

# Individual, Organizational Factors and Teacher Turnover Intentions Among Primary Schools, in Mbarara District

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## Abstract

**Background:** There is high teacher turnover intentions in primary schools In Uganda. **Aim:** The study established the relationship between individual, organizational factors and teacher turnover intentions among primary schools in Mbarara district, Western Uganda. **Methods:** A cross-sectional study design where a sample size of 421 active and present on the 2012/2013 payroll primary school teachers in Mbarara district (N=1951 teachers) were enrolled between 1<sup>st</sup> April and 30<sup>th</sup> June 2013 using simple random sampling technique. Data was collected by Researcher and 2 trained research assistants using a self-administered semi-structured questionnaire between 1<sup>st</sup> April and 30<sup>th</sup> June, 2013 to obtain information on the individual and organizational characteristics. dependent variable; teacher turnover intention and independent variables; Categorical variables were summarized using frequencies, tabulations and percentages while for appropriate reporting, continuous variables were summarized using mean and median if the data was skewed. In measuring the strength of associations, binary logistic regression method was used to analyze the data and reported in Odds Ratio at a 95% Confidence Interval. At bivariate level, any independent Variable having a P-value of < 0.2 was considered for further analysis at multivariate level and only considered statistically significant with a P-value of < 0.05 having been considered for confounding at 10%.

**Results:** From the 421 respondents, individual factors which included owning a car (OR 3.992, p= 0.007) spouse's occupation as business (OR 0.287, p=0.002) and having less than three children (OR 5.928, p=0.005) were statistically significantly associated with teacher turnover intentions. Among the organizational factors, the study found out that low job vulnerability (OR 0.437, p=0.001), absence of scholastic materials; textbooks (OR 3.224, p=0.001) and lack of involvement of teachers in extra-curricular activities; being a class teacher (OR 2.522, p=0.001), denied designing of timetable (OR 2.085, p=0.006) and extra lessons provided (OR 2.413, p=0.001) were noted to be statistically significant factors associated with teacher turnover intentions.

**Conclusions:** Teachers with spouses involved in business and those who owned a car(s) were less likely to leave the teaching profession while Teachers having less than three children were more likely to quit the teaching profession soon than later. Extra-curricular activities not allocated to the teachers such as being a class head or designing a timetable and coaching increased teacher attrition intentions by more than twice their counterparts allocated these responsibilities. The absence of teaching materials especially textbooks within the primary schools increased teacher attrition intentions three folds while low vulnerability on the job decreased teacher attrition by more than twice.

**Recommendations:** Extra responsibilities on merit should be assigned to teachers. Strengthening the appointment mechanism of teachers into professional service needs revisiting through quick provision of appointment letters and regularization into service. Teachers could delay or have fewer children preferable not more than three. Encourage teachers with spouses having additional income/businesses to improve the family cash base. Further studies to establish causality could be conducted to involve the whole country.

**Keywords:** individual factors, organizational factors, teacher turnover intentions, primary schools

## 1. Introduction

### 1.1 Background

The teaching profession has undergone changing levels of value, attention effects and benefit over years. In Uganda, during the pre-independence period, teachers benefited alot in terms of respect from the public and reasonable salary, majority of the teachers liked their profession; hence, high teacher retention in schools was experienced (Ssekamwa &

Lugumba, 1973). By the 1960s, Uganda had one of the best education systems in Africa, which was an attraction to many into the teaching profession. Teacher turnover and loss of knowledge of experienced personnel is a critical concern in all types of institutions in the current era of knowledge workers (DeLong, 2004; Drucker, 1999). This problem is frequently examined in the field of management because of its negative influence on institutional performance and climate (Abelson, 1987).

Institutions today constantly wrestle with revolutionary trends; escalating product and technological changes, global competition, deregulation, demographic changes, and at the same time, they must strive to implement trend towards a service and information age society (Kane, 2003). Due to this turbulent business environment, one of the greatest challenges facing primary schools today both government and private is the high turnover rate of vital teachers. Increasingly, institutions are competing for the best talented teachers (Porter, 2000). New paradigm institutions recognize that an important element in school management practice is the need to successfully motivate and retain high talent Teachers who survive school restructuring, downsizing, consolidation and re-engineering initiatives (Clarke, 2001).

This led to many institutions realizing that teacher turnover intention is a strategic issue and represents a competitive advantage (Walker, 2001). Individual factors such as socio-demographic characteristics, health status, academic qualifications; socio-economic and family background among others contributes to teacher turnover intentions (Lornu, 1993), (Marso, 1995), (Ademoye, 1999; Omolara, 2010). Organizational factors which included; poor salaries and wages, poor working conditions, school characteristics like inadequate infrastructure for instance staff houses, limited human resource, lack of job security in schools seem to have contributed to high turnover intentions among primary school teachers in Mbarara District (Soyibo, 2000), (Richard, 2004), (Price, 1977).

According to Ssekamwa (2000), the Ministry of Education and Sports was responsible for the execution of education policies and formulation of guidelines for the day to day running of primary schools in Uganda. However, the political upheavals and economic mismanagement of the 1970s and early 1980s affected the education sector, in that, manpower, infrastructure, teaching materials and conducive work environments among others were not available, and resources were diverted. Teachers were poorly trained and they had neither career prospects nor incentives. Many left the teaching profession and joined other careers in the private sector. Teachers in the rural areas moved to urban centers in search of better pay or green pastures. When relative stability returned to Uganda in the late 1980s, revitalization of the education sector became a priority. With a conducive enrolment policy and political-will from the government reform focused on a number of issues among which was to reduce teacher turnover.

Mbarara district however has continued to have a high teacher turnover rate which greatly accounts for the low performance of pupils in all schools whether government or private. It has been further observed that retention of professional and qualified teachers has become a big challenge for primary education in Mbarara district as teacher turnover rate was significantly increasing in pasted years despite efforts by the Ugandan government to beef up retention.

### *1.2 Problem Statement*

There is a high rate of teacher turnover in Mbarara district. Some teachers talked about leaving the teaching profession for other jobs or green pastures. Teacher turnover in Mbarara district was at 60 per cent on average despite the efforts by the Ugandan government in ensuring teacher retention (Namirembe-Bitamazire, 2005). This was high and calls for understanding of factors responsible.

Teacher turnover intentions had a direct effect on the students' performance as schools continue to lose out on experienced teachers and replacement takes long or never. Teachers may quit over head Teacher's behaviour, low salary, poor work conditions, decision-making manner on the day to day running of the school, minor disagreement with the management among others (Deborah, 1993). In the Ugandan education system, several schools have sprouted such that human resource in terms of teaching skills was inadequate (Nshaho, 2010). However, the resources required to pay these skilled teachers were scarce for majority of the schools. This had caused brain-drain of skilled teachers from the teaching profession to other attractive jobs elsewhere. Under the UPE policy, the provision for teacher attrition and retention was not clearly spelt out, yet pupils' numbers had more than tripled since the implementation of the UPE system in 1997, hence affecting the quality of education.

Individual and organizational factors seem to influence teacher turnover intentions in Europe and America. However, individual and organizational factors that were influencing teacher turnover intentions among primary schools in Mbarara District as well as Uganda were not well known.

### *1.3 Specific Objectives of the Study*

1. To establish the relationship between individual factors and teacher turnover intentions among primary schools in Mbarara district.
2. To establish the relationship between organizational factors and teacher turnover intentions among primary schools in Mbarara district.

### *1.4 Significance of the Study*

Most of the published studies done locally were on teacher turnover intentions in central Uganda, no similar research has ever been carried out on schools in Western Uganda in particular, Mbarara district.

The Universal Primary Education (UPE) Policy (2006) had no clear strategy laid to motivate and retain the teachers in the UPE schools with overwhelming numbers of pupils to teach amidst limited resources, there was no provision on how attrition would be addressed. It is therefore hoped that the findings of this research would be used to inform policy (Minister of education, Permanent Secretary, Parliamentarians, District Education Officer, District Inspector of Schools, Head teachers) in their approach to address this dilemma.

The dissemination for this study was hoped to be used as a reference material by different scholars. Lastly, it was hoped that the study would stimulate further research on the various educational institutions in Mbarara district and beyond about teacher turnover intentions.

### *1.5 Scope of the Study*

#### *1.5.1 Geographical Scope*

The study was carried out in Mbarara district situated in Western Uganda. Mbarara district borders Ibanda district to the North, Kiruhura district to the East, Isingiro district to the South-East, Buhweju district in the Northwest, Sheema district to the West, Ntungamo district to the Southwest. Mbarara district is 270 kilometers from the capital city Kampala. It is the largest city in the Ankole sub-region. Its total area is 1,846.4km<sup>2</sup> (712.9 square miles). The district had 197 government aided and 41 private primary schools at the time of the study.

#### *1.5.2 Content Scope*

The study was limited to the individual factors which include: socio-demographic characteristics (sex, age, academic qualifications, marital status, tenure/teaching experience, religious affiliation and terms of employment); individual health status, social economic, work benefits and family background; while organizational factors shall include; working conditions (teaching load, class size, teaching materials and staff levels), school leadership, job security, infrastructure, school characteristics, promotion and rewards while on the other side was teacher turnover intentions among primary schools in Mbarara district.

#### *1.5.3 Time Scope*

This study applied to the period 1986 to present (2013). This was a period when socio-economic conditions improved and there has been organizational growth influencing the attitudes and behavior of workers in Uganda.

### *1.6 Conceptual Framework*

The study has the following conceptual model as shown in Figure 1 below:

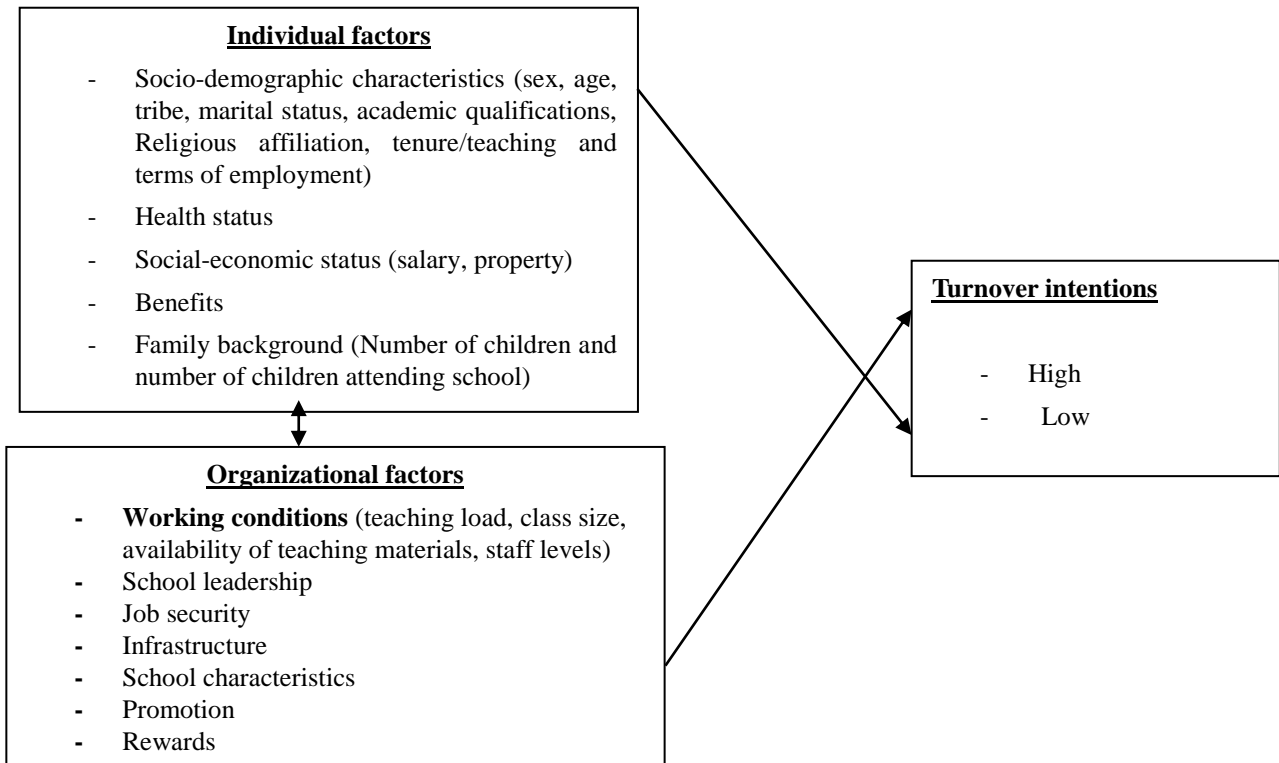


Figure 1. Conceptual framework showing the relationship between individual, organizational factors and teacher Turnover intentions

## 2. Literature Review

### 2.1 Introduction

This section highlights the reviewed literature as provided by different scholars and researchers on teacher turnover intentions. It begins with the definition of teacher turnover intentions, the relationship between individual factors and teacher turnover intentions, and lastly, the relationship between organizational factors and teacher turnover intentions.

### 2.2 The Concept of Teacher Turnover Intentions

According to (Billingsley, 1991); turnover intention refers to teachers' self-reports about the likelihood that they will leave the profession. Research in applied psychology, organization behavior, and management treated turnover intention as one of the most widely studied outcomes of job satisfaction and predictors of actual turnover behavior (Currivan, 1999). A substantial body of research has reported that turnover intention is negatively associated with job satisfaction (Hellman, 1997).

Turnover refers to the ratio of leavers to the average numbers employed during the course of the year (Lonne, 2001). (Abelson, 1987) looked at labor turnover as a measure of the rate of change of an organization's workforce. It is the ratio of the number of workers that had to be replaced in a given time in an organization. The issue of teacher turnover poses a very serious problem with critical effect on the individual, the organization and the government no matter the angle from which the problem is considered.

Thus, to the individual, teacher turnover involves some definite loss of earnings which would have accrued if the individual were otherwise engaged (Ingersoll, R. M., Bobbitt, S. A., 1995).

This is particularly of consequence in the Ugandan context since such loss of earnings carries along with it a chain of adverse externalities, such as inability to live up to the expectations of the extended family. Closely related to this is lack of adequate health care (health insurance) as a result of lack of employment since former employers cannot be liable for this in a situation where government provision is grossly inadequate.

From the government and organizational perspective, teacher turnover is even a problem of greater dimension. Notwithstanding whether the teachers involved enjoyed government sponsorship for their training or not, departure results in a net financial loss to Government as well as the organization. This is the case for public funds which would

have been provided for materials, equipment, buildings for the school are used for training of an individual, who on the completion of his/her schooling, resigns for some other job for one reason or the other (Maicibi, 2003). Although one cannot gloss over the ultimate contribution of such individual to the overall development of a nation's economy, the fact is evident that a service for which the individual was trained is robbed to pay another without any bargain whatsoever.

This study is guided by Herzberg's motivation-hygiene theory of job satisfaction. Herzberg proposes that every worker has two sets of needs. That is, motivational and hygiene needs. This theory indicates that teachers will stay in the school as long as they can satisfy their needs and they are motivated (job satisfaction), but when their needs surpass their income and they feel they are no longer motivated, they will seek better employment elsewhere they feel are needed. The study is further guided by the expectancy theory postulated by (Vroom, 1964). This theory argues that the strength of a teacher to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. In this theory, it is assumed that a teacher is likely to remain working in his present job if he/she knows that performance will be measured, evaluated and rewarded with positive outcomes like pay rise, promotion, recognition (rewards), housing, transport facilitation and others. Failure to be rewarded as expected, compel a teacher to frustration, reduce his or her efforts, be de-motivated and may eventually quit the teaching profession.

### *2.3 Individual Factors and Teacher Turnover Intentions*

In a qualitative study conducted in 2010 on early career teachers' quit intentions: implications for teacher education, the focus was on identifying the factors contributing to teacher quit intentions.

A sample of 308 early career teachers belonging to secondary and preparatory schools was drawn from Addis Ababa, Ethiopia. In their findings, 53 percent (164 teachers) showed high quit intentions while 13percent (42 teachers) showed low quit intentions. Males had a six-fold as compared to females with both low and high intentions at 37 and 141 to 5 and 23 teachers respectively. The teacher quit intentions by qualifications was seen to be high among graduands at 145 (38 per cent) and low among post- graduands, 4 (1.1percent). While low intentions to quit still was dominated by graduands 35 (11.4percent) and least intention to quit was still the post graduands at 1 (0.32percent). The study further found out that only four independent variables as significant predictors of quit intentions namely; choice satisfaction, other job opportunities, perceived status and self accountability respectively. The study concluded that providing freedom of choice at entry level to the teacher profession coupled with enhancing rigour pre-service education would decrease the high teacher quit intentions (Mohan, 2010).

Unrealistic expectations of teachers are also important personal factors which contribute to turnover. Many people keep unrealistic expectations from institutions when they join. When these unrealistic expectations are not realized, the teachers become disappointed and they quit. Several researchers have argued that organizational factors are also the predominant influence on teacher turnover intentions (Cross et al. 1989). For example, it has been said that teachers base their decision to leave or stay with a school on the perception of various features of the work environment (Buckley et al. 2005).

In Wakiso district, a study was conducted on the factors affecting teacher turnover among 380 respondents representing 64 private secondary schools using a cross-sectional study design. The study noted that employee and employer related factors especially loss of cohesion, poor pay and management style were significantly related with teacher turnover. They reported that many teachers joined the teaching sector with numerous expectations which however were not met and this increased their dissatisfaction causing lack of commitment and later resignations. They concluded that employer, employee and external factors significantly affected teacher turnover in the private secondary schools (Candle, 2010).

(Tweyongere, 2010) conducted a study on the assessment of the academic staff turnover in Makerere University Business School (MUBS) using across sectional study design on 170 respondents to establish the level of employee commitment of academic staff and the relationship between management styles and strategies to minimize the turnover at the institution. It was noted that poor incentives and low pay were the main reasons for academic staff exit. Further, the study found out that those teachers leaving their profession were aged between 26 to 43years and were still faced with career dynamics. However, the study reported that there was no substantial correlation between management styles and academic staff turnover.

In addition, an important finding has been that teachers' decisions whether to stay or to leave the teaching profession is highly influenced by their age. The relationship between teachers' age or experience in some analyses and their turnover has been found to follow a U-shaped curve. Researchers have consistently found out that younger teachers

have very high rates of departure. Subsequently, as those remaining “settle in,” turnover rates decline through the mid-career period and, finally, rise again in the retirement years (Bobbitt et al., 1994; Boe et al., 1998; Grissmer & Kirby, 1987, 1992, 1997; Hafner & Owings, 1991; Murnane, Singer, & Willett, 1988). Moreso, because the distribution of age in the teaching force is twisted upward, older teachers significantly outnumber younger teachers. Many analysts have concluded that retirement due to a rapidly “graying” teaching workforce was the most significant factor behind teacher turnover, teacher shortages, and school staffing problems (Akintayo, 2003). It was estimated that 50 per cent of new teachers left the profession within the first 5 years on their job (Ingersoll, R.M, 2003). When teachers leave their jobs, knowledge of instructional technique, students learning styles, and professional development training provided was missed (Chuong, 2008).

Another cross sectional study on 120 teachers in private secondary schools was done to establish the relationship between workload, emotional competence, teacher competence, occupational stress, counterproductive work behaviors and teacher turnover intentions in private secondary schools. There was a significant negative relationship between teacher competence and workload ( $r = -0.278$ ,  $p < 0.01$ ) while a significant positive relationship existed between occupational stress and academic staff turnover intentions ( $r = 0.192$ ,  $p < 0.01$ ). There was however no significant relationship between stress and counter-productive work behaviours ( $r = 0.141$ ) (Tusabe, 2006).

(Kyoma, 2010) carried out a cross sectional study on 250 teachers to investigate the relationship between teacher competence, emotional competencies, occupational stress and turnover intentions among secondary school teachers in central Uganda. The study employed a cross sectional study design with convenience sampling utilized following stratification by arts and science disciplines. A significant association between occupational stress and teacher turnover intentions was revealed, reporting a unit increase of stress increased the turnover intentions (0.52,  $p < 0.01$ ). A strong positive correlation was reported between emotional competencies and teacher competence though no relationship was established between occupational stress and teacher turnover intentions. The study also revealed that degree holders are less competent compared to diploma holders with a mean score of 2.94 and 3.18 respectively.

(Yiga, 2010) in Iganga District, Eastern Uganda, a study to measure the extent of and reasons for teacher absenteeism and developed recommendations for curbing it using non-random sampling technique 30 schools of which 620 respondents were studied who included education officials and experts at national and district levels, head teachers, teachers, pupils, parents, community members, district stakeholders, civil society organizations the district. Teacher absenteeism accounted for 43.6 percent, while head teachers reported 19.7 percent. Sickness 33.3 percent, active teacher involvement in other income generating projects 13.3 percent while others engage in farming 6.7 percent, inadequacies in inspection, weak monitoring mechanisms at schools level, lack of teachers' houses, low pay coupled with a high family dependence ratio and distances to banks 3.3 percent were correlated with teacher absenteeism. Transport was associated with teacher absenteeism in the district while majority of teachers reported that their residences were located between 2 to 5 kilometers from their station schools.

In a related report by the World Bank (WB), teacher absenteeism costs the government Shs.52 billion annually in Universal Primary Education (UPE). Independent reports show that other teachers abscond from duty and sub-employ their colleagues as they go about their businesses and absenteeism has been reported to be present in every district prompting Ministry of Education and Sports officials demanding an explanation (Masaba, July 20th 2013). Several strikes in schools have occurred and have been on the increase in the last five years due to among other reasons; disagreement between the head teacher and the school management, claims by the pupils of sub-standard examinations, absenteeism by teachers especially having patronized others due to over-staying in schools and stringent administrative rules which caused pupils to feel alienated from the education system (New Vision, July 31, 2013).

Lack of job security was also given as one of the factors affecting teacher turnover. The phenomenon of retrenchment of large numbers of teachers in private primary schools without clear reasons affects teachers' interest in teaching, kills their morale and causes fear among them (Gritz, 1996).

Need to find jobs which better suit teachers' skills and interests could also explain teacher turnover. (Abelson, 1987) confirms this by arguing that employees will leave the organization in order to find jobs which better match their skills and interests. If teachers are not intrinsically motivated and feel they are not being led in the direction they think, they will leave those schools to places where their interests can be given priority.

Passion for work is a necessity for any successful and committed employee. Teaching is a calling just like other vocations. Many teachers however lack the passion to teach. The young teachers especially in the United States, New York to mention but a few look at teaching just as a job not a career (Gritz, 1996). In fact many are heard saying “teaching is a sure deal, until something better comes up”, this obviously means they lack the heart to teach. They do not love teaching but just take it on as a stepping stone as they search for something better to do. However, one teacher

in New York noted that “I would be a fool if I was not looking for “greener pastures”, to me it doesn’t matter where I teach, I love teaching. But love does not pay the bills, if it does please contact my Landlord”.

#### *2.4 Organizational Factors and Teacher Turnover Intentions*

The Universal Primary Education (UPE) policy which is a result of the White Paper’s articulation of the purpose of Uganda’s education system continues to be the supreme guide for the education sector. The aims of this policy include promoting citizenship, moral ethical and spiritual values; promoting scientific, technical and cultural knowledge, skills and attitudes; eradicating literacy and equipping individuals with basic skills and knowledge with the ability to “contribute to the building of an integrated, self-sustaining and independent national economy (Education policy, 2006). Also, key policy thrust both rural and urban Ugandans include; providing equitable access to quality and affordable education to all Ugandans, propelling the nation towards achieving the goals of Poverty Eradication Action Plan (PEAP), meeting commitments to achieve Education for All (EFA) and the Millennium Development Goals (MDGs) by 2015, providing relevant education and enhancing efficiency, and strengthening partnerships in the education sector.

Education today in Uganda is a constitutional right enshrined in the Constitution of the Republic of Uganda Article 30 that stipulates that education for children is a human right Art. 34(2)(Uganda, 1995). Children are entitled to basic education by the State and the parents. It also focuses on expanding the functional capacity of educational structures and reducing on the inequalities of access to education between sexes (male and female), geographical areas, and social classes in Uganda. More resources have been allocated to lower educational sector through UPE in order for both girls and boys to access equal education levels (MoE&S, 1998:b) hence benefiting the disadvantaged rural poor.

Inadequate budgetary allocation to the education and sports sector as a proportion of total government (GoU) expenditure in the past decade has progressively declined from 24 percent (FY 2001/2002) to 17.3 per cent (FY 2009/2010) together with high pupil/teacher ratios 52:1 in 2009. The required expansion of service delivery in the Education sector to meet the projected social demand (Uganda, 2010) has drastically reduced. This alone has caused the rate of teacher turnover intentions grow high.

Organizational factors like poor pay have been cited by many researchers as the primary reason for high teacher turnover worldwide. The international journal of education policy and leadership in Texas Districts revealed that “it takes a very strong individual to teach because they are underpaid”. It is a wonder anyone can survive on a teacher’s salary alone especially a new teacher. In addition to the poor salary, many administrators hurl responsibilities at new teachers like committees and coaching with very meager payments if any (Ingersoll, R. M., Bobbitt, S. A., 1995). This in a long run leaves the teachers completely burned out and eventually they leave. If this is the situation in Texas, one wonders what Africa has to offer. It is because of such publications that a study had to take place in Uganda and Mbarara District in particular to compare the situations.

In relation to the above Uganda National Teachers’ Union (UNATU) in an agreement with the Uganda government were promised a 50% pay raise phased over 3 years beginning 2011/2012 financial year showing the little salary the teachers receive generally. However, due to the delayed salaries, a strike starting September 2013 after 90 days of notice to the Chairman National Negotiation Council was announced by the General Secretary UNATU (Kyokunzire, Friday July 19, 2013), (Namutebi, Monday, July 22, 2013), (Ahimbisibwe, Friday, 12 July, 2013), (Osike, Sunday, July 21, 2013), (Daily Monitor, Monday, July 15, 2013).

Further, 120,000 teachers across the country have not been paid salaries for four months ending April, May, June and July 2013. The teachers include primary and secondary school teachers as well as tutors in tertiary institutions in several districts of Uganda. Primary school teachers in 47 districts have not received salaries they are entitled, while in other districts teachers have affected a strike (Ahimbisibwe, Wednesday, July 24 2013; Kagolo, Sunday, July 14, 2013). Several schools have been forced to shorten the end of second term 2013 because of absence of scholastic materials due to failure of government to release funds leaving teachers demoralized with no pay and business (Monitor, Thursday, August 8, 2013). Over 6000 teachers are reported to have been recruited without provision for salary (Ahimbisibwe, Thursday, July 25 2013).

Five hundred (500) teachers would receive a salary cut from scale U5 shs.360,000 to scale U6 shs.310,000 due to irregular appointments as assistant education officers/grade V instead of senior education officers because they were teaching in the primary sector not provided for in the school establishment (Semakula, 13th July, 2013). UNATU further requested in writing the World Bank to delay the \$100 million grant until the government honored its pledge on salary increment (Kwesiga, 26th July, 2013), (Mukasa, Wednesday, July 24, 2013).

However, the Head of State His Excellency Yoweri Kaguta Museveni re-affirmed the budget reading that there will be

no salary increment for teachers this year since their salary is consumptive in nature and cannot be traded off with infrastructure and electricity and warned against the plan of industrial action (Nalugo, Tuesday, July 23, 2013), (Nalugo, Thursday July 11, 2013), (Businge, Friday, July 12, 2013). Having met with the teachers union leaders, the minister was directed to identify areas where money from other sectors can be drawn to cater for the civil servants' pay rise to alleviate the economic shortfall for the teachers (Kwesiga, 26th July, 2013). All this is affecting a primary school teacher who has no other option than quitting the profession.

According to a survey conducted on teacher supply, recruitment and retention in six Anglophone Sub-Saharan African countries, document analysis (policy document and statistical bulletins), questionnaire, follow-up visits and interviews were used. The respondents comprised of union and government officials, representatives of United Nations (UN) agencies such as UNESCO, World Bank and civil society organizations. The findings noted that of the six countries involved in the study survey, 66.7 percent had a shortage of qualified teachers with 44 percent reported in primary schools in 2006. Much as many qualified teachers are roaming the streets, Kenya and Zambia have inadequate numbers in their schools as evidenced by the high pupil-teacher ratio due to the budgetary constraints and international agreements reached with financial institutions like World Bank (WB) and International Monetary Fund (IMF). The average rate of teacher attrition among the six countries is 4 percent.

Most of the attrition is attributed to retirement, resignations and dismissals. The report cited high levels of brain drain contributing to teacher attrition caused by low salaries, poor conditions of service and morbidity/mortality due to HIV/AIDS.

The study noted that teaching has become a stepping stone profession of last resort in many of the countries since these countries do not have proper structures in place and are not fully equipped and prepared to confront influential international, regional and national financial institutions, donor organizations and other stakeholders to draw a playing field. The study further noted that teachers' salaries were generally low and below the poverty line or cost of living. The conditions of service are poor and many schools do not have adequate accommodation for teachers. The situation is made worse for the unqualified teachers, most of whom earn between 40 to 60 percent of the salary of the lowest paid qualified teacher (Educational, 2007).

According to ("Education (Pri-Primary, Primary and Post - Primary) Act, 2008," August, 2008), the Uganda government through its relevant agency Ministry of Education and Sports (MoE&S) shall be responsible for: "the provision of learning and instructional materials structural development and teachers welfare, setting policy for all matters concerning education and training, recruiting, deployment and promotion of both teaching and non teaching staff, management, monitoring, supervising and disciplining of staff and students and finally ensuring supervision of performance in public and private schools and development of management policies for all government and private aided schools". This is an assurance that the government of the Republic of Uganda is committed to provide all it takes for a teacher to perform his or her duty.

The study that was conducted on 95 respondents to establish the impact of human resource turnover on performance of four selected international schools in Kampala, Uganda using a descriptive study design survey, the self-administered questionnaires and interview guide among school staff especially teachers, head teachers and board of governors. It employed a multi-stage sampling method with stratified sampling technique to create strata for the staff then purposive sampling to select the respondents. The high entry of teachers and how it impacts on performance in academics during the period 2003 and 2007 reported an intermittent occurrence of increasing and decreasing academic performance. The staffs reported a belief held in relation to international schools that remunerations were highly attractive and only get disappointed later. Staff exit and performance of students in academics between the periods 2003 and 2007 reported high teacher turnover to be; resignation, completion of contracts and changes to the school systems that led to the decline in academic performance. As noted, the trend in teacher turnover decreased from 2003 to 2007 with an average of 25 exits annually. The study further reported that internal staff training deterred teacher turnover. The study recommended institution of teaching and non-teaching workshops twice in a period of three months to cater for the staff welfare.

Secondly, creation of developmental projects to improve on the teachers' and schools' income and remunerations respectively. The staff should be motivated by creation of incentives such as career development programmes while retaining their jobs or positions (Natukunda, 2010).

In 2004 to 2005, the average teacher turnover rate in primary schools in Mbarara District was nearly 13 percent ranging from a high of 29 percent to a low of 4 percent (Vantage Communications, 2006). Turnover among teachers in low performing schools was substantially higher, with a low of 12 percent to a high of 57 percent. Out of 281 priority schools, eight schools had a turnover rate of less than 20 percent, 22 had a turnover rate between 20 to 30 percent. 13



had a turnover rate between 30 – 40 percent, while 4 had a turnover rate of more than 40 percent.

(Mayfield, 2008) in Taxes on the creative environment's influence on intent to turnover carried out a research to investigate the creative environment on garden variety creativity workers' organizational outcomes. Results indicated a significant path coefficient of  $-0.77$  between creative environment and intent to turnover. Findings were that the creative environment had a strong role on worker turnover intentions. They found out that organizational outcomes will be optimized with a balance between environmental and individual components or motivators of creativity. The study further said that organizational innovations like public praise for creative activities, tangible advocacy for creativity from top management, and the absence of penalties for intelligent risks; availability of resources like technological support, relevant training and compatible time deadlines plus management practices – leadership behaviors that promote creativity such as constructive feedback and goal setting. Summary results firmly establish that leadership behaviors are significantly associated with creative products such as one where a successful solution has been implemented to a novel, ill-defined problem (Mumford et al., 2002).

Failure to create group cohesion by employers is also an organizational factor that can lead to teacher turnover. There are incidences where the school management takes decisions without considering the effects on the other school members especially teachers. This move can be interpreted as a malicious action by the affected staff. This can cause friction and loss of group cohesion and regrettable decisions can be taken and the whole school might be affected in the long-run (Everand and Morris, 1985). His findings revealed that lack of group cohesion makes employees feel isolated and unhappy which makes them quit their profession.

Furthermore, teachers working conditions play a vital role in a school's ability to attract, retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Schwartz (1984) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as motivators and the absence of such motivating factors, employees and in this case teachers will exit. (Hanushek, 1999) argues that clearly important, teacher salaries is not all that matters. They show that teacher preferences cut across a range of job and school conditions may be just as important as salary in the retention decision. According to their study, teachers might be willing to take lower salaries in exchange for better working conditions.

Further, in a study carried out by Hargreaves (1994) among some high school teachers in the United States revealed that supportive school policies like provision of learning opportunities including mentoring of new teachers and other plans for professional development were highly correlated with teachers commitment and turnover. The implication is that teachers are more likely to leave their jobs in circumstances where their schools do not provide learning environment and opportunities for professional growth for instance career progression and employee development. Chapman & Hutchinson (1982) articulate that none promotion was found to be one of the factors contributing to high rate of labour turnover in Uganda's Ministry of Education and Sports. Many teachers as another study noted look at themselves as helpless with no progression, as a result their commitment decreases and their absenteeism increases, the end result is turnover (Kakooza, 1991).

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

While some employer factors are not intentional, some are clearly causes of labour turnover for instance being dismissed due to unprofessional conduct or downsizing. It could be a deliberate policy of the organization to downsize (Derek, 2006). The fact that many primary schools are cropping out especially in Mbarara district means that, there is increased competition for students to fill these schools, this has reduced student population in schools, with such a scenario it would be wise to reduce on staff thus teacher turnover.

### *2.5 Conclusion*

This section is about the theoretical review and related literature. The theoretical review focused on Herzberg "Motivation Hygiene Theory" that could be used to explain teacher turnover intentions. This theory cites some factors that affect teacher intentions to turnover. In addition, this theory and the related literature have shown that most individual and organizational factors are related to teacher to turnover intentions. Review of related literature showed that work environment and work conditions, school policies and management styles as well as remuneration plays a very key role in ensuring that teachers are retained.

However, the reviews also emphasized that attraction packages should be consistent and promptly remitted in order to

not only attract, but to avoid turnover. Under conditions of work environment the reviews showed that teaching load, class size, availability of teaching and learning resources, location of the school and staff relationship, conducive work environment, career growth, promotion and recognition are very important in staff turnover intention. The reviews indicate that, in order for any institution to succeed, its governing organs must play their roles in a manner that promotes the realization of the common goals of such an organization.

This study was conducted in order to come up with viable recommendations to ensure that both individual and organizational factors identified and synchronized to minimize teacher turnover intentions among primary school teachers in Mbarara district.

### 2.6 Hypotheses

1. Individual factors are not significantly related to teacher turnover intentions among primary Schools in Mbarara district.
2. Organizational factors are not significantly related to teacher turnover intentions among primary schools in Mbarara district.

## 3. Methodology

### 3.1 Introduction

This chapter discussed the methodological aspects that were employed in the study which included;-research design, study area, target, accessible and study population; sample size, sampling procedure, reliability and validity of the research instrument, procedure of data collection, analysis and processing, ethical considerations, anticipated study problems and the approaches the researcher used to address them.

### 3.2 Study Design

The study employed a cross-sectional study design which was seeking to establish the relationship between individual, organizational factors and teacher turnover intentions among primary schools in Mbarara District. This study design collected data from the respondents without the need to make a follow up of the same respondents thus less costly in form of time and funds to collect the necessary information. The study was quantitative in nature. A self-administered survey questionnaire was used to collect data from respondents in Mbarara district.

Further, the rationale for the use of cross sectional study design in this study was the ability to explore the teacher turnover intentions, individual and organizational factors. Secondly, the study design was able to look at several outcomes; dependent variables as well as independent variables at the same time.

### 3.3 Study Area

This was an institution based study that involved a heterogeneous population of primary school teachers drawn from Mbarara district. There were 1971 teachers from 237 schools, private and government aided . This list was obtained from the District Education Officer (DEO), Mbarara district. In western region Pupil Teacher Ratio (PTR) was at 49% in 2010 compared to 57 in 2007. Pupil Classroom Ratio(PCR) at 58 by 2010 having dropped from 72 in 2007. Majority of primary schools in the region offered day programmes 92% compared to 7% and 1% that were partly boarding and fully boarding respectively (Uganda Bureau of Statistics, 2012)

### 3.4 Population

#### 3.4.1 Target Population

This means all the teachers that were on the payroll of Mbarara district as teachers in the fiscal year 2012/2013(N=1971), the District Education Officers (DEOs) and District Inspector of Schools (DIS) inclusive.

#### 3.4.2 Accessible Population

This means all teachers who were found at their schools during the study period 1<sup>st</sup> April, to 30<sup>th</sup> June, 2013 in Mbarara district.

#### 3.4.3 Study Population

**Inclusion Criteria.** All teachers who were teaching in primary schools within Mbarara district during the study period 1<sup>st</sup> April to 30<sup>th</sup> June, 2013, who were of sound minds and consented to participate in the study and were present on the day of data collection.

**Exclusion criteria.** All Teachers who were transferred to other districts within 2012 -2013 fiscal year and those who were not mentally sound where not included in the study.

### 3.5 Sample Size

To determine sample size that was sufficient to estimate the relationship between individual, organizational factors and Teacher turnover intentions among primary schools in Mbarara District, (Kish, 1995) formula was used as shown below;

$$N = \frac{z^2 pq}{e^2}$$

Where N = sample size

z = score corresponding to 95% confidence limit [1.96]

p = Expected number of teacher turnover =0.53[53%](Mohan, 2010)

e = Degree of accuracy = 0.05

q= [1-p] = [1- 0.53] = 0.47

$$N = \frac{(1.96)^2 \times 0.5 \times 0.47}{(0.05)^2} = 361$$

To cater for a 10% loss due to unforeseen errors in questionnaires and underestimation by the sample size, N was obtained =361 x 0.1 = 36.1 = 36. Therefore N = 361 + 36 = 397. Therefore sample size used in the study was 397 teachers.

#### 3.5.1 Sampling Procedure

Simple Random Sampling (SRS) technique was employed. Selection of respondents from all the schools was by simple random sampling with replacement. All up-dated names of teachers were listed in alphabetical order and codes were assigned to them in order to select the respondents and eliminate bias. The up-dated names retrieved from the DEOs' office were used for sampling and identification purposes only. However, on the questionnaire, only the teachers' assigned codes were used after identification.

#### 3.6 Instruments and Variables

A semi-structured self-administered questionnaire was utilised. The questionnaire had four sections namely: section (A), Socio-demographic characteristics, Section (B), Individual characteristics, section (C), Organisational factors and lastly section (D), Teacher turnover intentions. Independent variables included; among the individual characteristic socio-demographic (sex, age, tribe, marital status, academic qualifications, tenure/teaching experience), health status, social-economic status(salary and property owned by teachers), benefits and family background(level of education of partner, employment status of partner, number of children and those that go to school). Organizational factors included; working conditions(teaching load, class size, teaching materials and staff levels), school leadership, job security, infrastructure, school characteristics, promotion and rewards, while teacher turnover intention was the dependent variable.

**Validity.** The instrument was reviewed and verified by the supervisor and Research Experts in Organizational Psychology. 20 would-be respondents were used to pilot/pre-test the instrument which were selected from four schools; 2 from urban and 2 from rural schools respectively.

**Reliability.** The instrument was consistent in measuring the variables by using the reliability proficient called Alpha ( $\alpha$ ). This is computed on the data from the field using SPSS program.

#### 3.7 Procedure

A clearance document obtained from Makerere University was presented to the school for permission to be granted so as to approach the would-be respondents. The respondents who were successfully sampled were identified and written informed consent was obtained from them. Each school selected was assigned a research assistant on the basis of fluency in the English language as well as Runyankole/Rukiga the local language of the area under study. Respondents completed the questionnaires and returned them to the research assistants. The researcher would then check the questionnaires for completeness and stored them in a safe and secure casing. However, for the respondents who were unable to complete the questionnaires on the same day, telephone contacts were obtained and a possible completion date was fixed to collect the questionnaires not beyond two weeks.

### *3.8 Data Processing and Analysis*

#### *3.8.1 Data Processing*

Research assistants were trained on community-based research for a period of 2 days. An operational manual was provided to the research assistants to ensure minimal bias and high quality data. Regular meetings between data collectors and the Principal Investigator were held to rectify problems encountered with an onsite verification of data collected by the Principal Investigator. Double data entry was made by 2 research assistants in Excel program to further minimize errors by using a check command and then cleaned by the Principal Investigator.

First and second editing of the questionnaires was carried out by the research assistants and the principal investigator. The completed questionnaires were stored in duplicate form. Data entry was done using excel program. Data analysis was done using SPSS version 16 after cleaning and coding. The processed data was stored in more than one secure place.

#### *3.8.2 Data Analysis*

##### *3.8.2.1 Descriptive Statistical Analysis*

Categorical variables were summarized using frequencies and proportions/tabulation while continuous variables were summarized using; mean and median where data was not normally distributed/skewed.

##### *3.8.2.2 Analytical Study/Further Analysis*

In establishing an association, binary logistic regression was used and those with a cut-off P-value less than 0.2 (20%) were considered for further analysis to establish the strength of association. using binary logistic regression. A 95% confidence interval was used for both bivariate and multivariate analysis at a P-value of less than 0.05 (5%) after controlling confounders. Confounders were considered at greater than 15%. The data was reported in Odds Ratio and or chi-squares where appropriate.

### *3.9 Ethical Considerations*

The School of Social Sciences, College of Humanities and Social Sciences' approval for the study was sought. Further permission was sought from the Resident District Commissioner (RDC), Mbarara District while a written informed consent from District Education Officer (DEO), head teachers and teachers was also sought.

Confidentiality was ensured by concealment of the names of respondents and schools; only code numbers were used for anonymity. No direct benefits by the respondents were obtained; however, minimal risk in terms of time was expected. Data storage was under lock and key.

### *3.10 Problems Encountered*

First and foremost, accessing the hard to reach areas like Rwampara County in Mwizi sub-county where even a car nor a motor-bike could not reach. However, the researcher tried her best to ensure that information from those respondents was timely obtained.

Secondly, fear of teachers to be dismissed from their jobs. Some respondents were worried of their jobs that in case their head teachers know that certain information was revealed they may be victimized. The Principal Investigator /researcher assured respondents that the information given was for only research purposes and was to be kept confidentially.

## **4. Findings**

### *4.1 Introduction*

A total of 421 teachers were enrolled in the study conducted in Mbarara district representing 21.4% of the total active teacher population in the district as of 2013.

## 4.2 Socio-demographic Characteristics of Teachers of Mbarara District Primary Schools

Table 1. Socio-demographic characteristics of Teachers of Mbarara district Primary Schools, 2013

Characteristic		Frequency	Percentage
Gender	Male	184	43.7
	Female	237	56.3
Age(yrs)	<18yrs	5	1.2
	19 – 35yrs	136	32.3
	36 – 49yrs	215	51.1
	50+ yrs	65	15.4
Qualifications	Senior 6 and below	11	2.6
	Grade 3 teacher	197	46.8
	Diploma	150	35.6
	Graduate	63	15.0
Marital status	Single	16	3.8
	Co-habiting/Engaged	20	4.8
	Married	338	80.3
	Divorced/Separated	25	5.9
	Widowed	22	5.2
Religious affiliation	Anglican	129	30.6
	Catholic	191	45.4
	Moslem	58	13.8
	Other Christians	43	10.2
Terms of Employment	Contract	27	6.4
	Temporary	59	14.0
	Probation	47	11.2
	Permanent	288	68.4
Number of children*1		68	16.2
	2	114	27.1
	3	123	29.2
	4	46	10.9
	5+	67	15.9
Children attending school*	No	83	19.7
	Yes	335	79.6

\* Three respondents had no response.

The age category 36 – 49yrs constituted the largest proportion of teachers 51.1% with females contributing the highest number of teachers at 56.3% while individuals with an educational level of senior 6 and below contributed 2.6% (11), grade III of the respondents contributed 46.8% , while the graduands included first degree and post graduate degree holders accounting to 15% of the respondents' population. Most of the teachers, 68.4% terms of employment were permanent and pensionable with over 80% being legally married with 56.3% of the respondents having either 2/3 children and over three quarters belonging to the different Christian faith as summarized in Table 1.

#### 4.3 Individual Factors and Teacher Turnover Intentions Among Mbarara District Primary Schools, 2013

The following were the individual factors that were assessed in finding out the association of teacher turnover intentions in Mbarara district.

Table 2. Health and professional characteristic of the 2013 active primary school teachers of Mbarara district

Characteristic	Frequency	Percentage
<b>Health status</b>		
Better	145	34.4
Somehow better	242	57.5
Poor	26	6.2
Very poor	7	1.7
<b>How often do you fall sick</b>		
Always	19	4.5
Never	16	3.8
Rarely	186	44.2
Sometimes	200	47.5
<b>Teaching experience</b>		
< 5yrs	45	10.7
6 – 10yrs	90	21.4
11 – 15yrs	143	34.0
16 – 20yrs	68	16.2
21+ yrs	75	17.8
<b>Number of classes taught</b>		
1 Class	105	24.9
2 Classes	170	40.4
3 Classes	98	23.3
4 Classes	35	8.3
> 5 Classes	13	3.1
<b>Lessons taught/week*</b>		
< 10 lessons/week	48	11.4
11 – 20 lessons/week	97	23.0
21 – 30 lessons/week	71	16.9
> 30 lessons/week	203	48.2

\* 1 respondent had no response.

Results as summarized in Table 2 of the health characteristics of the active teachers in Mbarara district as of 2013 found out that most of the teachers describing the state of their health as being somehow better contributing 57.5% with the majority reporting sometimes often falling sick accounting for 47.5%. One hundred and forty three teachers 34.0% had teaching experience of between 11 to 15 years (35.03%) contributing the highest number of respondents in the group. As the number of classes taught by the teachers increased from 2 classes to more than 5 classes, the number of teachers decreased with the lowest number recorded being 13 teachers teaching more than five classes while 170 teachers (40.4%) taught in 2 classes only. However, the number of lessons increased per week as the teacher population increased with teachers teaching more than 30 lessons per week contributing 48.2% while those teaching less than 10 lessons per week accounted for 11.4% as the lowest.

Table 3. Socio-economic characteristics of the 2013 Mbarara teachers and their spouses

Characteristic		Frequency	Percentage
Spouse Occupation	Business	61	14.5
	Health worker	35	8.3
	Other professional careers	57	13.5
	None	19	4.5
	Peasant Farmer	68	16.2
	Teacher	146	34.7
	Others	24	5.7
Monthly Salary	<Shs. 100,000	8	1.9
	Shs.100,000 - 299,000	174	41.3
	Shs.300,000 - 500,000	166	39.4
	>Shs. 500,000	72	17.1
	Not Applicable	1	0.2
Spouse Monthly Salary	None	32	7.6
	<Shs. 100,000	69	16.4
	Shs.100,000 - 299,000	113	26.8
	Shs.300,000 - 500,000	116	27.6
	>Shs. 500,000	81	19.2
	Not Applicable	10	2.4
Side Income	None	107	25.4
	Peasant Farmer	110	26.1
	Business	108	25.7
	Other professional careers	96	22.8
Spouse Educational Level	None	22	5.2
	Diploma Certificate	164	39.0
	Graduate	53	12.6
	Other Certificates	178	42.3
	Not Applicable	4	1.0
Afford a Newspapers daily†	No	241	57.2
	Yes	177	42.0
Own a Television set	No	201	47.7
	Yes	220	52.3
Own a DSTV set	No	370	87.9
	Yes	51	12.1
Own a Car	No	378	89.8
	Yes	43	10.2
Electricity utilized	No	322	76.5
	Yes	99	23.5
Piped Water available <sup>§</sup>	No	309	73.4
	Yes	111	26.4

Nature of House	Temporary	83	19.7
	Semi-permanent	199	47.3
	Permanent	139	33.0
Number of dependents	None	76	18.1
	1 or 2	163	38.7
	3 or 4	136	32.3
	5+	46	10.9

\* 3, § 1 and † 3 had no response respectively.

Table 3 above summarizes the socio-economic characteristics of teachers in Mbarara district as well as their spouses during the study period of 2013. Majority of the spouses were found be teachers 34.7% and 27.6% attracting a monthly remuneration of between 300,000/= to 500,000/= though most of them had certificates 42.3% other than diplomas and degrees. Spouses belonging to other professional careers namely; accountant, administrator, athlete, banker, bodaboda cyclist, civil servant, driver, engineer, entertainer and tailor contributed 13.5% of the spouse population. However, the teachers attracting a monthly remuneration of between 100,000/= and 299,000/= constituted the highest group 41.3% with teachers having side income especially as peasant farmers constituting livestock and poultry keeper accounting for 26.1% while most of the vast professionals accounted for 22.8% such as administrators, apiary, bodaboda cyclist, clergy, construction industry, clinic, driving, entertainment, journalism, tailoring and teaching. Despite most of the teachers owned a television set 52.3%, a few did own a DSTV set 12.1% and 47.3% occupied semi-permanent houses while 73.4% and 76.5% had no access to clean piped water and electricity consumption respectively. The combined number of between 1 and 4 dependants contributed to 70.0% of the respondents.

Table 4. Teachers' benefits of Mbarara district Primary schools, 2013

Benefits (Allowances)	Frequency	Percentage
Transport†		
No	242	57.5
Yes	178	42.3
Medical*		
No	368	87.4
Yes	51	12.1
Parents Teachers' Association†		
No	180	42.8
Yes	240	57.0
Headship*		
No	322	76.5
Yes	97	23.0
Lunch*		
No	151	35.9
Yes	268	63.7

\* and † were 1 and 2 respondents had no response respectively.

The benefits in form of allowances offered by the schools to the respondents as summarized in Table 4 reported transport allowance offered by the school to the teachers accounting for 57.5%. However, no medical allowances were offered by the school among 87.4%. Later alone headship allowance offered to teachers contributed 23.0%. The parent-teachers association allowance given were only among 57.0% of the total respondents while lunch allowance



was reported among 263 teachers contributing 63.7% of the respondents. Results on allowances obtained by the teachers summarized in Table 4.

#### 4.4 Organizational Factors and Teacher Turnover Intentions Among Mbarara District Primary Schools

In establishing the organizational factors contributing to the teacher turnover intentions in Mbarara district, the following characteristics were assessed in this study; extra-curricular activities, teaching materials, infrastructure and school characteristics.

Table 5. Extra-curricular activities and democratic style of school leadership in Mbarara district, 2013

Activity Involvement	Frequency	Percentage
Games and Sports†		
No	107	25.4
Yes	313	74.3
Class teacher†		
No	160	38.0
Yes	260	61.8
Time Table creation†		
No	229	54.4
Yes	191	45.4
Coaching/extra-teaching		
No	183	43.5
Yes	237	56.3
Budgeting		
No	241	57.2
Yes	180	42.8
Counseling and Guidance		
No	166	39.4
Yes	255	60.6
Democratic style of school leadership		
Peculiar/Odd leadership	220	52.3
Exemplary leadership	201	47.7

† a Single respondent had no response.

The teachers involved in extra-curricular activity especially in class headship, games and sports were 61.8% and 74.3% respectively. In the designing and creation of the time table only 45.4% teachers were actively involved while counseling and guidance of the pupils accounted for over 60.6% of the respondents. As summarized in Table 5 also coaching of pupils was reported among the respondents contributing 56.3% of the entire population.

Table 6. Types of teaching materials used by teachers in Mbarara district primary schools, 2013

Teaching Material	Frequency	Percentage
Charts		
No	138	32.8
Yes	283	67.2

Chalkboards		
No	43	10.2
Yes	378	89.8
Textbooks		
No	157	37.3
Yes	264	62.7
Computers		
No	334	79.3
Yes	87	20.7
Arts and Craft		
No	318	75.5
Yes	103	24.5

The types of teaching materials availed to the teachers especially chalk boards were present with 89.8% while text books and charts were noted at 62.7% and 67.2% respectively. Computers were offered to only 20.7% teachers with no access to arts and craft materials numbering to 75.5%. Results on the teaching materials summarized in Table 6.

Table 7 summarizes results on the infrastructural and direct school characteristics teachers having staff rooms 53.0% while those with conducive teaching or learning space accounting for 58.4%, However, 47.5% reported adequate reading space or rooms. The presence of sporting facilities in the different schools especially football pitch was noted among 72.4% teachers while a basketball pitch was absent among 75.3% of the teacher respondent population. School sponsorships towards teachers was low with 19.7% of teachers allowed to go for further studies.

Table 7. Infrastructure and School characteristics in Mbarara district primary schools, 2013

Infrastructure		Frequency	Percentage
Staff rooms <sup>†</sup>	No	197	46.8
	Yes	223	53.0
Conducive classrooms for teaching/learning			
	No	175	41.6
	Yes	246	58.4
Building dilapidated*	No	257	61.0
	Yes	162	38.5
Classroom space adequate <sup>§</sup>	No	160	38.0
	Yes	257	61.0
Reading space adequate <sup>u</sup>	No	218	51.8
	Yes	200	47.5
Football pitch <sup>h</sup>	No	113	26.8
	Yes	305	72.4
Basketball pitch*	No	317	75.3
	Yes	102	24.2
Conducive Volleyball court <sup>u</sup>	No	267	63.4
	Yes	151	35.9
Well stocked library	No	329	78.1

	Yes	92	21.9
School have piped water†	No	321	76.2
	Yes	99	23.5
School type	Mixed	414	98.3
	Single	7	1.7
Services offered	Boarding	19	4.5
	Day	286	27.6
	Boarding and Day	116	67.9
School funding	Community	8	1.9
	Donor/Individual	11	2.6
	Government	372	88.4
	Parents	30	7.1
School Age	< 20 years	72	17.1
	21 – 40 years	201	47.7
	>40 years	148	35.2
Pupils admitted	All	373	88.6
	Normal	48	11.4
Promotions within school	False	268	63.7
	True	153	36.3
Sponsorship (Further studies)	False	338	80.3
	True	83	19.7
Awards (Excelling teachers)†	False	264	62.7
	True	156	37.1

†, \*, μ and § were 1, 2 plus 3 and 4 respondents respectively did not have any responses.

In establishing an association between associated factors and teacher turnover and, the teacher turnover intentions were categorized into low and high using the median value of 47.0 since the data was skewed as the mean teacher turnover was found to be 45.87. The range was 52 with the minimum score being 14 and maximum score attained being 66 of the teacher turnover intentions of the respondents.

#### 4.5 Bivariate Association of Individual Characteristics and Teacher Turnover Intentions

In determining the bivariate association of individual factors and teacher turnover intentions, the following were assessed beginning with Table 8:

Table 8. Bivariate association between socio-demographic characteristics and teacher turnover intentions among the 2013 Mbarara district primary school teachers

Characteristic	Unadjusted Odds Ratio	95% Confidence Interval	P-Value
Gender *	Male	1	
	Female	1.859	1.258 – 2.746
Age(yrs)*	<18yrs	1	
	19 – 35yrs	1.139	0.178 – 7.307
	36 – 49yrs	3.132	1.694 – 5.789

50+ yrs		1.458	0.824 – 2.580	0.195
Qualifications*	Senior 6 and below	1		
	Grade 3 teacher	0.332	0.070 – 1.577	0.165
	Diploma	0.170	0.036 – 0.813	0.027
	Graduate	0.111	0.022 – 0.561	0.008
Marital status*	Single	10.385	1.156 – 93.293	0.037
	Co-habiting/Engaged	0.846	0.249 – 2.878	0.789
	Married	0.608	0.253 – 1.460	0.265
	Divorced/Separated	1.231	0.379 – 4.0	0.730
	Widowed	1		
Religious affiliation*	Anglican	0.800	0.396 – 1.616	0.535
	Catholic	0.513	0.261 – 1.008	0.053
	Moslem	0.805	0.361 – 1.793	0.595
	Other Christians	1		
Terms of Employment	* Contract	0.471	0.187 – 1.191	0.112
	Temporary	1		
	Probation	2.537	1.062 – 6.059	0.036
	Permanent	0.564	0.319 – 0.997	0.049
Number of children*1		1		
	2	0.283	0.143 – 0.559	<0.001
	3	0.297	0.152 – 0.583	<0.001
	4	0.218	0.096 – 0.493	<0.001
	5+	0.096	0.043 – 0.213	<0.001
Children attending school*	No	4.029	2.330 – 6.964	<0.001
	Yes	1		

\* Taken for further analysis (Multivariate analysis)

Gender and the number of children were noted to be associated with teacher turnover intentions having been statistically significant. Results summarized in Table 8.

Table 9. Bivariate association between health, professional characteristics and Teacher turnover intentions of the 2013 active primary school in Mbarara district

Characteristic	Unadjusted Odds Ratios	95% Confidence interval	P-Value
Health status*			
Better	1		
Somehow better	0.723	0.478 – 1.091	0.123
Poor	1.125	0.484 – 2.615	0.784
Very poor	2.062	0.388 – 10.977	0.396
How often do you fall sick*			
Always	2.124	0.767 – 5.880	0.147
Never	2.336	0.783 – 6.968	0.128

Rarely	1.051	0.705 – 1.565	0.808
Sometimes	1		
Teaching experience*			
< 5yrs	1		
6 – 10yrs	0.449	0.198 – 1.020	0.056
11 – 15yrs	0.245	0.113 – 0.532	<0.001
16 – 20yrs	0.254	0.109 – 0.594	0.002
21+ yrs	0.143	0.061 – 0.335	<0.001
Number of classes taught*			
1 Class	1		
2 Classes	1.431	0.877 – 2.335	0.152
3 Classes	2.017	1.153 – 3.529	0.014
4 Classes	1.259	0.585 – 2.712	0.556
> 5 Classes	0.593	0.172 – 2.047	0.408
Lessons taught/week*			
< 10 lessons/week	1		
11 – 20 lessons/week	2.217	1.079 – 4.557	0.03
21 – 30 lessons/week	4.174	1.915 – 9.098	<0.001
> 30 lessons/week	1.794	0.927 – 3.473	0.083

\* Qualify for multivariate analysis

The health status and frequency in occurrence of illness in this study was noted to be independently not associated with teacher turnover intentions with non-statistically significant values. However, there was an increasing likelihood of teacher turnover intentions as the number of lessons increased from less than 10 lessons per week to more than four folds among teachers handling between 21 and 30 lessons/week and statistically significant as shown in Table 9.

Table 10. Bivariate association between Socio-economic characteristics and teacher turnover intentions of the 2013 in Mbarara district primary schools and their spouses

Characteristic		Unadjusted Odds Ratio	95% Confidence Interval	P-Value
Spouse Occupation	Teacher	1		
	Business	0.580	0.313 – 1.073	0.082
	Health worker	1.739	0.815 – 3.714	0.153
	Other professional careers	1.635	0.876 – 3.052	0.123
	None	8.736	1.948 – 39.178	0.005*
	Peasant Farmer	0.914	0.513 – 1.626	0.759
	Others	0.270	0.096 – 0.763	0.013*
Monthly Salary	<Shs. 100,000	1		
	Shs.100,000 - 299,000	0.214	0.26 – 1.780	0.154
	Shs.300,000 - 500,000	0.130	0.016 – 1.078	0.059
	>Shs. 500,000	0.063	0.007 – 0.542	0.012
Spouse Monthly Salary	None	1.792	0.766 – 4.192	0.151

	<Shs. 100,000	1		
	Shs.100,000 - 299,000	1.293	0.709 – 2.358	0.402
	Shs.300,000 - 500,000	1.509	0.829 – 2.746	0.178
	>Shs. 500,000	0.887	0.464 – 1.695	0.716
	Not Applicable	2.860	0.682 – 11.991	0.151
Side Income	None	1.675	0.972 – 2.885	0.063
	Peasant Farmer	0.594	0.346 – 1.020	0.059
	Business	1		
	Other professional careers	1.133	0.654 – 1.965	0.656
Spouse Educational Level	None	2.865	1.009 – 8.134	0.048*
	Diploma Certificate	1		
	Graduate	0.333	0.170 – 0.651	0.001*
	Other Certificates	0.862	0.563 – 1.318	0.493
	Not Applicable	0.843	0.116 – 6.127	0.866
Afford a Newspapers daily†	No	1.444	0.978 – 2.132	0.065
	Yes	1		
Own a Television set	No	2.370	1.602 – 3.507	<0.001*
	Yes	1		
Own a DSTV set	No	3.865	1.961 – 7.619	<0.001*
	Yes	1		
Own a Car	No	6.159	2.674 – 14.190	<0.001*
	Yes	1		
Electricity utilized	No	2.535	1.581 – 4.065	<0.001*
	Yes	1		
Piped Water available §	No	1.640	1.058 – 2.544	0.027*
	Yes	1		
Nature of House	Temporary	1		
	Semi-permanent	1.144	0.685 – 1.910	0.606
	Permanent	0.953	0.553 – 1.642	0.863
Number of dependents	None	1		
	1 or 2	0.942	0.543 – 1.634	0.833
	3 or 4	0.525	0.297 – 0.927	0.026*
	5+	0.559	0.267 – 1.172	0.124

\* For further analysis

#### 4.6 Bivariate Association Between Organizational Factors and Teacher Turnover Intentions

In determining the bivariate association of organizational factors and teacher turnover intentions, the following were assessed beginning with Table 11:

Table 11. Bivariate association between extra-curricular activities, benefits and Teacher turnover intentions by the teachers in the 2013 Mbarara district primary schools

Benefits (Allowance)	Unadjusted Odds Ratio	95% Confidence Interval	P-Value
<b>Transport†</b>			
No	1		
Yes	0.350	0.235 – 0.523	<0.001*
<b>Medical*</b>			
No	1		
Yes	0.397	0.212 – 0.742	0.004*
<b>Parents Teachers' Association†</b>			
No	1		
Yes	1.051	0.714 – 1.547	0.800
<b>Headship*</b>			
No	1		
Yes	0.437	0.272 – 0.700	0.001*
<b>Lunch*</b>			
No	1.243	0.833 – 1.854	0.287
Yes	1		
<b>Games and Sports†</b>			
No	1.478	0.949 – 2.303	0.084
Yes	1		
<b>Class teacher†</b>			
No	3.206	2.117 – 4.854	<0.001*
Yes	1		
<b>Time Table creation†</b>			
No	4.207	2.793 – 6.336	<0.001*
Yes	1		
<b>Coaching/extra-teaching</b>			
No	3.348	2.233 – 5.020	<0.001*
Yes	1		
<b>Budgeting</b>			
No	4.326	2.861 – 6.543	<0.001*
Yes	1		
<b>Counseling and Guidance</b>			
No	3.162	2.098 – 4.767	<0.001*
Yes	1		

\* For further analysis

Table 10 summarized the absence of basic necessities of life mainly piped water and electricity (light) and absence of electronic devices (a car, Television, DVD-set) ownership were noted to contribute independently to the teacher turnover intentions as found to be statistically significant. Furthermore, the absence of extra-curricular activities and school benefits highly contributed to teacher turnover intentions as shown in Table 11.

Table 12. Bivariate association between the availability of teaching materials and teacher turnover intentions to the 2013 Mbarara district teachers

Teaching Material	Unadjusted Odds Ratio	95% Confidence Interval	P-Value
<b>Charts</b>			
No	2.329	1.530 – 3.546	<0.001*
Yes	1		
<b>Chalkboards</b>			
No	1.404	0.741 – 2.658	0.298
Yes	1		
<b>Textbooks</b>			
No	3.338	2.197 – 5.069	<0.001*
Yes	1		
<b>Computers</b>			
No	1.338	0.833 – 2.150	0.228
Yes	1		
<b>Arts and Craft</b>			
No	1.370	0.877 – 2.142	0.167
Yes	1		

The availability of teaching materials among the 2013 Mbarara primary school teachers was noted to impact on the teacher turnover intentions especially were the absence of charts and textbooks were noted to be statistically significant as summarized in Table 12.

Table 13. Bivariate association between leadership styles, job security levels and teacher turnover intentions to the 2013 Mbarara district teachers

Leadership style & jobs Security levels	Unadjusted Odds Ratio	95% Confidence Interval	P-Value
<b>Democratic style of school leadership</b>			
Exemplary leadership			
Peculiar/Odd leadership	1		
	2.568	1.733 – 3.806	<0.001*
<b>Job security</b>			
Low vulnerability on job	1		
High vulnerability on job	3.337	2.223 – 5.010	<0.001*

\* For further analysis

The teachers exposed to peculiar democratic style of school leadership were more than twice more likely to leave the teaching profession as compared to teachers exposed to exemplary leadership in the schools that involved presence of participatory decision making in the school, exceptional head teachers' public relations coupled by an excellent relationship between head teacher and other staffs plus provision of a conducive teaching environment within the school premises.

High vulnerability on the job by the Mbarara teachers increased attrition intent by more than thrice as compared to teachers with low vulnerability that included fewer dismissals by management, less likelihood to be dismissed anytime and feeling more secure on the job, acquisition of more and higher qualifications to remain employed in school.



Table 14. Bivariate association between school and infrastructural characteristics and teacher turnover intentions among Mbarara district primary school teachers, 2013

Infrastructure		Unadjusted Odds Ratio	95% Confidence Interval	P-Value
Staff rooms†	No	1.263	0.860 – 1.854	0.234
	Yes	1		
Conducive classrooms for teaching/learning	No	1.191	0.808 – 1.756	0.378
	Yes	1		
Building dilapidated*	No	0.936	0.631 – 1.387	0.741
	Yes	1		
School Furniture enough	No	2.144	1.431 – 3.212	<0.001*
	Yes	1		
Classroom space adequate §	No	1.722	1.154 – 2.568	0.008*
	Yes	1		
Reading space adequate <sup>u</sup>	No	1.232	0.839 – 1.809	0.287
	Yes	1		
Football pitch <sup>u</sup>	No	1.529	0.989 – 2.366	0.056
	Yes	1		
Basketball pitch*	No	2.451	1.540 – 3.903	<0.001*
	Yes	1		
Conducive Volleyball court <sup>u</sup>	No	2.604	1.723 – 3.934	<0.001*
	Yes	1		
Well stocked library	No	2.757	1.688 – 4.503	<0.001*
	Yes	1		
School have piped water†	No	2.151	1.351 – 3.424	0.001*
	Yes	1		
School type	Mixed	0.404	0.077 – 2.105	0.282
	Single	1		
Services offered	Boarding	1.394	0.545 – 3.569	0.488
	Day	1		
	Boarding and Day	1.087	0.706 – 1.673	0.706
School funding	Community	1.905	0.384 – 9.444	0.430
	Donor/Individual	0.114	0.013 – 1.008	0.051
	Government	1.232	0.585 – 2.597	0.583
	Parents	1		
School Age	< 20 years	0.725	0.423 – 1.245	0.244
	21 – 40 years	1		
	> 40 years	0.689	0.450 – 1.056	0.087
Pupils admitted	All	0.339	0.174 – 0.661	0.002*
	Normal	1		
Promotions within school	False	2.795	1.850 – 4.224	<0.001*
	True	1		
Sponsorship (Further studies)	False	1.622	0.997 – 2.640	0.051
	True	1		
Awards (Excelling teachers)†	False	2.737	1.816 – 4.126	<0.001*
	True	1		

Scholastic infrastructural characteristics especially absence of adequate classroom space and school furniture plus Sports facilities such as the football, basketball and volleyball pitches were noted highly affecting teacher turnover intentions. Promotions and awards were found to contribute highly to teacher turnover intentions especially where none was allocated. Results summarized in Table 14.

#### 4.7 Logistic Regression Between Selected Individual Level Factors, Organizational Level Factors and Teacher Turnover Intentions Among Mbarara District Primary Schools, 2013

Both individual and organizational significant factors were entered into a multivariate analysis and the following results were obtained as in Tables 15(a) and 15(b).

Table 15(a). Logistic regression of Individual level factors associated with teacher turnover intentions among primary schools in Mbarara district, 2013

Characteristic	Adjusted Odds Ratio	95% Confidence Interval	P-Value
Own a car			
No	3.992	1.462 – 10.901	0.007
Yes	1		
Spouse occupation			
Teacher	1		
Business	0.287	0.130 – 0.638	0.002
Health worker	1.09	0.431 – 2.754	0.856
None	2.144	0.397 – 11.582	0.375
Other professional careers			
Others	0.298	0.087 – 1.026	0.055
Peasant Farmer	0.994	0.490 – 2.018	0.987
Children			
1	1		
2	5.928	2.170 – 16.198	0.001
3	3.527	1.476 – 8.430	0.005
4	2.138	0.949 – 4.818	0.067
5+	2.073	0.791 – 5.434	0.138

Table 15(b). Logistic regression of organizational level factors associated with teacher turnover intentions among primary schools in Mbarara district, 2013

Characteristic	Adjusted Odds Ratio	95% Confidence Interval	P-Value
Class teacher(extra-activity)			
No	2.522	1.500 – 4.240	<0.001
Yes	1		
Timetable(extra-activity)			
No	2.085	1.232 – 3.531	0.006
Yes	1		
Extra-teaching			
No	2.413	1.452 – 4.009	0.001
Yes	1		

Teaching material textbooks				
No	3.224	1.550 – 5.531	<0.001	
Yes	1			
Job security				
Low vulnerability on job	0.437	0.264 – 0.723	0.001	
High vulnerability on job	1			

The results on the logistic regression to establish the strength of association between the different factors were displayed in Table 15a and 15b. The final mathematical model included job security, teaching materials mainly textbooks, the presence of children, the spouses' occupation, individuals who didn't own a car, extra-curricular activities especially involvement in designing the time table and being the class teacher. The statistically significant variables found were job security, teaching materials mainly textbooks, the presence of 2 or 3 children, the spouses' occupation as business, individuals who didn't own a car, extra-curricular activities especially involvement in designing the time table and being the class teacher.

In assessing the final mathematical model: logistic regression displayed above in Table 15a and 15b for goodness of fit, Hosmer-Lemeshow goodness of fit chi-square (8) was used with 6.64.

The number of groups set were 10, number of observations were 421 with the model able to predict 57.6% of the factors associated with teacher turnover intentions among Mbarara district primary schools.

## 5. Discussion

### 5.1 Introduction

The purpose of the study was to establish the relationship between individual factors, organizational factors and teacher turnover intentions among primary school teachers in Mbarara district.

This chapter therefore presents empirical findings of the research and discusses the findings in relation to hypotheses, followed by conclusions and recommendations to policy makers, organizations stakeholders in Mbarara district and researchers.

### 5.2 Discussion

#### 5.2.1 Association Between Individual Level Factors and Teacher Turnover Intentions

The first hypothesis stated that individual factors are not significantly related to teacher turnover intentions. From my study, results indicated that there was a significant relationship between individual factors and teacher turnover intentions. Respondents who did not own cars were almost four times more likely to quit their jobs than teachers who owned them. Respondents who did not own cars found it difficult to travel long distances through thick and thin to reach schools on time, whereas those with cars, it was easier for them to reach their places of work station(schools) in order to deliver effectively and efficiently. These findings are greatly supported by the Herzberg's motivation-hygiene theory of job satisfaction (Vroom, 1964) and Tweyongere, 2010, in her findings on academic staff of Makerere University that poor incentive and low pay were the main reasons for academic staff exit. This further indicates that if teachers were paid reasonable salaries they would be in position to purchase cars of their own choice to enable them carry out their roles of teaching efficiently and effectively.

Respondents whose spouses were traders (business oriented) in this study were 28.7% less likely to quit their teaching profession as compared to those who were teachers. This could be attributed to the income drawn in by the business oriented spouses being variant since this is a capital driven economy as compared to the fixed salaries earned by the civil servants (teachers). This was supported by (Yiga, 2010) in his study on absenteeism of teachers found out that 13.3 percent of teachers were involved in other income generating projects.

This study found respondents who had 2 to 3 children were likely to leave their current teaching jobs. The fewer children the teacher had, the greater the likelihood of leaving the teaching profession. The older teachers tend to have more children and seem to have settled down to retire or accept fate that they will be in that socio-economic state until retirement hence unlikely to quit their jobs. However, respondents with less than two children found it easier to re-locate into other new school(s) or jobs because probably their children are not yet of school going age so as to be affected academically and socially or no financial constraints in re-location the respective teacher may incur. This finding is in agreement with a study conducted in New York, United States where it was noted that young teachers

viewed teaching as a job and not a career and only a transit point in their quest for a better career (Gritz, 1996).

However, the socio-demographic characteristics were noted to be statistically non-significantly associated with teacher turnover intentions with the exception of the number of children. These findings differed from earlier studies that established that male teachers have higher teacher turnover intentions than their female counterparts combined with poor incentives, low pay and age especially between 26 – 43 years (Tweyongere (2010); Yiga (2010); Akintayo & Ingersoll, (2003); Bobbitt et al., (1994); Boe et al., (1998); Grissmer and Kirby, (1987), (1992), (1997); Hafner and Owings, (1991); Murnane, Singer, & Willett, (1988). This could be attributed to the geo-physical and racial differences among the teachers based in Uganda especially Mbarara and those from Ethiopia. Secondly, the population drawn was early career professionals unlike in this study where the respondents were representatives of the teacher population in Mbarara district and included the early, mid-career and retirement bound career professionals, hence, rejecting the null hypothesis which stated that individual factors are not significantly related to teacher turnover intentions.

### 5.2.2 Association Between Organizational Level Factors and Teacher Turnover Intentions

The second hypothesis stated that organizational factors are not significantly associated to teacher turnover intentions. The study results revealed that there is a significant relationship between organizational factors and teacher turnover intentions.

The inaccessibility of teaching materials especially textbooks and absence of extra-curricular activities such as being a class teacher, involvement in timetable drawing and participating in extra teaching (coaching) on week-ends and other public holidays reduced were the significant factors responsible for high teacher turnover intentions among Mbarara district primary schools. These findings were in support with an earlier study that found out that choice satisfaction, job satisfaction perceived status and self-accountability as statistically significant predictors of teachers quit intentions (Mohan, 2010). Chapman and Hutchinson (1982)

Also findings of this study were in agreement with an earlier study which indicated that schools without enough textbooks and low levels of job security (high vulnerability on job) were significantly associated to teacher turnover intentions (Gritz, 1996). The high vulnerability on job was based on areas involving the frequency of teachers' dismissal by the school management, the feeling of security on the job or likelihood of dismissal on job, acquisition of higher educational level and any thought of returning for further studies. This could be attributed to the dynamic changes in the educational sector especially in terms of employment opportunities requiring better qualifications. However, most of the respondents belonged to the group of teachers with relatively lower educational qualifications explaining the vulnerability on job.

In contrast to other findings in earlier studies, In Texas, poor salary, high/many responsibilities to new teachers for instance coaching of pupils led to the high teacher attrition (Ingersoll, 1995). While poor, delayed salaries and non-increment have been reported to increase teacher turnover (New vision, July, 19 2013; Namutebi, Monday July 22 2013; Ahimbisibwe, Friday, 12 July 2013, Daily Monitor Monday 15 July, 2013; Kagolo, Sunday, July 14, 2013). However, Hanushek (1999) noted that "teacher salaries is not all that matters" "Teachers might be willing to take lower salaries in exchange for a better working environment".

It seems that the minimum basic scholastic materials teachers require for efficiency and effectiveness as trained in the different localities whether on job or in an established institution greatly influences teacher turnover intentions hence, rejecting the null hypothesis which stated that there is no significant relationship between organizational factors and teacher turnover intentions.

## 5.3 Conclusion

### 5.3.1 Individual Level Factors and Teacher Turnover Intentions

Individual factors have implications on teacher turnover intentions because they are significantly associated to teacher turnover intentions. The following were the conclusions drawn from the study;-

Teachers with spouses involved in business were less likely to think about leaving their teaching profession. This should be viewed as an eye opener to most primary school teachers as well as other people who are earning a fixed salary especially public servants. They have to see that a side income either by the spouse or children is put in place so that gaps in income are solved without waiting for the monthly salary.

Teachers having less than three children were more likely to think about quitting their profession sooner than later. When teachers or any other employee is still with few children it makes it easier for him or her to locate or transfer from one place to the other. This is because those children are still young and their needs could be handled at home than an outside place like going to school. While on the other hand, teachers or employees with many children find it

difficult to relocate to other schools or places of work because it may prove expensive and inconveniencing the child(ren) and also to the parents themselves.

Teachers owning car(s) were less likely to think about leaving their profession. This is evidenced by the fact that when a teacher is comfortable with especially with a car that can make his/her movement easy, this teacher will not leave his school where he/she is employed unlike the one who has to walk over five kilometers to reach the school. It is obvious that those teachers without cars will find alternative schools which are either providing accommodation at school or provide transport allowance to the teachers. Hence, teachers with cars will find it easier to travel to their schools even if they were staying a far distance.

### 5.3.2 Organizational Factors and Teacher Intentions

From the findings of the study, there was a significant association between organizational factors and teacher turnover intentions.

Extra activities not allocated to the teachers such as being a class teacher or designing a timetable and being involved in coaching increased teacher attrition intentions by more than twice their counterparts allocated these responsibilities. This is true due to the fact that teachers who are involved these extra activities have some added advantage over others in form of monetary incentive, recognition among others. This alone will make them feel appreciated as Herzberg's theory of motivation puts it.

The absence of teaching materials especially textbooks within primary schools increased teacher attrition intentions by more than thrice those teachers availed those materials. This is evident in Uganda between government schools and private schools. Private schools have enough textbooks for both teachers and pupils compared to government schools- Universal primary schools especially. It will take a teacher in government school more time to do his lesson plans due to lack of textbooks compared to the teacher in private school where every book required to consult is available. Teachers with low vulnerability on the job decreased teacher attrition by more than twice compared to the teachers who were highly vulnerable in the profession.

### 5.4 Recommendations

The study proposes the following recommendations:-

1. To teachers, extra responsibilities on merit should be assigned to them. For instance, designing academic timetables, being a class teacher and extra-teaching of students and also provision of enough teaching materials by the School Head teachers and this should be a short term measure.
2. Policymakers and Managers should strengthen the appointment mechanism of teachers into professional service through provision of appointment letters and regularization into service. This could be medium term measure that should be implemented by the Ministry of Education and Sports together with the Ministry of Finance, Ministry of Public Service and Donors respectively.
3. Policymakers for instance Ministry Gender, Labour, Social and Economic Development; Ministry of Finance under the umbrella of Uganda Bureau of Statistics (UBOS), Politicians and Donors like World Bank(WB) and International Monetary Fund(IMF) should advise and encourage teachers delay or have fewer children preferable not more than two so that they are aware of the benefits and dangers of having many children. This should be a long term measure.
4. Parliament should increase its budget allocation to primary schools through the Ministry of Education so that Head teachers are able to purchase enough textbooks for primary schools as matter of urgency so as to enable teachers have enough textbooks to ease their job.
5. Furthermore, administrators who included among others Head teachers, District Education Officers, District Inspector of Schools (DIS) and District Planner (DP) as a medium term measure to encourage and educate teachers with spouses to have additional income/businesses to improve the family capital base in order to them to much with faster economic changes on the market.

### 5.5 Suggestions for Further Research

The following further research is suggested:

1. The study suggests that a more empirical study should be carried out countrywide to critically assess the magnitude of the individual and organizational factors on teacher turnover intentions and how this impacts on the quality of Universal Primary Education (UPE) schools.
2. Using a prospective cohort research design to establish the cause of attrition in the teaching profession.

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