TRAINING AND TEACHER RETENTION.ACASE STUDY 0F MORUKATIPE SUB COUNTY, TORORO DISTRICT

BY

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DECLARATION

I hereby declare that this Research project is entirely my original effort and that it has never been submitted to any institution of higher learning for any award.



1ST - SEPTEMBER - 2024

Signed…… Date……

NYADOI ANNA

APPROVAL

I certify that this Research Report titled “Training and teacher retention. A case study of Morukatipe sub county Tororo district” was conducted by Nyadoi Anna under my supervision.



Signed……..



Date:……..

Mr. Imai Julius Onyapidi
SUPERVISOR

DEDICATION

This Research is dedicated to my beloved Parents Francis Ofwono(RIP) and Auma Sicolostica, my beloved husband Owere Gabriel for the love, care and sacrifice towards my education . Long live all of you.

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First and foremost, I thank God for enabling me to reach this far. I also thank all people who supported my endeavors in the compilation and successful completion of this research study. First and foremost, I acknowledge my supervisors; Mr. Imai Julius Onyapidi for his guidance and input which helped me to finish this dissertation. I appreciate his contribution very much. I sincerely extend my appreciation to all the staff of Busitema University for their time, input and support to the completion of this study. Their assistance enabled me to complete this study.

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ABSTRACT

This study intended to find out the relationship between career development and retention of teachers in Primary Schools in Morukatipe Sub-County Tororo District, Uganda. The objectives of the study were to establish the relationship between employee performance appraisal, staff training practices, promotion practices and retention of teachers in Primary Schools in MorukatipeSub-County Tororo District. The study adopted the correlational research design on a sample of 153 respondents using a self-administered questionnaire and an interview guide. Data were analyzed using both quantitative and qualitative data analysis methods. The quantitative data analysis methods were descriptive statistics that included frequencies, percentages and means, and inferential analyses that were correlation and regression analyses. Descriptive analysis revealed that employee retention (Mean=3.00), performance appraisal (Mean=2.95), training practice (Mean=2.64) and promotion (Mean=2.97) were moderate. The study findings revealed that employee performance appraisal (p=0.018) and promotion practices (p=0.025) had a positive and significance influence on retention of teachers but training practices (p=0.767) had a positive but insignificant influence on retention of teachers. Therefore, it was concluded that; employee performance appraisal is an imperative tool necessary for the retention of teachers; promotion is probable pre-requisite for the retention of teachers but training is less essential for retention of teachers. It was thus recommended that the government and schools' authorities should ensure that all teachers are appraised regularly. With respect to promotion, the Education Service Commission and foundation bodies which are responsible for the promotion of teachers, they should reform the promotional practices. The Ministry to prioritize the provision of training since it was almost lacking in schools.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Educators play crucial roles in the task of nation building for sustainable national development (Oke 2016). Teachers are a critical component in creating school environments that are conducive to teaching and learning. The recruitment and retention of quality school teachers are matters of great importance in today's educational system. Additionally, given importance of career development in educational institutions for it is believed to a large extent to determine the level of teaching quality and teachers' retention (Faremi, 2017). Therefore, this study focused on the influence of career development on retention of teachers in Primary Schools in Morukatipe Sub-County, Tororo District Uganda. This chapter covers the background, statement of the problem, purpose of the study, specific objectives, research questions, scope, significance and conceptual framework.

1.1 Background to the study

1.1. Historical Background

Teacher retention has been a main concern in educational research and policy analysis because of the challenges turnover creates an attempt to replace those who leave (Sindelar, McCray & Brownell, 2014). Worldwide, countries have been concerned with retention of teachers because of their high turnover. For instance. In England, a considerable proportion of teachers leave the profession within five years. The National Audit Office (NAO) reported that between 2011 and 2014 the number of teachers leaving rose by 11% overall (Pollar et al., 2017). There is a growing sense of a crisis because schools are struggling to retain and develop their teachers. Particularly worrying is that the number of Primary school teachers has been falling since 2010 and more teachers have been leaving the profession for reasons other than retirement since 2012 (House of Commons, 2016).

Similarly, in the US, too many teachers are leaving the field to pursue other endeavors.

Almost a quarter of those entering public-school teachers leave teaching within their first three years of service. The United States is currently facing a teacher retention crisis. Many of the educators that are leaving are doing so at the beginning of their education careers (McLaurin,

Smith & Smillie, 2009). Access the USA, districts rely on unlicensed and substitute teachers to fill gaps. For example, at the beginning of the 2016-17 school year, the Clark County School District in Nevada (the nation's fifth largest district, serving more than 300,000 students) had nearly 1,000 classroom teacher vacancies but by December 2016 more than 700 of these teaching positions remained open (Dec & Goldhaber, 2017). According to Watlington, Shockley, Guglielmino and Felsher (2010), the U.S has inability to recruit and maintain qualified teachers across all states. Apparently, the Department of Education's Nationwide Listing of Teacher Shortage Areas acknowledges teacher shortage issues in all states.

In Africa, the situation is not so different. In Nigeria, for example, the turnover rate is estimated at around 20% (McLaurin, Smith & Smillie, 2009). Reports in countries such as South Africa, Zambia, New Guinea and Malawi indicate that the problem has almost reached a catastrophic stage (Pitsoe, 2013). In South Africa for example, concerns of teacher turnover are strongly articulated due to the adverse effects it has on the education provision. In a reply to a parliamentary question, the Minister of Basic Education indicated that between 2005 and 2008, 24,750 teachers left the profession. She further said that South Africa is only producing 8000 teachers annually when about 20,000 teacher graduates are needed (IOL News, 2010). A significant number of these teachers are poached by overseas countries with promises of better working conditions and in particular better salaries. Of concern South Africa is losing the best teachers in scarce skills areas such as mathematics, science, technology and languages (Mampane, 2012). It is an indisputable fact that expert teachers are perhaps the most fundamental resource for improving student learning yet these are the one who leave. However, the most common form of teacher turn-over is whereby qualified teachers leave poor rural schools to better schools particularly in urban areas (Tshabalala & Ncube, 2014).

The problem of employee retention is not only faced in other parts of the world but also in Uganda. The country is facing a lot of resignation, dismissal and pre-mature transfers among its employees. The turnover rate in teaching profession is consistently higher than in many of other occupations in Uganda and this factor is driving an inability to maintain high quality teachers in the classroom (Ministry of Education and Sports, 2013). During the 1990s, national teacher turnover rates were as high as 22-23% annually (Boe, Cook & Sunderland 2008). According to

the 2000-2001 Teacher Follow-up Survey, attrition rates increased by 50% since 1990 and turnover rates rose 16.8% during 2004-2005 school years (Luekens, Lyter& Fox, 2004). Kagolo (2014) highlighting the education and sports sector annual performance report for financial year 2013/2014 in Uganda, revealed that over 12700 teachers leave public service for greener pastures annually.

Different studies (e.g. Cliggett & Wyssmann, 2009; Hughes, Matt & O'Reilly, 2015; Kossivi, Xu & Kalgora, 2016; Tehseen & UIHadi, 2015) have investigated the issue of teacher retention. For instance, Cliggett and Wyssmann (2009) investigated the influence of in-service training on retention of teachers in private basic schools in the Bemba community of Zambia as units of analysis. The results indicated that in-service training had a positive significant effect on teacher retention. Hughes, Matt and O'Reilly, (2015) examined the relationship between principal support and retention of teachers in hard-to- reach area schools. Findings revealed that personal growth and the ability to receive support from administrators regarding emotional, environmental and instructional support had an impact on a teacher's decision to stay or leave in hard-to-reach area schools. Kossivi and Kolgora, (2016) in a critical review analyzed factors affecting retention of employees. The study indicated that factors affecting retention of employees were development opportunities, compensation, work-life balance, management/leadership, work environment, social support, autonomy, training and development. However, the study suggested that some factors such as organization culture, training and development, autonomy are less explored than supervision and leadership in relation to retention of employees.

Tehseen and UIHadi (2015) carried out a review on factors that influenced retention of teachers. The findings revealed that recognition, enjoying teaching, career development, the challenging and competitive nature of teaching, teaching as one goal in life and control over others enhanced teachers' retention. The studies above show that factors that relate to employee retention are in-service training (Cliggett&Wyssmann, 2009), personal growth and employee support (Hughes Matt and O'Reilly, 2015), development opportunities, compensation, work-life balance, management / leadership, work environment, social support, autonomy, training and development (Kossivi et al., 2016), and recognition, enjoying teaching, career development, the challenging and competitive nature of teaching (Tehseen & UIHadi, 2015). However, this study

examined the relationship between career development and retention of teachers because Kossiviand Kolgora, (2016) revealed that some factors such as training and development which are part of career development have been less explored.

1.1.2 Theoretical Background

The Social Exchange Theory (SET) was developed by scholars such as Homans (1958) and Blau (1964) to explain what influenced social behavior. Social Exchange Theory stated that social exchange comprises actions contingent on the rewarding reactions of others, which over time provide for mutually and rewarding transactions and relationships (Cropanzano & Mitchell 2005). Social Exchange Theory suggests that when a person gives another person a reward, resource or other perceived commodity, there is an expectation of future return from the other party (Chiu & Ng 2013). Social Exchange Theory indicates that humans interact in social behavior in order to maximize benefits and minimize costs, which then leads to a positive outcome such as teacher retention (Holthausen 2010). Therefore, interactions between persons are an exchange of goods, material and non-material (Calhoun, Gerteis, Moody, Pfaff &Virrk, 2012).

The social exchange relationship rests on the norm of reciprocity. An exchange starts with one party giving a benefit such as training practices, promotion and appreciation by the employer to the employee. If the recipient reciprocates and consequently a series of beneficial exchanges occur, such as job satisfaction, appreciation and commitment, abroad notion of reciprocity encompasses a feeling of an obligation to repay favorable treatment. Exchange or reciprocation in social relationships becomes stronger when both partners are swilling to provide resources valuable to the other. Whereas employees value beneficial treatment, employers seek loyalty and dedication (Wikhamn & Hall, 2012). Retention of teachers is an exchange outcome because it reflects a perception of the exchange quality of which the employee and the working organization are required to fulfill their obligations to each other and establish on-going reciprocity (Chiu & Ng, 2013). In summary, the propositions of Social Exchange Theory indicate that social exchanges that employees obtain from organizations such a career developments may lead to employee retention.

1.1.3 Conceptual Perspectives

The main concepts in this study were career development and retention of teachers. Career development refers to any learning opportunity that provides skills and knowledge for both personal development and career advancement; these opportunities range from conferences and lectures to informal learning opportunities in the workplace (eraser, 2012). In this study career development was conceptualized as teacher performance appraisal, staff training practices and promotion practices (Mugizi & Bakkasbulindi, 2018). Teacher performance appraisal is the systematic evaluation of an employee with regard to his or her performance on the job and his potential for development (Toppo & Prusty 2012). In this study, Mugizi and Bakkabulindi (2018) refer to performance appraisal as appraisal systems, appraisal objectives and appraisal feedbacks. Training practice is a systematic approach to learning and development to improve individual, team and organizational effectiveness (Aguinis & Kraiger, 2009). In this study, teacher training practices were defined as; on-job training and off-job training.

Promotion refers to an increase in job responsibility, scope, authority, or level within or outside the organization (Singh, Ragins & Tharenou, 2009). Employee promotion may be a move to a position of higher rank, managerial authority (Saba & Zafar, 2013. Employee promotion was defined in terms of merit considerations, promotion policies and opportunities. The dependent variable in this study is teachers' retention in Primary Schools. Employee retention is concerned with keeping or encouraging employees to remain in an organization for a maximum period of time (Kossivi&Kalgora, 2016). In this study, retention of teacher will operationally be defined basing on Kyndt, Dochy, Michielsen and Moeyacrt (2009) as referring to long tenure, readiness to stay, satisfaction with the job, planning to stay and rejecting outside offers.

1.1.4 Contextual Perspective

This study was carried out in Tororo District particularly Morukatipe Sub-County. Morukatipe has sixteen (16) public primary schools with a total of around 320 teachers and 16 head teachers (Tororo District Education Officer Report [DEO], 2016). According to this report, retention of teachers in Morukatipe Sub-County still was low. Teacher attrition rate/turnover was estimated at about 30% in primary schools. With regard to career development, opportunities existed for primary school teachers. For instance for the science teachers, there was an in-service programs, still, teachers with primary school certificates went for further studies which are provided during

holidays. In addition, there were many diploma holder teachers undertaking Bachelors' programs at different universities. Besides, the education service commission regularly promoted a number of teachers to become deputies and head teachers of primary schools (Education Service Commission, 2016). Further still, within the schools, internally head teachers promoted teachers to various job positions such as Deputy head teachers, senior teachers, classroom teachers, heads of subjects, heads of department, directors of studies, dean of students, patrons and senior man and woman positions among others. Despite the career development practices, retention of teachers remains low.

1.2. Statement of the Problem

Retention of teachers is very important for schools because retaining teachers of high quality and qualified enables schools to provide high quality education. Turnover intentions of teachers in schools have a negative impact on student satisfaction and on their educational development (Tehseen and UIHadi, 2015). Teacher turnover harms student learning institutional, memory is lost and resources are wasted on the hiring process (Ronfeldt, 2013). Teacher attrition is costly both for a nation's budget, and for the social and academic outcomes of its citizens (Mason and Matas, 2015). Recognizing the importance of teachers, the ministry of education and sports, head teachers, parents and School management committees have put in place policies to increase the retention of teachers such as improving teachers' working conditions and raising their salaries. Despite these interventions, teacher retention has remained low. For instance, in Morukatipe Sub-County, Tororo District, schools continue to experience low teacher retention, which has raised a lot of concern among parents and school administrators. Parents in Morukatipe Sub-County have lamented about low retention of teachers in their schools during meetings at schools. According to the 2016 District Education Officers report, turnover of teachers in Morukatipe Sub-County primary schools stood at 25%. If this kind of affairs continues, schools will be threatened; development will become hard and ultimately intolerable. Quality education is curtailed and it is difficult for primary schools to achieve their goals of providing quality education.

Different studies (e.g. Cliggett and Wyssmann, 2019; Hughes, Matt & O'Reilly, 2015; Kossivi, Xu&Kalgora, 2016; Tehseen and UIHadi, 2015) have been conducted on career development

and retention of teachers. For instance, Cliggett and Wyssmann (2009) investigated the influence of in-service training on retention of teachers in private basic schools in the Bemba community of Zambia as units of analysis. The results indicated that in-service training had a positive significant effect on teacher retention. Hughes et al. (2015) examined the relationship between principal support and retention of teachers in hard-to-staff schools. Findings revealed that personal growth and the ability to receive support from administrators regarding emotional, environmental and instructional support had an impact on a teacher's decision to stay or leave in hard-to-staff schools.

Kossivi and Kalgoa (2016) in a critical review analyzed factors affecting retention of employees. The study indicated that factors affecting retention of employees were development opportunities, work-life balance, work environment, social support, training and development. However, the context of the studies above was outside the context of Uganda.

These contextual gaps make it imperative for this proposed study in the context of Uganda to investigate the relationship between career development and retention of teachers.

1.3. Purpose of the study

The study purpose was to establish the level of relationship between career development and retention of teachers in primary schools in Morukatipe Sub-County, Tororo District.

1.4 Specific Objectives

Specifically, this study seeks;

1. To ascertain the relationship between employee performance appraisal and retention of teachers in primary schools in Morukatipe Sub-County, Tororo District
2. To analyze the relationship between staff training practices and retention of teachers in primary schools in Morukatipe Sub-County, TororoDistrict
3. To determine the relationship between promotion practices and retention of teachers in primary schools in Morukatipe Sub-County, Tororo District.

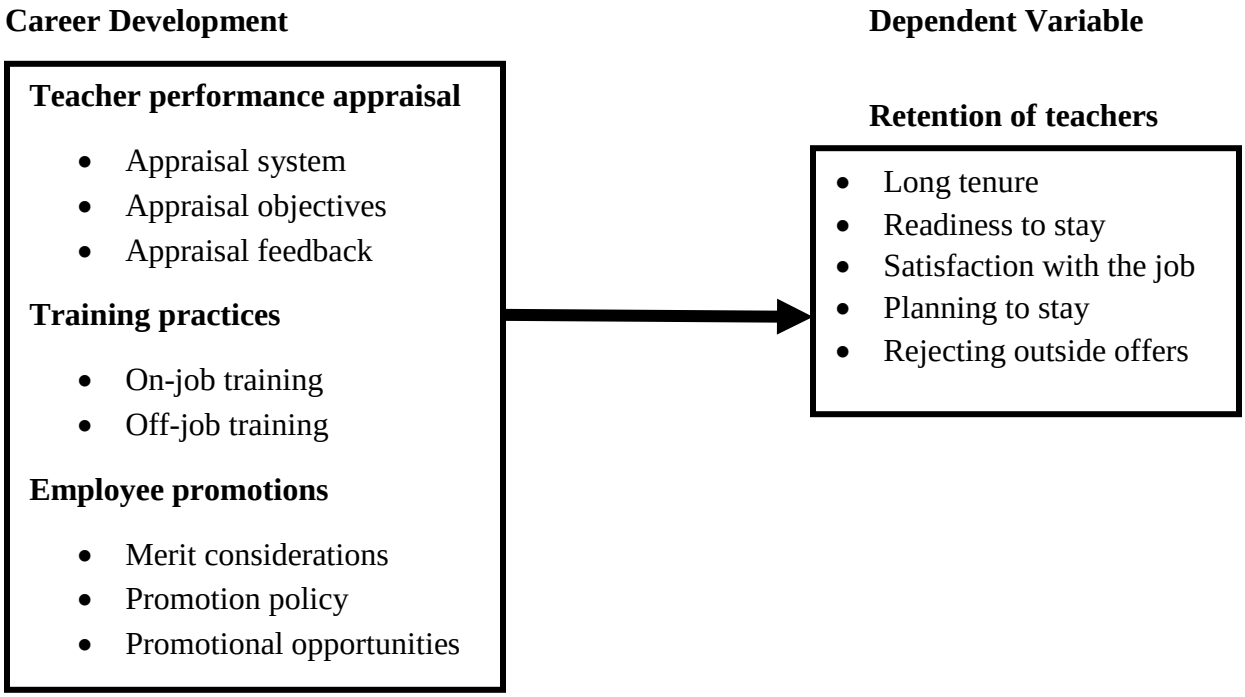
1.5 Research Questions

1. What was the relationship between employee performance appraisal and retention of teachers in primary schools in Morukatipe Sub-County Tororo District?
2. How does staff training practices contribute to retention of teachers in primary schools in Morukatipe Sub-County Tororo District?
3. What is the relationship between promotion and teachers' retention in primary schools in Morukatipe Sub-County, Tororo District?

1.6 Conceptual Framework

The conceptual framework (Figure 1.1) describes the relationships between the dependent variable, and the independent variables.

Independent Variable



Sources: Adopted from Mugizi and Bakkabulindi (2018); and Kyndt, Dochy, Michielsen and Moeyaert (2023)

Figure 1: Conceptual Framework relating Career Development and Retention of Teachers

The conceptual framework above (Figure 1.1) showed how career development relates to retention of teachers. Career development is conceptualized as teacher appraisal. Training

practice and employee promotion practices. Teacher performance appraisal involves appraisal system, appraisal objectives and appraisal feedback. Training practices involve on-job training and off-job training. Employee promotion practices involve merit consideration, promotion policy and promotion opportunities. On the other hand, retention of teachers is defined as long tenure of staff, readiness to stay, satisfaction with the job and rejection of the outside offers. The framework postulates that career development directly affect the retention of teachers in primary schools.

1.8 Significance of the study.

The findings of this study are expected to be of great importance to the school owners, administrators, parents and all education stakeholders who have been affected by the challenge of low retention of teachers in primary schools as follows;

The findings of this study are likely to be used by school owners and administrators to improve on retention of teachers in their schools. This is because the study suggested ways of controlling the challenge.

Ministry of education and sports may use the findings to address the issue of teacher turnover in primary schools and at the same time a basis to make appropriate policies regarding teacher recruitment and administration of teachers in primary schools. This is likely to enable the government to reduce on expenditure of recruiting very many teachers many of whom even leave the teaching profession to be employed in other sectors.

The community will use the findings as a basis to work hand in hand with the school to find solutions to the rampant teacher turnover in their schools. This will help the community to have the best teachers to teach their children in their schools.

Other researchers may use the findings as a basis to carry out a related study in future. Since this study is likely to contribute to the body of knowledge relating to career development and employee retention. The study would help in providing researchers and academia interested in studying career development and retention of teachers with new knowledge on the subject matter.

1.9 Scope

This study involved a geographical, content and time scope which are explained below.

1.9.1 Geographical Scope

The study was conducted in Morukatipe Sub-County in Tororo District, located in Eastern Uganda about 280km from the capital city Kampala. It is located along Kampala Tororo Border high way. Morukatipe Sub-County is bordered by Tororo District in the North, Butalejja District in the West. This geographical scope has been selected because, for a long time, Tororo District and particularly Morukatipe Sub-County has been among the districts experiencing low rate of teacher retention.

1.9.2 Content Scope

The content scope covered career development and teacher retention. Career development was studied in terms of employee appraisal, employee training practices and job promotions. Employee appraisal covered performance appraisal systems, appraisal objectives and feedbacks. Training practices covered training programs, on-job training and off-job training. Employee promotions also covered merit considerations, promotion policy and promotional opportunities. On the other hand, Teachers' Retention was studied in terms of Long tenure of staff, staff ready to stay, Staff satisfaction, Staff planning to stay and Staff rejecting outside offers.

1.9.3 Time Scope

This research considered a period of 5 years (2019-2023). This was the period when Tororo District specifically Morukatipe Sub-County experienced a lot of teachers leaving their profession joining other sectors. This time frame was expected to provide adequate information concerning teachers' retention levels and factors that have influenced teachers' retention in Morukatipe Sub-County in Tororo District.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents literature review on career development and retention of teachers in primary schools. Literature review covers theoretical review and the review of related literature. The theoretical review is on social exchange Theory. The review of related literature is arranged thematically following the order of the study objectives. The themes of related literature review are performance appraisal, training practices and promotion in relation to retention of teachers in primary schools. In this chapter, the researcher analytically examines works of other scholars related to variables under study.

2.1 Theoretical Review of Social Exchange Theory (SET)

This was developed by scholars such Homans (1958) and Blau (1964) to explain what influenced social behaviour. Homans (1958) in an essay entitled "social behaviour" was interested in the psychological conditions that induce individuals to engage in exchange. He stated that social behaviour is an exchange of both material goods and non-material ones. He explained that persons that give much to others try to get much from them, and persons that get much from others are under pressure to give much to them. This process of influence tends to work out at equilibrium to balance the exchanges. In an exchange, what one gives may be a cost, just as what one gets may be a reward.

On the other hand, Blau (1964) was interested in exchange as the elementary particle of social life, in which social structures are rooted. He analyzed exchange possesses.for69 as the micro-foundation of macro-sociological phenomena. He stated that mutual bonds emerge in social interaction as persons who incur obligations reciprocate. Cropanzano and Mitchell (2007) discovered that social exchange relationship in a typical work setting determines the continuous retention or termination of contract from either party. They suggested that one employee can form distinguishable social exchange relationship either with his or her immediate supervisor, co-workers, organizations, customers, as well as the suppliers, where these distinct relationships have implications on their behavior. Thus, the above discussion on SET is that employees are

likely to continue the relationship with their employer/manager/owner when they perceive that the relationship is worthwhile for them, and terminate the relationship when the costs are more than the rewards that they gain from the relationship. The focus of this theory as Marescaux (2013) indicates that SET postulates that human resource management practices including career development practices initiates a positive exchange relationship to which employees reciprocate with positive attitudes and behavior towards the organization and / or job such as retention.

Islam, Khan, Ungku Ahmad and Ahmed (2013) indicated that the link between social exchange and employee's behaviors are vital components for fighting voluntarily turnover among present employees. Social exchange engages fairness, trust, teamwork, support and leadership to promote a meaningful work environment and harmonization between the employee and employee. Conclusions reached by several authors revealed that professional workers have a strong behavioral expectation which to influence in deciding to leave current employers voluntarily. To better understand the mechanisms of social exchange and its effects on behavioral turnover intentions, human characteristics and personality work for predicting actual behavioral intentions (Sahi& Mahajan, 2014). Difficulties arise when an attempt is made to understand different human characteristics and personality from one another. The main weakness is that, personality evolves continuously and this evolvement influences individual quantity and quality of their social exchange activities (Bolton and Lane, 2012; Yang, Gong &Huo, 2011).

According to Cropanzano and Mitchell (2005), social exchange comprises actions contingent on the rewarding reactions of others, which over time provide for mutually and rewarding transactions and relationships. SET suggests that when a person gives another person a reward, resource or other perceived commodity, there is an expectation of future return from the other party (Chiu & Ng 2013). SET indicates that humans interact in social behavior in order to maximize benefits and minimize costs, which then leads to a positive outcome such as retention of teachers (Holthausen, 2013). Therefore, interactions between persons are an exchange of goods, material and non-material (Calhoun, Gerteis, Moody, Pfaff &Virrk, 2012). The social exchange relationship rests on the norm of reciprocity. An exchange starts with one party giving a benefit such as career development in form of training, performance appraisal and promotion by the employer to the employee. If the recipient reciprocates, and consequently a series of

beneficial exchanges occur, feelings of mutual obligation between the parties result. A broad notion of reciprocity encompasses a feeling of an obligation to repay favorable treatment.

Exchange or reciprocation in social relationships becomes stronger when both partners are willing to provide resources valuable to the other. Whereas employees value beneficial treatment, employers seek loyalty and dedication (Wikhamn & Hall, 2012). Retention of teachers in an exchange outcome because it reflects a perception of the exchange quality of which the employee and the working organization are required to fulfill their obligations to each other and establish ongoing reciprocity (Chiu & Ng, 2013). SET indicates that exchanges such as career developments are reciprocated by retention of teachers. Therefore, this study investigated the relationship between career development and retention of teachers in primary schools.

2.2 Review of Related Literature

2.2.1 Employee performance appraisal and retention of teachers

Performance appraisal is defined as the process through which supervisors assess, after the fact, the job-related performance of their supervisees and allocate rewards to the supervisees based on that assessment (Cappelli & Conyon 2018). Performance appraisal is an essential part of the effort to address agency problems, getting employees to act in the interests of the employer, and, as such, are a central practice in the field of management. Performance appraisal (PA) is the systematic evaluation of an employee with regard to his or her performance on the job and his potential for development (Toppo and Prusty, 2012). Armstrong (2010) states that appraisal is an opportunity to take an overall view of work content, loads and volumes, to look back at what has been achieved during the reporting period and agree on objectives for the next period.

Different scholars such (e.g.; Agyarel, Mensah, Aidoo & Ansah, 2016; Asamoah, 2012; Hussain & Rehman 2013; Kakar, Razig& Khan 2017; Maley, 2014; Odhiambo, 2015; Olaimat& Award 2017; Wanjala, 2015) have carried out studies on performance appraisal and retention of employees. Agyarel et al. (2016) investigated the impacts of performance appraisal on employees' job satisfaction and organizational retention in microfinance institutions in Ghana. The study revealed that employees' job satisfaction is positively related to and impacted by fairness in the appraisal system, linking appraisals with promotion, clarity of roles and feedback about their performance. The study also revealed that employees' retention was positively related to and impacted by the linkage of appraisals with salary, identification of training needs, clarity

of performance appraisal purpose and employee involvement in the formulation of appraisal tools. The study recommends that organizations comply with rewards systems linked to performance levels, provide training to employees identified to be in need of training so as to further enhance the relevance of performance appraisal, and also instigate and/or maintain communication between management staff and their subordinates especially with regards to their retention.

Performance appraisal affect employees' attitude and at the long run work performance, (Asamoah, 2012). The study assessed the performance appraisal process of First Allied Savings and Loans Ltd (FASL) in Kumasi Ghana. The results indicated that FASL's employees were not given enough feedback concerning their work performance and viewed the system to be bias. Most of the respondents were of the view that the main shortcoming to performance appraisal was favoritism. It was discovered that, performance appraisal had an impact on employees' performance, thus, when appraisal is fairly done, employees tend to be pleased and it reflects in their work output on the other side, when it's poorly done employees become bitter and it affects their performance. Effective and fair performance appraisal process would enhance employees' performance and retention at work.

Husain and Rahman (2013) examined the relationship between the human resource management practices (training and Development, development of teams, performance appraisal, internal communication system, employment security, person-organization fit, employee empowerment and reward and compensation) implemented by the organization and employees' motivated intention to stay and work effectively for the organization among the middle management cadre employees of textile industry in Pakistan. He revealed that training had a strong positive relationship with employees' retention. It is concluded that adoption of human resource management practices enhances employees' retain ability of organizations. Kakr, Raziq and Khan (2017) investigated the effect of human resource management practices (employee compensation, employee training, appraisal system and employee empowerment) on retention of banks employees in the banking sector in Quetta Baluchistan Pakistan. The results revealed that there was a significant positive relationship between human recourse management practices (empowerment, compensation, training and appraisal system) with employee retention.

Maley (2014) investigated the extent, nature and limitations of performance appraisals for host country managers in a sector of the healthcare industry in Australia. The study found that performance appraisals are widely used, but in most cases are done poorly. The findings expose global uncertainty, as to whether performance appraisal yields a significant influence on retention of teachers. The findings suggest that the host country manager's experience of the appraisal often results in the manager perceiving limited opportunities for career development and advancement in the company. This may impact on the overall long-term performance of the subsidiary. It is recommended that some straightforward modifications to the appraisal could make a significant contribution to both the retention and development of these managers and therefore to company performance.

Odhiambo (2015) investigated the effect of performance management practices on employee retention with a focus on Schindler Limited in Nairobi, Kisumu and Mombasa branches in Kenya. The study findings suggested that the appraisal leads to enhanced employee retention in organization. An effective appraisal model can enhance the interest and performance of the employees leading to the completion of specific targets geared towards attainment of corporate goals. The study concluded that effective performance management practices gives employees opportunity to express their ideas and expectations for meeting the strategic goals of the company. Performance management practices could be an effective source of management information and renewal. The use of reward system has been an essential factor in any company's ability to meet its goals. Effective feedback on performance measurement may translate to improved employee productivity. Feedback enables the employees to be made aware of what exactly is expected from them. The study recommends that the performance management practices should be optimized to improve employee retention. Performance reviews should be focused on the contributions of the individual employees to meet the organizational objectives. For every opportunity possible, the manager should formally recognize good employee efforts for enhanced work performance. Effective performance management practices that edify appraisal reward and feedback should be used to achieve organization goals and enhance employee retention. Olaimat and Awwad (2017) investigated the impact of human resource practices namely training, development, performance appraisal and compensation on employee retention in the House of Representatives in Jordan. The results indicated that three

dimensions of human resource practices (i.e., training and development, and promotion) had a significant positive impact on employee retention, while performance appraisal was not found to have any impact on employee retention.

Wanjala and Kimutai 92015) did a study on influence of performance appraisal on employee retention in commercial banks in TransNzoia County, Kenya. The findings showed that there was a significant relationship between performance appraisal and worker's retention. The study also found out that performance appraisal was used to assess employee's efficiency in a workplace. However these studies above have contextual and empirical gaps, from the contextual gap, all the studies were carried out outside primary schools and outside Uganda. While all the studies revealed a positive significant relationship between performance appraisal and retention of employees, Maley (2014) produced controversial results indicating that performance appraisals had a negative significant influence on retention of employees. These gaps made it imperative for the research to be carried out on the context of primary schools in Uganda to test the hypothesis that:
111 There was a relationship between employee performance appraisal and retention of teachers.

2.2.2 Staff Training Practices and Retention of Teachers in Primary Schools

Training concerns application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong, 2012). Training leads to leadership development, learning new work skills, socialization encompassed in orienting new employees to the culture of an organization, understanding job responsibilities and educating employees in regard to business ethics (Schraeder 2009). Education is the measure of knowledge and skills (Barton, Armstrong, Preheim, Gelmon& Andrus, 2009). An individual's education is an indicator of a person's skill levels or productivity. Therefore, individuals with more education are likely to have greater in-depth and analytical knowledge (Mugizi, 2019).

Recent empirical studies positively relating training and employee retention include (islam, Khan, Ungku, 2013; Haider, et al, 2015; Imna & Hassan 2015; Iqbal, Arif& Abbas 2011; Edama&Bazza 2015;Terera&Ngirande, 2014; Omoikhudu, 2017; Salim, 2013; Shikha 2010). Islam et al. (2013) examined the impact of training practice on employees' intention to remain or

leave an organization. The research identified how great the effect of training practice on employee retention is. The results showed a positive relationship between training and employees' retention and employees' decision to stay for a longer period of time can be influenced by training practice. Haider et al (2015) examined the human resource (HR) practices that promote employee retention in the telecom sector of Pakistan. These practices are training and development, compensation and culture. The results of multiple regressions revealed a significant impact of Human Resource practices on employee retention. Compensation and culture has a positive relationship with employee retention whereas training and development has a negative one. This study guides the management to devise the effective strategies to improve the employee retention.

Imam and Hassan (2015) did a study on the influence of human resource management practices (career and development, training and development, performance appraisal, reward and compensation, and health & safety) on employee retention in Maldives Retail Industry, Malaysia. The study found a negative significant influence of training and neither development nor performance appraisal on employee retention. However when training and development is linked with career development, there is a positive and significant influence on employee retention. Also when performance appraisal is linked with reward and compensation there is a positive and significant influence on employee retention.

Iqbal, Arif and Abbas (2011) conducted a study to compare the Human Resource Management (HRM) practices of public and private universities of Pakistan among executives. The study found that there was a significant difference in HRM practices in public and private universities. HRM practices such as job definition, training and development, compensation, team work and employees' participation were better in the public universities than private universities. Study further found that performance appraisal practices were better in the private universities than public sector universities.

Majumder (2012) carried out on bank employees to gain an insight into the current HRM practices (recruitment and selection systems, compensation package, job security, career growth, training and development, management style, job design and responsibilities, reward and

motivation and working environment) and its impact on employee's retention on the private banking sector in Bangladesh. The study revealed that most of the employees are dissatisfied with compensation package followed by reward and motivation, career growth, training and development, management style, and job design and responsibilities. Odinga (2010) conducted a study on staff development and performance of lecturers of Moi University in Kenya, results indicated that employees will stay longer in their employment when they undergo training and development to increase their competencies. Literature further declares that employees will always seek to advance their skills and knowledge, when such chances for training and development are not available retaining them at work was very difficult.

Maryjullie, (2010) in his research report on staff development and performance of lecturers of Moi University in Kenya investigated that primary schools may not have or give chances of trainings and development to its staff will have no chance to retain their employees. Emojong (2004) in his study on in-service training programs and their effects on the performance of staff at the Uganda Revenue Authority found out that there is need for on-job training, short seminars and team building workshops as programs that increase the employee's performance and retention.

Ldama and Bazza (2015) did a study on the effect of training and development on Employees' Retention in Selected Commercial Banks in Adamawa State-Nigeria. The bed rock of this study was that inadequate skilled staff and inability to retain staff are bedeviling the Nigeria's banking institutions. Regression analysis revealed that training and development had positive effect on staff retention in commercial banks at 5% level of significant. Staff retention in commercial banks was encouraged when training and development are applied as motivational strategies. The study therefore recommended that the banks need to train their staff both on the job and in academic institution for them to keep them on their jobs.

According to TereraandNgirande (2014), the study on impact of training on employee job satisfaction and retention among Administrative Staff Members of a selected tertiary institution, university of Mimpopo. The results revealed that there was no significant relationship between training and employee retention. Omoikhudu (2017) investigated the impact of training and

development on employee retention in the retail sector, in Dublin, National college of Ireland. The analysis conducted in study indicated that training and coaching had no significant impact on employee retention.

Salim (2013) did a study on factors that determine the retention strategies adopted at imperial Bank Limited in Kenya and to establish the relationship between the retention strategies and employee performance. The findings of the study revealed that there was a positive significant relationship between the two variables. Moreover, it was discovered that training and development strategy had the greatest significance on employees' retention. It is recommended that organizations develop retention strategies that will motivate employees to remain in the firm and increase their performance. Shikha (2010) examined HRM practices among the employees of Indian commercial banks to study HRM practices which provide a source of sustainable competitive advantages. Study revealed that instead of spending resources on training and development, organization should emphasize on long term commitment towards human resource. Studies conducted by different scholars have not paid more attention on staff training practices and retention of teachers in primary schools in Ugandan Districts. Therefore, this study intended to fill in that gap. The study attempted to explain staff training practices that would help to increase a high rate of teacher retention in primary schools of Uganda in order to test the hypothesis that: H2: There was a relationship between staff training practices and retention of teachers.

2.2.3 Promotion practices and Retention of Teachers in Public Primary Schools

Promotion refers to an increase in job responsibility, scope, authority, or level within or outside the organization (Singh, Ragins & Tharenou, 2009). Pfeifer, Janssen, Yang and Backes-Gellner (2011) indicate that employees benefit from promotions by monetary gains and higher reputation, whereas employers can use promotions to make efficient job assignments. Several recent studies (Busari, Mughal, Khan, Rasool, Kiyani& Halim, 2017; Gul, 2012; Olaimat & Awwad, 2017; Saporta & Farjoun, 2003; Sitati, Were, Waititu 2016; Mughal & Halim, 2015; Zulfqar, Sharif, Saeed & Niazi, 2011) have related promotion to employee retention. Busari et al. (2017) carried out a study on promotion and turnover intentions of teachers in the advanced learning institutions of the Khyber PakhtoonKhwa Province of Pakistan. The findings suggested

that a negative relationship was found between promotion and turnover intention, whereas a week correlation was found between promotions and analytical. Moderating results showed that analytical cognitive style does act as a moderator between the promotion and turnover intention.
Gud et al. (2012) carried out the research on the role and impact of capacity development, Employee Empowerment and Promotion in Employee retention on employees of the Banking sector of Pakistan. The study concluded that Promotions of the employees be carefully designed in employee retention as promotion and employee retention have negative correlation with each other. Capacity development and employee empowerment had gained wider employee preference so managers considered training and development and employee impact of human resource practices namely training, development, performance appraisal and compensation on employee retention in the House of Representatives in Jordan. The results indicated that three dimensions of human resource practices (i.e., training and development, and promotion) had a significant positive impact on employee retention, while performance appraisal was not found to have any impact on employee retention.

Saporta and Farjoun (2003) carried out a study on the relationship between actual promotion and turnover among professional and managerial-administrative occupational groups in the University Tel Aviv. The basic argument of the article was that actual promotion, which is an essential part of the variety of rewards. The findings revealed that, regardless of occupational affiliation, past promotions reduced the likelihood of leaving the organization. However, they also showed that professionals (accountants, engineers, lawyers and computer scientists) were promoted at higher rates than managers and administrators were but had similar quitting rates. These combined findings do not lend direct support for a moderating role of occupational group affiliation. However, they suggest that by differentially affecting promotion opportunities, occupational group affiliation does affect the promotion-quit relationship.

According to the study conducted by Sitati et al. (2016) on the effects of job promotion on employee retention in hotels in Kenya, her study concluded that job promotion influences employee retention in the hotel industry in Kenya. There was appositive and significant relationship between job promotion and employee retention in the hotel industry. When chances and hopes for job promotion increase, employee retention increase and when chances and hopes

for job promotion decrease, employee retention decreases. However, for it to have an influence on employee retention, it must be accompanied by rising of remuneration and allowances. In addition, job promotion is a form of employee recognition and hence the two are inter-rated. The study further concludes that in most hotels in Kenya, job promotion give rise to change of positions. In addition, job promotion comes with increase in responsibilities and increases employee ability. Also, the study concludes that employee skills increase with job promotion. Further, job promotion allows change of facilitates in the hotel industry.

Mughal and Halim (2015) carried out the study to identify the relationship between the facet of job satisfaction (promotion) and turnover intention and moderating effect of intuition in decision making cognitive style in the Universities of Pakistan. The findings of the study showed that the promotion and turnover intention are correlated significantly. Zulfqar et al. (2011) investigated a study to examine the relationship and nature of relationship between HRM practices (compensation, performance evaluation, and promotion practices are results based on analysis indicated that performance evaluation and promotion practices are significant but the compensation practices are not significant. Most studies such as studied on minority teacher recruitment, development and retention. None of those studies focused directly on relationship between promotional practices and teachers' retention in Uganda specifically in investigating the strategies employed by primary schools in promoting primary school teachers. Therefore, this study intended to fill in that gap through investigating the hypothesis that: H3: Promotion practices had a relationship with the employee retention of teachers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter the research addressed the methods that were applied in carrying out the research study. The organization of the study under the Sub-sections, research design, area of the study, population sampling techniques, research instruments, data collection, data analysis, data management and ethical consideration.

3.1 Study Design

In this study the research adopted the correlational research design to determine the presence and degree of a relationship between two factors that is the independent and dependent variables basing on quantitative data. The correlational research design enables to establish whether the independent variables and dependent variable vary and if so indicate the directions, magnitudes, and forms of the observed relationships. The correlation design was adopted because findings from correlational research can be used to determine prevalence, relationships among variables and to forecast events from current data and knowledge (Curtis, Comiskey & Dempsey, 2015). Using the correlation design, the researcher was able to determine whether a significant association exists between career development and retention of teachers. The study adopted a quantitative approach. The quantitative approach involved collection of data using a questionnaire survey. Data was numerically analyzed with statistical procedures (Bakkabulindi, 2015). The quantitative approach helped in making statistical inferences for generalization and provided explanations to them.

3.2 Target Population of the study

There are 19 government aided primary schools in Morukatipe Sub-County. Out of the 19 primary schools, only 10 were targeted for the study. The selection of the 10 primary schools was done purposively basing on the attrition rates. The first 10 primary schools with higher attrition rates were considered for the study. The target population for this study was 270 respondents. This was limited to 260 Teachers and 10 Head Teachers who were considered for this study as the sample size. Teachers were selected because they were directly concerned with maintenance of their work or job and are the ones affected by the retention aspect. On the other

hand, Head teachers were also selected because they are responsible in supervision of the schools and teachers' retention in primary schools.

3.3 Sample Size

The sample size for this study was 168 respondents which were determined using Krejcie and Morgan's (1970). These included 158 teachers and 10 Head teachers. The Table of sample size determination is indicated on (Appendix F). The sample size for this study is illustrated in table 3.1.

3.4 Sampling Strategies

The study employed both simple random and purposive sampling techniques. Simple random sampling (SRS) was used for selecting representative samples without bias from a target population. It ensured that each member of the target population has an equal and independent chance of being included in the sample and it enabled generalizability of the findings. SRS was used to select primary school teachers from a sampling frame while Head teachers were selected using purposive sampling. By SRS, each individual was chosen by chance basing on the sampling frame containing names of the academic staff (Fricker, 2017). Purposive sampling was used to select particular people to provide in-depth views since the study was both quantitative and qualitative. The method allows the researcher to select a select a small number of rich cases that provide in-depth information and knowledge of a phenomenon of interest (Lu, Zhang, Wen & LAN 2012). Using both simple random and purposive sampling, the study was able to collect both positivist and interpretive data.

3.5 Data Collection Instruments

The study employed two methods of data collection instrument namely, self-administered questionnaire and interview guide.

3.5.1 Questionnaire

The study was largely quantitative survey involving a large number of respondents. Thus, I adopted a survey method for data collection which involved the use of self-administered questionnaires. The method enabled the researcher to cover the respondents quickly and at a

reasonable cost (Burns et al, 2008). The self-administered questionnaires were made up of three sections, namely; A,B and C. section A was the demographic characteristics of the respondents on gender, age group, highest level of education, length of service and responsibility. Sections B and C were on the independent and dependent variables respectively. The scaling of the question items in the instrument were a five-point Likert scale (Where 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = strongly disagree).

3.5.2 Interview guide

An interview guide is a qualitative data collection method by which the researcher collected details of the respondent's answer on the items of the study variables. Interviewing provided in-depth information pertaining to participants' experiences and viewpoints of a particular topic. Qualitative analysis from interviews added to the interpretation of data collected by survey. Interviewing helped in providing very complete responses since the respondents provided in-depth information necessary for deep exploration and clarity (Vaismoradi, Jones, Turnen&Snelgrove, 2016. The interview guide was a semi-structured interview guide which normally is the type of instrument used in face to face interview sessions (Oltmann, 2016). Using an interview guide, qualitative data was collected from Head Teachers.

3.6 Data Collection Procedure

After the proposal was approved, the researcher sought an introduction letter from the University introducing him to the schools to collect data. Schools to participate were selected as described in sampling section above. The Head teachers of selected primary schools were briefed individually about the purpose of the research, following which permission to carry out the study was sought and obtained from their schools through their respective Head Teachers. In each selected school, all teachers were included in the study. The researcher briefed respondents about the purpose of the study before, during and at the end of the data collection process. Quantitative data was collected from 148 teachers and qualitative data was collected from 10 Head teachers. The data was collected by the researcher and trained research assistants.

3.7 Data Quality Control

This study ensured the quality of data by monitoring research tools. The instruments of this research were validated and the reliability index was determined as explained below.

3.7.1 Validity of the instruments

Content validity of the instruments was established for both the self-administer questionnaire and interview guide. In particular, validity of the interview guide was established through seeking the opinion of the supervisors on the relevance, wording and clarity of the items (Rodrigues, Adachi, Beattie & MacDermid, 2017). The Content Validity Index (CVI) was finally computed to determine the validity of the research questionnaire using the following formula and if the CVI of the questionnaire is found to have a value which is equal to 0.7, and was declared valid;

$$\text{CVI} = \frac{\text{Total number of items rated as valid}}{\text{Total number of items on the instrument}}$$

The CVI for the questionnaire was valid at above 0.70 (Appendix IV) which according Parsian and Dunning (2009) is the benchmark in a survey study should. The average CVI = 0.77 for the 32 items in the questionnaire survey. CVI results were presented in Table 3.2

3.7.2 Reliability of the instruments

To attain the reliability of the instrument, the researcher made consultations with the supervisor. During data collection the researcher avoided personal biases, ensure meticulous record keeping, demonstrate a clear decision trail and ensure that interpretations of data were consistent and transparent during data collection (Noble & Smith, 2015). The reliabilities of items in the various constructs were tested using Cronbach Alpha (a) method provided by SPSS. Reliability for the items in the different constructs was attained at a = 0.70 and above which is the suggested minimum level. The items thus enabled collection of accurate and consistent data.

3.8 Data Processing Analysis

Before data was analyzed, Data were processed by entering the data, editing, coding, classification and tabulation. Data entry aims at converting gathering data to a medium for a viewing and manipulation. The collected data on research questionnaires was edited, categorized/coded and entered into the computer using the Statistical Package for Social

Sciences (SPSS) for generation of summary frequency tables, means and graphics. This was done to the check for omissions.

3.9 Data Management and Analysis

3.9.1 Quantitative data

Quantitative data management involved processing data after its collection. The processing of quantitative data involved coding, entering the data into the computer using the Statistical Package for Social Sciences (SPSS 20.0), summarizing them using frequency tables to identity errors and editing them to remove errors. Data was analyzed using descriptive and inferential statistics. Descriptive statistics involved frequencies, percentages and means. Inferential statistics included correlation and regression analyses to establish the relationship between the independent and dependent variables respectively. This produced results required for generalization of the findings.

3.9.2 Qualitative data

The processing of qualitative data collected also involved coding and grouping following the study objectives and emerging themes. Analysis was done throughout content analysis (Blair, 2015). Through content analysis, it was possible to distil words into fewer content related categories. The aim was to attain a condensed and broad description of the phenomenon and the outcome of the analysis were concepts or categories describing the phenomenon (Elo&Kyngas, 2008). Qualitative data supplemented quantitative data and helped in providing explanations.

3.10 Ethical Considerations

Ethical considerations were given utmost significance throughout the study. This involved obtaining a letter from the university authoring the research to collect data, ensuring informed consent, ensuring anonymity, confidentiality, and respect for privacy and avoids bias in the reporting of data. Informed consent involved explaining to the respondents the purpose of the study to make them close to participate in it on their own by signing a consent form. Anonymity was maintained by protecting the identities of the respondents by not linking the respondents' identities to their responses. Confidentiality was ensured through ensuring that the respondents are free to give and withhold as much information as they wish to the researcher.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter covers the presentation, analysis and interpretation of the findings of this study on 'Career development and Retention of teachers in primary schools in Morukatipe Sub-County, Tororo District, Uganda'. Analysis of the study was based on the objectives of the study seeking to establish the influence of career development on retention of teachers in primary schools; to find out the influence of Employee performance appraisal on retention of teachers; to evaluate the influence of training practices on retention of teachers in primary schools; and to determine the relationship between promotion practices and retention of teachers in primary schools in Morukatipe Sub-County, Tororo District. Specifically, this chapter presents the response rate, background findings and the empirical findings.

4.1 Response Rate

The researcher anticipated to collect data from 168 respondents including 158 for the questionnaire survey and 10 for interviews. However complete data for the questionnaire was collected from 149 and interviews from 6 respondents hence finally data was collected from 155 respondents. The response rate was as represented in Table 4.1

Table 4.1: Response Rate for the Study

Instruments	**Targeted**	**Actual**	**Response Rate**
Interview	10	6	60.0%
Questionnaires	158	149	94.30%
Total	**168**	**155**	**92.26%**

Source: Primary data, 2022

The data in Table 4.1 shows that interview data were collected from 6(60%) of the selected respondents and questionnaire survey data from 149(94.3%) respondents out of the originally

selected 158. The overall response rate for both interview and survey data respondents was 155(92.26%). This response rate was considered sufficient because Mellahi and Harris (2016) propose that a response rate of 50% and is acceptable in social research surveys.

4.2 Background Characteristics

This section presents facts about the respondents, namely; sex, age, groups, highest level of education attained and working experience. The data on background characteristics of the respondents was as given in Table 4.2.

Table 4.2: Descriptive Background Characteristics of the Respondents

Item	**Categories**	**Frequency**	**Percent**
Gender	Male	97	65.1
	Female	52	34.9
	Total	**149**	**100.0**
Age groups in years	Up to 29 years	37	24.8
	30-39 years	74	49.7
	40-49 years	28	18.8
	50 years and above	10	6.7
	Total	**149**	**100.0**
Highest level of education	Diploma	82	55.0
	Bachelor's Degree	67	45.0
	Total	**149**	**100.0**
Working experience	Less than 5 years	83	57.2
	5-10 years	51	35.2
	11 years and above	11	7.6
	Total	**145**	**100.0**
Responsibility held in school	Subject Teacher	65	44.2
	Class Teacher	39	26.5
	Head of Department	39	26.5
	Senior Administrator	4	2.7
	Total	**147**	**100.0**

Source: Primary data, 2022

The results on sex category showed that the larger percentage (65.1%) of the respondents of teachers was of males with females being 34.9%. this suggested that the larger percentage of the respondents were males. However, despite the males being the larger percentage, the data collected was representative of both gender groups because the number of females was equally high and they effectively participated in the study.

With regard to age groups of the respondents in years, the results showed that the larger percentage (49.7%) was of the respondents who were between 30-40 years followed by 24.8% who were below 30years, 18.8% were between 40-50 years and the smaller percentage (06.7%) were those above 50 years. This means that most of the respondents were above 30 years. It was thus believed that the respondents could give reliable data basing on their ages that gave them enough experience about the retention of teachers in primary schools.

The results on levels of education, the larger percentage (55.0%) of the respondents had diploma, and 45.0% had Bachelor's Degrees. These results suggested all the respondents had high qualifications that could enable them to provide reliable responses because of their proficiency in the language used in the questionnaire, namely English.

With respect to the number of years the respondents worked in schools, the larger percentage (57.2%) had worked for less than five years, 25.2% had worked at the school for 10 years and 07.6% had worked at the school for 5-10 years. The results suggest that most of the respondents had a working experience of more than five years. Therefore, they competently provided appropriate data on the study problem.

4.3 Descriptive Analysis of the Dependent Variable: Retention of teachers

The questionnaire (Appendix II) shows that the dependent variable (DV) that is retention of teachers was measured using 13 items. The results were as presented in Table 4.3.

Table 4.3: Frequencies, Percentages and Means on Retention of Teachers

Retention of teachers	f/%	SD	D	U	A	SA	Mean
I am guaranteed to work for this school in the next three years as long as I still want	f	31	16	34	45	15	2.98
	%	22.0	11.3	24.1	31.9	10.6	
I would wish to stay in this school for much of my teaching career life	f	31	35	11	50	22	2.98
	%	20.8	23.5	7.4	33.6	14.8	
Conditions provided by the school give me satisfaction to continue working in this school	f	19	38	14	57	13	3.05
	%	13.5	27.0	9.9	40.4	9.2	
I have been making an attempt to move to another school that is better than this one	f	20	24	31	43	27	3.23
	%	13.4	16.1	20.8	28.9	18.1	
Management has ensured that I see a future for myself within this school	f	18	22	33	49	24	3.27
	%	12.3	15.1	22.6	33.6	16.4	
If I wanted to do another job or function, I would look first at the possibilities within this school.	f	16	25	8	59	39	3.54
	%	10.9	17.0	5.4	40.1	26.5	
It does not matter if I am working for this school or another, as long as I have work	f	13	28	18	34	54	3.60
	%	8.8	19.0	12.2	23.1	54	
Management has put arrangements that if I want, I can definitely work for this school for a longer time	f	39	49	23	23	13	2.47
	%	26.5	33.3	15.6	15.6	8.8	
The conditions provided by this school are that even if I were to start over again, I would still choose to work for this school	f	19	61	21	39	7	2.69
	%	12.9	41.5	14.3	26.5	4.8	
The work I am doing in this school is very important to me than if I was in another school	f	14	43	14	44	30	3.23
	%	9.7	29.7	9.7	30.3	20.7	
The management of this school has made me love working for it	f	9	55	22	51	10	.21
	%	6.1	37.4	15.0	34.7	6.8	
Trying to look for a job in a school that might be better than this rarely crosses my mind	f	31	58	16	24	16	2.99
	%	21.4	40.0	11.0	16.6	11.0	
Management has put arrangements that if I want, I can definitely work for this school for a longer time	f	39	49	23	23	13	2.47
	%	26.5	33.3	15.6	15.6	8.8	
The conditions provided by this school are that even	f	19	61	21	39	7	2.69

if I were to start over again, I would still choose to work for this school	%	12.9	41.5	14.3	26.5	4.8	
The work I am doing in this school is very important to me than if I was in another school	f	14	43	14	44	30	3.23
	%	9.7	29.7	9.7	30.3	20.7	
The management of this school has made me love working for it	f	9	55	22	51	10	.21
	%	6.1	37.4	15.0	34.7	6.8	
Trying to look for a job in a school that might be better than this rarely crosses my mind	f	31	58	16	24	16	2.99
	%	21.4	40.0	11.0	16.6	11.0	

Source: Primary data, 2023

The results in Table 4.3 regarding whether the respondents were guaranteed to work for their schools in the next three years as long as they still want, showed that, cumulatively the majority percentage (50.5%) of the respondents agreed while 33.3% disagreed and 24.1 were undecided. The mean = 2.99 was close to code three which on the five-point Likert scale used to measure the items corresponded to undecided. Therefore, the results meant that the respondents indicated that the respondents were fairly guaranteed to work for their schools in the next three years as long as they still wanted. With respect to whether the respondents wished to stay in that school for much of their teaching career life, cumulatively the majority percentage (48.4%) of the respondents agreed while 44.3% disagreed and 7.40% were undecided. The mean = 2.98 was close to three, which corresponded with undecided. This implied that the respondents moderately wished to stay in that school for much of their teaching career life.

Regarding whether the respondents' conditions provided by the school gave them satisfaction to continue working in their schools, cumulatively the majority percentage (49.6%) of the respondents agreed while 40.5% disagreed and 9.90% were undecided. The mean = 3.05 was the respondents' conditions provided by the school gave them fair satisfaction to continue working in their schools. With respect to whether the respondents had been making an attempt to move to another school that was better while corresponded with undecided indicated the respondents were undecided. This suggested that the respondents moderately had been making an attempt to move to another school that was better than that one.

As to whether the management has ensured that the respondents see a future within their schools, cumulatively the majority percentage (50.0%) of the respondents agreed while 27.4% disagreed and 22.6% were undecided. The mean = 3.27 close to three which corresponded with undecided indicated the respondents were undecided. This suggested that fairly the management ensured that the respondents see a future within their school. With respect to whether the respondents wanted to do another job or function, I would look first at the possibilities within their school, cumulatively the larger percentage (54.4%) of the respondents disagreed while 40.8% agreed and 14.5% were undecided. The mean = 2.69 was close to three which corresponded to undecided. This suggested that the respondents were not sure whether they wanted to do another job or function, would look first at the possibilities within this school.

Relating to whether it did not matter if the respondents were working for this school or another, as long as they had work, the results showed that cumulatively the majority percentage (59.8%) of the respondents agreed while 227.8% disagreed and 12.2% were undecided. The mean = 3.60 close to four which indicated that it did not matter whether the respondents were working for that school or another, as long as they had work. As to whether the Management had put arrangements that if respondents wanted, would definitely work for their school for a longer time, cumulatively the majority percentage (59.8%) of the respondents disagreed while 24.5% agreed and 15.6% was undecided. The mean = 2.47 close to three which corresponded with undecided indicated the respondents were undecided. This meant that the respondents indicated that management had fairly put arrangements that if respondents wanted, would definitely work for their school for a longer time.

In relation to whether the conditions provided by that school were that even if the respondents were to start over again, would still choose to work for that school, cumulatively the majority percentage (54.4%) of the respondents disagreed while 40.8% agreed and 14.5% were undecided. The mean = 2.69 close to three which corresponded with undecided. This meant that the respondent's conditions provided by that school were moderate that even if the respondents were to start over again, would still choose to work for that school. With regard to whether the work the respondents were doing in that school was very important to the respondents than if they were in another school, cumulatively the majority percentage (51.0%) of the respondents

disagreed. This meant that the work the respondents were doing in that school was not very important to the respondents than if they were in another school.

As to whether the management of that school had made the respondents to love working for it, cumulatively the larger percentage (43.5%) of the respondents disagreed with 41.5% agreeing. The mean = 2.21 close to two indicated that the respondents disagreed. This meant that management of that school did not make the respondents to love working for the school. With respect to whether trying to look for a job in a school that might be better than that rarely crosses the mind of the respondents, cumulatively the larger percentage (61.4%) of the respondents disagreed with 27.6% agreeing. The mean = 2.99 close to three indicated that the respondents were undecided. This meant that the respondents mind were rarely crossed by trying to look for a job in a school that might be better than that. To find out the overall view of how the respondents rated their retention at school, an average index of retention of teachers was computed for the 13 items measuring retention of teachers. The summary of the statistics on retention of teachers are presented in Table 4.4.

Table 4.4: Summary Statistics for Retention of teachers

	Descriptive		**Statistic**	**Std. Error**
Retention of Teachers	Mean		3.00	0.05
	95% confidence interval for Mean	Lower Bound	3.90	
		Upper Bound	3.10	
	5% Trimmed Mean		3.01	
	Median		3.00	
	Variance		0.34	
	Std. Deviation		0.59	
	Minimum		1.85	
	Maximum		4.46	
	Range		2.62	
	Interquartile range		0.88	
	Skewness		0.34	0.22
	Kurtosis		-0.29	0.44

The results in Table 4.4 show that the mean = 3.00 was same as the median = 3.00. The skeweness was positive (0.34) therefore results were normally distributed. The mean and median being three suggested that retention of teachers was fair because basing on the scale used three suggested that retention of teachers was fair because basing on the scale used three represented undecided (moderate). The low standard deviation = 0.59 suggested low dispersion in the responses. The curve in Figure 4.1 indicated normality of the responses.

Figure 4.1: Retention of teachers

Figure 4.1 indicate normal distribution of the responses obtained about retention of teachers. This suggests that the data obtained on retention of teachers could be subjected to linear correlation and regression and appropriate results obtained.

To obtain the views of the respondents about their intentions to stay, the teachers in open responses of the questionnaire were asked to give their own opinions on their desire to continue working in the same school. Several related responses were given to suggesting the desire to continue working in the same school for instance, one respondent stated, “I hopefully expect a better life in this school soon, so, I still believe I can make it improve on remunerations and allowances”. Similarly, another respondent indicated, “I would continue working as long as the conditions of working are improved”. Another respondent remarked, “If given chance another better school would see me”. “If conditions of work continues to be good, I will keep on working”. “I would continue working when there is motivation from the management”. The views above from the teachers suggested that the respondents indicated that their stay depended on improved terms and conditions of work by management therefore undecided. This finding is consistent with the descriptive statistics which indicated that retention of Teachers was moderate.

In the interviews the head teachers were asked to comment on how they ensure retention of teachers in their schools. The respondents gave related responses but all pointed at improving conditions of work. For instance one respondent said, “Availing conducive teaching conditions such as providing assessment tools for appraisal”. Another respondent revealed, “Providing in-service training programs to teachers can make them stay for long”. Similarly another respondent on what percentage of teachers has been retained in their schools for so long; one stated that, “Less than 40%”. Another respondent revealed that the “percent is miserable”. The views presented above suggested that the percentage of teacher retention was poor.

4.4 Description of the Independent Variables: Career development (IV)

The questionnaire (Appendix II) shows that the independent variable (IV) that is career development was measured using three constructs namely; Employee performance appraisal, training practices and promotion practices. The results on the same are presented in the subsections that follow.

4.4.1 Employee performance appraisal

This item was derived from the first objective of the study that sought to establish the influence of employee performance appraisal on retention of teachers in primary schools. The questionnaire (Appendix II) shows that employee performance appraisal was measured using 10 items. The items measuring employee performance appraisal were scaled using the five-point Likert scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree. The results were as presented in Table 4.5.

Table 4.5: Frequencies, Percentages and Means for Employee performance appraisal

Employee performance appraisal	**f/%**	**SD**	**D**	**U**	**A**	**SA**	**Mean**
The appraisal system of this school has a strong influence on my performance	f	19	45	14	57	14	3.01
	%	12.8	30.2	9.4	38.3	9.4	
The appraisal system of this school advances my career	f	19	33	32	55	10	3.03
	%	12.8	22.1	21.5	36.9	6.7	
The performance appraisal system of this school is fair	f	15	19	31	31	6	3.25
	%	10.5	13.3	21.7	21.7	4.2	
In this school my performance is measured on the basis of objective results	f	17	14	8	92	16	3.52
	%	11.6	9.5	5.4	62.6	10.9	
In this school after every appraisal I receive feedback about my performance	f	34	23	12	62	17	3.04
	%	23.0	15.5	8.1	41.9	11.5	
In this school I am appraised at regular intervals	f	35	50	6	43	14	2.67
	%	23.6	33.8	4.1	29.1	9.5	
Supervisors give performance ratings that please those they appraise	f	30	31	21	44	19	2.94
	%	20.7	21.4	14.5	30.3	13.1	

Supervisors' performance ratings reflect in part their personal liking or disliking individual teachers	f	30	59	23	33	4	2.48
	%	20.1	39.6	15.4	22.1	2.7	
Supervisors rate subordinates in a way that will make them like the supervisors	f	21	52	25	35	14	2.79
	%	14.3	35.4	17.0	23.8	9.5	
Supervisors give appraisal ratings depending on the relationship they have with those they appraise	f	27	63	17	24	18	2.62
	%	18.1	42.3	11.4	16.1	12.1	

Source: Primary data, 2022

The results in Table 4.5 regarding whether the appraisal system of this school had a strong influence on respondents performance showed that, cumulatively a slight majority percentage (47.7%) of the respondents agreed while 43.0% disagreed and 9.4% were undecided. The mean = 3.01 was close to code three which on the five-point Likert scale used to measure the items corresponded to Undecided. Therefore, the results meant that the respondents were indecisive on whether the appraisal system of that school had a strong influence on respondent's performance. With respect to whether the appraisal system of that school advanced respondent's career, cumulatively the larger percentage (43.6%) of the respondents agreed while 34.9% disagreed and 21.5% were undecided. The mean = 3.03 was close to three, which corresponded to undecided. Three being the average, the results implied that the respondents indicated that on the moderate, the appraisal system of that school or advanced or did not advance respondent's career.

Regarding whether the performance appraisal system of that school fair to the respondents, cumulatively the majority percentage (25.9%) of the respondents agreed while 23.6% disagreed and 21.7% were undecided. The mean = 3.25 was close to two, which corresponded to disagreed. This suggested that the respondents indicated that the performance appraisal system of that school were not fair. With respect to whether the respondent's performance in that school was measured on the basis of objective results, cumulatively the majority percentage (73.5%) of the respondents agreed while 21.1% disagreed and 5.4% were undecided. The mean = 3.52 close to four which corresponded with agreed indicated the respondents agreed. This suggested that the respondent's performance in that school was measured on the basis of objective results.

As to whether in that school after every appraisal the respondents received feedback about their performance, cumulatively the majority percentage (53.4%) of the respondents agreed while

38.5% disagreed and 8.10% were undecided. The mean = 3.04 close to three which corresponded with undecided indicated the respondents were indecisive. This suggested that the respondents in that school were not sure about receiving feedback after every appraisal on their performance. With respect to whether the respondents were appraised at regular intervals, cumulatively the majority percentage (57.4%) of the respondents disagreed while 38.6% agreed and 4.10% were undecided. The mean = 2.67 was close to three which corresponded with undecided. This suggested that the respondents were not sure of the regular appraisal.

Relating to whether Supervisors gave performance ratings that please those they appraise, the results showed that cumulatively the majority percentage (43.4%) of the respondents agreed while 42.1% disagreed and 14.5% were undecided. The mean = 2.94 was close to three which corresponded with undecided indicated the respondents undecided. This implied that the respondents indicated that they were not sure whether the Supervisors gave performance ratings that pleased those they appraise. As to whether the Supervisors' performance ratings reflected n part their personal liking or disliking individual teachers, cumulatively the majority percentage (59.7%) of the respondents disagreed while 24.8% agreed and 15.4% were undecided. The mean = 2.48 close to three which corresponded with undecided indicated the respondents undecided. This meant that the respondents indicated that Supervisors neither/nor gave performance ratings that pleased those they appraise.

In relation to whether Supervisors rated subordinates in a way that will make them like the supervisors, cumulatively the percentage (49.7%) of the respondents disagreed while 33.3% agreed and 17.0% were undecided. The mean = 2.79 close to three which corresponded with undecided indicated the respondents undecided. This meant that the respondents indicated that they were not sure whether Supervisors rated subordinates in a way that will make them like the supervisors. With regard to whether the Supervisors gave appraisal ratings depending on the relationship they have with those they appraise, cumulatively the majority percentage (60.4%) of the respondents disagreeing while 28.2% agreed and 11.4% were undecided. The mean = 2.62 close to three suggested that the respondents were undecided. This meant that the respondents indicated that the actions of supervisors showed that Supervisors gave or did not give appraisal ratings depending on the relationship they have with those they appraise.

To find out the overall view of how the respondents rated the Career development, an average index of Employee performance appraisal was computed for 10 items measuring employee performance appraisal. The summary of the statistics on employee performance appraisal are presented in Table 4.6.

Table 4.6: Summary Statistics for Employee Performance Appraisal

Descriptive			**Statistic**	**Std. Error**
Employee Performance Appraisal	Mean		2.94	0.07
	95% Confidence Interval for Mean	Lower Bound	2.80	
		Upper Bound	3.09	
	5% Trimmed Mean		2.98	
	Median		3.00	
	Variance		0.70	
	Std. Deviation		0.84	
	Minimum		1.00	
	Maximum		4.40	
	Range		3.40	
	Inter quartile range		1.00	
	Skewness		-0.51	0.21
	Kurtosis		0.19	0.41

The results in Table 4.6 show that the mean = 2.94 was almost close to the median = 3.00. Therefore, despite the negative skew (skew -0.51), the results were normally distributed. The mean and median close to three suggested that Employee Performance Appraisal was fair because basing on the scale three used represented undecided (fair). The low standard deviation = 0.84 suggested low dispersion in the responses. The curve in Figure 4.2 indicated normality of the responses.

Figure 4.2: Employee Performance Appraisal

Figure 4.2 indicate normal distribution of the responses obtained about Employee Performance Appraisal. This suggests that the data obtained on teachers could be subjected to linear

correlation and regression and appropriate results obtained. To obtain the views of the respondents about employee performance appraisal, the teachers in open responses of the questionnaire were asked to comment on the ways how they were being appraised. Several related responses were given in summary. For instance, one respondent stated, “I have never been given any appraisal form to fill”. Another respondent remarked, “The appraisal system is not regularly done”. Similarly, another respondent indicated, “the appraisal system is unfair”. The views above from the patients suggested that the respondents indicated that the Employee Performance Appraisal was moderate. This finding is consistent with the descriptive statistics which indicated that Employee Performance Appraisal was undecided.

In the interviews, the respondents were asked to comment on the ways performance appraisal of teacher been promoted in schools. The respondents gave related responses but all pointed at retention. For instance one respondent said, “Encouraging staff to go for further studies”. Another respondent revealed, “Assigning duties”. “Setting targets to be achieved’. The views presented above suggested that the head teachers appraised teachers differently. This finding is consistent with the results of descriptive statistics and open responses from the Head Teachers which indicated that performance appraisal of teachers were not good.

4.4.2: Training practices

This item was derived from the second objective of the study that sought to evaluate the influence of training practices on retention of teachers in primary schools. The questionnaire (Appendix II) shows that training practices were measured using 11 items. The items measuring training practices were scaled using the five-point Likert scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree. The results were as presented in Table 4.7.

Table 4.7: Frequencies, Percentages and Means on Training practices

Training practices	f/%	SD	D	U	A	SA	Mean
My superiors provide me instructions on activities to accomplish	F	8	16	4	94	27	3.78
	%	5.4	10.7	2.7	63.1	18.1	
I have been guided on how to carry out certain activities by my superiors in this school		16	21	5	78	28	3.55
		10.8	14.2	3.4	52.7	18.9	
My supervisors provide me positive feedback on how I should carry out my job		18	28	6	71	26	3.30
		12.1	18.8	4.0	47.7	17.4	
I have acted in different responsibilities in this school		6	7	7	103	25	3.91
		4.1	4.7	4.7	69.6	16.9	
The position I hold in this school has many responsibilities to accomplish		7	14	9	99	16	3.71
		4.8	9.7	6.2	68.3	11.0	
I have been provided with the opportunity to go for further studies		28	43	8	47	23	2.96
		18.8	28.9	5.4	31.5	15.4	
I have been offered an opportunity to attend a refresher course		32	44	10	51	9	2.73
		21.9	30.2	6.8	34.9	6.2	
I have been provided with manuals with job performance instruction in this school		19	47	12	60	9	2.95
		12.9	32.0	8.2	40.8	6.1	
I have been taken on a visit to learn from a better performing school		33	67	10	28	10	2.43
		22.3	45.3	6.8	18.9	6.8	
In this school I have been encouraged to participate in seminars and workshops I have		17	46	10	58	17	3.08
		11.4	30.9	6.7	38.9	11.4	
This school has availed training opportunities on use of new technologies in teaching		22	43	10	63	10	2.97
		14.9	29.1	6.8	42.6	6.8	

Source: Primary data, 2024

The results in Table 4.7 regarding whether the respondents were provided with instructions by supervisors on activities to accomplish showed that, cumulatively the majority percentage (81.2%) of the respondents agreed while 16.1% disagreed and 2.7 were undecided. The mean =3.78 was close to code four which on the five-point Likert scale used to measure the items corresponded to agreed. This suggested that the respondents agreed. Therefore, the results meant that the respondents were provided with instructions by supervisors on activities to be

accomplished. With respect to whether the respondents had been guided on how to carry out certain activities by my superiors in their schools; cumulatively that majority percentage (71.6%) of the respondents agreed while 25.0% disagreed and 3.4% were implied that the respondents indicated that they had been guided on how to carry out certain activities by their superiors in their schools.

Regarding whether the respondents were provided with positive feedback by supervisors on how they should carry out their jobs, cumulatively the majority percentage (65.1%) of the respondents agreed while 30.9.0% disagreed and 4.0% were undecided. The mean =3.30 was close to three, which corresponded with undecided. This suggested that the respondents got or did not get positive feedback from supervisors on how they should carry out their jobs. With respect to whether the respondents had acted in different responsibilities in their schools, cumulatively the majority percentage (86.5%) of the respondents agreed while 8.80% disagreed and 4.70% were undecided. The mean =3.91 close to four which corresponded with agreed indicated the respondents agreed. This suggested that the respondents indicated that they acted in different responsibilities in their schools.

As to whether the respondent's position held in their schools had many responsibilities to accomplish, cumulatively the majority percentage (79.3%) of the respondents agreed while 14.5% disagreed and 6.2% were undecided. The mean =3.71 close to four which corresponded with agreed indicated the respondents agreed. This suggested that the respondents' position held in their schools had many responsibilities to accomplish with respect to whether the respondents had been provided with the opportunity to go for further studies, cumulatively the majority percentage (47.7%) of the respondents disagreed while 46.9% agreed and 5.2% were undecided. The mean =2.96 was close to three which corresponded with undecided. This suggested that the respondents indicated that they had or not been provided with the opportunity to go for further studies.

Relating to whether the respondents had been offered an opportunity to attend a refresher course, the results showed that cumulatively the majority percentage 952.1%) of the respondents disagreed while 41.1% agreed and 6.8% were undecided. The mean =2.73 close to three which

corresponded with undecided indicated that the respondents were undecided. This implied that the respondents indicated that had or not been offered an opportunity to attend a refresher course. As to whether the respondents had been provided with manuals with job performance instruction in their schools, cumulatively the majority percentage (46.9%) of the respondents agreed while 44.9% disagreed and 8.2% were undecided. The mean = 2.95 close to three which corresponded with undecided that the respondents were undecided. This meant that the respondents indicated that they were not sure whether manuals with job performance instructions had been provided within their schools.

In relation to whether respondents had been taken on a visit to learn from a better performing school, cumulatively the majority percentage (67.6%) of the respondents disagreed agreed while 25.7% agreed and 6.8% were undecided. The mean =2.43 close to three which corresponded with undecided indicated that the respondents were undecided. This meant that the respondents indicated that probable they were not sure of being taken for any visit. With regard to whether the respondents had been encouraged to participate in seminars and workshops, cumulatively the majority percentage (50.3%) of the respondents agreed while 42.3% disagreeing and 6.7% were undecided. The mean = 3.08 close to three suggested that the respondents were undecided. This meant that the respondents indicated that they had not been sure of any encouragement to participate in seminars and workshops. The respondents had been availed training opportunities on use of new technologies in teaching by their schools, cumulatively the majority percentage (49.4%) of the respondents agreed while 44.0% disagreeing and 6.8% were undecided. The mean =2.97 close to three suggested that the respondents were undecided. This meant that the respondents indicated that they had not been sure of any training opportunities availed to them on the use of new technologies in teaching. To find out the overall view of how the respondents rated training practices, an average index of training practices in schools was computed for the 11 items measuring retention of teachers. The summary of the statistics on training practices are presented in Table 4.8.

Table 4.8: Summary Statistics for Training Practices

Descriptive			Statistic	Std. Error
Training Practices	Mean		2.64	0.05
	95% Confidence Interval for Mean	Lower Bound	2.54	
			2.74	
	5% Trimmed Mean	Upper Bound	2.66	
	Median		2.64	
	Variance		0.38	
	Std. Deviation		0.61	
	Minimum		0.91	
	Maximum		3.64	
	Range		2.73	
	Interquartile range		1.00	
	Skewness		-0.40	0.20
	Kurtosis		-0.42	0.40

The results in Table 4.6 show that the mean =2.64 was similar to the median =2.64 with a negative skew (skew = -0.40) which suggested that the results were normally distributed. The mean and median close to three suggested that training practices in schools were fair because basing on the scale used three represented undecided (fair). The low standard deviation =0.61 suggested low dispersion in the responses. The curve in Figure 4.3 indicated normality of the responses.

Figure 4.3: Training Practices

Figure 4.3 indicate normal distribution of the responses obtained about career development. This suggests that the data obtained on Training Practices in schools could be subjected to linear correlation and regression and appropriate results obtained. To obtain the views of the respondents about Training Practices in the Primary Schools, the teachers in open responses of the questionnaire were asked to give their precise assessment of training provided to them in schools. Several varying responses were given which pointed at the effect of training on retention of teachers. For instance, one respondent stated, “The school only provides instructions

on the training programs". Another respondent indicated, "We have not had any". Similarly, another respondent, another respondent revealed, "Training helps them to add on more skills needed in school". The views presented above suggest that the respondents considered training practices as moderate because whereas as a number of staff were satisfied, there were equally those who were dissatisfied with Training practices at school.

In the interviews, the respondents gave views which suggested that training practices have been promoted in primary schools. For instance, one respondent said, "By inviting experts from other schools to discuss ways of improving performance in subjects". Another respondent stated, "Not very common except those who go for further studies on their own". Another interviewee said, "Providing in-service training opportunities to teachers. This helped better services delivery amidst lack of resources to deliver quality education services". The results from the interviews suggest that staff training practices was good on the side of the head teachers. But to teachers, these results did not reflect the descriptive statistics results which revealed that Training practices was moderate.

4.4.3 Promotion Practices

This item was derived from the third objective of the study that sought to determine the relationship between promotion practices and retention of teachers in primary schools in Morukatipe Sub-County, Tororo District. The questionnaire (Appendix II) shows that promotion practices was measured using five items. The items promotion practices were scaled using the five-point Likert scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree. The results were as presented in Table 4.9.

Table 4.9: Frequencies, Percentages and Means on Promotional practices

Promotion practices	**f/%**	**SD**	**D**	**U**	**A**	**SA**	**Mean**
Promotion in this school is based on merit	f	16	21	18	77	14	3.36
	%	11.0	14.4	12.3	52.7	9.6	
I have a clear understanding of the promotion requirements of my job in this school		13	27	16	80	9	3.31
		9.0	18.6	11.0	55.2	6.2	

The promotion opportunities available to me in this school are satisfying		31	40	22	38	16	2.78
		21.1	27.2	15.0	25.9	10.9	
There is an opportunity for me to get promoted in this school soon		17	27	57	34	12	2.98
		11.6	18.4	38.8	23.1	8.2	
Management of this school has communicated the promotion policy to me very clearly		40	49	27	22	7	2.36
		27.6	33.8	18.6	15.2	4.8	

Source: Primary data, 2022

The results in Table 4.9 regarding whether the promotion in their schools was based on merit showed that, cumulatively the majority percentage (62.3%) of the respondents agreed while 25.4% disagreed and 12.3 was undecided. The mean = 3.36 was close to code three which on the five-point Likert scale used to measure the items corresponded to undecided. This suggested that the respondents were undecided. Therefore, the results meant that respondents were not sure whether promotion in schools was based on merit. With respect to whether the respondents had a clear understanding of the promotion in schools was based on merit. With respect to whether the respondents had a clear understanding of the promotion requirements of their jobs in schools, cumulatively the majority percentage (61.4%) of the respondents agreed while 27.6% disagreed and 11.0% were undecided. The mean =3.31 was close to three, which corresponded with undecided. The results implied that the respondents had or did not have a clear understanding of the promotion requirements of their jobs in their schools.

Regarding whether the promotion opportunities available to respondents in schools were satisfying, cumulatively the larger percentage (48.3%) of the respondents Disagreed while 36.8% agreed and 15.0% were undecided. The mean =2,78 was close to three, which corresponded with undecided. This suggested that promotion opportunities available to respondents in schools were moderately satisfying. With respect to whether there was an opportunity for the respondents to get promoted in their schools soon, cumulatively the larger percentage (31.3%) of the respondents agreed while 30.0% disagreed and 38.8% were undecided. The mean =2.98 close to three which corresponded with undecided indicated the respondents were. This suggested that an opportunity for the respondents to get promoted in their schools soon was moderate.

As to whether the management of the school had communicated the promotion policy to the respondents very clearly, cumulatively the majority percentage (61.4%) of the respondents

Disagreed while 20.0% agreed and 18.6^ were undecided. The mean =2.36 close to two which corresponded with disagreed indicated the respondents disagreed. This suggested that communication of the promotion policy by the school management to the respondents were poor. To find out the overall of how the respondents rated promotion practices, an average index of promotion practices was computed for the five items measuring promotion practices. The summary of the statistics on personal protective equipment are presented in Table 4.10.

Table 4.10: Summary Statistics for Promotional Practices.

	Descriptive		**Statistic**	**Std. Error**
Promotion practices	Mean		3.01	0.08
	95% Confidence Interval for Mean	Lower Bound	2.81	
		Upper Bound	3.12	
	5% Trimmed Mean		2.98	
	Median		2.80	
	Variance		0.84	
	Std. Deviation		0.92	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile range		1.80	
	Skewness		0.01	0.20
	Kurtosis		-1.08	0.40

The results in Table 4.10 show that the mean =3.01 was almost close to the median =2.80. Therefore, despite the positive skew (skew 0.01), the results were normally distributed. The mean and median close to three suggested that promotion practices were moderate because basing on the scale used three represented undecided (average/moderate). The low standard deviation =0.92 suggested low dispersion in the responses. The curve in Figure 4.4 indicated normality of the responses.

Figure 4.4: Promotion Practices

Figure 4.4 indicate normal distribution of the responses obtained about promotion practices in schools. This suggests that the data obtained on promotion practices could be subjected to linear correlation and regression and appropriate results obtained. To obtain he views of the respondents about promotion practices in the primary schools, the teachers in open responses of the questionnaire were asked to provide their feeling about promotion opportunities available. Several varying responses were given which pointed at the effect of promotion on retention of teachers. For instance, one respondent stated, "I feel happy about my promotion now as a class teacher". Another respondent indicated, "Promotion in this school is based on seniority – years spent on the station". Similarly, another respondent revealed, "Promotional opportunities that the respondents considered promotion practices as moderate because whereas a number of staff were satisfied, there were equally those who were dissatisfied with Promotion opportunities available at school.

In the interviews, the respondents gave views about the influence of promotion on teacher retention in primary schools. For instance, one respondent said, "Motivates teachers and encourages them to remain on job hoping for a future promotion that increase the income". Another respondent stated, "Not sure", another interviewee said, "Encourages teachers to go for more documents so as to be promoted. The results from the interviews suggest that staff promotion practices was good on the side of the Head Teachers. However, to teachers, these results did not reflect the descriptive statistics results which revealed that promotion practices were moderate.

4.5 Inferential Analyses

To relationship between remuneration and performance of teachers, inferential analyses namely; correlation and regression were carried out respectively and results follow here under.

4.5.1 Correlation of career Development and Retention of Teachers.

To establish whether the existing career development such as; employee performance appraisal, training practices and promotion practices related to retention of teachers, the researcher carried out correlation analysis. The results were as given in Table 4.11.

Table 4:11: Correlation Matrix of Career Development and retention of Teachers

	Retention of teachers	**Employee Performance Appraisal**	**Training Practices**	**Promotional**
Retention of teachers	1			
Employee performance Appraisal	0.368**	1		
	0.000			
Training Practices	0.226*	0.564**	1	
	0.014	0.000		
Promotional Practices	0.326**	0.492**	0.539**	1
	0.000	0.000	0.000	

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

The results in table 4.11 suggest that all the aspects of career development namely; employee performance Appraisal (0.368, $p=0.000<0.05$), training practices (0.564, $p=0.00<0.05$) promotion practices (0.539, $p=0.00<0.05$) had a positive and significant relationship with the retention of teachers. This means that the hypotheses (H1 – H3) were supported. However, hypothesis two (H2) was more significant followed by Hypothesis three (H3) and hypothesis one (H1) respectively.

4.5.2 Regression Model for Career Development and retention of Teachers

At the confirmatory level, to establish whether Career Development namely; Employee performance Appraisal, Training Practices and Promotion Practices influenced retention of Teachers in primary schools, a regression analysis was carried out. The results were as in Table 4.12.

Table 4:12: Career Development and Retention of Teachers

Career Development	Standardized Coefficients	Significance
	Beta (B)	P
Employee Performance Appraisal	0.253	0.018
Training practices	0.032	0.767
Promotional practices Adjusted R2 =0.170 F =8.112, p=0.000	0.243	0.025

Dependent Variable: Retention of Teachers

The results in Table 4.12 show that career development namely; employee performance appraisal, training practices and promotion practices explained 17.0% of the variation in retention of teachers (adjusted R=0.170). This means that 83.0% of the variation was accounted for by other factors not considered under this model. However, only two aspects of career development that is; employee performance appraisal (B=0.253, P=0.018<0.05) and promotion practices (B=0.243, p=0.025<0.05) had a positive and significance influence on retention of teachers while training practices (B=0.032, p=0.767>0.05) had a positive but insignificant influence on retention of teachers. This means that only hypotheses H1 and H3 were supported and hypothesis (H2) was not. The magnitudes of the respective betas suggested that employee performance practices had the most significant influence on retention of teachers followed by promotion practices.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, discussion, conclusions, recommendations and areas for further study on the study of Career Development and Retention of teachers in Primary Schools in Morukatipe Sub-county – Tororo District.

5.1. Discussion

5.1.1. Discussion of the Findings Employee Performance Appraisal of teachers

The first hypothesis (H1) to the effect that there is a relationship between Employee Performance Appraisal and retention of teachers in primary schools was supported. This finding is consistent with the findings of previous scholars. For instance Maley (2014) revealed that employee Performance Appraisals are widely used, but in most cases are done poorly. The findings exposed global uncertainty to be yielding a significant influence on performance management. He suggested that the host country manager's experience of the appraisal often results in the manager perceiving limited opportunities for career development and advancement in the company.

Similarly, Wanjala (2015) showed that Performance appraisal had a positive significant impact on retention of teachers, Consistently, Olaimat and Awwad 2017 revealed a positive significant relationship between performance appraisal and retention of teachers, Likewise, Agyarelet'al (2016) found out that performance appraisal were significantly associated with retention. On their part, Odiambo (2015) reported that effective performance model was a significant determinant of retention of teachers. Asamoath (2012) showed that there existed a strong positive and significant relationship between effective and fair performance appraisal and retention of teachers. With the findings of previous in agreement with those of previous scholars, this means that performance appraisal has a positive and significant relationship with job performance.

5.1.2. Training practices in primary schools.

The second hypothesis (H2) to the effect that there is a relationship between Training practices and retention of teachers in primary schools was accepted. This finding is in agreement with the

findings of previous scholars. For instance, Omoikhudu. (2017) showed that training and coaching had no siginificant relationship on retention of employee in retail sector, In Dublin, on the contrary, Inna (2015) indicated that training was negatively correlated with retention of employees in Maldives Retail industry, Malaysia. This was in contrast with some scholars; Islam and Ahmed (2013) revealed that staff decision to stay for a long period of time was influenced by training practices availed to teachers.

Similarly, Terera and Ngirande (2014) revealed that there was a positive significance relationship between training and retention of teachers. Likewise, Ldama and Bazza (2015) revealed that training and development had a positive effect on staff retention in commercial banks in Adamawa state-Nigeria. Haider, et'al (2015) also reported that there existed a positive significant relationship between employee training and retention of employees in the telecom sector of Pakistan. Nevertheless, the findings of the study were in disagreement with most of other previous studies, this means that training practices insignificantly related with retention of teachers.

5.1.3. Promotion Practices and retention of teachers

The third hypothesis to the effect that there is a relationship between Promotion Practices and retention of teachers in Primary Schools was supported. This finding is in agreement with the findings made by previous scholars. For instance, Norah (2016) revealed that there is a positive significant relationship between job retention and employee retention in the hotel industry in Kenya. Similarly, Saporta and Farjoun (2003) showed that, regardless of occupational affiliation, past promotions reduced the likelihood of leaving the organization. Similarly, Olaimat and Awwad (2017) showed that two dimensions of human resource practices (i.e., Training and Promotion) had a significant positive impact on employee retention, Consistently, Halim et al (2017) indicates that a negative relationship was found between promotion and turnover intention, whereas a weak correlation was found between promotions and analytical. On their part, Mughal and Halim (2015) revealed that the promotion and turnover intention are correlated significantly. With the finding of this study in agreement with the findings of previous scholars, this means that in the context of Ugandan teacher, promotion and retention of teachers do relate. Substantially, this was because promotions of teachers exist in schools.

5.2 Conclusions

The findings and discussion above led to the drawing of the following conclusion on the relation between career development and retention of teachers in Primary Schools;

Employee performance appraisal is an imperative tool necessary for the retention of teachers. This is especially so when teachers are appraised regularly / monthly teachers feel motivated and opt to stay for some time.

Training practices are not the most probable pre-requisites for the retention of teachers. This is so even if teachers are given opportunities to go for further studies, attend refresher courses, avail them opportunities on how to use new technology, after acquiring skills they continue to look for better schools where to apply such skills.

Promotion practices are the most probable requirement for retention of teachers. This is especially so when schools have clear promotion practices, well known and assured to teachers, the intentions to transfer to another reduce as they hope for a big office, ranks and responsibilities that much with the remunerations.

5.3. Recommendations

Basing on the conclusions above, the following recommendations were made in relation to the relationship between career development retention and teachers in Primary Schools;

The government and schools authorities should ensure that all teachers are appraised regularly. Performance appraisal should advance the careers of teachers, ensure provision of feedback about their performance, emphasize fairness and have a strong influence on the retention of teachers.

The Ministry of Education, Science, technology and Sports in conjunction with head teachers should prioritize the provision of training since it was almost lacking in schools. This should be done by providing instructions on activities to accomplish, allow teachers to act in different responsibilities in schools and teachers' positions in schools should have many responsibilities to accomplish.

With respect to promotion, the Education Service Commission which is the body responsible for the promotion of teachers should reform the promotion practices, promotion policies be clearly communicated, there should be opportunities for teachers to be promoted based on merit and the promotion opportunities available should be satisfying.

5.4 Study Limitations of the study

Despite the significant contributions this study make as far as promoting career development in Primary Schools in concerned, the study suffered a number of limitations that cannot be underestimated. For example, the study was carried out in one district. This thus makes findings and recommendations transferability problematic because each district may be suffering its unique challenges on retention of teachers. Besides, the study only considered career development practices ignoring extra extraneous variables such as education policy, nature of students, community and age and sex of teachers which may also affect their retention. Thus, this promoted suggestions for future research as in 5.5 here under.

5.5. Suggestions for Further Research

This study focused only on career development and retention of teachers in Primary Schools in Morukatipe Sub-county Tororo District Uganda. However, further research should be carried out on retention of teachers and other variables such as leadership practices, communication, school culture and personal characteristics in Primary Schools in Uganda.

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APPENDICES

APPENDIX I: QUESTIONAIRE FOR TEACHERS

Dear Respondent,

I am a student of Busitema University currently undertaking research on the topic 'Career Development and Retention of teachers in Primary Schools in Morukatipe Sub-county Tororo District, Uganda." The information sought is required only for academic purposes. Your participation in this study is voluntary but necessary for the success of this work. I request you to accept to participate in this study for the success of the research. Confidentiality was ensured for information provided by ensuring anonymity.

Sincerely

Nyadoi Anna

SECTION A: Background Characteristics

Tick in the appropriate place provided

1. My sex

Male	Female
1	2

2. My age group

20-29 years	30-39 years	40-49 years	50 years and above
1	2	3	4

3. My highest level of education attained

Diploma	Bachelor's Degree	Master's Degree
1	2	3

4. I have worked in this school

Less than 5 years	5 – 10 years	11 years and above
1	2	3

5. The responsibility I hold in this school

Subject Teacher	Class Teacher	Head of Department	Senior Administrator

SECTION B: RETENTION OF TEACHERS (DV)

This section presents items on retention of teachers. You are kindly requested to indicate the extent to which you carry out your job in the school you work in using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 – Undecided, 4 = Agree and 5 = Strongly Agree

B	**Retention**	**SD**	**D**	**U**	**A**	**SD**
		1	**2**	**3**	**4**	**5**
B1.1	I am guaranteed to work for this school in the next three years as long as I still want.					
B1.2	I would wish to stay in this school for much of my teaching career life					
B1.3	Conditions provided by the school give me satisfaction to continue working I this school					
B1.4	I have been making attempt to move to another school that is better that this one					
B1.5	Management has ensured that I see a future for myself within this school					
B1.6	If I wanted to do another job or function, I would look first at the possibilities within this school					
B1.7	It does not matter if I am working for this school or another, as long as I have work					
B1.8	Management has put arrangement that if I want, I can definitely work for this school for a longer time					
B1.9	The conditions provided by this school are that even if I were start over again, I would still choose to work for this school					
B1.10	The work I am doing this school is very important to me than if I was in another school					
B1.11	The conditions in this school are appealing that even if I received an attractive job offer from another school, I would remain in the school					
B1.12	The management of this school has made me love working for it					
B1.13	Trying to look for a job in a school that might be better than this rarely crosses my mind					

B14 In a few words, give your opinion on your desire to continue working in this school

……

……..

SECTION C: CAREER DEVELOPMENT (IV)

This section presents career development constructs namely performance appraisal, training and promotion practices. You are kindly requested to indicate our response using the scale where, 1 = strongly Disagree, 2= Disagree, 3 = Not sure, 4 = Agree and 5 = Strongly Agree.

C	Employee Performance appraisal	SD	D	U	A	SD
		1	2	3	4	5
CC1.1	The appraisal system of this school has a strong influence on my performance					
CC1.2	The performance appraisal system of this school advances my career					
CC1.3	The performance appraisal system of this school is fair					
CC1.4	In this school performance is measured on the basis of objective results					
CC1.5	In this school after every appraisal I receive feedback about my performance					
CC1.6	In this school I am appraised at regular intervals					
CC1.7	Supervisors give performance ratings that please those they appraise					
CC1.8	Supervisors' performance ratings reflect in part their personal liking or disliking individual teachers					
CC1.9	Supervisors rate subordinates in a way that will make them like the supervisors					
CC1.10	Supervisors give appraisal ratings depending on the relationship they have with those they appraise					

C1.1 In summary, what is your comment on the way you are appraised?

……

……

……

C2	Training Practices	SD	D	U	A	SD
		1	2	3	4	5
C2.1	My supervisors provide me with instructions on activities to accomplish					
C2.2	I have been guided on how to carry out certain activities by my superiors in this school					
C3.3	My supervisors provide me positive feedback on how I should carry out my job					
C3.4	I have acted in different responsibilities in this school					
C3.5	The position I hold in this school has many responsibilities to accomplish					
C3.6	I have been provided the opportunity to go for further studies					
C3.7	I have been provided the opportunity to attend a refresher course					
C3.8	I have been provided with manuals with job performance instruction in this school					
C3.9	I have been taken on a visit to learn from a better performing school					
C3.10	In this school I have encouraged to participate in seminars and workshops I have					
C3.11	This school has availed training opportunities on use of new technologies in teaching					

C3.12 In brief, what is your assessment of the training provided to the teachers in your school?

……

……

……..

C3	Promotional Practices	SD	D	U	A	SD
		1	2	3	4	5
C3.1	Promotion in this school is based on merit					
C3.2	I have a clear understanding of the promotion requirements of my job in this school					
C3.3	The promotional opportunities available to me in this school are satisfying					
C3.4	There is an opportunity for me to get promoted in this school soon					
C3.5	Management of this school has communicated the promotion policy to me very clearly					

C3.6 In summary, provide your feelings about promotional opportunities available for you in this school?

……

……

……

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS

Retention of Teachers

1. How do you ensure teacher retention in your school?
2. What percentage of teachers has been retained in your school?
3. What is your comment on teachers' retention in this school

Performance appraisal

1. In what ways is performance appraisal of teachers been promoted in the Primary Schools?
2. To what extent has performance appraisal influenced retention of teachers in their respective Primary Schools?

Teacher Training Practices

1. What are the teacher training practices in this school?
2. In what ways has training been promoted among teachers in this school?
3. To what extent has teacher training contributed to retention of teachers in Primary Schools?

Promotion of teachers

1. What promotions have been available for teachers in Primary Schools?
2. How have these promotions influenced retention teachers in Primary Schools?
3. What other issues do you have concerning career development and retention teachers in Primary Schools?

APPENDIX III: VALIDITY TEST RESULTS

Validity Results for Employee Retention

Judges	Relevant	Irrelevant	
Judge 1	10	3	13
Judge 2	9	42	

CVI = 10+9 = 19÷2 = 9.2

9.2 ÷ 13 = 0.70

Validity Results for Employee Performance Appraisal

Judges	Relevant	Irrelevant	
Judge 1	7	3	10
Judge 2	9	1	

CVI = 7+9 = 16÷2 = 8

8 ÷ 10 = 0.80

Validity Results for Training Practices

Judges	Relevant	Irrelevant	
Judge 1	8	1	11
Judge 2	9	0	

CVI = 8+9 = 17÷2 = 8.5

8.5 ÷ 11 = 0.77

Validity Results for Promotion Practices

Judges	Relevant	Irrelevant	
Judge 1	4	1	5
Judge 2	4	0	

CVI = 4+4 = 8÷2 = 4

4 ÷ 5 = 0.80

APPENDIX IV: RELIABILITY FOR THE QUESTIONAIRE

Reliability Statistics for retention of teachers

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.770	0.780	13

Summary Item Statistics for retention of teachers

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Items Means	2.997	2.174	3.628	1.455	1.669	.185	13
Item-Variances	1.677	1.231	1.916	.685	1.557	.043	13
Inter-Item Covariences	233	-.437	.872	1.309	-1.993	.113	13
Inter-Item Correlations	145	-.264	.575	.839	-2.177	.043	13

Reliability Statistics for Employee Performance Appraisal

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.862	10

Summary Item Statistics for Employee Performance Appraisal

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.938	2.463	3.515	1.052	1.427	.094	10
Item variances	1.557	1.219	1.884	.665	1.546	.062	10
Inter-Item Covariances	.602	.077	1.214	1.1136	15.685	.082	10
Inter-Item Correlations	.385	.052	.786	.734	15.220	.029	10

Reliability Statistics for Training Practices

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.790	.789	11

Summary Item Statistics for Training Practices

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.264	2.400	3.921	1.521	1.634	.228	11
Item Variances	1.370	.720	1.840	1.120	2.554	.123	11
Inter-Item Covariance	.350	-.142	1.098	1.240	-7.707	.058	11
Inter-Item Correlations	.254	-.115	.780	.896	-6.767	.026	11

Reliability Statics for Promotion practices

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.813	.811	5

Summary Item Statistics for Promotion practices

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.950	2.294	3.420	1.126	1.491	.204	5
Item Variances	1.335	1.170	1.755	.585	1.500	.057	5
Inter-Item Covariance	.620	.174	.997	.823	4.731	.080	5
Inter-Item Correlations	.461	.143	.754	.611	5.287	.040	5

APPENDIX V: TABLE FOR DETERMINING SAMPLE SIZE FROM 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

Source: Krejcie & Morgan. (1990). Determining sample size for research activities.

Educational and Psychological Measurement, 30,607-10

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