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Teacher Management Policies and Teacher Retention in Private Secondary Schools, Butambala District, Uganda

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Abstract

This study investigated the relationship between teacher management policies and teacher retention in private secondary schools in Butambala District, Uganda. The study was steered by 3 specific objectives; i) To examine the relationship between teacher compensation policies and teacher retention, ii) To investigate the relationship between recruitment and selection policies and teacher retention, and iii) To examine the relationship between work environment policies and teacher retention in private secondary schools in Butambala District. The study embraced a correlational research design attached with both quantitative and qualitative methodologies. A sample size of 40 participants was used encompassing head teachers and teachers from 2 selected private secondary schools in the district. Both correlation analysis and descriptive analysis were utilized to give answers to the study objectives. The study exposed that there is a statistically moderate significant and positive relationship between teacher compensation policies and teacher retention in private secondary schools in Butambala District. The study also exposed that there is a statistically moderate significant and positive relationship between recruitment and selection policies and teacher retention in private secondary schools in Butambala District. Additionally, the study exposed that there is a statistically strong significant and positive relationship between work environment policies and teacher retention in private secondary schools in Butambala District. Hence, the study concludes that teacher management policies in terms of teacher compensation policies, recruitment and selection policies, and work environment policies have a significant relationship with teacher retention in that an enhancement in the different teacher management policies absolutely leads to an enhancement in teacher retention in private secondary schools in Butambala District. The study recommends that schools should foster a healthy, respectful, and manageable work environment that prioritizes support, collaboration, work-life balance, and professional growth which plays a pivotal role in improving teacher retention in private secondary schools in Butambala District.

Keywords: *Teacher Management Policies, Teacher Compensation Policies, Recruitment and Selection Policies, Work Environment Policies, Teacher Retention, and Private Secondary Schools.*

Introduction

This study aims at investigating the relationship between teacher management policies and teacher retention in private secondary schools in Butambala District, Uganda.

Historical Perspective

Globally, teacher retention challenges have emerged due to teacher shortages, especially in under-resourced regions. This led to the implementation of different teacher management policies so as to improve teacher retention such as the introduction of incentives like housing, allowances and scholarship to attract teachers to underserved areas as well as focus on equitable distribution of teachers to address regional disparities. While these policies improved access to education, retention remained a significant issue in low-income countries, where teachers often left for better-paying jobs in urban areas or other professions (Boyd, Lankford, Loeb & Wyckoff, 2018). In the African context, teacher shortages, exacerbated by low pay, heavy workloads, and lack of respect for the profession, have prompted a renewed focus on teacher retention. This has resulted into the enactment of strategies and policies intended at improving teacher retention in schools through effective teacher management policies focusing on teacher welfare and work-life balance in response to burnout (Mafora, 2017).

Theoretical Perspective

The study was directed by the Social Exchange theory established by O'Brien in 1991. The theory posits that individuals evaluate their relationships based on the balance of rewards and costs. Employees are more probable to stay if they perceive that their efforts are fairly reciprocated by their organization (Ahmad, Nawaz, Ishaq, Khan & Ashraf, 2023). The theory also focuses on how policies (teacher management policies) that recognize and reward teachers' hard work (e.g. merit-based bonuses, career advancement opportunities) strengthen the perceived fairness of the exchange which influences teacher retention (Ahmad et al., 2023). Kamau, Muathe and Wainaina (2021) argued that a lack of support, overburdening workloads, or insufficient compensation can result into teacher dissatisfaction and attrition which negatively impacts the teacher retention rates. Hence, this theory was taken into play and used in this study as it attributes to a connection between teacher management policies and teacher retention.

Contextual Perspective

The study was done in private secondary schools in Butambala District investigating the relationship between teacher management policies and teacher retention. This case study was focused on because of the limited or no studies that have been conducted in the location relative to teacher management policies and teacher retention in private secondary schools. Additionally, Butambala district was focused on due to the increased poor teacher retention in private secondary schools shown by increased teacher mobility rates, teacher turnover rates, attrition rates, and teacher absenteeism rates (Butambala District Local Government, 2022).

Conceptual Perspective

Teacher management policies refer to the set of principles, guidelines, strategies, and practices established by educational authorities, institutions, or governments to oversee the recruitment, training, deployment, professional development, evaluation, support, and retention of teachers (Hinnant-Crawford, 2016). Teacher retention refers to the capability of learning institutions or systems to keep teachers in the teaching profession or within a particular school, district, or region over a specific period (Paticia, Lou, Touchton, Rajni & Kiara, 2023). For the case of this study, teacher management policies were conceptualized in terms of teacher compensation policies, recruitment and selection policies, and work environment policies, while teacher retention was conceptualized in terms of distribution of teachers, teachers' turnover rate, workforce qualification, attrition rates, mobility rates, teacher stability, and teacher absenteeism.

Statement of the problem

In Uganda, the government under the Ministry of Education has put in practice several teacher management policies focused on improving teacher retention and enhancing the quality of education. For instance, the National Teacher Policy launched in 2019 which provides a comprehensive framework to professionalize and standardize the teaching profession. Its objectives include enhancing teacher training, establishing clear professional standards, and improving the development and management of teachers across the education system so as to improve teacher retention rates in both private and government schools (Ministry of Education and Sports, 2021).

However, regardless of the notable practices and strategic policies, teacher retention in private secondary schools in Butambala District is still grappling described with increased teacher mobility rates, teacher turnover rates, attrition rates, and teacher absenteeism rates among others (Okaka & Kyomukama, 2022). Evidence indicates an increase in teacher attrition rates from 4.6% in 2019 to 5.8% in 2021 in private secondary schools in Butambala District (Butambala District Local Government, 2022). This has consequently resulted into disrupted learning, loss of experienced teachers, increased recruitment and training expenses, administrative burden, increased workload for remaining teachers, and teacher shortages in rural and low-income regions. Thus, it's due to this evidence that the recent study investigated the relationship between teacher management policies and teacher retention in private secondary schools in Butambala District.

Objectives of the Study

General Objective

The overall purpose for this study was to investigate the relationship between teacher management policies and teacher retention in private secondary schools in Butambala District.

Specific Objectives

i. To examine the relationship between teacher compensation policies and teacher retention in private secondary schools in Butambala District.

ii. To investigate the relationship between recruitment and selection policies and teacher retention in private secondary schools in Butambala District.

iii. To examine the relationship between work environment policies and teacher retention in private secondary schools in Butambala District.

Study Hypotheses

The following alternative hypotheses directed the specific study objectives;

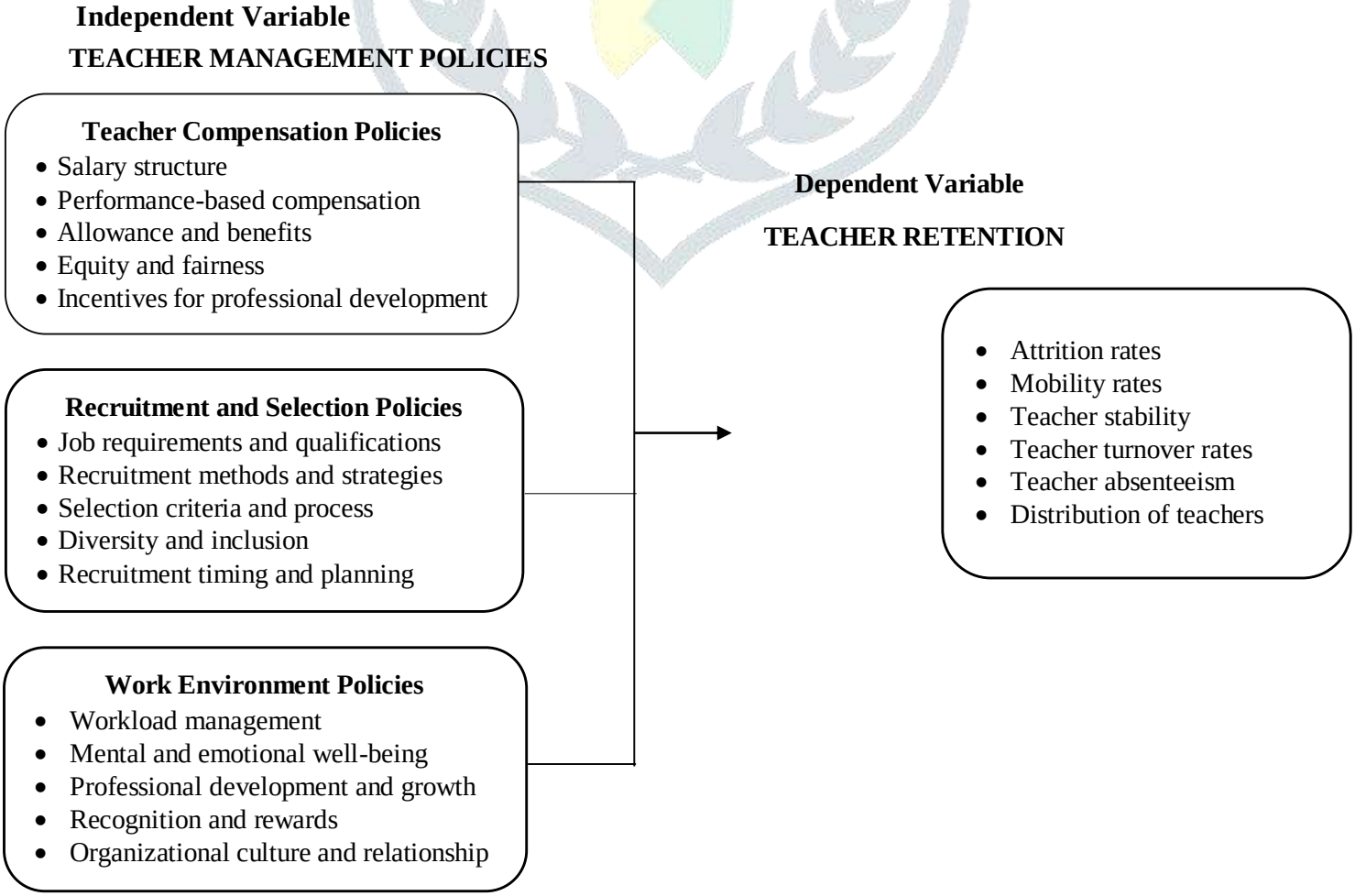
Ha_1: There is a statistically significant relationship between teacher compensation policies and teacher retention in private secondary schools in Butambala District.

Ha_2: There is a statistically significant relationship between recruitment and selection policies and teacher retention in private secondary schools in Butambala District.

Ha_3: There is a statistically significant relationship between work environment policies and teacher retention in private secondary schools in Butambala District.

Conceptual Framework

A diagrammatic illustration showing the association between Teacher Management Policies and Teacher Retention.



Literature Review

Teacher Management Policies and Teacher Retention

Teacher management policies significantly influence teacher retention, as these policies directly shape the work environment, job satisfaction, and professional development opportunities for teachers. Clear and inclusive recruitment policies which emphasize fair, inclusive and transparent hiring practices and processes ensure that qualified and motivated candidates are attracted to teaching positions which contribute to long-term teacher satisfaction and retention (Holmes, Parker & Gibson, 2019). According to Zhang and Zeller (2016) recruitment strategies that prioritize hiring individuals committed to teaching in specific contexts (e.g. rural areas or underserved schools) reduce teacher turnover rates which improves teacher retention among these specific schools and areas.

Teacher management policies in terms of compensation policies have a significant impact on teacher retention. Adequate and fair compensation policies are critical to retaining teachers in that teachers who feel undervalued due to low pay are more likely to level their positions leading to high turnover rates (DeMathews, Knight & Shin, 2022). In addition, the authors assert that providing health coverage, retirement strategies, housing allowances, and performance-based bonuses can enhance job satisfaction and encourage teachers to stay thus improving teacher retention (DeMathews et al., 2022).

A study by Buckley, Schneider and Shang (2017) found that teacher management policies in terms of work environment policies significantly predict and influence teacher retention in schools in Washington, D.C. The authors posit that policies that regulate teaching hours, class size, and non-teaching responsibilities can prevent burnout, a major cause of teacher turnover and attrition (Buckley et al., 2017). Similarly, policies that promote effective leadership and a positive school culture encourage teacher satisfaction and loyalty, contributing to teacher retention as well as builds teachers' commitment to the institution thus reducing turnover rates, mobility rates, attrition rates, and teacher absenteeism (Buckley et al., 2017).

According to Bryan (2024) teacher management policies constitute of teacher compensation policies that emphasize the provision of retention incentives to staff which may promote and enhance teacher retention. Providing financial incentives to teachers who remain in their roles for a specified period can reduce attrition thus improving teacher retention. The author also asserts that management policies that encourage celebrating teachers' milestones and providing additional benefits to long-serving teachers promotes long-term retention (Bryan, 2024). In addition, Ansley, Houchins and Varjas (2019) argued that ensuring representation and equity in management policies fosters a sense of belonging, particularly for minority teachers, reducing turnover. Encouraging teachers to participate in school governance or policy development builds commitment to the institution which enhances and improves teacher retention.

Teacher management policies play an essential role in teacher retention by addressing issues like job satisfaction, professional development, and work-life equilibrium. When effectively designed and implemented, these policies

create a positive environment that encourages teachers to remain in their role, thereby reducing turnover and ensuring continuity in the education system. Conversely, poorly designed policies can lead to dissatisfaction, burnout, and high attrition rates which significantly reduces and negatively affects teacher retention (Golubtchik, 2024). Additionally, Tompkins (2023) argued that when teacher management policies are poorly designed or implemented, they can have the opposite effect, leading to high stress and burnout due to unreasonable workloads or lack of support, dissatisfaction with inadequate pay or lack of career advancement opportunities, and poor relationships with leadership or colleagues, contributing to low morale and reduced teacher retention.

A study by Geiger and Pivovarova (2018) found out that work environment policies have a positive and significant association with teacher retention in secondary schools in Kentucky. The study revealed that teachers are more likely to stay in schools that provide clean, safe, and adequately resourced classrooms. Poor physical conditions, such as overcrowded classrooms or lack of basic amenities, lead to dissatisfaction and turnover. Additionally, the author argues that policies ensuring the availability of teaching aids, technology, and other resources enhance teachers' efficiency and job satisfaction, reducing teacher attrition rates (Geiger & Pivovarova, 2018).

Teacher management policies that regulate teaching hours, reduce administrative burdens, and prevent excessive workloads play a key part in averting burnout. Overburdened teachers are much probable to leave the profession (Carver-Thomas & Darling-Hammond, 2019). Similarly, providing flexible schedules, planning periods, and adequate leave policies allows teachers to balance professional responsibilities with personal life, increasing teacher retention (Carver-Thomas & Darling-Hammond, 2019). Additionally, Zhang and Zeller (2016) argued that strong, supportive school management is often mentioned as a key feature in teacher retention. Policies promoting collaborative decision-making and transparent communication enhance trust and satisfaction. The authors also assert that policies addressing workplace conflicts and fostering a harmonious school culture reduce dissatisfaction and promote teacher retention (Zhang & Zeller, 2016).

A study by Clotfelter, Glennie, Ladd and Vigdor (2018) examined the relationship between teacher compensation policies and teacher retention in North Carolina. The study found that there is a significant and strong relationship between teacher compensation policies and teacher retention in North Carolina. The authors argued that competitive salaries attract highly qualified candidates and motivate teachers to remain in the profession. When salaries are below market standards, teachers are more likely to leave for better-paying opportunities. Additionally, performance-based incentives and bonuses or rewards for exceptional performance motivates teachers to excel in their roles and remain in their positions which reduces turnover rates and attrition rates thus improving teacher retention (Clotfelter et al., 2018).

Methodology

Research Design

This study embraced a correlational research design attached with both quantitative and qualitative methodologies. A correlational research design is focused on investigating for an association between variables in the particular population under study (Kassu, 2019). Thus, this research design helped the researcher in assessing the association

between teacher management policies and teacher retention in private secondary schools in Butambala District. A mixed approach helped the researcher to generate both quantitative and qualitative data from participants which was employed to offer an understanding to the study concepts.

Target Population and Sample Size

The study targeted a population of 18 private secondary schools in Butambala district (Butambala District Local Government, 2022). Though, due to the time factor the researcher focused on 2 private secondary schools where a sample was obtained that was involved in the study. The study took into consideration a sample size of 40 respondents constituting of 10 school administrators (head teachers, directors, and deans of study) and 30 teachers picked from the 2 selected private secondary schools in Butambala district to give both qualitative and quantitative data considerably which was utilized to find answers to the study objectives.

Sampling Procedure

The researcher engaged both convenient sampling and simple random sampling to choose individuals who participated in the study. Convenient sampling constitutes the researcher choosing participants who are available and readily reachable which was employed to choose the school administrators who operated as key informants to offer qualitative data. Simple random sampling was utilized to pick teachers from the different schools to take part in the study so as to offer quantitative data. Simple random sampling offers an equal possibility of selection to each entity in the study population into the study sample (Elfil & Negida, 2017).

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey method is a technique of achieving information through a sequence of queries and other prompts with the tenacity of accumulating information from participants (Mathiyazhagan, 2013). The questionnaire survey method was fundamental to accumulate uniform information which warranted the comparability of data by means of easily understandable structured questions. Then, this technique was engaged as it empowered the researcher to acquire and accumulate quantitative data from participants in the minimal time possible.

Interview Method

An interview method encompasses the use of unstructured questions where the researcher strives for to probe for an in-depth understanding of the phenomenon under study (Sekaran, 2018). This method permitted the researcher to probe for in-depth information that was accumulated from key informants' (school administrators) ideas and understandings in regards to the study phenomenon.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire refers to an instrument employed to accumulate information from individuals comprising of predetermined responses to questions from which participants are mandated to pick (Acheung, 2014). The study

utilized structured questionnaires to gather quantitative data from teachers containing closed-ended questions with predetermined coded responses that were self-administered to the participants in the different selected private secondary schools in Butambala district. The structured questionnaires were employed as they involve minimal time and accumulate immense information on the phenomenon under investigation.

Interview Guide

An interview guide is a research tool utilized to gather qualitative information consisting of open-ended questions that are used to obtain participants' in-depth understandings and insights related to a particular phenomenon under research (Sekaran, 2018). The interview guide contained open-ended questions which were probed to the school administrators as key informants purposively to achieve in-depth information associated to the study objectives.

Data Analysis

Quantitative data analysis facilitates the researcher in measuring, analyzing and understanding a phenomenon by running descriptive analysis and statistical tests. The study engaged both descriptive and correlation analysis techniques in evaluating the quantitative primary data that was accumulated. Descriptive analysis was utilized when scrutinizing individuals' bio-data presented as frequencies and percentages. To examine the association between the study variables, Spearman's rank correlation analysis was engaged to contribute the empirical evidence on the study hypotheses at a 0.01 significance level. Spearman's Rank Correlation assesses the association between two ordinal or nominal variables (Jerrold, 2016). Further, qualitative data was evaluated using thematic analysis. Thematic analysis included the alteration of participants' understandings and insights by the researcher into themes in respect to the research questions and which were presented as verbatim quotations with the objective to complement the quantitative data accumulated.

Ethical Consideration

Before conducting the study, the researcher attained an introductory letter from Islamic University in Uganda as a necessity for gaining approval from authorities in the different schools to carry out the study in their premises. The researcher also first requested for participant's agreement to be involved in the study before questionnaires were provided to them or involved in the interviews and the drive of the study was enlightened to the participants at the commencement of the study. Additionally, the researcher made sure that respondents and their information provided were treated with confidentially of the respondents and information that was provided as this is a fundamental ethical pre-requisite in research.

Study Findings

The results provided in this section constitute descriptive statistics on the demographic composition of the respondents and correlation analysis to provide answers to the study objectives.

Findings on the Demographic Compositions

The study addressed the demographic compositions of the respondents who took part in the study from the different selected private secondary schools in Butambala district and the results are provided in Table 1;

Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	**Items**	**Frequency**	**Percentage**
Gender	Male	19	63.3
	Female	11	36.7
	Total	**30**	**100.0**
Age Bracket	25-30 years	4	13.3
	31-35 years	5	16.7
	36-40 years	9	30.0
	Above 40 years	12	40.0
	Total	**30**	**100.0**
Level of Education	Certificate	1	3.3
	Diploma	2	6.7
	Bachelors	23	76.7
	Masters	4	13.3
	Total	**30**	**100.0**
Marital Status	Married	21	70.0
	Single	8	26.7
	Divorced	1	3.3
	Total	**30**	**100.0**
Period of Work at the Secondary School	1-3 years	5	16.7
	4-5 years	9	30.0
	Above 5 years	16	53.3
	Total	**30**	**100.0**

Source: Primary data, 2025

From Table 1, the results show that majority of the respondents 19 (63.3%) who participated in the study were males and 11 (36.7%) of the respondents who participated in the study were female. The study findings also revealed that a bigger proportion of the respondents 12 (40.0%) were aged above 40 years, followed by 9 (30.0%) of the respondents who were aged 36-40 years, then 5 (16.7%) of the respondents who were aged 31-35 years, and the least proportion of the respondents 4 (13.3%) were aged 25-30 years.

In addition, the study findings show that majority of the respondents 23 (76.7%) had attained a bachelors' level of education, followed by 4 (13.3%) of the respondents who had attained a masters' level of education, then 2 (6.7%) of the respondents who had attained a diploma level of education, and only 1 (3.3%) of the respondents had attained a certificate level of education. In regards to marital status, majority of the respondents 21 (70.0%) were married, followed by 8 (26.7%) of the respondents who were single, and a few 1 (3.3%) of the respondents were divorced.

The study further show that majority of the respondents 16 (53.3%) had worked with the respective government-aided secondary schools for a period of above 5 years, followed by 9 (30.0%) of the respondents who had worked with the respective government-aided secondary schools for a period of 4-5 years, and the least proportion of the respondents 5 (16.7%) had worked with the respective government-aided secondary schools for a period of 1-3 years.

Findings on the Objectives of the Study

This section presents the findings in relation to the specific study objectives.

Relationship between Teacher Compensation Policies and Teacher Retention in Private Secondary Schools in Butambala District

The study sought to examine the relationship between teacher compensation policies and teacher retention in private secondary schools in Butambala District. The relationship was analyzed using Spearman's Rank correlation analysis and the findings are presented in Table 2.

Table 2: Correlation Findings on the Relationship between Teacher Compensation Policies and Teacher Retention in Private Secondary Schools in Butambala District

		Teacher Compensation Policies	Teacher Retention
Teacher Compensation Policies	Spearman's Correlation Coefficient	1.000	.487**
	Sig. (2-tailed)	.	.000
	N	30	30
Teacher Retention	Spearman's Correlation Coefficient	.487**	1.000
	Sig. (2-tailed)	.000	.
	N	30	30

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

Source: Primary data, 2025

The study results in Table 2 indicate that there is a statistically moderate positive and significant relationship between teacher compensation policies and teacher retention in private secondary schools in Butambala District (r = 0.487, N = 30, P-value = 0.000) at a 0.01 significance level. The findings imply that an enhancement in teacher compensation policies moderately but significantly leads to an enhancement in teacher retention in private secondary schools in Butambala District.

In regards to teacher compensation policies and teacher retention in private secondary schools in Butambala district, some of the key informants asserted that;

> *"...compensation policies that emphasize higher salaries for teachers reduce financial stress, making teachers less likely to leave for better paying jobs and also competitive pay attracts and retains top talent, preventing experienced teachers from seeking jobs in other districts or professions."* **(School Administrator 7)**
>
> *"Compensation policies that advocate for performance-based incentives boost motivation among teachers. Offering bonuses for high performance, student achievement, or leadership roles increases job satisfaction and encourages teachers to stay and grow within the profession."* **(School Administrator 1)**

"Fair, competitive, and well-structured compensation policies significantly improve teacher retention by reducing financial stress, increasing job satisfaction, and rewarding excellence. Schools that invest in strong compensation policies are more likely to retain experienced, motivated, and high-performing teachers, leading to better student outcomes and a stable education system." **(School Administrator 4)**

Relationship between Recruitment and Selection Policies and Teacher Retention in Private Secondary Schools in Butambala District

The study also sought to investigate the relationship between recruitment and selection policies and teacher retention in private secondary schools in Butambala District. The relationship was analyzed using Spearman's Rank correlation analysis and the results are presented in Table 3.

Table 3: Correlation Findings on the Relationship between Recruitment and Selection Policies and Teacher Retention in Private Secondary Schools in Butambala District

		Recruitment and Selection Policies	Teacher Retention
Recruitment and Selection Policies	Spearman's Correlation Coefficient	1.000	.440**
	Sig. (2-tailed)	.	.000
	N	30	30
Teacher Retention	Spearman's Correlation Coefficient	.440**	1.000
	Sig. (2-tailed)	.000	.
	N	30	30

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

Source: Primary data, 2025

The study results in Table 3 revealed that there is a statistically moderate positive and significant relationship between recruitment and selection policies and teacher retention in private secondary schools in Butambala District ($r = 0.440$, $N = 30$, P-value = 0.000) at a 0.01 level of significance. The findings imply that an enhancement in recruitment and selection policies moderately but significantly leads to an enhancement in teacher retention in private secondary schools in Butambala District.

In accordance to recruitment and selection policies and teacher retention in private secondary schools in Butambala district, some of the key informants had this to say;

"Effective recruitment policies attract teachers who align with the school's culture, values, and expectations. Selecting candidates with strong teaching skills and resilience increases the likelihood of long-term retention." **(School Administrator 4)**

"...schools with structured orientation and induction programs help new teachers adjust, reducing early-career stress. Providing clear expectations, school policies, and classroom management strategies boosts confidence and job satisfaction which resultantly improves teacher retention within schools." **(School Administrator 9)**

"Fair and bias-free hiring policies ensure teachers feel valued and respected from the start. Transparent selection processes prevent feelings of favoritism or unfair hiring practices, which can lead to dissatisfaction and attrition." **(School Administrator 6)**

"Strong recruitment and selection policies ensure that schools hire qualified, motivated, and well-supported teachers, reducing early-career burnout and long-term attrition. By focusing on fair hiring, competitive benefits, professional support, and cultural fit, schools can build a stable and committed teaching workforce, resultantly improving teacher retention." **(School Administrator 2)**

Relationship between Work Environment Policies and Teacher Retention in Private Secondary Schools in Butambala District

The study further sought to examine the relationship between work environment policies and teacher retention in private secondary schools in Butambala District. The relationship was analyzed using Spearman's Rank correlation analysis and the results are presented in Table 4.

Table 4: Correlation Findings on the Relationship between Work Environment Policies and Teacher Retention in Private Secondary Schools in Butambala District

		Work Environment Policies	Teacher Retention
Work Environment Policies	Spearman's Correlation Coefficient	1.000	.670**
	Sig. (2-tailed)	.	.000
	N	30	30
Teacher Retention	Spearman's Correlation Coefficient	.670**	1.000
	Sig. (2-tailed)	.000	.
	N	30	30

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

Source: Primary data, 2025

The study results in Table 4 revealed that there is a statistically strong positive and significant relationship between work environment policies and teacher retention in private secondary schools in Butambala District (r = 0.670, N = 30, P-value = 0.000) at a 0.01 level of significance. The findings imply that an enhancement in work environment policies considerably and significantly leads to an enhancement in teacher retention in private secondary schools in Butambala District.

In relation to work environment policies and teacher retention in private secondary schools in Butambala district, some of the key informants argued that;

> *"Schools that promote collaboration, respect, and inclusivity create a sense of belonging, making teachers more likely to stay. A culture of open communication and shared decision-making empowers teachers and increases commitment which leads to an improvement in teacher retention within different schools."* **(School Administrator 8)**
>
> *"A positive, well-structured work environment that prioritizes support, safety, professional growth, and work-life balance significantly improves teacher retention. Schools that invest in teacher well-being, recognize achievements, and reduce stressors create a stable and committed teaching workforce resulting into improved teacher retention."* **(School Administrator 5)**
>
> *"...clear, consistent discipline policies help teachers manage classrooms effectively, reducing frustration and emotional exhaustion. School that provide counselling services and behavioral support programs create a more positive learning environment for both teachers and students which significantly influences teacher retention among different schools."* **(School Administrator 2)**
>
> *"Work environment policies through supportive leadership encourages teacher retention. School administrators who provide consistent support, mentorship, and recognition make teachers feel valued. In addition, school leaders who are approachable and responsive reduce stress and improve job morale which positively influences teacher retention within schools."* **(School Administrator 7)**

Conclusion

The study concludes that teacher management policies in terms of teacher compensation policies, recruitment and selection policies, and work environment policies have a significant relationship with teacher retention in that an enhancement in the different teacher management policies resultantly leads to an enhancement in teacher retention in private secondary schools in Butambala District.

Recommendations

The study recommends that the schools administrators and stakeholders should offer reasonable salaries, performance-based inducements, and all-inclusive benefits which build a more attractive and rewarding work atmosphere for teachers and these are essential for retaining experienced teachers, ensuring stable and motivated teaching workforce in private secondary schools in Butambala District.

The study also recommends that the schools should foster a healthy, respectful, and manageable work environment that prioritizes support, collaboration, work-life balance, and professional growth which plays a pivotal role in improving teacher retention in private secondary schools in Butambala District.

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Appendices

Appendix I: Structured Questionnaire

Dear respondent,

You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree …… or Disagree …….

Instructions: Please tick the most appropriate response of your choice

Section A: Demographic Characteristics of Respondents

1. **What is your Gender?**

   1. Male ☐ 2. Female ☐

2. **What is your age group?**

   1. 25-30 years ☐ 2. 31-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

3. **What is your highest level of education?**

   1. Certificate ☐ 2. Diploma ☐ 3. Bachelors ☐ 4. Masters ☐

4. **What is your marital status?**

   1. Married ☐ 2. Single ☐ 3. Divorced ☐

5. For how long have you worked at this secondary school?

1. 1-3 years ☐ 2. 4-5 years ☐ 3. Above 5 years ☐

SECTION B: TEACHER MANAGEMENT POLICIES

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of Teacher Management Policies;

Part I: Teacher Compensation Policies

No.	Teacher Compensation Policies	SD	D	NS	A	SA
1.	There are fixed annual or monthly salaries provided to teachers based on qualifications, experience, and position at the school					
2.	There are performance-based compensations and pay increases provided to teachers at the school					
3.	Teachers are provided with allowances and benefits such as housing allowances, transport allowances, and health insurance at the school					
4.	There is equity and fairness in payment of teachers with similar responsibilities at the school					
5.	There is provision of incentives for professional development to teachers like education subsidies and training allowances at the school					

Part II: Recruitment and Selection Policies

No.	Recruitment and Selection Policies	SD	D	NS	A	SA
1.	There is clear definition of job requirements and qualifications to teachers during recruitment at the school					
2.	There are transparent recruitment methods and strategies set for teachers at the school					
3.	There are well established selection criteria and processes for teachers at the school					
4.	The recruitment process promotes diversity and inclusion for all teachers, regardless of gender, race, and ethnicity at the school					
5.	There is alignment of recruitment efforts with long-term staffing needs to ensure steady flow of qualified candidates at the school					

Part III: Work Environment Policies

No.	Work Environment Policies	SD	D	NS	A	SA
1.	There are well defined teaching hours expected from teachers to avoid overwork, including teaching periods per week at the school					
2.	There are initiatives set to support teachers in managing workplace stress and provision of counseling services to teachers at the school					
3.	There is provision of opportunities for continuous professional development through training, workshops, and seminars at the school					
4.	There are policies that promote respect, inclusion, and diversity within the school, ensuring a supportive and welcoming work environment for all employees at the school					
5.	There are policies for recognizing teachers' efforts and achievements, including awards or public acknowledgement of exceptional work at the school					

SECTION C: TEACHER RETENTION

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your perception about the statements related to Teacher Retention;

No.	Teacher Retention	SD	D	NS	A	SA
1.	There is a reduction in the number of teachers who leave the profession over a given period at the school					
2.	There in a reduction in the number of teacher who transfer from this school to another within a given period at the school					
3.	There is a reduction in the teacher turnover rates at this school and within the district					
4.	There is an increase in the number of teachers who remain at this school over a period of time					
5.	There is a reduction in teacher absenteeism and disengagement at the school					

Appendix II: Interview Guide

Dear respondent,

You have been chosen as a Key Informants to take part in this study and your responses will be treated with paramount confidentiality. The information you will provide will only be used for the required purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree…… or Disagree…….

Designation of Interviewee…… Date of interview……

Interview questions

1. What is your view on teacher management policies in relation to teacher retention in private secondary schools in Butambala District?
2. How do teacher compensation policies influence teacher retention in private secondary schools in Butambala District?
3. How do recruitment and selection policies influence teacher retention in private secondary schools in Butambala District?
4. How do work environment policies influence teacher retention in private secondary schools in Butambala District?
5. What recommendations do you give as a school administrator on teacher management policies in order to improve teacher retention in private secondary schools in Butambala District?