evidence that scores obtained on test at one time (test) are the same or close to the same when the test is re-administered some other time (retest).

The reliability of the interview guide was established qualitatively using the intra-rates reliability technique as explained by Williams and Kobak (2008). This involves the researcher ensuring that the items were specific and that same questions were asked to all respondents. Efforts were also made to ensure that the way every interviewed respondent understood the question was consistent with the way the researcher wanted it understood. This involved asking polite questions like: Is the question clear to you please? Am I understood? and the researcher would also ask the respondents to be free and ask for the repeat of the questions. This whole process was intended to maximize consistence in the way respondents answered the questions.

3.8 Research Procedure

An introductory letter was obtained from the Directorate of Postgraduate Training, Kabale University to introduce the researcher to authorities of Rukiga District, particularly of the selected USE schools. This was to grant permission to allow access to undertake the study. This was for pre study visits to administer tools and then arrange date and time for administering tools and collecting them later.

3.9 Ethical Considerations

Jowell (1986) observes that ethical consideration in research involve outlining the content of research and what would be required of participants, how informed consent is obtained and the confidentiality ensured. In conducting this study, the researcher requested for voluntary participation and ethical consent to participate in the study was sought from respondents before they were interviewed. Again, names of respondents were left anonymous as a confidentiality measure. Even the researcher told the respondents that this study was for academic purposes only. Besides, the researcher collected data himself to ensure originality and adequate data.

3.10 Limitations of the Study

This study used questionnaires which were administered to teachers who took them home. This affected response rate since some of the teachers were on holiday, so from the start, the study was not aiming at achieving 100% response rate. However, the researcher took their telephone contacts for ease of communication and reminders.

Finally, because it was not possible to find all the staff at the school at the same time, the researcher experienced some delays in distributing and collecting the questionnaires. However, the researcher tried as much as possible to keep reminding the respondents to fill in the questionnaires by calling them on their telephones.

Some respondents were unwilling to give the required information due to limiting factors like fear of negative publicity of the outcomes. However, the researcher explained to the respondents the purpose of the study and showed them his introductory letter that had given him permission to gather information from them.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study investigated the role of motivation in mitigating teacher turnover in the selected USE schools in Rukiga district. To achieve this purpose, three research objectives were used as basis for data collection. These were: to identify the role of rewards in mitigating teachers' turnover in selected USE Schools of Rukiga District; the role of promotion in mitigating teachers' turnover in the selected USE Schools in Rukiga District; and, the role of in-service training in mitigating teachers' turnover in selected USE Schools of Rukiga District.

4.1 Background information

The questionnaire was administered to the sample size. The researcher among the demographic information sought to investigate on age, sex, marital status, education background and period spent at school of respondents and the researcher justified the choice of the aspects that were deemed important to the study. The demographic information was considered so as to establish how different characteristics of people could differently understand the role of motivation in mitigating teachers' turnover in the selected USE schools in Rukiga district.

Table 4.1 Profile of respondents

Sex of Respondents	Frequency	Percentage
Female	50	52
Male	47	48
Total	97	100
Age		
18-25 years	30	31
26-35 years	36	37
36-45 years	26	27
50+	5	5

Total	97	100
Marital Status		
Single	30	31
Married	56	58
Separated	11	11
Total	97	100
Education Background		
Diploma	56	58
Degree	30	31
Master's	11	11
Total	97	100

Source: Field Data (2019)

According to the results presented in Table 4.1 above, majority of respondents who were interviewed and given questionnaires by the researcher were in age group of 26-35 and these accounted for 37%. This signified that most of the respondents were dynamic and hardworking population concerned with the role of motivation in mitigating teacher turnover, while the remaining respondents (5%) were in the age bracket of 50 years and above. This is because this age bracket was less concerned with motivation and teacher turnover.

The study results presented in Table 4.1 above also indicated that the majority of respondents (52%) were males. This implies that males were more concerned with motivation and teacher turnover.

The study findings also showed that the majority of the respondents 56(58%) were diploma holders while a small percentage of the respondents had Master's degree and above. This implies that respondents had fair knowledge of motivation and teacher turnover. The researcher considered the respondents' level of education in order to ascertain the relevant data collection tools to be selected based on their literacy levels.

The study findings also showed that the majority of the respondents were married and this accounted for 56(58%) while the least number of the respondents separated. The researcher considered the marital status of respondents in order to ascertain the relationship between their marital roles and their rate of turnover in the selected secondary schools.

4.2 The Teachers’ responses on the role of rewards in Mitigating Teachers’ Turnover in selected USE schools of Rukiga District

The researcher interviewed and gave questionnaires to most of the respondents from the selected secondary schools of Rukiga on the role of rewards in mitigating teachers’ turnover in schools. The researcher tabulated and interpreted as shown in Table 4.2 below.

Table 4.2: Teachers’ responses on the role of rewards in Mitigating Teachers’ Turnover in Selected USE Schools of Rukiga District

Role of Rewards in Mitigating Teachers’ Turnover	Frequency	Percentage
Enhances relationships between the Head teachers and teachers.	55	57
Rewards enhance welfare of teachers	25	26
Reward helps to attract and retain Top Talented Teachers	10	10
The school achieves its mission, vision and objectives	07	07
Total	97	100

Source: Field Research (2019)

According to the results presented in Table 4.2 above, the majority of the respondents 55(57%) reported that rewards enhance relationships between the head teachers and teachers. This means paying attention to the need for their rewards. These are rewards such as cash prizes or additional paid vacation days to teachers as part of the reward for being recognized as a premier contributor to the school. Rewards tend to build a strong bond between head teachers and teachers. However, 07(07%) said rewards help the school to achieve its mission and vision. This was because, teachers have not understood school mission and vision and how they can be achieved through rewards.

The above finding is in line with the views of the one of the interviewed head teachers who said that: *“ a hand that provides controls the mind meaning that when I pay teachers their allowances, then it is easy to manage and direct teachers hence reducing turnover”*. A similar idea was cited by a DOS at one of the selected schools who pointed out that: *“Provision or withdraw of rewards help to stimulate interest and commitment of teachers”*. This helps to attract and retain teachers.

In addition, one of the respondents pointed out that motivation was through provision of benefits in kind like provision of meals, staff parties and provision of gardens for agricultural purposes. This was cited by a male teacher aged 30 years. This is because the said teacher was beneficiary of the planted garden in the school. This committed him to serve the school and reduce turnover.

4.3 The role of promotion in Mitigating Teachers’ Turnover in the Selected USE Schools in Rukiga District

The researcher interviewed and gave questionnaires to most of the teachers, Director of studies and head teachers and they gave their opinions on the role of promotion in mitigating Teacher turnover in the selected USE Schools in Rukiga District and the data was then tabulated and interpreted as shown in the Table 4.3 below.

4.3.1. Teachers’ Responses on the role of promotion in Mitigating Teachers’ Turnover in the Selected USE Schools in Rukiga District

Table 4.3 shows objective two of the study the role of promotion in Mitigating Teachers’ Turnover in the Selected USE Schools in Rukiga District and had the following findings and their scores as shown below.

The role of promotion in Mitigating Teachers’ Turnover	Frequency	Percentage
With promotions, there is an increase in pay rise	23	24
Promotions improve self esteem/social status	20	21
Promotions improve teachers performance by making them committed to their job	39	40
Attracts competent teachers in a school	15	15
Total	97	100

Source: Field Research (2019)

According to the above table, the majority of the respondents 39(41%) revealed that promotion helps to improve performance by making teachers committed to their job. This is because promotion gets teachers involved in various school activities. This also allows greater flexibility in decision making and makes it possible for better decisions to be made and actions are more closely related to the problem. This participatory management tends to raise a high degree of morale and commitment to

the school and hence reducing teacher turnover. The above is in line with views of one of the interviewed headteachers in one of the selected USE schools who said that: *“In promoting teachers, you show trust in their potential to develop a school and keeping them interested in serving the school”*. This helps to enlist their support to school management and work more as they expect further promotions.

A similar idea was fronted by one of the DOS at one of the selected USE schools who said that: *“Promoting teachers get them involved in decision making and task accomplishment. This offers them an opportunity to express their opinions to school management and feel valued for their services”*. This promotes togetherness and team building among teachers in the school.

However, from the above findings only 15 of the respondents said that promotions attract competent teachers to the school. This had the lowest percentage of respondents as most teachers were not promoted and had no hopes of promotion. Therefore, teachers did not see this as a means of attracting competent teachers.

This was in agreement with one of the interviewed head teachers in one of the selected USE schools who said that: *“Promotion was for a few teachers in a school since the scheme of service to promote teachers in class was never implemented”*. This further concurs with the views of one of the interviewed DOS at one of the selected USE schools who said that: *“Their effort is not valued as they are not appointed by ministry and not paid government allowance for being a DOS”*. This discourages them from active participation in school management.

In conclusion, the study revealed that there is positive relationship between promotion and teacher turnover. This is because when teachers get promoted, they increase commitment to school and reduce their turnover intentions.

4.4 The role of In-service training in Mitigating Teachers’ Turnover in selected USE Schools of Rukiga District

The researcher gathered data regarding the role of in-service training in mitigating teachers’ turnover in selected USE Schools of Rukiga District and data was then tabulated and interpreted as shown in Table 4.4 below.

Table 4.4: Teachers’ responses on the role of In-service Training in Mitigating Teachers’ Turnover in Selected USE Schools of Rukiga District

The table below shows objective three to identify the role of In-service Training in Mitigating Teachers’ Turnover in Selected USE Schools of Rukiga District and had the following findings and their scores as shown in the table.

Responses	Frequency	Percentage
In service training is increases teachers commitment	20	21
In service training, increases job satisfaction	17	18
Increases skills of Teachers	50	51
Job security is enhanced.	10	10
Total	97	100

Source: Field Research (2019)

According to the above findings, the majority of the respondents 50(51%) revealed that in-service training increases the skills of teachers and hence reduces teacher turnover. This is because in service training allows teacher innovations in using instructional materials, teaching methods and theories. This therefore allows teachers to refuel academically and professionally. This helps teachers to update and keep abreast with changes especially the current challenges thus reducing teacher turnover. This concurred with the views of one of the interviewed head teachers of one of the selected USE schools in Rukiga district who said that:

“In service training allows sharing of views and experiences by teachers such as through workshops seminars and staff meetings. This sharing of knowledge increases teachers’ commitment to their schools thus reducing teacher turnover.”

In addition, the view of one of the interviewed DOS at one of the selected USE schools in Rukiga district that stressed that:

“In service training equips teachers with better strategies or plans to cover deficiencies in some areas of education. This commits teachers to their profession and to their duty station.”

However, from the above findings, only 10(10%) of the respondents reported that in-service training enhances job security. To this, teachers felt that in-service training allows shared decision making that reduces tension, frustration and resentment, hence promoting job security such as through staff meetings. However, the majority of teachers felt that job security was mainly influenced by other factors such as BOG and Government policy on recruitment and transfer of teachers. This concurs with the views of one of the interviewed head teachers of one of the selected USE schools who noted:

“Recruitment and stay of teachers in a school depends on one’s relations with the foundation body of the school”.

This was further supported by the views of the one of the interviewed DOS in one of the selected USE schools who said that:

“Job security of teachers depends on how hard working the teacher is and not on his level of educational training.”

In conclusion, the study revealed that there is positive relationship between in-service training and teacher turnover. The majority of the respondents agreed that in-service training equips teachers with the means to handle challenges affecting the education sector.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the findings of the study are discussed after which conclusions and recommendations are drawn based on the objectives of the study. The objectives of the study were: to identify the role of rewards in mitigating teachers' turnover in selected USE Schools of Rukiga District; to find out the role of promotion in mitigating Teachers' turnover in the selected USE Schools in Rukiga District; and, to analyse the role of in-service training in mitigating Teachers' turnover used in selected USE Schools of Rukiga District. The findings of the study lead to conclusions and recommendations on how best motivation can mitigate teacher turnover. This chapter is divided into three subsections of discussion, conclusions and recommendations.

5.2. Discussion

The researcher discussed his findings in relation to secondary data in the section of Literature review as shown below.

The first objective of the study was to identify the role of rewards in mitigating teacher turnover in the selected USE schools in Rukiga district. The findings of the study show that the majority of the respondents who accounted for 55(57%) reported that rewards to teachers enhance relationships between the head teacher and teachers, and this promotes growth of mutual responsibility. This is because rewards bind teachers and their head teachers since he who provides rewards manages the recipient. This finding agrees with Denvir and McMahan (1992) who reported that increased rewards and the level of teacher turnover can become substantial or detrimental to secondary schools. This is because it enhances relationships between the head teacher and teachers.

On the same objective, the findings of the study show that only 7% of the respondents reported that Rewards help the school to achieve its mission and vision. The respondents argued that most of competent and intelligent teachers run to schools where rewards are available and this reduces their

rate of turnover when they reach in these schools. These findings agree with Mobley (1982) who notes that withdrawal behaviours are often evident with lack of rewards to teachers who are dissatisfied with or disinterested in their jobs. These teachers are more likely to have higher absenteeism, lower morale, and a higher level of apathy and therefore cannot help the school to achieve its vision and vision.

The study findings on objective two shows that the majority of the respondents who accounted for 39(40%) mentioned that promotions improve teachers' performance by making them committed to their job. In the selected Universal Secondary Schools in Rukiga district, most of teachers have not been promoted due to some factors which they were not sure of and this has increased their rate of turnover. This finding is in agreement with Keller (1995) who notes that empowerment of teachers through promotion helps to enhance their continuity in school. This is through support supervision and delegation to the concerned teachers. This makes such teachers committed to serving the school and hence less turnover.

On the second objective of the study, only 15% of the respondents argued that promotions help to attract competent teachers. In the selected Secondary Schools of Rukiga district, most of teachers have not been recruited and promoted for long time due to limited staff ceiling and limited implementation of scheme of service as this programme calls for more pay in relation to promotion. This demoralizes and demotivates teachers, hence their increased rate of turnover. This disagrees with Woods (1995) who added that it is often difficult and time-consuming to bring a new hire into the flock and bring them up to work effectively. This is a critical loss of productivity and a considerable amount of time is spent trying to transition into new tasks.

The third objective of the study was to analyse the role of in-service training in mitigating teacher turnover in selected USE schools in Rukiga district. Findings showed that the majority of respondents who constituted 50(51%) reported that in-service training increases skills of teachers making them more committed to the school. This concurs with Maicibi (2005) who argues that the ultimate goal of in-service education is either to improve on the observed deficiency in some area of education or to increase efficiency or to bring to focus the implementation of educational innovations. In this regard, there is need for teachers' in-service trainings due to several innovations in instructional materials, teaching methods and theories. Both the head teacher and the staff in the

school need to go for regular refueling academically and professionally thus in-service helps to supplement what has been missing in their professional training.

The study findings also showed that only 10% of the respondents noted that in-service training enhances job security. This agrees with Williams and Livingstone (1994) who stated that a teacher will stay with the school since it holds promise that there is a clear career path for them to follow. Otherwise, they will simply look elsewhere for other better career opportunities. However, in the selected USE schools in Rukiga, job security is influenced by other factors such as hard work, government policies and BOG directives.

5.3 Conclusions

The conclusions were based on the three objectives of the study.

The study concluded that there is low or decreasing rewards to teachers in the selected USE schools of Rukiga District leading to high rate teacher turnover. The motivation forms give teachers the energy, incentives and purpose, to tackle their workloads with sincere effort and professionalism. However, in the selected USE Schools of Rukiga District, motivation forms given to teachers are still limited hence high rate of teacher turnover.

The study concluded that promotions empower teachers to enhance their performance and continuity in school. This is through support supervision and delegation to the concerned teachers. This increases their commitment to the school and hence reducing teacher turnover. However, in the selected USE schools of Rukiga District promotions are hardly available.

The study concluded that in service trainings are also important in gaining new skills and increasing the competences of teachers. An idea of new skills gives confidence and motivates teachers to remain committed to their school.

5.4 Recommendations

Basing on the findings of the study, the researcher makes the following recommendations in line with specific objectives of the study.

The researcher recommends that there should be provision of monetary and non-monetary rewards to teachers. This calls on government to increase funding to USE schools to improve on staff

welfare. In addition, parents' contribution to the welfare of students and teachers should be increased.

It is recommended that there should be exercise of fairness in promotion of the teachers. This will serve as a motivating factor to the teachers which will lead to reduced teacher turnover. Additionally, the education service commission should implement the suggested scheme of service that would see the majority of teachers promoted while in the classroom.

It is recommended that the Ministry of Education and Sports establishes mandatory training workshops for all teachers routinely to refresh and update their skills. This promotes professional growth and re-energizes teachers, hence reducing teacher turnover.

5.5 Suggested areas for further Research

The study was set to identify the role of motivation in mitigating teacher turnover in the selected USE schools in Rukiga district. However, due to geographical scope and time scope, the researcher was unable to cover other schools and other aspects relating to provision of quality education services and therefore suggests the following areas.

The role of motivation and academic performance in the selected USE schools in Rukiga district

The relationship between the recruitment and deployment of female teachers and access to quality education

The role of Science Teachers and academic performance in USE schools

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APPENDICES

Appendix I: Questionnaire for The Teachers

I am **Bakangisa Isaiah** a student of Masters of Arts Degree in Educational Management of Kabale University conducting research on the topic; **“The role of in mitigating teacher Turnover of Teachers and the Level of Teacher in turnover in Universal Secondary Schools of Rukiga District”**. This study is completely for academic purposes only and any response with confidence and your name is not even required. I am therefore, kindly requesting for your assistance in answering this questionnaire.

Section A: Background Information of the Respondent

1. How old are you? (State your age in Complete Years).

.....

2. What is your marital status?

Married

Single

3. Sex of the respondent

a).Male

b).Female

4. What is the highest level of Education ever obtained?

a).Certificate

b).Diploma

c).Bachelors Degree

d).Masters Degree and above

SECTION B: Rewards and Teacher Turnover in selected USE schools in Rukiga District

1. Wages enhance relationships between headteachers and school and it inhibits growth of mutual responsibility (tick appropriately).

Response	Response rate
Strongly Agree	
Agree	
Disagree	
Not sure	

2. Allowances improve teachers performance by making them more committed to their job and hence reducing teacher turnover

Response	Response rate
Strongly Agree	
Agree	
Disagree	
Not sure	

3. Benefits in kind helps to attract and retain top talented teachers in school

Response	Response rate
Strongly Agree	
Agree	
Disagree	
Not sure	

4. What are the role of such fringe benefits on the level of Teachers turnover in your school?

.....

.....

.....

.....

SECTION C: Promotions and Teacher Turnover in selected USE Schools

4. Job enlargement helps to recognize the ability of the teacher to achieve results hence more commitment to the school and hence reduces their turnover.

Response	Response rate
Strongly Agree	
Agree	
Disagree	
Not sure	

5. Job rotation gives the teacher high status and hence reduces their turnover

Response	Response rate
Strongly Agree	
Agree	
Disagree	
Not sure	

6. Job enrichment gives the teacher work meant for higher posts, committing him more to the school and helps to retain teachers in school.

Response	Response rate
Strongly Agree	
Agree	
Disagree	
Not sure	

8. What is the role of delegation in mitigating Teachers turnover in your school?

.....

.....

.....

.....

SECTION D: In-service Training and Teacher Turnover in selected USE Schools in Rukiga District

7. Workshops increase teachers value and job satisfaction and hence reduces turnover

Response	Response rate
Strongly Agree	
Agree	
Disagree	
Not sure	

10. Seminars promote efficiency of teachers and are positively related to teachers commitment and hence reduced teacher turnover.

Response	Response rate
Strongly Agree	
Agree	
Disagree	
Not sure	

11. Staff meetings increases the skills of teachers and hence reduces their turnover.

Response	Response rate
Strongly Agree	
Agree	
Disagree	
Not sure	

12. What are the effects of such staff meetings in mitigating Teachers turnover in your school?

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

Thank you for your Cooperation.

Appendix II: Interview Schedule

I am **Bakangisa Isaiah** a student of Masters of Arts Degree in Educational Management of Kabale University conducting research on the topic; “**The role of Motivation in Mitigating Teacher Turnover in Selected Universal Secondary Schools of Rukiga District.**”. This study is completely for academic purposes only and any response with confidence and your name is not even required. I am therefore, kindly requesting for your assistance in answering this questionnaire.

1. How do wages given in your school mitigate teacher turnover?
2. How are the allowances given in your school mitigate teacher turnover?
3. How does benefits given to teachers in your school mitigate teacher turnover?
4. How does job enrichment mitigate teacher turnover in your school?
5. How does job enlargement mitigate teacher turnover in your school?
6. How does delegation mitigate teacher turnover in your school?
7. How does work shops mitigate teacher turnover in your school?
8. How does seminars mitigate teacher turnover in your school?
9. How does staff meetings mitigate teacher turnover in your school?

Appendix III: Krejcie and Morgan Sampling Table.

Table for Determining Sample Size for a Given Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	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	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size.

Source: Krejcie & Morgan, 1970