Students' Academic Performance and Teachers' Retention in Private Secondary Schools in Lira City, Uganda

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Declaration

I, EDMOND Okello, hereby declare that this research dissertation titled "*Students' Academic Performance and Teachers' Retention in Private Secondary Schools in Lira City*", is my original work and has never been presented to any other university or institution for any academic award. I, therefore, confirm that all sources used in this work have been duly acknowledged and referenced.

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Approval

We, the undersigned, certify that this research dissertation titled: "*Students' Academic Performance and Teachers' Retention in Private Secondary Schools in Lira City*", was conducted under our supervision. We have read and consented to the submission of this dissertation to directorate of research and graduate training with our approval.

Supervisors

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Signature:  **Date:** 21/10/2026

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Dedication

I dedicate this dissertation to my beloved wife, Mrs. Nancy Okello, whose unwavering love, patience, encouragement, and steadfast support have been my source of strength throughout this academic journey. Her understanding, sacrifices, and constant belief in my abilities gave me the confidence and determination to persevere through every encountered challenge.

I also dedicate this work to my dear parents, Mr. Omara Sam and Mrs. Ketty Omara, whose unconditional love, guidance, sacrifices, and prayers have shaped the person I am today. Their values of hard work, integrity, and perseverance have inspired me to pursue excellence and remain committed to achieving my goals. I also dedicate this dissertation to my beloved siblings for the love, encouragement, and constant support rendered throughout my academic journey. Your belief in me has been a source of strength and motivation, and I am truly grateful for the bond we share.

Finally, I dedicate this dissertation to my beloved son, Mr. Oyee Theo Jotham, whose presence has brought immense joy, hope, and purpose to my life. His smiles and innocence have continually reminded me of the importance of striving for a better future.

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Abstract

This study was conducted on Students' Academic Performance and Teachers' Retention in Private Secondary Schools in Lira City. Guided the following objectives; to examine the level of students' academic performance, to assess the level of teachers' retention in private secondary schools and to determine the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools. Correlational research design was used in the study; questionnaire was used to collect data from 325 participants. Descriptive statistics was used to analyse background information, objectives one and two. Pearson correlation was used to analyse objective three. The study established high level of students' academic performance in private secondary schools in Lira City across all the three categories of respondents (teachers, head teachers, and Chairpersons of the Board of Governors), moderately high level of teachers' retention in private secondary schools in Lira City from the perspectives of teachers, head teachers and Chairpersons of the Board of Governors and established a moderate positive and statistically significant relationship between students' academic performance and teachers' retention ($r = 0.462$, $p < 0.01$) from the perspectives of teachers, head teachers and Chairpersons of the Board of Governors. The study concluded that students' academic performance in private secondary schools in Lira City is high as evidenced in positive project-based learning outcomes, satisfactory internal and UNEB examination performance, high promotion and completion rates and improving school pass rates. The study concluded that teacher retention in private secondary schools in Lira City is moderately high to high. The study concluded that students' academic performance is positively associated with teachers' retention from the teachers' perspective, indicating that successful learner outcomes contribute to teachers' willingness to remain in private secondary schools in Lira City. Private secondary schools should strengthen formative assessment and examination feedback systems by providing timely, constructive and learner-centred feedback, while continuously reviewing the quality of end-of-term assessments to ensure they accurately measure learners' knowledge, competencies and higher-order thinking skills. The study recommended that private secondary schools should institutionalise comprehensive teacher retention policies that strengthen professional development, mentoring, staff recognition, transparent employment practices and supportive leadership. Private secondary schools should adopt an integrated teacher retention strategy that combines efforts to improve students' academic performance with strong organisational support for continuous professional development, transparent employment policies, competitive staff welfare, mentoring programmes and teacher recognition systems.

Chapter One

Introduction

1.0. Introduction

High teacher retention promotes continuity in teaching, curriculum implementation, learner support and overall school effectiveness, whereas poor retention disrupts instructional quality, increases recruitment costs, and negatively affects students' academic achievement (OECD, 2023). Although teacher retention has attracted considerable scholarly attention globally, evidence remains limited regarding its level in private secondary schools in Lira City. The level of students' academic performance has remained a central concern for governments, education stakeholders, school managers, and researchers because it reflects the effectiveness of educational systems in achieving intended learning outcomes (OECD, 2023). Academic performance is commonly measured through students' achievement in internal examinations, national examinations, classroom participation, continuous assessment, literacy, numeracy, critical thinking, and progression rates (OECD, 2023). Although numerous studies have examined students' academic performance across different contexts, significant differences continue to exist between countries, regions, school ownership categories and educational settings.

This chapter, therefore, presents the background of the study, the problem statement, purpose, objectives, research questions, scope, significance, justification and a conceptual framework.

1.1. Background of the Study

This section provided the study background, covering the historical, theoretical, conceptual, and contextual perspectives.

1.1.1 Historical Background.

Historically, teacher retention has evolved from a secondary workforce issue into a central concern for education systems worldwide. Gundlach (2024) confirmed that the factors influencing teacher retention such as job satisfaction, professional support, and working conditions have become increasingly significant over time, underscoring that the ability to retain teachers being one of the most pressing challenges in global education. This is further evident by a similar study that showed teacher shortages no longer being driven primarily by

recruitment gaps but by difficulties in sustaining retention, with teacher attrition accounted for the majority of workforce instability (Morris, Gorard, Kokotsaki, & Abdi, 2020). These findings highlight that even in well-resourced contexts, teacher retention remains fragile and directly shapes the consistency and quality of student learning.

Zhang et al. (2022) highlighted that, historically, teachers in rural places faced poor working conditions and limited support, pushing many to leave for urban areas. This long-standing trend widened disparities in student performance, showing how retention issues have grown to affect equity in education. In Sub – Sahara Africa, similar historical patterns have emerged Dube (2023) explained that, teacher attrition, once associated mainly with retirement and career changes, had increasingly been driven by low morale, systemic reforms, and workplace dissatisfaction, making retention a more urgent challenge than in earlier decades.

Orodho (2024) found that supportive organizational cultures and fair reward systems significantly improved teacher retention in public secondary schools while also enhancing academic achievement. Similarly, Mukolwe (2023) reported that retaining experienced teachers contributed to stable and effective learning environments, demonstrating how teacher retention directly influences student performance in the region. Conversely, Perryman and Calvert (2020) found that teacher retention is influenced by motivation and respect, particularly during the departure stage contributing to a positive notion of teacher retention.

According to the Ministry of Education and Sports (2021), more than sixty-five thousand Ugandan teachers serve in secondary schools, yet private schools, which constitute about sixty percent of the sector, continue to face high turnover due to low pay, job insecurity, and limited career growth opportunities. In studies conducted by Okee and Namuyonga (2024) as well as Sauda et al. (2025) found that professional development opportunities and improved salaries were critical in supporting retention.

A study by Akello (2025) revealed that in Lira City, private schools face heightened pressure from parents and communities who equate academic results with school quality. Schools with consistent performance were found to retain teachers more effectively, while those with fluctuating results faced higher levels of attrition. This shows the importance of examining how student performance influences teacher retention in Lira's private secondary schools, particularly with reference to academic achievement; pass rates and progression; and student discipline and behaviour.

1.1.2 Theoretical Background

This study was anchored on the Expectancy Theory of Motivation (Vroom, 1964). The Expectancy Theory, developed by Victor H. Vroom in 1964, explains that individuals are motivated to exert effort when they believe that their effort will lead to improved performance, that good performance will result in desirable rewards, and that those rewards are valuable to them (Vroom, 1964). The theory proposes that motivation is determined by three interrelated components: The belief that increased effort will result in improved performance, the belief that good performance will be recognized and rewarded and the value individuals attach to the expected rewards.

According to Vroom (1964), motivation can be represented as Motivational Force = Expectancy × Instrumentality × Valence. The multiplicative nature of the theory implies that if any one component is absent or weak, motivation declines substantially.

This theory was preferred over others as it provides a strong theoretical foundation because teacher retention is largely influenced by teachers' motivation to remain in their schools and motivated teachers are more likely to contribute positively to students' academic performance. The theory explains why teachers choose either to remain in or leave a private secondary school. Teachers are more likely to remain in a school when they believe that their professional effort will improve teaching effectiveness (expectancy); improved teaching performance was recognized through promotions, salary increments, professional development opportunities, recognition, or job security (instrumentality) and these rewards satisfy their personal and professional needs (valence).

Conversely, where teachers perceive limited rewards despite high performance, motivation declines, increasing turnover intentions and reducing retention. In many private secondary schools, inadequate remuneration, limited promotion opportunities, lack of recognition, and poor working conditions weaken expectancy, instrumentality, and valence, making experienced teachers more likely to leave.

Expectancy Theory also indirectly explains students' academic performance through teacher behaviour. Teachers who remain in their schools because they are motivated are more likely to prepare lessons thoroughly, attend classes regularly; provide timely feedback, implement continuous assessment effectively, mentor learners consistently, complete the syllabus on time; and participate actively in co-curricular and remedial programmes. These practices create stable instructional environments that improve students' learning outcomes, including literacy,

numeracy, classroom participation, continuous assessment, end-of-term examinations, and project work.

The theory explains that higher teacher motivation leads to stronger teacher retention, which subsequently contributes to improved academic performance. Motivated teachers remain longer in schools. Longer-serving teachers accumulate instructional experience. Experienced teachers understand learners' strengths and weaknesses. Stable staffing promotes curriculum continuity. Continuous teacher-learner relationships enhance learner support. Reduced teacher turnover minimizes disruption in classroom instruction. Consequently, schools with high teacher retention are expected to achieve better academic performance than schools characterized by frequent teacher turnover.

Expectancy Theory is appropriate for this study for several reasons. The study investigated teacher retention, which was fundamentally a motivational outcome. Expectancy Theory specifically explains why employees decide to remain in or leave an organization based on their expectations regarding effort, performance and rewards.

Secondly, private secondary schools largely depend on internal motivational strategies including salaries, recognition, promotion opportunities, professional development, and supportive leadership to retain qualified teachers. These motivational mechanisms are directly explained by the theory.

Therefore, the theory provided a logical explanation of how teacher motivation influences instructional performance, which subsequently affects students' academic performance. It, therefore, links the study's independent variable (teacher retention) with the dependent variable (students' academic performance).

1.1.3 Conceptual background

Teacher retention refers to teachers continuing to work in their current schools, as opposed to leaving those schools (Azabo, Gaite, Asiimwe, & Mugenyi, 2023). According to (Ingersoll, 2021), teacher retention can be understood as the continuation of teachers in their school positions or teaching careers rather than their departure. Ingersoll’s meta-analysis examines teacher turnover and the factors associated with teachers leaving schools or the teaching profession. For this study, teachers’ retention refers to the ability of a school to keep its teachers employed in the same school over a specified period. It may be measured through the proportion of teachers who remain from one academic year to the next, staff turnover records, and teachers’ intentions to stay.

Students' academic performance represents the outcomes that indicate the extent to which an individual has attained specific educational goals in learning environments such as secondary schools (OECD, 2019). Nuwagaba & Kanyesigye (2020)'s review explains academic success as a multidimensional concept involving academic achievement, acquisition of skills and competencies, persistence, and attainment of educational objectives. This perspective suggests that students' performance can extend beyond examination marks alone.

In this study, students' academic performance is conceptualised as the level of achievement demonstrated by students in their learning activities, as measured by their scores or grades in continuous assessments, tests, coursework, and end-of-term or national examinations. Depending on the study objectives, it may also include syllabus mastery, application of knowledge, and problem-solving ability.

1.1.4 Contextual background

Uganda's secondary education system has expanded significantly over the past three decades, with reforms such as Universal Secondary Education increasing both enrolment and demand for qualified teachers (MoES, 2021). The Teacher Management Information System (TMIS) records show that more than 200,000 teachers are registered nationally, of whom about 65,000 serve at the secondary level (UNESCO, 2023). This expansion has placed pressure on schools to sustain both performance standards and teacher stability. National examination records show persistent disparities, as only 42 percent of Uganda Certificate of Education candidates obtained Division One or Two in 2022, with under-resourced schools recording the weakest results (UNEB, 2022).

Private schools now form a majority of Uganda's secondary institutions, accounting for nearly 60 percent nationwide (MoES, 2021). These schools have improved access to education and often compete for reputation through examination outcomes. However, they operate in a more market-driven environment where parents directly finance schooling and closely monitor results. In this context, student performance is not only a measure of learning but also a determinant of institutional credibility. Schools with strong performance attract and retain both teachers and learners, while those with inconsistent outcomes face difficulties in sustaining staff stability.

In northern Uganda, the Lango sub-region has worked to rebuild its education sector following years of instability. Lira District, which was elevated to city status in 2020, has emerged as a hub for private secondary education in the region where competition among schools is intense, and examination outcomes have become the primary marker of school quality in the eyes of

parents and communities (Opio, 2022). Schools that consistently achieve good results are more likely to sustain teacher retention, whereas those with weaker performance are often associated with higher staff turnover.

Two schools in Lira City East Division illustrate this contrast. St. Gracious Secondary School has established a reputation for strong academic results, reflected in its recent Uganda Advanced Certificate of Education performance, which has boosted staff confidence and stability (TND News, 2025). Faith Secondary School, a mixed day and boarding institution which is registered as a UNEB examination center has shown more variable results over the years. This inconsistency has subjected its teachers to stronger parental pressure, which has implications for staff turnover.

This contextual background highlighted the importance of studying teacher retention in line with the student performance within private secondary schools in Lira City focusing on academic achievement; pass rates and progression and student discipline and behaviour.

1.2 Problem Statement

Teacher retention remains a major challenge in education systems worldwide because it directly influences instructional continuity, school effectiveness and educational quality. Although considerable progress has been made in expanding access to education, many schools continue to experience high teacher turnover, reducing institutional stability and disrupting teaching and learning processes. According to Sawaneh and Kamara (2019), effective teacher retention depends on creating supportive working environments that address teachers' professional, financial, and personal needs. Nevertheless, increasing evidence suggests that teachers' decisions to remain in a school are influenced not only by employment conditions but also by the success they experience in facilitating students' academic achievement, which enhances professional satisfaction, recognition and commitment (Uwezo, 2022).

In Uganda, approximately 65,000 teachers serve in secondary schools, yet teacher shortages and high turnover remain persistent, particularly within private secondary schools, which account for about 62 percent of all secondary schools (MoES, 2021). Existing evidence indicates that teacher retention in private schools is constrained by inadequate remuneration, contractual employment, limited opportunities for professional development, heavy workloads and job insecurity (Azabo, Gaite, Asiimwe, & Mugenyi, 2023). Consequently, many private schools experience frequent teacher mobility, disrupting instructional continuity, curriculum implementation, learner support, and overall school effectiveness.

Beyond organizational factors, students' academic performance may also influence teachers' decisions to remain in a school. Schools that consistently record high examination performance, improved progression rates, and positive student behaviour are more likely to enhance teachers' professional efficacy, job satisfaction, and organizational commitment. Odongo, Kobusingye, and Kibanja (2025) argue that schools with consistently strong learner outcomes tend to experience greater teacher stability, whereas schools with declining or fluctuating academic performance often experience higher teacher turnover.

Despite these observations, empirical evidence linking students' academic performance to teacher retention remains limited in Uganda, particularly within private secondary schools in Lira City. Most previous studies have examined teacher retention in relation to motivation, remuneration, leadership, working conditions, or professional development, while studies on students' academic performance have largely focused on determinants of learner achievement (Odongo, Kobusingye, and Kibanja, 2025). Consequently, little was known about whether variations in students' academic performance measured through academic achievement, pass rates and progression and student discipline and behaviour are associated with teachers' decisions to remain in private secondary schools in Lira City. This conceptual and empirical gap was even more evident in Lira City, where private secondary schools continue to operate in a highly competitive environment with varying learner outcomes and teacher stability. It is against this background that this study investigated the relationship between students' academic performance and teachers' retention in private secondary schools in Lira City.

1.3. Purpose of the Study

The purpose of this study was to investigate whether student performance influences teacher retention in private secondary schools in Lira City, Uganda.

1.4. Research Objectives

1- To examine the level of students' academic performance in private secondary schools in Lira City.
2- To assess the level of teachers' retention in private secondary schools in Lira City.
3- To determine the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City.

1.5. Research Questions

1. What is the level of students' academic performance in private secondary schools in Lira City?
2. What is the level of teachers' retention in private secondary schools in Lira City?
3. What is the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City?

1.6. Research Hypotheses

H_0: There is no relationship between students' academic performance and teachers' retention in private secondary schools in Lira City.

1.7. Scope of the Study

1.7.1. Content Scope.

The study focused on examining how student performance influences teacher retention in private secondary schools. Student performance will be measured through three dimensions: academic achievement, pass rates and progression, and student discipline. Teacher retention will be assessed in terms of schools' ability to maintain a stable teaching workforce and minimize attrition.

1.7.2. Geographical Scope.

The study was conducted in Lira City, specifically within Lira City East Division. Since her city status elevation in 2020, there has been a stiff and intense educational competition among the schools both at private and public settings, making the examination outcomes to become the primary marker of school quality in the eyes of parents and communities (Opio, 2022). Two private secondary schools, including Faith Secondary School and St. Gracious Secondary School which have been purposively selected as case studies because they represent contrasting patterns of student performance and retention.

1.7.3. Time Scope.

The study covered the academic years 2022 to 2025, a period marked by post-COVID-19 recovery in Uganda's secondary education sector. This timeframe is appropriate as it captures recent trends in both student performance and teacher retention.

1.8 Significance of the Study

This study is significant for teachers and teacher unions such as the Uganda National Teachers' Union (UNATU) because it highlights how student academic achievement, pass rates, and classroom discipline influence teacher retention in private secondary schools. By providing evidence on this relationship, the study can help teachers and unions advocate for policies and practices that support job stability and improve the professional environment for educators. For the Ministry of Education and Sports and local education authorities, the findings will offer practical insights into how student outcomes shape teacher retention. The study is also valuable to development partners such as UNESCO, UNICEF and other education-focused organizations that support education in Uganda.

Linking student outcomes with teacher stability, this research will provide context-specific evidence that can inform donor programming, capacity-building initiatives, and community engagement strategies. Parents and local communities will equally benefit, since teacher stability contributes directly to better student performance, reduced disruptions in learning, and stronger school reputations. These findings will therefore, enable policymakers to design interventions that reduce turnover in private schools, strengthen teaching conditions, and improve school effectiveness.

1.9. Justification of the Study

Teacher retention has become a pressing concern globally and nationally, with evidence showing that frequent teacher turnover undermines both instructional continuity and student outcomes. In Uganda, this challenge is most visible in private secondary schools, which constitute a majority of institutions yet face persistent staffing shortages. By focusing on how student performance influences teacher retention in Lira City, this study addresses an underexplored but critical area of educational research.

The justification of this study also lies in its potential contribution to policy and practice. Although previous research has examined general factors affecting teacher motivation and retention, few studies have analyzed the direct link between student outcomes and teacher

stability in private schools (Nuwagaba & Kanyesigye, 2020). The findings will provide evidence-based insights that can guide school proprietors, administrators, and policymakers in developing targeted interventions to improve retention, thereby strengthening the quality of secondary education in Lira City.

Therefore, this study is justified by its alignment with both national and international education priorities. Uganda's education sector aims to improve secondary education outcomes while ensuring a motivated and stable teaching workforce (Ministry of Education and Sports [MoES], 2021). The Sustainable Development Goal four (4) focusses on quality education emphasizing that teacher retention is essential to achieving this. By examining the role of student performance in shaping retention, this study responds to these priorities and provides practical evidence for stakeholders at local, national, and international levels.

1.10 Conceptual Framework

This study adopted a conceptual framework that illustrates the relationship between the independent variable, the dependent variable and the extraneous variable.

Figure 1.1: Conceptual Framework

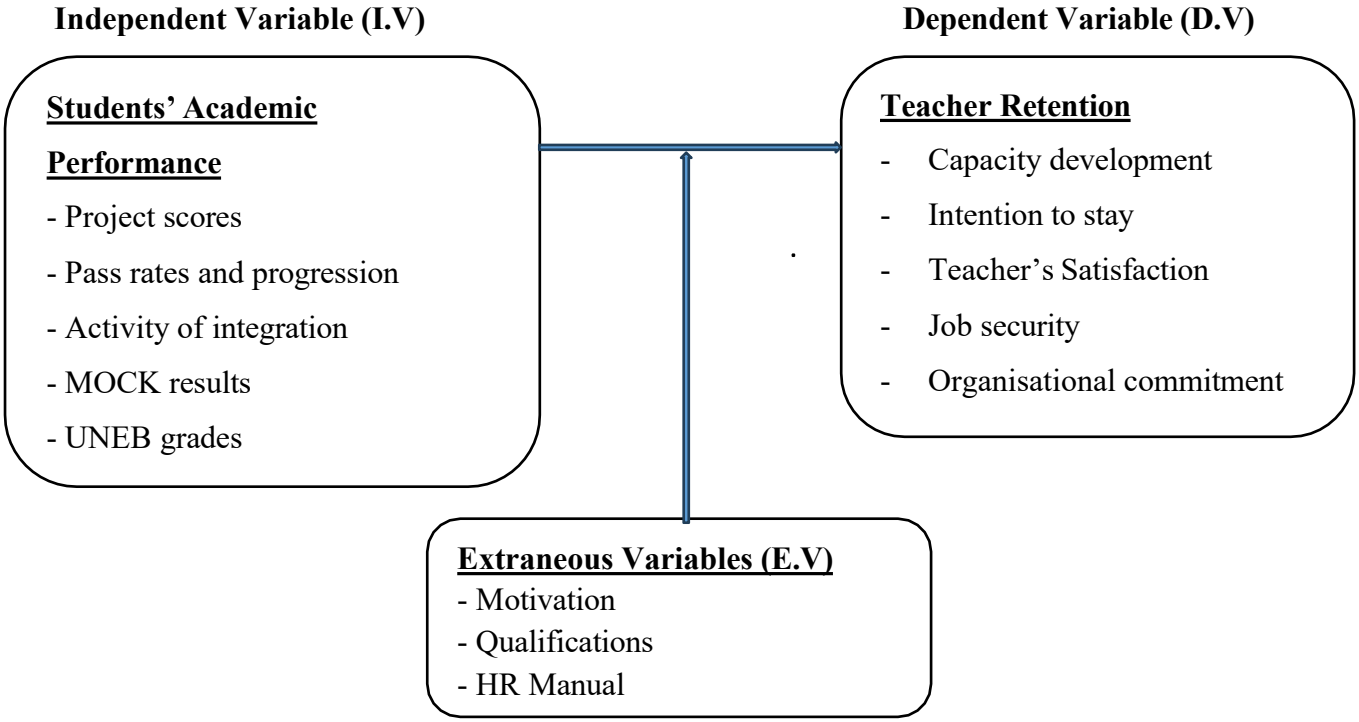


Figure 1: Showing the Relationship between Students' Academic Performance and the Level of Teachers' Retention in Private Secondary Schools in Lira City

Source: Primary Data Adopted from Expectancy Theory

This conceptual framework was guided by Expectancy Theory, which suggests that individuals remain committed when their efforts lead to valued outcomes (Vroom, 1964). Applied to education, teachers are more likely to stay in schools where student performance demonstrates the effectiveness of their teaching and earns recognition from parents and communities (Lunenburg, 2011).

The study assumed that the level of students' academic performance in a teacher's subject influences the school management's decision to retain or discontinue that teacher's employment. In private secondary schools, teachers may be evaluated partly on their students' academic results because these results are often used as indicators of teaching effectiveness and may influence the school's reputation, enrolment and competitiveness.

When students perform well in a teacher's subject, school proprietors and administrators may interpret the results as evidence that the teacher has strong subject knowledge, uses effective teaching methods, covers the syllabus adequately, and prepares students effectively for examinations. Consequently, the teacher may be more likely to receive positive performance appraisals, recognition, contract renewal, promotion, or continued employment.

Conversely, when students consistently perform poorly in a teacher's subject, school management may question the teacher's instructional effectiveness, lesson preparation, assessment practices, classroom management, or commitment to duty. If poor performance persists despite appropriate support and opportunities for improvement, management may decide not to renew the teacher's contract or may terminate the employment in accordance with applicable employment procedures.

When students obtain high project scores in a teacher's subject, management may regard this as evidence that the teacher effectively guides learners in research, practical activities, and the application of knowledge. This may increase the teacher's chances of retention. Consistently low project scores may prompt management to examine the quality of guidance, feedback, and assessment provided by the teacher.

High pass rates and successful student progression may demonstrate that a teacher is helping learners attain the expected learning standards. In a private secondary school, such results may strengthen management's confidence in the teacher and increase the likelihood of contract renewal. Low pass rates or repeated failure may lead management to review the teacher's performance and, where concerns remain unresolved, consider non-retention.

Strong performance in Activities of Integration may indicate that students can combine and apply knowledge and competencies to solve problems. Management may interpret such performance as evidence of effective competency-based teaching. Weak results may raise

concerns about the teacher's ability to facilitate conceptual understanding and practical application, potentially influencing retention decisions.

High mock examination results may demonstrate students' preparedness for final examinations and may increase management's confidence in a teacher's examination preparation strategies. Conversely, persistently poor mock results may trigger closer supervision, remedial measures, or a negative employment decision if management considers the teacher responsible for the results.

Strong UNEB grades may enhance the reputation of a private secondary school, attract prospective students and reassure parents about the quality of teaching. Teachers whose subjects consistently produce strong national examination results may therefore have a greater likelihood of being retained. Poor UNEB results may put pressure on management to reassess teachers' effectiveness and, in some cases, discontinue their employment.

Chapter Two

Literature Review

2.0 Introduction

This chapter reviewed literature related to student performance and teacher retention in secondary schools. It begins with the theoretical framework that guides the study, followed by an empirical review organized around the key variables of academic achievement, pass rates and progression, and student discipline and behaviour. The chapter concluded by identifying gaps in the existing literature and positioning how this study would address them.

2.1 Theoretical Review

Expectancy Theory of Motivation, advanced by Vroom (1964), provided a central framework for understanding how individuals make decisions about effort and commitment. The theory suggests that motivation is a product of three linked beliefs: that effort will result in improved performance (expectancy); performance will lead to specific rewards (instrumentality), and that these rewards are meaningful to the individual (valence). Within the education sector, this model helps explain why teachers remain in schools where they believe their instruction contributes to better student achievement, improved discipline, and higher progression rates, outcomes that often translate into professional recognition or reduced external pressure (Lunenburg, 2011).

According to Adams (2025), secondary school teachers cited pressure to raise examination results as a major factor shaping retention decisions. Schools with consistent performance were able to retain teachers because outcomes validated their instructional efforts, whereas schools with weaker results saw higher attrition. Similar patterns were reported by Skaalvik (2011) where he found that classroom discipline and student achievement shaped teachers' sense of efficacy and their intention to stay. These findings demonstrate that in high-income systems, teachers' motivation to remain in a certain school is closely tied to whether student outcomes affirm their professional worth.

Zhang, Li, and Chen (2022) noted that rural teachers frequently migrated to urban schools because they did not expect their efforts in poorly resourced contexts to yield satisfactory student performance. Conversely, Park (2020) found that, performance-based appraisal systems improved teacher retention by reinforcing clear links between effort, student achievement, and career progression. These examples emphasize that expectancy theory can

be applied across diverse cultural settings, though the nature of the valued outcomes may differ by context.

Leaver, Ozier, Serneels, and Zeitlin (2021) demonstrated that teachers under performance-related contracts of higher job satisfaction and retention, because rewards were directly tied to student learning outcomes. Nassiuma and Simiyu (2020) reported that teachers in high-performing schools expressed stronger commitment, as academic achievement validated their teaching efforts. Similarly, Ndahayo, Mugiraneza, and Hesbon (2023) found that supportive environments that recognized teachers' contributions to student success significantly improved retention in the private schools. Together, these studies affirm that student achievement, progression, and discipline are central to how teachers interpret the value of their work.

Nuwagaba and Kanyesigye (2020) found that teachers in well-performing schools were more likely to stay, since strong student outcomes reduced community criticism and improved social recognition. By contrast, those in underperforming schools expressed dissatisfaction and higher turnover intentions. Akello (2025) reported similar findings in Lira City, where rewards and recognition were strongly linked to teacher stability in private schools. These findings suggest that expectancy theory provides a credible framework to examine how student performance in academic achievement, progression and discipline influences teacher retention.

Despite its strengths, the theory has important limitations of assuming the rational calculation by teachers, yet decisions about staying or leaving are often influenced by emotional fatigue, socio-cultural obligations, or economic hardship (Isaac, Zerbe, & Pitt, 2021). Furthermore, the theory presumes a direct link between effort and performance, but in practice, student outcomes are shaped by multiple external factors such as class size, resource availability, and socio-economic background (Mwesigwa, 2021). This means that teachers may exert considerable effort but fail to achieve expected outcomes, weakening expectancy and undermining retention. Critics also argue that the theory underestimates structural inequities that constrain teacher motivation in low-income contexts not addressing how the teacher retention is associated to students' performance.

2.2 Empirical Review: Level of Students' Academic Performance

Globally, students' academic performance has been influenced by teacher quality, school leadership, parental involvement, school climate, instructional resources, learner motivation, and socio-economic status (OECD, 2023). Findings from the Programme for International Student Assessment (PISA) indicate that countries with effective instructional systems

consistently register high learner achievement in mathematics, reading, and science (OECD, 2023).

Similarly, UNESCO (2024) reports that despite increased access to education worldwide, many learners continue to demonstrate inadequate literacy and numeracy competencies, particularly in developing countries. Studies conducted in developed countries such as Finland, Singapore, Canada, and South Korea consistently report relatively high levels of students' academic performance due to strong teacher professional development systems, effective instructional leadership, and supportive learning environments (Schleicher, 2023). Conversely, research by Hattie (2023) indicates that academic performance varies considerably depending on the quality of classroom instruction and school leadership practices rather than school resources alone.

Most global studies focus on developed education systems with advanced instructional technologies and strong institutional support. These findings may not adequately explain academic performance in privately owned secondary schools operating within developing countries such as Uganda, where contextual realities differ substantially. Therefore, there is a contextual gap regarding evidence from private secondary schools in low-income settings.

In Sub-Saharan Africa, improving students' academic performance remains one of the major educational priorities under the African Union's Continental Education Strategy for Africa (CESA 2016–2025). However, several studies report persistent challenges including inadequate instructional resources, overcrowded classrooms, teacher absenteeism, poor school management, and limited parental support (UNESCO, 2024). According to the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ, 2023), learner achievement across many African countries remains below expected proficiency levels despite increased school enrolment.

Research conducted in Nigeria by Adeyemi (2022) found moderate academic performance among secondary school students, largely influenced by school leadership, teacher commitment, and availability of learning materials. Similar findings were reported by Oduro and Asiedu (2021) in Ghana, where school discipline and effective instructional supervision significantly predicted learner achievement. Most African studies concentrated on public secondary schools or basic education, while relatively few specifically examine private secondary schools. Additionally, many studies focus on factors influencing academic performance rather than establishing the actual level of students' academic performance. This creates both conceptual and contextual gaps.

Within East Africa, governments have continued investing heavily in improving educational quality. Despite these efforts, learning outcomes remain uneven across countries (Uwezo, 2022). In Kenya, Uwezo (2022) reported considerable variation in learners' academic performance across school categories, with privately managed schools generally outperforming public schools due to improved instructional management and closer learner supervision.

In Tanzania, Mosha and Komba (2021) established that school leadership effectiveness significantly influences students' academic performance, although disparities between urban and rural schools persist. Similarly, studies conducted in Rwanda by Habimana (2023) found that schools implementing continuous teacher professional development demonstrated improved learner performance compared to schools with limited teacher support systems. Most East African studies compare public and private schools or investigate determinants of academic performance rather than establishing its level within private secondary schools alone. Few studies specifically examine urban private schools such as those in Lira City.

In the view of Akello (2025), in Uganda, students' academic performance is commonly evaluated through internal assessments and national examinations administered by the Uganda National Examinations Board (UNEB). Although government efforts have focused on improving educational quality, variations in learner achievement continue to exist across school ownership categories. The Uganda National Examinations Board reports (2023; 2024) indicate gradual improvements in national examination performance in some regions, although disparities remain between schools due to differences in instructional quality, school management, learner discipline, and resource availability (Akello, 2025).

Research by Oonyu (2021) found that teacher effectiveness significantly influences students' academic performance in Ugandan secondary schools. Similarly, Nakabugo et al. (2022) established that learner participation, effective classroom management, and school leadership positively predict academic achievement. Studies by Ssenabulya (2020) further indicate that parental involvement contributes significantly to learner success in Ugandan secondary schools. Most Ugandan studies investigate factors influencing academic performance, particularly in public schools, Universal Secondary Education (USE) schools, or rural districts. Limited evidence exists regarding the actual level of students' academic performance in private secondary schools located in urban settings such as Lira City.

In Lango Sub-region, educational performance has improved following post-conflict recovery programmes. Nevertheless, disparities in learner achievement remain across districts and school categories (MoE&S, 2021). District education reports indicate that private secondary

schools often perform relatively better than public schools in national examinations due to closer supervision, stronger accountability mechanisms, and better learner monitoring. However, performance varies considerably across individual schools depending on leadership effectiveness, teacher commitment, school discipline, and instructional practices (MoE&S, 2021). Existing studies conducted within Northern Uganda have largely focused on public schools, post-conflict education recovery, teacher motivation, and school management. Therefore, very limited empirical studies have specifically established the level of students' academic performance in private secondary schools within the Lango Sub-region. Existing evidence largely addresses determinants rather than the actual performance levels.

According to Odongo, Kobusingye and Kibanja (2025), Lira City has experienced rapid growth in private secondary education due to increasing demand for quality education. Private schools have become important contributors to secondary education by complementing government efforts. Although many private secondary schools in Lira City consistently present candidates for national examinations, available evidence largely consists of examination rankings rather than comprehensive empirical studies measuring students' academic performance using multiple indicators such as literacy, numeracy, classroom participation, continuous assessment, end-of-term examinations, and project work (Odongo, Kobusingye and Kibanja, 2025). Furthermore, no comprehensive empirical study appears to have established the overall level of students' academic performance across private secondary schools in Lira City while relating it to broader school processes (Odongo, Kobusingye and Kibanja, 2025). This leaves education managers with limited evidence for planning targeted interventions. There is inadequate empirical evidence establishing the level of students' academic performance in private secondary schools in Lira City using multidimensional performance indicators. This study therefore sought to fill this important contextual and empirical gap.

Conclusion

The reviewed literature demonstrates that students' academic performance has been widely investigated globally, across Africa, East Africa, Uganda, and Northern Uganda. However, most studies emphasize determinants of performance, focus on public schools, or rely primarily on examination scores. There remains limited evidence on the level of students' academic performance in private secondary schools in Lira City, particularly using multidimensional indicators. Addressing the identified conceptual, contextual, theoretical, methodological and empirical gaps provides a strong justification for undertaking the present study.

2.3 Level of Teachers' Retention in Private Secondary Schools

Globally, teacher retention has become one of the most pressing educational concerns due to increasing teacher shortages, aging workforces, workload pressures, and declining job satisfaction. According to the UNESCO (2024), many countries are experiencing persistent teacher attrition, particularly among early-career teachers. The report estimates that millions of additional teachers will be required globally by 2030 to meet education targets (Leaver, Ozier, Serneels and Zeitlin, 2021). Similarly, the OECD (2023) reports that teacher retention is generally higher in education systems characterized by supportive leadership, competitive remuneration, opportunities for professional development, manageable workloads, and positive school climates. Countries such as Finland, Singapore, Canada and South Korea continue to record relatively high teacher retention because of strong professional support systems and attractive employment conditions (Schleicher, 2023).

Research by Ingersoll, May, and Collins (2019) found that teacher turnover remains highest in schools characterized by weak administrative support, poor working conditions, and limited career progression opportunities rather than teacher shortages alone. Likewise, Podolsky et al. (2019) concluded that supportive school leadership significantly improves teacher retention across diverse educational systems. Most global studies have been conducted in developed countries where education systems are well-resourced and employment conditions differ considerably from those in developing countries. Consequently, these findings may not adequately explain teacher retention in privately owned secondary schools operating within Uganda's educational context. This presents a contextual gap.

Across Africa, teacher retention continues to challenge educational quality despite increased investments in teacher recruitment. High teacher turnover has been attributed to inadequate salaries, delayed remuneration, limited professional growth opportunities, poor working conditions and heavy workloads (UNESCO, 2024). Research conducted in Nigeria by Adebayo

and Akinyemi (2022) found moderate levels of teacher retention, with job satisfaction and school leadership emerging as the strongest predictors. Similarly, Oduro and Asiedu (2021) reported that teachers in Ghana were more likely to remain in schools where leadership promoted collaboration, recognition and professional development.

Studies from South Africa by Mestry and Govindasamy (2021) further indicate that supportive organizational climates significantly improve teacher retention and organizational commitment. Most African studies emphasize factors affecting teacher retention rather than establishing the actual level of teacher retention. Furthermore, much of the literature focuses on public schools, leaving private secondary schools underrepresented. This creates both conceptual and contextual gaps.

In East Africa, teacher retention remains a growing concern because many schools continue experiencing high teacher mobility, especially within the private education sector (Shibiti, 2020). In Kenya, Wanjala and Simatwa (2022) found that private secondary schools experienced lower teacher retention than public schools due to contractual employment, lower salaries, and limited job security. Nevertheless, schools providing professional development and supportive leadership recorded significantly better retention.

In Tanzania, Mosha and Komba (2021) reported that teachers' intentions to remain in schools were strongly associated with effective school leadership, recognition, and fair workload distribution. Research from Rwanda by Habimana (2023) similarly established that schools investing in teacher welfare and continuous professional development demonstrated higher teacher retention than comparable institutions. Most East African studies compare public and private schools or examine determinants of retention without first establishing its level within private secondary schools. Few studies specifically focus on urban private secondary schools. This represents both conceptual and empirical gaps.

Tumwesigye, Asiimwe and Gaite Sol (2022) reported that in Uganda, teacher retention has become increasingly important because of teacher movement between schools, migration to non-teaching professions, and transfers from private to public schools. The Ministry of Education and Sports (2023) recognizes teacher retention as essential for improving education quality and learning outcomes. National policy emphasizes teacher welfare, professional development, supportive supervision and career progression as key retention strategies.

Research by Oonyu (2021) found that teacher retention was positively associated with supportive school leadership, fair remuneration, and professional recognition. Similarly, Nakabugo et al. (2022) established that schools providing continuous professional development experienced lower teacher turnover than schools with limited professional support. Studies by Ssesanga and Garrett (2020) further revealed that many teachers leave private schools because of low salaries, job insecurity, and inadequate opportunities for career advancement. Most Ugandan studies focus on determinants of teacher retention, teacher motivation, or turnover in public schools and Universal Secondary Education schools. Very few studies establish the actual level of teacher retention specifically within private secondary schools, particularly in urban settings such as Lira City. This created contextual and empirical Okee and Namuyonga (2024) reported that Northern Uganda has made considerable progress in rebuilding its education system following years of conflict. Nevertheless, private secondary schools continue facing challenges in retaining experienced teachers because of competition from government schools, limited financial resources, and contractual employment. Available studies in Northern Uganda mainly examine teacher motivation, post-conflict education recovery, school leadership, and teacher welfare. Evidence specifically measuring teacher retention remains scarce (Okee and Namuyonga (2024). District education reports suggest that while some private schools maintain stable teaching staff, others experience frequent teacher turnover, disrupting instructional continuity and school improvement initiatives (Okee and

Namuyonga (2024). Existing studies largely focus on teacher motivation, leadership, or school performance rather than measuring teacher retention itself. Furthermore, research specifically targeting private secondary schools remains limited, creating a conceptual and empirical gap.

Mwesigwa (2021) asserted that Lira City has experienced substantial growth in private secondary education over the past decade. As competition among schools intensifies, retaining qualified teachers has become increasingly important for maintaining educational quality, school reputation and students' academic performance. Although some private schools have established policies to improve teacher welfare through incentives, professional development and supportive supervision, anecdotal evidence suggests considerable variation in teacher stability across schools. Some institutions retain experienced teachers for many years, while others experience frequent resignations and staff replacements (Mwesigwa, 2021). However, published empirical studies specifically measuring the level of teacher retention in private secondary schools in Lira City remain scarce. Existing evidence is largely descriptive or based on administrative reports rather than systematic empirical investigation using standardized retention indicators such as teachers' intention to stay, organizational commitment, job stability, length of service, and turnover intentions. There is insufficient empirical evidence establishing the level of teacher retention in private secondary schools in Lira City using multidimensional indicators. This study therefore seeks to fill this important contextual and empirical gap while providing evidence to support school management and educational policy.

Conclusion

The literature indicates that teacher retention has been widely examined globally, across Africa, East Africa, Uganda, and Northern Uganda. However, most studies concentrate on the determinants of retention, teacher turnover, or motivation, and many focus on public schools or educational systems outside Uganda. There remains limited evidence on the level of teacher retention in private secondary schools in Lira City, particularly using multidimensional indicators that capture teachers' intention to remain, organizational commitment, job stability, and continuity of service. Addressing the identified conceptual, contextual, theoretical, methodological, and empirical gaps provides a strong justification for undertaking the present study.

2.4. Relationship between the Level of Students' Academic Performance and the Level of Teachers' Retention in Private Secondary Schools

Globally, substantial evidence demonstrates a positive relationship between teacher retention and students' academic performance. Schools that successfully retain experienced teachers generally achieve higher learner outcomes than schools characterized by frequent teacher turnover (Ingersoll, May and Collins, 2019). The OECD (2023) reports that stable teaching staff promote instructional continuity, collaborative professional learning, curriculum consistency, and stronger learner engagement, all of which improve academic performance. Likewise, the UNESCO (2024) emphasizes that teacher stability contributes significantly to achieving quality education under Sustainable Development Goal 4.

Research by Ronfeldt, Loeb, and Wyckoff (2013) found that teacher turnover significantly reduced students' mathematics and reading achievement because schools lost experienced teachers and institutional knowledge. Similarly, Kraft, Marinell and Yee (2016) reported that schools with higher teacher retention consistently registered better student achievement due to improved instructional consistency and stronger professional collaboration.

Ingersoll, May and Collins (2019) further observed that retaining experienced teachers enhances instructional quality and learner outcomes more effectively than continuous recruitment of new teachers. Most global studies were conducted in developed countries with well-established education systems, strong teacher support mechanisms, and better employment conditions. These findings may not adequately explain the relationship between teacher retention and academic performance in private secondary schools operating within developing countries such as Uganda. This presents a contextual gap.

In Sub-Saharan Africa, several studies report that teacher retention contributes positively to learner achievement, although the relationship is often moderated by school resources, leadership practices, teacher motivation, and instructional quality (Mestry and Govindasamy, 2021). Research conducted in Nigeria by Adebayo and Akinyemi (2022) established a significant positive relationship between teacher retention and students' academic performance. Schools that retained experienced teachers consistently recorded higher examination performance than schools with frequent teacher turnover.

Similarly, Oduro and Asiedu (2021) found that teacher retention improved instructional continuity, learner discipline, and examination performance in Ghanaian secondary schools. Mestry and Govindasamy (2021) reported comparable findings in South Africa, where teacher stability enhanced school effectiveness and learner achievement through sustained instructional quality. Most African studies examine teacher retention and academic

performance independently or focus primarily on public schools. Few studies directly examine the relationship between the two variables within private secondary schools. This presents conceptual, contextual and empirical gaps.

In the East African Context, evidence generally indicates a positive association between teacher retention and students' academic performance (Mosha and Komba, 2021). In Kenya, Wanjala and Simatwa (2022) found that schools with higher teacher retention demonstrated better Kenya Certificate of Secondary Education (KCSE) results because experienced teachers maintained instructional continuity and improved learner preparation. Mosha and Komba (2021) reported similar findings in Tanzania, where teacher retention significantly predicted students' academic achievement through improved classroom management and instructional effectiveness.

In Rwanda, Habimana (2023) established that schools investing in teacher welfare and professional development experienced both higher teacher retention and improved learner performance. Most East African studies investigate determinants of teacher retention or academic performance separately rather than examining their direct relationship. In addition, limited research specifically targets urban private secondary schools. This creates conceptual, methodological, and empirical gaps.

In Uganda, studies consistently recognize teachers as the most important school-based factor influencing students' academic performance (Nakabugo, Byamugisha and Ssenabulya, 2022). Oonyu (2021) established that schools with stable teaching staff demonstrated better learner achievement due to effective curriculum implementation, learner monitoring, and instructional consistency. Nakabugo, Byamugisha, and Ssenabulya (2022) similarly reported that schools providing continuous professional development and maintaining experienced teachers achieved better learning outcomes than schools experiencing frequent teacher turnover.

Ssesanga and Garrett (2020) observed that frequent movement of teachers from private schools to public schools disrupted instructional continuity and negatively affected students' academic performance. The Ministry of Education and Sports (2023) also recognizes teacher retention as an important contributor to improved educational quality and learner achievement. Most Ugandan studies focus on teacher motivation, turnover, professional development, or academic performance separately. Few studies empirically establish the relationship between teacher retention and students' academic performance within private secondary schools. This creates contextual, methodological, and empirical gaps.

Northern Uganda has experienced significant educational recovery following decades of armed conflict. Despite improvements, many private secondary schools continue facing challenges

related to teacher turnover, limited financial resources, and competition from government schools (Akello, 2025). Existing studies within Northern Uganda largely examine teacher motivation, leadership, post-conflict education recovery and school effectiveness. Evidence specifically examining how teacher retention influences students' academic performance remains limited (Akello, 2025). District education reports indicate that schools with relatively stable teaching staff often demonstrate more consistent learner performance than schools experiencing frequent teacher mobility (Akello, 2025). Research in Northern Uganda rarely investigates the direct relationship between teacher retention and students' academic performance, particularly in private secondary schools.

Most available studies focus on individual variables rather than their interaction. This presents conceptual and empirical gaps.

Across high-stakes systems, pass rates and progression function as public signals of school effectiveness that shape teachers' staying decisions. Schools with the improved organizational conditions saw both higher student performance and lower teacher turnover, indicating that visible gains on accountability metrics reduce exits by reinforcing teachers' sense whereby the effort translates into valued outcomes (Kraft, Marinell, & Yee, 2016). Complementary work shows the reverse dynamic i.e. high turnover depresses achievement and traps schools in a cycle where weak results and staff loss reinforce one another, which further undermines progression to the next stage of schooling (Ronfeldt, Loeb, & Wyckoff, 2013).

2.5. Research Gaps

Research across different contexts shows that long-term consequences on student learning and achievement can be caused by the high or low rate of teacher turnover (Boamah et al., 2022). Teachers' salaries and wages are a major element in determining whether or not they stay in the profession. Similar to other employees, teachers ought to be paid a living wage (Chambers, Mack et al., 2019), and if the educators believe they are not being paid fairly or are not receiving sufficient benefits, they may be more prone to look elsewhere for work (Harris et al., 2019). Furthermore, high teacher turnover rates in rural schools are associated with low student achievement and substantial financial costs for school districts (Carver and Hammond, 2019).

Another study highlighted that structured school climates and recognition systems foster stability of teachers in a certain school from time to time (Byun et al., 2022; Nguyen, 2024) compared to another study that demonstrated the systemic reforms, community expectations, and performance incentives strongly influencing teacher retention (Shibiti, 2020; Leaver et al.,

2021). Okee & Namuyonga (2024) focused on general teacher motivation and retention challenges, particularly in public schools, with emphasis on low pay, limited promotion pathways, and heavy workloads.

Conversely, Toropova et al. (2021) found that a toxic school climate where educators feel undervalued or ignored might lead to the likelihood of staff turnover. Teacher turnover and retention may also be influenced by how supported and collaborative educators feel. A higher teacher turnover is further observed in schools where teachers report feeling lonely or unappreciated by their peers (Scull et al., 2020).

Despite this evidence, little is known about whether student performance directly influences teacher retention in Uganda's private secondary schools, which now educate the majority of secondary learners. Specifically, the roles of academic achievement, pass rates and progression, and student discipline and behavior have received minimal attention in existing literature. This gap is especially pronounced in local contexts such as Lira City, where schools face heightened competition, strong parental expectations, and resource limitations. Guided by the expectancy theory, this study therefore, seeks to bridge this gap by investigating how student performance affects teacher retention in private secondary schools in Lira City by understanding the link between performance outcomes and teacher stability.

Chapter Three

Methodology

3.0 Introduction

This chapter outlines the methodological approach to be employed in investigating the impact of student performance on teacher retention in private secondary schools in Lira City. It describes the research design, study area, target population, sampling procedures, data collection methods, instruments and analysis plan. It also discusses the strategies that will be applied to ensure validity, reliability and ethical compliance. The study employs a quantitative approach to examine measurable relationships between student performance indicators, such as academic achievement, pass rates and progression and student discipline and behavior, as well as teacher retention in the selected schools.

3.1 Research orientation

This study will adopt a quantitative research design. A quantitative research design is a structured plan for collecting and analyzing numerical data to test hypotheses, identify patterns, or establish cause-and-effect relationships (Creswell and Creswell, 2018). This is preferred because it enables the measurement and analysis of relationships between clearly defined variables using numerical data. Quantitative approaches are particularly effective for testing hypotheses and examining correlational relationships, as evidenced in educational studies exploring the influence of student performance on teacher outcomes (Creswell & Creswell, 2018). The structured nature of this design ensures objectivity and replicability in investigating how academic achievement, pass rates and progression, and student discipline and behavior influence teacher retention in private secondary schools.

3.2 Research Design

This study used a correlational research design. Correlational research design is a non-experimental procedure used by investigators to describe and measure the degree of relationship between two or more variables or sets of scores without any manipulation (Creswell and Creswell, 2018). This allowed the research to measure the strength and direction of associations between variables in natural settings without interfering. According to Yin (2018), multiple case studies offer analytic leverage, allowing for cross-case comparison that enhances the validity and generalizability of findings within similar contexts. By selecting

schools with distinct performance environments, the study provided richer insight into how these performance conditions influence teacher retention locally.

3.3 Target Population

The target population for this study consisted of head teachers, teachers and chairpersons Board of Governors from private secondary schools in Lira City. These schools were purposively selected because they reflect different patterns of student performance, making them appropriate for examining how academic achievement, pass rates and progression and student discipline and behavior influence teacher retention.

3.4 Sample Size

The total sample size was 325 consisted of 40 head teachers, 245 teachers and 40 chairpersons BoG. The sample size was determined using the Krejcie and Morgan (1970) sample size determination table as shown on table1 below.

Table 1: Population and Sample Size Distribution

School	**Target Population**	**Sample Size**
Head teachers	45	40
Teachers	675	245
Chairpersons Board of Governors	45	40
Total	**765**	**325**

Source: Primary Data Adopted using Krejcie and Morgan (1970). Sample size determined

3.5. Sampling Techniques

This study employed purposive sampling to select the private secondary schools, head teachers and chairpersons Board of Governors because they represent distinct patterns of student performance. These schools are suitable for examining how variations in student outcomes influence teacher retention. Simple random sampling was used to select teachers and that gave them equal opportunity to participate in the study.

Within each school, simple random sampling was applied to select individual teachers, ensuring that each member of staff has an equal chance of inclusion in the study. This was helpful in reducing bias and therefore enhancing the representativeness of the sample, which is important for the reliability of quantitative research (Cohen, Manion, & Morrison, 2018).

3.6. Data Collection Methods and Instruments

This study used a structured questionnaire as the main tool for data collection. Structured questionnaires were also suitable for quantitative research because they limited subjectivity and enhanced reliability (Creswell, J., & Poth, C., 2017). The questionnaire was pre-tested with a small sample of teachers in a different school in Lira City to ensure clarity, reliability and validity before the main data collection exercise. Kaplan and Maxwell (2019) argued that questionnaire surveys help in achieving uniformity, stability and consistency in facts and information. This was essential because empirical primary data were generalized at the end of the study. This was considered appropriate because of its efficiency for a large sample that other techniques could not be able to cover effectively (Kaplan and Maxwell, 2019).

3.7. Data Collection Procedure

Before data collection began by following the ethical clearance from the faculty in the university, authorization from the Lira City Education Office and permission from school administrators were sought first which allowed access to the respective teachers in the various schools to fill in the questionnaire. To ensure the credibility of the research findings, the study undertook measures to establish both the validity and the reliability of the data collection instrument, referring to the extent to which the questionnaire could measure what it was intended to measure. Content validity therefore was ensured by designing the questionnaire items in direct alignment with the study objectives and conceptual framework. The instrument will also be reviewed by experts in educational research, including university supervisors and experienced secondary school administrators, to confirm that the items adequately cover the constructs of student performance and teacher retention. A pilot test was conducted with a small group of teachers from another private secondary school in Lira city that is not part of the study sample. Feedback from the pilot will be used to refine the wording, structure, and clarity of items to improve face and construct validity (Cohen, Manion, & Morrison, 2018).
Reliability refers to the consistency of the instrument in producing stable and dependable results. Internal consistency of the questionnaire was tested using Cronbach's alpha coefficient, with a threshold of 0.70 or higher considered acceptable for educational research (Tavakol & Dennick, 2011). Reliability was reinforced by standardizing the administration procedures across the two case study schools to reduce measurement error and ensure comparability of responses.

3.8. Reliability and Validity of Instruments

3.8.1. Validity of the Research Instrument.

Validity refers to the extent to which a research instrument accurately measures what it is intended to measure (Fàbregues and Molina-Azorín, 2017). To ensure the validity of the questionnaire and interview guide, several procedures were undertaken.

3.8.2. Content Validity.

Content validity was established through expert review. The draft questionnaire and interview guide were presented to experts in educational research, educational management, inclusive education and research methodology, including university supervisors. These experts assessed the relevance, clarity, appropriateness, and adequacy of the items in relation to the study objectives and research questions. Their recommendations regarding ambiguous wording, duplication of items, sequencing and coverage of constructs were incorporated into the final version of the instrument.

The Content Validity Index (CVI) was computed using the formula:

CVI = Number of items rated relevant divided by the Total number of items.

i.e., $CVI = \frac{\text{Number of items rated relevant}}{\text{Total number of items}}$

A study by Amin (2005) concluded that any computed CVI of either **0.80 or above**, it has to be considered acceptable. For example, if 40 out of 45 items were rated as relevant; then: CVI = 40/45=0.89; CVI = {40}÷{45} = 0.89. Since the CVI exceeded the recommended threshold of 0.80, the instrument was considered to possess satisfactory content validity.

Face Validity

Face validity was ensured by asking experts and a few teachers from schools outside the study area to assess whether the questions appeared clear, understandable and appropriate for measuring in-service teacher training and inclusive education. Necessary modifications were made based on their feedback.

3.8.3. Reliability of the Research Instrument.

Reliability refers to the consistency or stability of an instrument in measuring the intended variables over time (Fàbregues and Molina-Azorín, 2017).

A pilot study was conducted among respondents from primary schools with characteristics similar to those of the study population but located outside the selected study schools in

Karenga District. The purpose of the pilot study was to identify unclear questions, estimate the time required for administration, and assess the internal consistency of the instrument.

The reliability of the questionnaire was determined using **Cronbach's Alpha Coefficient**, which measures the internal consistency of items within each construct. The analysis was performed using the Statistical Package for Social Sciences (SPSS).

According to established guidelines:

- $\alpha \geq 0.90$ = Excellent
- $\alpha = 0.80–0.89$ = Good
- $\alpha = 0.70–0.79$ = Acceptable
- $\alpha = 0.60–0.69$ = Marginally acceptable
- $\alpha < 0.60$ = Poor

The study obtained Cronbach's Alpha coefficients above **0.70** for all study variables, indicating acceptable internal consistency and reliability of the research instrument. Consequently, the questionnaire was considered reliable for data collection.

Pilot Testing

Prior to the main study, the instruments were pre-tested in selected primary schools outside the actual study sample but with similar characteristics to the target population. The pilot study helped to identify ambiguous or confusing questions, assess the appropriateness of the language used, estimate the time needed to complete the questionnaire, determine respondents' understanding of the questions and improve the overall quality of the instrument before the actual data collection. The feedback obtained during the pilot study informed the revision of the research instruments.

3.9. Data Analysis

Data were analyzed using the Statistical Package for Social Sciences (SPSS) version 25 for analysis. Descriptive statistics, including modal frequencies, percentages, means and standard deviations was used to summarize the demographic characteristics of respondents and provided an overview of the study variables. Similarly, descriptive statistics was used to analyse objectives one and two. Pearson correlation coefficient was used to determine the strength and direction of the relationship between students' academic performance and the level of teachers' retention. Multiple regression analysis will then be conducted to establish the predictive power of these variables on teacher retention. This allowed the researcher to determine which aspects of student performance have the greatest influence on retention and the extent of their

contribution. Findings were presented using tables for clarity and easy interpretation. As noted by Field (2018), regression and correlation analyses were used to establish how the independent variables predict or explain variation in dependent outcomes.

3.10. Ethical Considerations

This study adhered to the established ethical standards in educational research to ensure the dignity, rights and welfare of all participants were protected. Before data collection, the researcher obtained ethical clearance from the faculty authority. Authorization was sought from the Lira City Education Office and the administrations of the participating schools.

Informed consent was obtained from all teacher respondents after they are briefed on the purpose, procedures, and expected outcomes of the study. Participation was entirely voluntary, and respondents had the right to withdraw at any point without penalty. Confidentiality was ensured by coding questionnaires rather than using names and all collected data were stored securely with access limited to the researcher. The findings were reported honestly, without manipulation or misrepresentation, and is used strictly for academic purposes.

As Creswell and Creswell (2018) emphasize, ethical compliance not only safeguards participants but also enhances the credibility and acceptance of research findings. This study therefore uphold principles of integrity, respect and responsibility throughout the research process.

3.11. Anticipated Constrains and Delimitations of the Study

The study anticipated methodological gaps for instance the anxiety to disclose information by respondents which threatened the status to either continue to stay in a particular school or not. Therefore, this was delimited by involving the use of other techniques for example emphasizing on confidentiality and anonymity during study reporting, providing the most comfortable environment during the study.

Some pieces of information were feared could be missed out by questionnaire on this study perhaps on errors were erroneously delimited using analysis of data.

The influence of other factors outside the study which was feared to impact on the quality of information that respondents could provide and, therefore, this was delimited by refocusing on respondents to the study with clear instructions during the study.

3.12. Administrative Procedures

Letter of introduction was obtained from the office of Dean Faculty of Education and Humanities before venturing to the field to collect data. The student made advance visits to all the schools to make schedules and collected data based on the agreed schedules with school authorities. Two research assistants were recruited and trained by researcher. The researcher collected from head teachers and chairpersons BoG. The research assistants collected data from teachers all using questionnaires.

Chapter Four

Data Analysis, Presentations and Interpretations

4.0. Introduction

This chapter presents data analysis, presentations, interpretations of the results and summary of the findings based on the research objectives formulated under chapter one above. Descriptive statistics was used to analyse background information of the respondents, objectives one and two. Pearson correlation was used to analyse the relationship between students' academic performance and teachers' retention in private secondary schools in Lira City.

4.1. Demographic Characteristics of Respondents

Demographic characteristics were structured into gender, education qualification, experience in teaching service, marital status and age bracket. This allows the reader to understand the distribution and composition of the respondents within each category, providing insights for further analysis to the study data collected.

Table 4.1 below presents the demographic characteristics of respondents were analyzed using descriptive statistics, specifically frequencies and percentages. Descriptive statistics were considered appropriate because the demographic variables (gender, education level, length of service, marital status and age bracket) are categorical (nominal and ordinal) variables. Frequencies show the number of respondents in each category, while percentages indicate the proportion of respondents represented by each category. This method provides a clear summary of the respondents' background characteristics and helps determine whether the sample adequately represents the study population.

Table 2: Showing the Demographic Characteristics of Respondents (N=325)

Gender: 1=Male & 2=Female			
	Frequency	Percentage	Cumulative Percent
Male	*161*	*66.*	*66.5*
Female	*84*	*34*	*100.0*
What is your highest education level			
Masters	*2*	*.8*	*.8*
Postgraduate	*2*	*.8*	*1.6*
Bachelor Degree	*100*	*40.8*	*42.4*
Diploma Certificate	*141*	*57.6*	*100.0*
How long have you been in this school			
1-3 years	*127*	*51.8*	*51.8*
4-6 years	*71*	*29.0*	*80.8*
Above six years	*47*	*19.2*	*100.0*
Marital Status			
Separated	*63*	*25.7*	*25.7*
Married	*141*	*54.3*	*54.3*
Single	*40*	*20*	*20.0*
Your age bracket			
20-30 years	*149*	*60.8*	*60.8*
31-50 years	*79*	*32.2*	*93.1*
Above 50 years	*17*	*6.9*	*100.0*

The findings indicate that out of the 325 respondents, 205 (63.07%) were male, while 120 (36.3) were female. This implies that male teachers constituted the majority of respondents in private secondary schools in Lira City. Although both genders were represented, the higher proportion of male respondents suggests that the teaching workforce in the sampled schools was predominantly male, thereby providing perspectives from both genders while reflecting the existing staffing composition.

Regarding educational qualifications, the majority of respondents, 141 (57.6%), possessed a Diploma Certificate, followed by 100 (40.8%) who held a Bachelor's degree. Only 2 (0.8%) had a Master's degree, while another 2 (0.8%) had Postgraduate qualifications. These findings indicate that most teachers possessed the minimum professional qualifications required to teach in government-aided primary schools, suggesting that respondents were adequately qualified to provide informed opinions regarding management strategies and teachers' performance. However, the very low proportion of respondents with postgraduate qualifications suggests limited advanced professional training among teachers.

With regard to the length of service in the current school, 127 (51.8%) had worked in their schools for 1–3 years, 71 (29.0%) had served for 4–6 years, while 47 (19.2%) had worked for more than six years. This implies that over half of the respondents were relatively new in their current schools. Nevertheless, all categories were represented, indicating that respondents had

varying levels of experience that could provide diverse perspectives on school management practices and teachers' performance.

The findings further reveal that 141 (54.3%) of the respondents were married, 63 (25.7%) were separated, while 40 (20.0%) were single. The predominance of married respondents suggests that many teachers may have family responsibilities that could influence their commitment, work-life balance, and professional performance. However, the inclusion of respondents from different marital categories enriched the diversity of views captured in the study.

In terms of age, the majority of respondents, 149 (60.8%), were aged 20–30 years, followed by 79 (32.2%) aged 31–50 years, while only 17 (6.9%) were above 50 years. These findings indicate that the teaching workforce in the sampled schools was predominantly youthful. Younger teachers are often considered more adaptable to new management practices, educational technologies, and professional development initiatives, while older teachers contribute valuable experience. Therefore, the age distribution provided a balanced basis for examining the influence of management strategies on teachers' performance.

Generally, the demographic findings show that respondents were predominantly male, diploma holders, relatively young (20–30 years), married, and had served in their current schools for between one and three years. Despite these dominant characteristics, all demographic categories were represented, ensuring that the study captured a wide range of experiences and perspectives regarding management strategies and teachers' performance.

The demographic profile has important implications for the study. First, the respondents possessed the professional qualifications necessary to provide credible information on management strategies and teachers' performance. Second, the predominance of younger teachers suggests that the findings largely reflect the experiences of an emerging workforce, which may be more receptive to innovations such as data-informed decision making, collaborative leadership, and continuous professional development. Third, the presence of teachers with varying years of service ensured that the study incorporated both relatively new and experienced teachers, thereby improving the comprehensiveness of the findings. Finally, the inclusion of respondents from different gender, marital status, educational, and age categories enhanced the representativeness of the sample and increased the credibility and generalizability of the study findings to private secondary schools in Lira City.

4.2. Research Question One

What is the level of students' academic performance in private secondary schools in Lira City?

The data presented in Table 4.2 were analyzed using descriptive statistics, specifically means and standard deviations. This method was appropriate because the study measured teachers' perceptions of students' academic performance using five-point Likert scale items ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The mean was used to determine the average level of agreement with each statement, while the standard deviation measured the degree of variation in respondents' opinions. Descriptive statistics are suitable for summarizing respondents' views and establishing the general level of the study variable before conducting inferential analyses. The findings indicate that teachers generally perceived students' academic performance in private secondary schools to be high.

Table 3: Showing the Level of Students' Academic Performance in Private Secondary Schools (Teachers' Perspective), N=245

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Learners actively participate in group discussions and collaborative learning activities.	*1.00*	*5.00*	*4.1265*	*.71597*
Integration activities (e.g., debates, presentations, group work) improve learners' understanding of subject content.	*1.00*	*5.00*	*4.1796*	*.65317*
Learners demonstrate the ability to apply knowledge during integrated classroom activities.	*1.00*	*5.00*	*4.1306*	*.75699*
Teachers regularly involve learners in interactive and participatory learning activities.	*1.00*	*5.00*	*3.9837*	*.82466*
Integration activities contribute significantly to learners' overall academic performance.	*1.00*	*5.00*	*3.8327*	*.70751*
Learners consistently perform well in project-based assessments.	*1.00*	*5.00*	*3.7347*	*.82421*
Project work enhances learners' research and problem-solving skills.	*1.00*	*5.00*	*3.9347*	*.70987*
Learners demonstrate creativity and originality in their project work.	*1.00*	*5.00*	*3.8490*	*1.10032*
Teachers provide adequate guidance and supervision during project development.	*1.00*	*5.00*	*3.7347*	*1.08973*
Project scores reflect learners' true academic abilities and understanding of the subject.	*1.00*	*5.00*	*3.6446*	*1.16205*
Learners consistently achieve high scores in end-of-term examinations.	*1.00*	*5.00*	*3.6490*	*1.05933*
End-of-term assessments accurately measure learners' understanding of the syllabus.	*1.00*	*5.00*	*3.3837*	*1.28665*

Learners adequately prepare for end-of-term examinations.	*1.00*	*5.00*	*3.7837*	*.91332*
End-of-term results show improvement in learners' academic performance over time.	*1.00*	*5.00*	*3.5796*	*1.07828*
Feedback from end-of-term examinations helps learners improve their academic performance.	*1.00*	*5.00*	*3.3607*	*1.26729*
Learners perform well in national examinations set by the Uganda National Examinations Board.	*1.00*	*5.00*	*3.6653*	*1.01738*
UNEB results reflect the quality of teaching and learning in the school.	*1.00*	*5.00*	*4.1469*	*.90696*
Learners are adequately prepared for UNEB examinations by their teachers.	*1.00*	*5.00*	*4.0776*	*.90881*
The school consistently registers good grades in UNEB examinations.	*1.00*	*5.00*	*4.1837*	*.93374*
UNEB performance is used to evaluate and improve academic standards in the school.	*1.00*	*5.00*	*4.0408*	*.89989*
Most students in this school pass their end-of-term examinations.	*1.00*	*5.00*	*4.1633*	*1.00301*
The majority of students are promoted to the next class at the end of each academic year.	*1.00*	*5.00*	*4.0531*	*1.30621*
Students in this school consistently achieve satisfactory grades in internal examinations.	*1.00*	*5.00*	*3.8490*	*1.10032*
The school records a high completion rate among students who enroll.	*1.00*	*5.00*	*3.9469*	*1.07564*
The school's pass rates have improved over the past three academic years.	*1.00*	*5.00*	*3.6041*	*.84591*

The findings indicate that learners actively participated in classroom learning activities. Teachers agreed that learners actively participated in group discussions and collaborative learning activities (Mean = 4.13, SD = 0.72), while integration activities such as debates, presentations and group work improved learners' understanding of subject content (Mean = 4.18, SD = 0.65). Similarly, learners demonstrated the ability to apply knowledge during integrated classroom activities (Mean = 4.13, SD = 0.76), and teachers regularly involved learners in interactive learning activities (Mean = 3.98, SD = 0.82). These findings suggest that learner-centred instructional approaches were widely practiced and contributed positively to academic engagement.

Regarding project work, teachers agreed that integration activities significantly contributed to learners' academic performance (Mean = 3.83, SD = 0.71). Learners generally performed well in project-based assessments (Mean = 3.73, SD = 0.82), while project work enhanced learners' research and problem-solving skills (Mean = 3.93, SD = 0.71). Respondents also agreed that learners demonstrated creativity and originality in their projects (Mean = 3.85, SD = 1.10), and teachers provided adequate guidance during project development (Mean = 3.73, SD = 1.09).

However, the statement that project scores accurately reflected learners' true academic abilities received a relatively lower mean (Mean = 3.64, SD = 1.16), indicating some reservations among teachers regarding the extent to which project work alone measures learners' academic competence.

The findings further reveal that teachers moderately agreed that learners consistently achieved high scores in end-of-term examinations (Mean = 3.65, SD = 1.06). They also moderately agreed that learners adequately prepared for these examinations (Mean = 3.78, SD = 0.91) and that end-of-term results had improved over time (Mean = 3.58, SD = 1.08). However, lower mean scores were reported regarding whether end-of-term assessments accurately measured learners' understanding of the syllabus (Mean = 3.38, SD = 1.29) and whether feedback from end-of-term examinations effectively helped learners improve performance (Mean = 3.36, SD = 1.27). These relatively lower means suggest that although internal examinations are useful, teachers perceived room for improvement in assessment quality and the utilization of examination feedback.

With respect to Uganda National Examinations Board (UNEB) performance, respondents expressed high agreement that UNEB results reflected the quality of teaching and learning in their schools (Mean = 4.15, SD = 0.91). Teachers also agreed that learners were adequately prepared for UNEB examinations (Mean = 4.08, SD = 0.91), that schools consistently registered good UNEB grades (Mean = 4.18, SD = 0.93), and that UNEB performance was used to evaluate and improve academic standards (Mean = 4.04, SD = 0.90). Although teachers agreed that learners generally performed well in UNEB examinations (Mean = 3.67, SD = 1.02), the slightly lower mean suggests that there remains potential for further improvement in national examination performance.

Finally, regarding overall school academic performance, teachers agreed that most students passed their end-of-term examinations (Mean = 4.16, SD = 1.00) and that the majority were promoted to the next class annually (Mean = 4.05, SD = 1.31). They also agreed that students consistently achieved satisfactory grades in internal examinations (Mean = 3.85, SD = 1.10), that schools recorded high completion rates (Mean = 3.95, SD = 1.08), and that pass rates had improved over the previous three academic years (Mean = 3.60, SD = 0.85). These findings collectively indicate that teachers perceived students' academic performance to be generally favourable across various indicators.

Generally, the findings demonstrate that the level of students' academic performance in private secondary schools was high from the teachers' perspective. Teachers reported strong learner participation in collaborative and interactive learning activities, positive contributions of

project work to learning, satisfactory performance in end-of-term and UNEB examinations, good promotion and completion rates, and improving school pass rates. However, comparatively lower ratings regarding the accuracy of end-of-term assessments and the effectiveness of examination feedback suggest areas requiring further strengthening.

The relatively low standard deviations for most items indicate a high degree of agreement among respondents, suggesting consistency in teachers' perceptions of students' academic performance. These findings establish that academic performance in the sampled private secondary schools is generally favourable and provide a sound basis for examining how school management strategies influence this level of performance in subsequent correlation and regression analyses.

Head Teachers' Perspective

The data presented in Table 4.3 were analyzed using descriptive statistics, specifically means and standard deviations. This analytical method was appropriate because the data were collected using five-point Likert scale items, where respondents indicated their level of agreement with statements relating to students' academic performance. The mean was used to determine the average level of agreement among head teachers for each statement, while the standard deviation measured the extent to which respondents' opinions varied from the average. Descriptive statistics were chosen because they effectively summarize respondents' perceptions, describe the level of the study variable, and provide a basis for subsequent inferential statistical analyses.

The interpretation of the mean scores followed the commonly accepted Likert scale ranges: 4.21–5.00 = Very High, 3.41–4.20 = High, 2.61–3.40 = Moderate, 1.81–2.60 = Low and 1.00–1.80 = Very Low. The results indicate that head teachers generally perceived the level of students' academic performance in private secondary schools to be high to very high.

Table 4: Showing the Level of Students' Academic Performance in Private Secondary Schools (N=40)

Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
Learners actively participate in group discussions and collaborative learning activities.	*3.00*	*5.00*	*4.3250*	*.65584*
Integration activities (e.g., debates, presentations, group work) improve learners' understanding of subject content.	*3.00*	*5.00*	*4.3750*	*.62788*
Learners demonstrate the ability to apply knowledge during integrated classroom activities.	*3.00*	*5.00*	*4.3750*	*.62788*
Teachers regularly involve learners in interactive and participatory learning activities.	*3.00*	*5.00*	*4.3500*	*.66216*
Integration activities contribute significantly to learners' overall academic performance.	*1.00*	*5.00*	*3.9250*	*.76418*
Learners consistently perform well in project-based assessments.	*1.00*	*5.00*	*3.9750*	*.69752*
Project work enhances learners' research and problem-solving skills.	*2.00*	*5.00*	*4.1000*	*.67178*
Learners demonstrate creativity and originality in their project work.	*1.00*	*5.00*	*4.1000*	*1.05733*
Teachers provide adequate guidance and supervision during project development.	*1.00*	*5.00*	*4.0250*	*1.02501*
Project scores reflect learners' true academic abilities and understanding of the subject.	*2.00*	*5.00*	*3.7692*	*1.13466*
Learners consistently achieve high scores in end-of-term examinations.	*1.00*	*5.00*	*3.4250*	*1.03497*
End-of-term assessments accurately measure learners' understanding of the syllabus.	*2.00*	*5.00*	*3.3750*	*1.23387*
Learners adequately prepare for end-of-term examinations.	*3.00*	*5.00*	*3.8000*	*.82275*
End-of-term results show improvement in learners' academic performance over time.	*1.00*	*5.00*	*3.5750*	*1.15220*
Feedback from end-of-term examinations helps learners improve their academic performance.	*2.00*	*5.00*	*3.9250*	*1.20655*
Learners perform well in national examinations set by the Uganda National Examinations Board.	*2.00*	*5.00*	*3.9500*	*1.08486*
UNEB results reflect the quality of teaching and learning in the school.	*2.00*	*5.00*	*4.4500*	*.84580*

Learners are adequately prepared for UNEB examinations by their teachers.	*2.00*	*5.00*	*4.1250*	*.96576*
The school consistently registers good grades in UNEB examinations.	*2.00*	*5.00*	*4.4500*	*.87560*
UNEB performance is used to evaluate and improve academic standards in the school.	*1.00*	*5.00*	*4.1500*	*.97534*
Most students in this school pass their end-of-term examinations.	*2.00*	*5.00*	*4.4000*	*.84124*
The majority of students are promoted to the next class at the end of each academic year.	*1.00*	*5.00*	*4.1250*	*1.39940*
Students in this school consistently achieve satisfactory grades in internal examinations.	*2.00*	*5.00*	*3.9750*	*1.04973*
The school records a high completion rate among students who enroll.	*2.00*	*5.00*	*3.9250*	*1.16327*
The school's pass rates have improved over the past three academic years.	*2.00*	*5.00*	*3.7500*	*.77625*

The findings indicate that head teachers strongly agreed that learners actively participated in classroom learning activities. Learners actively participated in group discussions and collaborative learning activities (Mean = 4.33, SD = 0.66), while integration activities such as debates, presentations, and group work improved learners' understanding of subject content (Mean = 4.38, SD = 0.63). Similarly, learners demonstrated the ability to apply knowledge during integrated classroom activities (Mean = 4.38, SD = 0.63), and teachers regularly involved learners in interactive and participatory learning activities (Mean = 4.35, SD = 0.66). These findings demonstrate that learner-centred instructional approaches were widely implemented and highly valued in the sampled schools.

Regarding project-based learning, head teachers agreed that integration activities contributed significantly to learners' overall academic performance (Mean = 3.93, SD = 0.76). They further agreed that learners consistently performed well in project-based assessments (Mean = 3.98, SD = 0.70), project work enhanced learners' research and problem-solving skills (Mean = 4.10, SD = 0.67), and learners demonstrated creativity and originality during project work (Mean = 4.10, SD = 1.06). Head teachers also agreed that teachers provided adequate guidance and supervision during project development (Mean = 4.03, SD = 1.03). However, the statement that project scores accurately reflected learners' true academic abilities received a relatively lower mean score (Mean = 3.77, SD = 1.13), suggesting that while project work is valuable, it may not be viewed as a complete measure of learners' academic achievement.

The findings on end-of-term examinations reveal relatively lower levels of agreement compared to other performance indicators. Head teachers moderately agreed that learners consistently achieved high scores in end-of-term examinations (Mean = 3.43, SD = 1.03) and that end-of-term assessments accurately measured learners' understanding of the syllabus (Mean = 3.38, SD = 1.23). They, however, agreed that learners adequately prepared for end-of-term examinations (Mean = 3.80, SD = 0.82), that examination results had improved over time (Mean = 3.58, SD = 1.15), and that feedback from end-of-term examinations helped learners improve academic performance (Mean = 3.93, SD = 1.21). These findings suggest that although internal examinations contribute to monitoring learners' progress, improvements are still needed in assessment quality and performance levels.

Concerning Uganda National Examinations Board (UNEB) performance, head teachers expressed very positive perceptions. They strongly agreed that UNEB results reflected the quality of teaching and learning in the school (Mean = 4.45, SD = 0.85) and that schools consistently registered good grades in UNEB examinations (Mean = 4.45, SD = 0.88). They also agreed that learners were adequately prepared for UNEB examinations by their teachers (Mean = 4.13, SD = 0.97), that learners generally performed well in UNEB examinations (Mean = 3.95, SD = 1.08), and that UNEB performance was used to evaluate and improve academic standards (Mean = 4.15, SD = 0.98). These findings indicate that national examination performance is regarded as an important indicator of school effectiveness and educational quality.

With respect to overall school academic performance, head teachers reported highly positive outcomes. They strongly agreed that most students passed their end-of-term examinations (Mean = 4.40, SD = 0.84) and that the majority of students were promoted to the next class each academic year (Mean = 4.13, SD = 1.40). Furthermore, they agreed that students consistently achieved satisfactory grades in internal examinations (Mean = 3.98, SD = 1.05), schools recorded high completion rates (Mean = 3.93, SD = 1.16), and pass rates had improved over the previous three academic years (Mean = 3.75, SD = 0.78). These findings collectively indicate that head teachers perceived students' academic performance as generally favourable across multiple indicators.

The relatively low standard deviations for most items (generally below 1.00) indicate that head teachers' responses were fairly consistent. However, slightly higher standard deviations on items relating to learner promotion, project assessment, and end-of-term examinations suggest some variation in perceptions across schools, possibly reflecting differences in school contexts, learner ability, or management practices.

In a nutshell, the findings reveal that head teachers perceived the level of students' academic performance in private secondary schools to be high to very high. The highest ratings were observed for learner participation in collaborative learning, the effectiveness of integration activities, the quality of UNEB performance, students' pass rates and the use of national examination results to improve academic standards. Project-based learning was also viewed positively, particularly regarding its contribution to learners' research, creativity, and problem-solving skills. Although end-of-term examinations were considered useful in monitoring learner progress, they received comparatively lower ratings, indicating opportunities for improving assessment practices and strengthening the use of examination feedback.

Chairpersons Board of Governors' Perspective

The data in Table 4.4 were analyzed using descriptive statistics, specifically means and standard deviations. This method was appropriate because the responses were collected using five-point Likert scale items ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The mean was used to determine the average level of agreement among Chairpersons of the Board of Governors regarding each statement, while the standard deviation measured the extent to which respondents' opinions differed from the average. Descriptive statistics were chosen because they provide a clear summary of respondents' perceptions and help establish the overall level of students' academic performance before conducting further inferential analyses.

The interpretation of mean scores followed the commonly used Likert scale ranges: 4.21–5.00 = Very High, 3.41–4.20 = High, 2.61–3.40 = Moderate, 1.81–2.60 = Low and 1.00–1.80 = Very Low. Based on these ranges, the findings indicate that Chairpersons of the Board of Governors generally perceived students' academic performance in private secondary schools to be high to very high.

Table 5: Showing the Level of Students' Academic Performance in Private Secondary Schools (N=40)

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
Students actively participate in collaborative learning activities organized by the school.	*3.00*	*5.00*	*4.3250*	*.65584*
Students effectively apply classroom knowledge during practical and integrated learning activities.	*3.00*	*5.00*	*4.3750*	*.62788*
The school provides sufficient opportunities for students to engage in academic integration activities such as debates, exhibitions, and group projects.	*3.00*	*5.00*	*4.3750*	*.62788*
Students demonstrate teamwork and cooperation during school-based academic activities.	*3.00*	*5.00*	*4.3500*	*.66216*
Integration activities contribute significantly to learners' overall academic performance.	*1.00*	*5.00*	*3.9250*	*.76418*
Most students in this school attain satisfactory scores in project work.	*1.00*	*5.00*	*3.9750*	*.69752*
Students demonstrate the knowledge and skills required to complete project assignments successfully.	*2.00*	*5.00*	*4.1000*	*.67178*
Project assessment results have improved over the past three academic years.	*1.00*	*5.00*	*4.1000*	*1.05733*
Teachers provide adequate supervision that enables students to perform well in project work.	*1.00*	*5.00*	*4.0250*	*1.02501*
Project scores contribute positively to the overall academic performance of students in this school.	*2.00*	*5.00*	*3.7692*	*1.13466*
Students in this school consistently perform well in MOCK examinations.	*1.00*	*5.00*	*3.4250*	*1.03497*
MOCK examination results indicate that students are adequately prepared for national examinations.	*2.00*	*5.00*	*3.3750*	*1.23387*
The school's MOCK examination performance has improved over recent years.	*3.00*	*5.00*	*3.8000*	*.82275*
Teachers use MOCK examination results to improve teaching and learning.	*1.00*	*5.00*	*3.5750*	*1.15220*
Most students attain grades in MOCK examinations that are comparable to their final examination performance.	*2.00*	*5.00*	*3.9250*	*1.20655*
The school consistently records good grades in Uganda National Examinations Board (UNEB) examinations.	*2.00*	*5.00*	*3.9500*	*1.08486*
The proportion of students obtaining Division One or high grades in UNEB examinations has increased over time.	*2.00*	*5.00*	*4.4500*	*.84580*
Most candidates achieve grades that qualify them for further education or training.	*2.00*	*5.00*	*4.1250*	*.96576*

The school's UNEB examination performance compares favourably with that of similar private secondary schools.	*2.00*	*5.00*	*4.4500*	*.87560*
UNEB examination results reflect the overall quality of teaching and learning in this school.	*1.00*	*5.00*	*4.1500*	*.97534*
Most students in this school pass their end-of-term examinations.	*2.00*	*5.00*	*4.4000*	*.84124*
The majority of students are promoted to the next class at the end of each academic year.	*1.00*	*5.00*	*4.1250*	*1.39940*
Students in this school consistently achieve satisfactory grades in internal examinations.	*2.00*	*5.00*	*3.9750*	*1.04973*
The school records a high completion rate among students who enroll.	*2.00*	*5.00*	*3.9250*	*1.16327*
The school's pass rates have improved over the past three academic years.	*2.00*	*5.00*	*3.7500*	*.77625*

Chairpersons strongly agreed that students actively participated in collaborative learning activities organized by the school (Mean = 4.33, SD = 0.66). They also strongly agreed that students effectively applied classroom knowledge during practical and integrated learning activities (Mean = 4.38, SD = 0.63) and that schools provided sufficient opportunities for debates, exhibitions, and group projects (Mean = 4.38, SD = 0.63). Furthermore, students were perceived to demonstrate teamwork and cooperation during school-based academic activities (Mean = 4.35, SD = 0.66). These findings indicate that learner-centred and collaborative approaches were widely promoted and were viewed as important contributors to academic success.

Chairpersons also agreed that integration activities contributed significantly to learners' overall academic performance (Mean = 3.93, SD = 0.76), suggesting that practical and collaborative learning experiences were considered beneficial to students' achievement.

The results show positive perceptions regarding project work. Chairpersons agreed that most students attained satisfactory scores in project work (Mean = 3.98, SD = 0.70) and demonstrated the knowledge and skills required to complete project assignments successfully (Mean = 4.10, SD = 0.67). They further agreed that project assessment results had improved over the past three academic years (Mean = 4.10, SD = 1.06) and that teachers provided adequate supervision to support students during project work (Mean = 4.03, SD = 1.03).

However, the statement that project scores contributed positively to overall academic performance received a slightly lower mean (Mean = 3.77, SD = 1.13). This suggests that

although project work was valued, some Chairpersons believed that project scores alone may not fully capture students' overall academic ability.

Perceptions regarding MOCK examinations were comparatively lower than those for other performance indicators. Chairpersons moderately agreed that students consistently performed well in MOCK examinations (Mean = 3.43, SD = 1.03) and that MOCK results indicated adequate preparation for national examinations (Mean = 3.38, SD = 1.23).

Nevertheless, they agreed that the school's MOCK examination performance had improved over recent years (Mean = 3.80, SD = 0.82) and that teachers used MOCK results to improve teaching and learning (Mean = 3.58, SD = 1.15). They also agreed that most students attained grades in MOCK examinations comparable to their final examination performance (Mean = 3.93, SD = 1.21). These findings suggest that MOCK examinations were viewed as useful preparatory tools, although their performance levels were perceived to be somewhat lower than those observed in UNEB examinations.

The highest ratings in the table relate to UNEB performance. Chairpersons strongly agreed that the proportion of students obtaining Division One or high grades in UNEB examinations had increased over time (Mean = 4.45, SD = 0.85) and that the school's UNEB performance compared favourably with similar private secondary schools (Mean = 4.45, SD = 0.88).

They also agreed that most candidates achieved grades qualifying them for further education or training (Mean = 4.13, SD = 0.97) and that UNEB results reflected the overall quality of teaching and learning in the school (Mean = 4.15, SD = 0.98). In addition, schools were perceived to consistently record good UNEB grades (Mean = 3.95, SD = 1.08). These findings demonstrate that Board Chairpersons regarded national examination performance as a strong indicator of school effectiveness and academic quality.

Chairpersons reported highly favourable overall academic outcomes. They strongly agreed that most students passed end-of-term examinations (Mean = 4.40, SD = 0.84) and that the majority were promoted to the next class annually (Mean = 4.13, SD = 1.40). They further agreed that students consistently achieved satisfactory grades in internal examinations (Mean = 3.98, SD = 1.05), that schools recorded high completion rates among enrolled students (Mean = 3.93, SD = 1.16), and that pass rates had improved over the previous three academic years (Mean = 3.75, SD = 0.78).

Most standard deviations were below 1.00, indicating substantial agreement among Chairpersons. Slightly higher variations on items relating to promotion rates, project assessment, and MOCK examinations suggest that performance experiences differed somewhat across schools.

Overall, the findings indicate that Chairpersons of the Board of Governors perceived the level of students' academic performance in private secondary schools to be high to very high. The strongest areas identified were learner participation in collaborative and integration activities, improvement in UNEB grades, favourable comparison with other private schools, high pass rates, and effective promotion of students to the next class.

Project work was also viewed positively, particularly in developing students' knowledge, skills, creativity, and problem-solving abilities. However, MOCK examination performance received comparatively lower ratings, suggesting that schools may need to strengthen preparation and performance in internal preparatory examinations.

The consistency between the findings from teachers, head teachers and Board Chairpersons strengthens the credibility of the evidence and indicates a shared perception that students' academic performance in the sampled private secondary schools was generally satisfactory and improving. These findings provide a strong foundation for subsequent analyses examining how school management strategies influence students' academic performance.

4.3. Research Question Two

What is the level of teachers' retention in private secondary schools in Lira City?

Table 4.5 below presents analysis on the level of teachers' retention in private secondary schools in Lira City. The study employed descriptive statistical analysis, specifically minimum scores, maximum scores, mean scores and standard deviations, to determine the level of teachers' retention in private secondary schools in Lira City.

The choice of descriptive statistics was appropriate because the research objective sought to establish the level of teachers' retention rather than relationships or differences between variables. Mean scores summarize respondents' opinions on each Likert-scale statement, indicating the extent to which teachers agreed or disagreed with statements measuring different dimensions of teacher retention. The standard deviation indicates the degree of variation in respondents' opinions, where smaller values signify greater consensus and larger values indicate more diverse responses. The minimum and maximum values demonstrate the range of responses provided by participants.

Table 6: Showing the Level of Teachers' Retention in Private Secondary Schools in Lira City

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
My school regularly provides opportunities for professional development and training.	*1.00*	*5.00*	*3.8204*	*.62757*
I am encouraged to attend workshops, seminars, and conferences to improve my teaching skills.	*1.00*	*4.00*	*3.8327*	*.47104*
The school supports teachers in pursuing further education and professional qualifications.	*1.00*	*4.00*	*3.5102*	*.85225*
Capacity-building programmes offered by the school have improved my teaching effectiveness.	*1.00*	*4.00*	*3.4449*	*.86010*
The school provides adequate mentoring and coaching to enhance teachers' professional growth.	*1.00*	*4.00*	*3.2449*	*1.04275*
I intend to continue teaching in this school for the next three years.	*1.00*	*4.00*	*3.4490*	*.92464*
I rarely think about leaving this school for another employer.	*1.00*	*4.00*	*3.6041*	*.82132*
I would willingly renew my employment contract with this school if given the opportunity.	*1.00*	*4.00*	*3.5347*	*.86592*
I see myself building a long-term career in this school.	*1.00*	*4.00*	*3.7673*	*.48645*
I would recommend this school as a good place for teachers to work.	*1.00*	*5.00*	*3.4327*	*.63420*
I am satisfied with my overall experience of working in this school.	*1.00*	*4.00*	*3.4571*	*.64274*
I am satisfied with the support I receive from the school administration.	*1.00*	*4.00*	*2.9184*	*.75847*
I am satisfied with the working conditions provided by this school.	*1.00*	*4.00*	*2.7388*	*.91723*
I am satisfied with the recognition I receive for my work.	*1.00*	*4.00*	*2.9510*	*.87171*
My job in this school meets my professional expectations.	*1.00*	*4.00*	*3.5432*	*.55408*
I feel secure in my teaching position at this school.	*1.00*	*4.00*	*3.4735*	*.60421*
I believe my employment in this school is stable.	*1.00*	*5.00*	*3.4776*	*.62439*
The school provides fair and transparent employment contracts.	*1.00*	*5.00*	*3.3388*	*.66801*
I do not worry about losing my job without a valid reason.	*1.00*	*4.00*	*3.0612*	*.73015*
I am confident that good performance will enable me to continue working in this school.	*1.00*	*5.00*	*3.2869*	*.84600*
I feel proud to be a member of this school.	*1.00*	*5.00*	*3.1592*	*.96833*
I am committed to achieving the goals and vision of this school.	*1.00*	*4.00*	*3.2735*	*.74843*
I willingly put extra effort into helping this school succeed.	*1.00*	*4.00*	*3.0122*	*.87066*
I feel emotionally attached to this school.	*1.00*	*4.00*	*3.1796*	*.67780*
I intend to remain loyal to this school even when other employment opportunities arise.	*1.00*	*4.00*	*3.4898*	*.62471*

The findings indicate that teachers' retention in private secondary schools in Lira City is generally moderate to high, although important variations exist across the different dimensions of retention.

Regarding capacity development, teachers generally perceived that schools provide opportunities for professional growth. Respondents agreed that schools regularly provide professional development and training (Mean = 3.82, SD = 0.63) and encourage attendance at workshops, seminars, and conferences (Mean = 3.83, SD = 0.47). Teachers also acknowledged that schools support further education (Mean = 3.51, SD = 0.85) and that capacity-building programmes improve teaching effectiveness (Mean = 3.44, SD = 0.86). However, mentoring and coaching received the lowest rating within this dimension (Mean = 3.24, SD = 1.04), suggesting that structured mentorship programmes require strengthening.

With regard to intention to stay, respondents expressed relatively positive intentions to remain in their schools. Teachers indicated that they intend to continue teaching in the school over the next three years (Mean = 3.45, SD = 0.92), rarely consider leaving for another employer (Mean = 3.60, SD = 0.82), and would willingly renew their employment contracts (Mean = 3.53, SD = 0.87). Furthermore, many respondents saw themselves building long-term careers in their schools (Mean = 3.77, SD = 0.49). These findings suggest a relatively strong willingness among teachers to remain employed in their current schools.

The findings on teacher satisfaction present a mixed picture. Teachers reported moderate satisfaction with their overall working experience (Mean = 3.46, SD = 0.64) and believed that their jobs met their professional expectations (Mean = 3.54, SD = 0.55). However, satisfaction with administrative support (Mean = 2.92, SD = 0.76), working conditions (Mean = 2.74, SD = 0.92), and recognition for work performed (Mean = 2.95, SD = 0.87) was comparatively low. These findings suggest that although teachers generally appreciate their profession, improvements in school management practices and working conditions are necessary to strengthen retention.

Regarding job security, respondents generally felt reasonably secure in their employment. Teachers agreed that they felt secure in their teaching positions (Mean = 3.47, SD = 0.60) and believed that their employment was stable (Mean = 3.48, SD = 0.62). They also agreed that schools provide relatively fair employment contracts (Mean = 3.34, SD = 0.67). However, the statement concerning not worrying about losing one's job without valid reason recorded a lower mean (Mean = 3.06, SD = 0.73), indicating that some teachers still experience uncertainty regarding job stability.

Concerning organisational commitment, teachers demonstrated moderate commitment to their schools. Respondents expressed loyalty by indicating their intention to remain with their schools despite alternative employment opportunities (Mean = 3.49, SD = 0.62). They also reported feeling emotionally attached to their schools (Mean = 3.18, SD = 0.68), committed to achieving school goals (Mean = 3.27, SD = 0.75), proud of belonging to their schools (Mean = 3.16, SD = 0.97), and willing to exert extra effort to help schools succeed (Mean = 3.01, SD = 0.87). Although these scores indicate positive commitment, they also suggest room for strengthening teachers' emotional attachment and engagement.

The relatively low standard deviations for most items (below 1.00) indicate that respondents held fairly consistent opinions, although higher variability was observed for mentoring and coaching and student promotion rates, suggesting differences in teachers' experiences across schools.

The descriptive analysis reveals that the overall level of teachers' retention in private secondary schools in Lira City is moderately high. Teachers generally reported positive perceptions regarding professional development opportunities, intention to remain in their schools, job security, and organisational commitment. School academic performance, particularly good UNEB results and high student promotion rates, also appears to reinforce teachers' willingness to remain employed.

However, the findings identify notable weaknesses in administrative support, working conditions, recognition of teachers' efforts and mentoring and coaching programmes. These areas received comparatively lower ratings and may reduce long-term teacher retention if left unaddressed. Consequently, strengthening teacher support systems, improving workplace conditions, enhancing recognition mechanisms and institutionalising effective mentoring programmes would likely further improve teacher retention in private secondary schools in Lira City.

Head Teachers' Perspective

Table 4.6 presents the level of teachers' retention in private secondary schools in Lira. The study employed descriptive statistical analysis, specifically minimum scores, maximum scores, mean scores, and standard deviations, to establish the level of teachers' retention in private secondary schools in Lira City from the head teachers' perspective.

This method was appropriate because the objective of the study was to determine the extent or level of teachers' retention rather than to examine relationships or differences among variables. Mean scores were used to indicate the average level of agreement with each Likert-scale

statement measuring dimensions of teacher retention. The standard deviation shows the degree of consistency or variation in head teachers' responses, with lower values indicating greater agreement and higher values reflecting more diverse opinions. The minimum and maximum values provide the range of responses across respondents.

Table 7: Showing the Level of Teachers' Retention in Private Secondary Schools in Lira City

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
My school regularly provides opportunities for professional development and training.	*1.00*	*5.00*	*3.8500*	*.62224*
I am encouraged to attend workshops, seminars, and conferences to improve my teaching skills.	*2.00*	*4.00*	*3.7750*	*.53048*
The school supports teachers in pursuing further education and professional qualifications.	*2.00*	*4.00*	*3.6500*	*.69982*
Capacity-building programmes offered by the school have improved my teaching effectiveness.	*2.00*	*4.00*	*3.5750*	*.74722*
The school provides adequate mentoring and coaching to enhance teachers' professional growth.	*1.00*	*4.00*	*3.4750*	*.84694*
I intend to continue teaching in this school for the next three years.	*2.00*	*4.00*	*3.9250*	*.34991*
I rarely think about leaving this school for another employer.	*1.00*	*4.00*	*3.8250*	*.59431*
I would willingly renew my employment contract with this school if given the opportunity.	*1.00*	*4.00*	*3.8750*	*.51578*
I see myself building a long-term career in this school.	*3.00*	*4.00*	*3.8750*	*.33493*
I would recommend this school as a good place for teachers to work.	*3.00*	*5.00*	*3.5250*	*.67889*
I am satisfied with my overall experience of working in this school.	*2.00*	*4.00*	*3.4500*	*.59700*
I am satisfied with the support I receive from the school administration.	*1.00*	*4.00*	*3.0250*	*.73336*
I am satisfied with the working conditions provided by this school.	*1.00*	*4.00*	*2.9250*	*.88831*
I am satisfied with the recognition I receive for my work.	*1.00*	*4.00*	*3.0500*	*.90441*
My job in this school meets my professional expectations.	*2.00*	*4.00*	*3.5250*	*.55412*
I feel secure in my teaching position at this school.	*1.00*	*4.00*	*3.4250*	*.67511*
I believe my employment in this school is stable.	*1.00*	*5.00*	*3.4250*	*.71208*

The school provides fair and transparent employment contracts.	*2.00*	*5.00*	*3.4000*	*.63246*
I do not worry about losing my job without a valid reason.	*2.00*	*4.00*	*3.0750*	*.65584*
I am confident that good performance will enable me to continue working in this school.	*2.00*	*5.00*	*3.5250*	*.78406*
I feel proud to be a member of this school.	*1.00*	*5.00*	*3.4750*	*.96044*
The school records a high completion rate among students who enroll.	*2.00*	*5.00*	*3.9250*	*1.16327*
I am committed to achieving the goals and vision of this school.	*2.00*	*4.00*	*3.3750*	*.66747*
I willingly put extra effort into helping this school succeed.	*1.00*	*4.00*	*3.0000*	*.93370*
I feel emotionally attached to this school.	*2.00*	*4.00*	*3.2750*	*.64001*
I intend to remain loyal to this school even when other employment opportunities arise.	*2.00*	*4.00*	*3.4500*	*.59700*

The findings indicate that, from the head teachers' perspective, the level of teachers' retention in private secondary schools in Lira City is generally high, although some aspects require improvement.

Regarding capacity development, head teachers agreed that schools provide substantial opportunities for teachers' professional growth. The highest ratings in this dimension were for regularly providing professional development and training opportunities (Mean = 3.85, SD = 0.62) and encouraging teachers to attend workshops, seminars, and conferences (Mean = 3.78, SD = 0.53). Schools were also perceived to support teachers pursuing further education and professional qualifications (Mean = 3.65, SD = 0.70) and to offer capacity-building programmes that enhance teaching effectiveness (Mean = 3.58, SD = 0.75). However, mentoring and coaching received a comparatively lower rating (Mean = 3.48, SD = 0.85), suggesting that formal mentoring systems could be strengthened further.

The findings on intention to stay reveal a strong willingness among teachers to remain in their schools. Head teachers reported that teachers intend to continue teaching in their schools over the next three years (Mean = 3.93, SD = 0.35), would willingly renew their employment contracts (Mean = 3.88, SD = 0.52), and see themselves building long-term careers in their schools (Mean = 3.88, SD = 0.33). They also agreed that teachers rarely think about leaving for another employer (Mean = 3.83, SD = 0.59). These findings demonstrate a high level of commitment to continued employment.

Concerning teacher satisfaction, the findings present a moderately positive picture. Head teachers indicated that teachers are generally satisfied with their overall work experience (Mean = 3.45, SD = 0.60) and believe that their jobs meet their professional expectations (Mean = 3.53, SD = 0.55). Nevertheless, satisfaction with administrative support (Mean = 3.03, SD = 0.73), working conditions (Mean = 2.93, SD = 0.89), and recognition for work performed (Mean = 3.05, SD = 0.90) received comparatively lower ratings. This suggests that improvements in school management practices, teacher welfare, and recognition systems are necessary to enhance overall job satisfaction.

With regard to job security, head teachers perceived teachers to have relatively positive feelings about the stability of their employment. Teachers were viewed as feeling secure in their teaching positions (Mean = 3.43, SD = 0.68) and believing that their employment is stable (Mean = 3.43, SD = 0.71). Respondents also agreed that schools provide fair and transparent employment contracts (Mean = 3.40, SD = 0.63). However, the statement indicating that teachers do not worry about losing their jobs without a valid reason received a lower mean (Mean = 3.08, SD = 0.66), implying that concerns about employment security still exist among some teachers.

The findings further indicate that school academic performance contributes positively to teacher retention. Head teachers agreed that good teacher performance enhances continued employment (Mean = 3.53, SD = 0.78). They also reported improvements in school pass rates over the past three academic years (Mean = 3.75, SD = 0.78) and high student completion rates (Mean = 3.93, SD = 1.16). These findings suggest that strong academic outcomes create confidence in the sustainability of teachers' employment.

Regarding organisational commitment, head teachers perceived teachers to demonstrate moderate to high commitment toward their schools. Teachers were considered loyal even when alternative employment opportunities arise (Mean = 3.45, SD = 0.60), proud to belong to their schools (Mean = 3.48, SD = 0.96), emotionally attached to their schools (Mean = 3.28, SD = 0.64), and committed to achieving school goals and vision (Mean = 3.38, SD = 0.67). However, willingness to exert extra effort beyond normal responsibilities recorded the lowest mean within this dimension (Mean = 3.00, SD = 0.93), indicating that additional motivation strategies may be needed to encourage greater discretionary effort.

The relatively low standard deviations for most items (generally below 1.00) indicate that head teachers held fairly consistent views regarding teachers' retention, although greater variation was observed concerning student completion rates and teachers' pride in belonging to their schools.

The descriptive analysis shows that, from the head teachers' perspective, teachers' retention in private secondary schools in Lira City is generally high. Head teachers perceived that schools provide adequate opportunities for professional development, teachers demonstrate strong intentions to remain in their schools, and there is a reasonable level of job security and organisational commitment. Improved school academic performance, reflected in better pass rates and student completion rates, also appears to reinforce teachers' willingness to remain in employment. However, the findings highlight areas requiring attention, particularly working conditions, administrative support, recognition of teachers' contributions, mentoring and coaching, and motivation for teachers to exert additional effort.

Chairperson Board of Governors' Perspective

Table 4.6 presents the level of teachers' retention in private secondary schools in Lira. The study employed descriptive statistical analysis, specifically minimum scores, maximum scores, mean scores, and standard deviations, to determine the level of teachers' retention in private secondary schools in Lira City from the Chairpersons of the Board of Governors' perspective. The use of descriptive statistics was appropriate because the objective of the study was to establish the level or extent of teachers' retention rather than to examine causal relationships or test hypotheses. Mean scores summarize the average responses to each Likert-scale statement, thereby indicating the level of agreement with various indicators of teacher retention. Standard deviations show the extent to which the Chairpersons' responses differed from one another, with smaller standard deviations indicating greater consistency in responses. The minimum and maximum scores provide the range of responses across participants.

Table 8: Showing the Level of Teachers' Retention in Private Secondary Schools in Lira City

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
The school regularly organizes professional development programmes for teachers.	*1.00*	*5.00*	*3.8500*	*.62224*
Teachers are supported to attend workshops, seminars, and other in-service training programmes.	*2.00*	*4.00*	*3.7750*	*.53048*
The Board of Governors allocates resources to support teachers' professional growth.	*2.00*	*4.00*	*3.6500*	*.69982*
Teachers are encouraged to upgrade their academic and professional qualifications.	*2.00*	*4.00*	*3.5750*	*.74722*
Capacity development programmes have improved teachers' instructional effectiveness in the school.	*1.00*	*4.00*	*3.4750*	*.84694*
Most teachers express willingness to continue working in this school.	*2.00*	*4.00*	*3.9250*	*.34991*
Teachers rarely request transfers or resign from this school.	*1.00*	*4.00*	*3.8250*	*.59431*
The majority of teachers renew their employment contracts when they expire.	*1.00*	*4.00*	*3.8750*	*.51578*
Teachers demonstrate a long-term commitment to serving in this school.	*3.00*	*4.00*	*3.8750*	*.33493*
The school has been successful in retaining experienced teachers over the years.	*3.00*	*5.00*	*3.5250*	*.67889*
Most teachers appear satisfied with the working environment provided by the school.	*2.00*	*4.00*	*3.4500*	*.59700*
Teachers are generally satisfied with the support they receive from the school administration.	*1.00*	*4.00*	*3.0250*	*.73336*
Teachers are satisfied with the recognition they receive for their performance.	*1.00*	*4.00*	*2.9250*	*.88831*
Teachers express satisfaction with the professional relationships that exist within the school.	*1.00*	*4.00*	*3.0500*	*.90441*
Overall, teachers are satisfied with their employment in this school.	*2.00*	*4.00*	*3.5250*	*.55412*
Teachers perceive their employment in this school as secure.	*1.00*	*4.00*	*3.4250*	*.67511*
The school provides clear and fair employment contracts to teachers.	*1.00*	*5.00*	*3.4250*	*.71208*
Teachers are retained based on transparent and objective performance standards.	*2.00*	*5.00*	*3.4000*	*.63246*
Teachers have confidence in the school's employment policies.	*2.00*	*4.00*	*3.0750*	*.65584*

The school provides a stable working environment that encourages teachers to remain employed.	*2.00*	*5.00*	*3.5250*	*.78406*
Teachers demonstrate loyalty to the goals and vision of the school.	*1.00*	*5.00*	*3.4750*	*.96044*
Teachers willingly participate in activities that promote the school's development.	*2.00*	*4.00*	*3.3750*	*.66747*
Teachers show a strong sense of belonging to the school.	*1.00*	*4.00*	*3.0000*	*.93370*
Teachers are willing to perform duties beyond their assigned responsibilities when necessary.	*2.00*	*4.00*	*3.2750*	*.64001*
Teachers consistently uphold the values and reputation of the school.	*2.00*	*4.00*	*3.4500*	*.59700*

The findings indicate that, from the Chairpersons of the Board of Governors' perspective, the level of teachers' retention in private secondary schools in Lira City is generally high, although some aspects of teacher satisfaction and organisational commitment require further strengthening.

Regarding capacity development, the Chairpersons agreed that schools make considerable efforts to enhance teachers' professional competence. They reported that schools regularly organize professional development programmes (Mean = 3.85, SD = 0.62) and support teachers to attend workshops, seminars, and other in-service training programmes (Mean = 3.78, SD = 0.53). They also agreed that Boards of Governors allocate resources to support teachers' professional growth (Mean = 3.65, SD = 0.70) and encourage teachers to upgrade their academic and professional qualifications (Mean = 3.58, SD = 0.75). Furthermore, capacity development programmes were perceived to improve teachers' instructional effectiveness (Mean = 3.48, SD = 0.85). These findings suggest that professional development is a key strategy employed by schools to promote teacher retention.

With respect to intention to stay, the Chairpersons perceived a strong commitment among teachers to remain in their schools. Most teachers were reported to express willingness to continue working in their schools (Mean = 3.93, SD = 0.35), rarely request transfers or resign (Mean = 3.83, SD = 0.59), and consistently renew their employment contracts (Mean = 3.88, SD = 0.52). Teachers were also viewed as demonstrating long-term commitment to serving their schools (Mean = 3.88, SD = 0.33). In addition, schools were considered successful in retaining experienced teachers over the years (Mean = 3.53, SD = 0.68). These results indicate that teacher turnover is relatively low and retention levels are favourable.

Regarding teacher satisfaction, the findings reveal moderate levels of satisfaction. Chairpersons agreed that teachers are generally satisfied with the working environment (Mean = 3.45, SD = 0.60) and with their overall employment in the school (Mean = 3.53, SD = 0.55). However, satisfaction with administrative support (Mean = 3.03, SD = 0.73), recognition for good performance (Mean = 2.93, SD = 0.89), and professional relationships within the school (Mean = 3.05, SD = 0.90) received comparatively lower ratings. These findings suggest that although teachers are generally content with their employment, schools need to improve support mechanisms, recognition systems, and interpersonal relations to strengthen teacher satisfaction.

Concerning job security, the Chairpersons perceived teachers to have reasonable confidence in the stability of their employment. Teachers were considered to perceive their employment as secure (Mean = 3.43, SD = 0.68), with schools providing clear and fair employment contracts (Mean = 3.43, SD = 0.71) and retaining teachers based on transparent and objective performance standards (Mean = 3.40, SD = 0.63). The school was also viewed as providing a stable working environment that encourages teachers to remain employed (Mean = 3.53, SD = 0.78). Nevertheless, confidence in school employment policies received a relatively lower mean (Mean = 3.08, SD = 0.66), indicating that some uncertainty regarding employment policies still exists.

The findings on organisational commitment indicate moderate to high levels of teacher commitment. Teachers were perceived to demonstrate loyalty to the school's goals and vision (Mean = 3.48, SD = 0.96), consistently uphold the school's values and reputation (Mean = 3.45, SD = 0.60), and willingly participate in activities that promote school development (Mean = 3.38, SD = 0.67). Teachers were also viewed as willing to perform duties beyond their assigned responsibilities when necessary (Mean = 3.28, SD = 0.64). However, the statement that teachers show a strong sense of belonging to the school recorded the lowest mean within this dimension (Mean = 3.00, SD = 0.93), suggesting that strengthening teachers' emotional attachment to their schools remains an area for improvement.

The relatively low standard deviations across most variables (generally below 1.00) indicate that the Chairpersons held fairly consistent views regarding teacher retention. Slightly higher variability was observed for items related to teacher loyalty and sense of belonging, reflecting some differences in perceptions among schools.

The descriptive analysis demonstrates that, from the perspective of the Chairpersons of the Board of Governors, the level of teachers' retention in private secondary schools in Lira City is generally high. Chairpersons perceived that schools actively invest in teachers' professional

development, teachers demonstrate strong intentions to remain in their schools, employment conditions are generally stable and transparent, and teachers show considerable loyalty and commitment to their schools. However, the findings also reveal areas requiring further improvement, particularly teacher recognition, administrative support, professional relationships, confidence in employment policies, and teachers' sense of belonging to their schools.

4.4. Research Question Three

What is the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City?

The study employed the Pearson Product-Moment Correlation Coefficient (Pearson's r) to determine the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City from the teachers' perspective. The Pearson Product-Moment Correlation Coefficient was appropriate because both variables were measured using composite scores derived from Likert-scale items and treated as continuous variables. The method is suitable for determining the strength, direction, and statistical significance of the linear relationship between two variables. Pearson's correlation coefficient ranges from -1 to +1, where positive values indicate a direct relationship, negative values indicate an inverse relationship, and values closer to zero indicate weak or no relationship. The accompanying significance value (p-value) determines whether the observed relationship is statistically significant.

Table 9: Showing the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City

Correlations

		Students' Academic Performance in Private Secondary Schools	Level of Teachers' Retention in Private Secondary Schools
Students' Academic Performance in Private Secondary Schools	Pearson Correlation	*1*	*.462***
	Sig. (2-tailed)		*.000*
Level of Teachers' Retention in Private Secondary Schools	Pearson Correlation	*.462***	*1*
	Sig. (2-tailed)	*.000*	

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

The correlation analysis revealed a moderate positive and statistically significant relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City ($r = 0.462$, $p = 0.000$).

The positive correlation coefficient ($r = 0.462$) indicates that improvements in students' academic performance are associated with higher levels of teacher retention. In other words, schools that record better academic outcomes tend to retain teachers for longer periods, while schools experiencing lower academic performance are more likely to face challenges in retaining teachers. The magnitude of the correlation suggests a moderately strong association, implying that although students' academic performance is not the only determinant of teacher retention, it contributes meaningfully to teachers' decisions to remain in their schools.

The significance value ($p = 0.000$) is lower than the conventional significance level of 0.01, indicating that the relationship is statistically significant. This means that the observed association is highly unlikely to have occurred by chance. Therefore, the null hypothesis stating that there is no statistically significant relationship between students' academic performance and teachers' retention is rejected, while the alternative hypothesis is accepted.

These findings suggest that improved academic performance may enhance teachers' confidence in the school's future, increase professional satisfaction, strengthen organisational commitment, and create a more stable working environment that encourages teachers to remain in their schools. Conversely, sustained poor academic performance may reduce teachers' morale and increase the likelihood of staff turnover.

The Pearson Product-Moment Correlation analysis established that there is a moderate positive and statistically significant relationship between students' academic performance and teachers' retention in private secondary schools in Lira City ($r = 0.462$, $p < 0.01$). This implies that schools with higher levels of students' academic performance are more likely to retain their teachers. Although teacher retention is influenced by multiple factors, students' academic success appears to be an important contributor to teachers' willingness to remain in their schools. Consequently, strategies aimed at improving students' academic performance may also strengthen teacher retention, thereby promoting stability and sustained educational quality in private secondary schools in Lira City.

Head Teachers' Perspective

The study employed the Pearson Product-Moment Correlation Coefficient (Pearson's r) to examine the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City from the head teachers' perspective.

The Pearson Product-Moment Correlation Coefficient was appropriate because the study sought to determine the strength, direction and statistical significance of the relationship between two continuous variables measured using composite scores derived from Likert-scale items. Pearson's correlation coefficient ranges from -1 to +1, where positive values indicate a direct relationship, negative values indicate an inverse relationship, and values close to zero indicate little or no linear relationship. The significance (p-value) was used to determine whether the observed relationship was statistically significant or occurred by chance.

Table 10: Showing the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City

Correlations

		Students' Academic Performance	Level of Teachers' Retention in Private Secondary Schools in Lira City
Students' Academic Performance	Pearson Correlation	*1*	*.096*
	Sig. (2-tailed)		*.556*
Level of Teachers' Retention in Private Secondary Schools in Lira City	Pearson Correlation	*.096*	*1*
	Sig. (2-tailed)	*.556*	

The correlation analysis revealed a very weak positive but statistically non-significant relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City from the head teachers' perspective ($r = 0.096$, $p = 0.556$).

The positive correlation coefficient ($r = 0.096$) indicates that there is a slight tendency for schools with better student academic performance to have higher teacher retention. However, the strength of this relationship is extremely weak, suggesting that changes in students' academic performance are associated with only minimal changes in teacher retention. Practically, this means that head teachers do not perceive students' academic performance as a major factor influencing whether teachers remain in their schools.

Furthermore, the significance value ($p = 0.556$) is far greater than the conventional significance levels of 0.05 and 0.01, indicating that the observed relationship is not statistically significant. This means there is insufficient statistical evidence to conclude that a meaningful relationship exists between students' academic performance and teachers' retention based on the head teachers' responses. Consequently, the null hypothesis stating that there is no statistically

significant relationship between students' academic performance and teachers' retention cannot be rejected.

The findings imply that, according to head teachers, teacher retention is likely influenced more by other organisational and managerial factors such as remuneration, leadership practices, working conditions, career development opportunities, job security, school governance, and employee welfare than by students' academic outcomes alone.

The Pearson Product-Moment Correlation analysis established that there is a very weak positive and statistically non-significant relationship between students' academic performance and teachers' retention in private secondary schools in Lira City from the head teachers' perspective ($r = 0.096$, $p = 0.556$). Although the relationship is positive, it is too weak to be considered meaningful and is not statistically significant. Therefore, the study concludes that head teachers do not perceive students' academic performance as having a significant influence on teacher retention. This suggests that improving student academic performance alone may not substantially enhance teacher retention unless it is accompanied by improvements in other aspects of the school environment, including leadership, motivation, professional development, working conditions, and employment practices.

Chairperson Board of Governors' Perspective

The study employed the Pearson Product-Moment Correlation Coefficient (Pearson's r) to determine the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City from the Chairpersons of the Board of Governors' perspective.

The Pearson Product-Moment Correlation Coefficient was appropriate because the objective of the analysis was to determine the strength, direction, and statistical significance of the relationship between two continuous variables measured using composite scores derived from Likert-scale questionnaire items. Pearson's correlation coefficient ranges from -1 to +1, where positive values indicate a direct relationship, negative values indicate an inverse relationship, and values close to zero indicate a weak or no linear relationship. The significance level (p-value) determines whether the observed relationship is statistically significant or likely to have occurred by chance.

Table 11: Showing the relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City

Correlations

		Students' Academic Performance in Private Secondary Schools in Lira City	Level of Teachers' Retention in Private Secondary Schools in Lira City
Students' Academic Performance in Private Secondary Schools in Lira City	Pearson Correlation	*1*	*.096*
	Sig. (2-tailed)		*.556*
Level of Teachers' Retention in Private Secondary Schools in Lira City	Pearson Correlation	*.096*	*1*
	Sig. (2-tailed)	*.556*	

The correlation analysis revealed a very weak positive and statistically non-significant relationship between the level of students' academic performance and the level of teachers' retention in private secondary schools in Lira City from the Chairpersons of the Board of Governors' perspective ($r = 0.096$, $p = 0.556$).

The positive correlation coefficient ($r = 0.096$) indicates a slight tendency for schools with better student academic performance to exhibit higher teacher retention. However, the magnitude of this relationship is extremely weak, implying that improvements in students' academic performance are associated with only negligible improvements in teacher retention. From the Chairpersons' perspective, student academic performance alone does not appear to be an important determinant of whether teachers remain in the school.

The significance value ($p = 0.556$) is much higher than the accepted significance levels of 0.05 and 0.01, indicating that the observed relationship is not statistically significant. Therefore, the relationship could easily have occurred by chance, and there is insufficient statistical evidence to conclude that students' academic performance is associated with teachers' retention.

Consequently, the null hypothesis stating that there is no statistically significant relationship between students' academic performance and teachers' retention is retained, while the alternative hypothesis is rejected.

These findings suggest that, according to the Chairpersons of the Board of Governors, teacher retention is likely influenced more by institutional factors such as school governance, leadership effectiveness, remuneration, working conditions, professional development opportunities, employment policies, and job security than by students' academic performance itself. While good academic performance may contribute to a positive school image, it does not independently appear to influence teachers' decisions to remain in their schools.

The Pearson Product-Moment Correlation analysis established that there is a very weak positive but statistically non-significant relationship between students' academic performance and teachers' retention in private secondary schools in Lira City from the Chairpersons of the Board of Governors' perspective ($r = 0.096$, $p = 0.556$). Although the relationship is positive, it is extremely weak and lacks statistical significance. This implies that, from the Chairpersons' viewpoint, students' academic performance has little influence on teacher retention. Instead, retaining teachers is likely to depend more on effective governance practices, supportive leadership, fair employment conditions, professional growth opportunities, and other organisational factors that enhance teachers' satisfaction and commitment to the school.

Chapter Five

Discussions, Conclusions and Recommendations

5.0. Introduction

This chapter presents discussions arising from the investigations on the level of students' academic performance, level of teachers' retention in private secondary schools and the relationship between the level of students' academic performance and level of teachers' retention in private secondary schools in Lira City. The discussions are made following the research questions and conclusions were drawn basing on the findings. Several recommendations were then made.

5.1. Discussions

This section discusses the findings of the study; it starts with report on the level of students' academic performance in private secondary schools in Lira City.

5.2. Level of Students' Academic Performance in Private Secondary Schools in Lira City

The study established that the level of students' academic performance in private secondary schools in Lira City was high across the three categories of respondents (teachers, head teachers, and Chairpersons of the Board of Governors). Respondents consistently reported high learner participation in collaborative learning, positive contributions of project-based learning, satisfactory performance in internal and UNEB examinations, high promotion and completion rates, and improving school pass rates. However, relatively lower ratings on the quality of end-of-term assessments and the effectiveness of examination feedback indicate that assessment practices still require improvement. The low standard deviations further suggest a high level of agreement among respondents, indicating that these perceptions were widely shared across the sampled schools.

These findings are inconsistent with those reported by the OECD (2023), which found that many education systems continue to experience persistent learning gaps despite improvements in access to education. The OECD reported that many learners struggle to attain higher-order thinking, critical reasoning, and problem-solving competencies, with considerable disparities in learning outcomes across schools. While the OECD presents a global picture of uneven academic achievement, the present study suggests that private secondary schools in Lira City have maintained relatively high academic performance. This difference may be attributed to

the competitive nature of private schools, stronger accountability mechanisms, closer supervision of teaching and learning, and the pressure to sustain favourable examination results in order to attract and retain students.

Similarly, the findings differ from those of UNESCO (2024), which reported that many low- and middle-income countries continue to experience a learning crisis characterised by low literacy and numeracy outcomes, high dropout rates, and poor progression despite increased school enrolment. UNESCO further observed that learning losses experienced in recent years continue to affect educational quality in many developing countries. Contrary to these findings, respondents in the current study perceived students to demonstrate high completion rates, satisfactory promotion rates, and good performance in both internal and national examinations. This discrepancy may be explained by the fact that the present study focused specifically on private secondary schools, which often possess relatively better management systems, stricter learner monitoring, and stronger parental involvement than many public schools included in UNESCO's broader international assessments.

The present findings also contrast with those of Schleicher (2023), who argued that although many schools report satisfactory examination results, these outcomes do not always reflect meaningful learning because excessive emphasis on examinations may undermine the development of creativity, collaboration, and critical thinking. Schleicher advocated for education systems that prioritize competency-based learning rather than examination performance alone. In contrast, respondents in the current study rated not only examination performance highly but also collaborative learning activities and project-based learning, suggesting that schools are integrating instructional approaches that promote both academic achievement and practical competencies.

Likewise, the findings differ from Hattie (2023), whose synthesis of educational research emphasized that improvements in students' achievement depend primarily on the quality of classroom instruction, continuous formative assessment, and effective feedback rather than summative examination results. Hattie noted that schools frequently overestimate learners' academic performance when feedback mechanisms remain weak. Interestingly, the current study partially supports this position by revealing comparatively lower ratings for the quality of end-of-term assessments and examination feedback despite generally high academic performance. This suggests that while schools perform well academically, strengthening formative assessment and feedback practices could further enhance learning outcomes.

The findings are also inconsistent with Mosha and Komba (2021), who reported that many private secondary schools in East Africa continue to experience declining academic standards

due to inadequate instructional resources, limited teacher motivation, weak instructional supervision, and insufficient professional development opportunities. They argued that these challenges contribute to inconsistent learner performance and low educational quality. In contrast, respondents in the present study perceived students' academic performance to be consistently high, indicating that the sampled schools may have established stronger instructional management systems, better teacher support, and more effective monitoring of teaching and learning than those reported by Mosha and Komba.

Similarly, the findings differ from those of Habimana (2023), who found that many privately managed secondary schools experience unstable academic performance because of high teacher turnover, inadequate instructional supervision, and inconsistent implementation of quality assurance practices. Habimana argued that these institutional challenges often reduce learner achievement and completion rates. Conversely, respondents in the current study reported improving pass rates, satisfactory completion rates, and consistently good UNEB performance. These positive outcomes may reflect stronger governance structures, effective leadership practices, greater stakeholder involvement, and sustained efforts to maintain academic excellence within private secondary schools in Lira City.

However, the cited studies above largely present regional or international evidence that includes education systems facing diverse socioeconomic constraints, policy environments, and resource limitations. By contrast, the present study focused specifically on private secondary schools in Lira City, where institutional competition, accountability to parents, performance-based management, and market-driven incentives may encourage schools to prioritize academic achievement. Moreover, this study relied on the perceptions of teachers, head teachers, and Chairpersons of Boards of Governors, who are directly involved in school operations and may have firsthand knowledge of school performance. It is also possible that respondents evaluated academic performance using observable indicators such as pass rates, promotion, and completion, whereas some international studies employed standardized learning assessments that measure broader competencies. These differences in context, indicators, and methodology help explain the contrasting findings.

5.3. Level of Teachers' Retention in Private Secondary Schools in Lira City

The study established that the level of teachers' retention in private secondary schools in Lira City is moderately high to high from the perspectives of teachers, head teachers, and Chairpersons of the Board of Governors. Across all respondent categories, there was a common perception that schools provide opportunities for professional development, teachers

demonstrate strong intentions to remain in their schools, job security is relatively stable, and organisational commitment is evident. Furthermore, favourable school academic performance, particularly improved UNEB results, high student promotion rates, and satisfactory completion rates, was perceived to reinforce teachers' willingness to remain in their current schools. These findings suggest that private secondary schools in Lira City have established institutional practices that encourage teacher stability and continuity.

However, these findings contradict those of the OECD (2023), which reported that teacher retention remains a major challenge across many education systems due to increasing workload, occupational stress, limited career progression, declining job satisfaction, and burnout. According to the OECD, many teachers leave the profession or frequently change schools because educational institutions fail to provide supportive working environments and sustainable professional growth opportunities. In contrast, the present study found that respondents generally perceived favourable professional development opportunities, reasonable job security, and strong intentions among teachers to remain in their schools. This suggests that private secondary schools in Lira City may have developed more supportive organisational environments that mitigate some of the retention challenges identified by the OECD.

The findings also differ from those of Ingersoll, May, and Collins (2019), who argued that teacher turnover remains persistently high because teachers often leave schools due to inadequate administrative support, limited professional autonomy, poor organisational climate, and unsatisfactory working conditions rather than salary alone. Their study emphasized that organisational factors are among the strongest predictors of teacher attrition. Although the current study identified administrative support and working conditions as areas requiring further improvement, respondents nevertheless reported generally high levels of retention and commitment. This implies that while some workplace challenges exist, they have not substantially weakened teachers' willingness to remain employed in the sampled schools.

Similarly, the findings are inconsistent with those of Tumwesigye, Asiimwe, and Gaite Sol (2022), who found that many private secondary schools in Uganda experience high teacher turnover because of low remuneration, insecure employment contracts, limited career advancement opportunities, and heavy workloads. Their study concluded that many teachers use private schools as temporary employment while seeking better opportunities elsewhere. Contrary to this evidence, respondents in the present study indicated relatively high intentions to renew employment contracts, remain in their schools for several years, and pursue long-term careers within their institutions. This suggests that the private secondary schools included in

this study may offer comparatively better employment conditions or management practices than those examined by Tumwesigye and colleagues.

The findings further contrast with those of Ssesanga and Garrett (2020), who reported that teacher retention in Ugandan private educational institutions is undermined by financial instability, weak institutional support, inconsistent employment policies and limited investment in staff welfare and professional development. They argued that these factors significantly reduce organisational commitment and increase teacher mobility. In contrast, respondents in the current study perceived schools to provide meaningful professional development opportunities, transparent employment practices, and relatively stable working environments that encourage teachers to remain. This suggests that the sampled private secondary schools may have adopted stronger governance and human resource management practices that enhance teacher commitment and retention.

Conversely, the findings of this study are consistent with those of UNESCO (2024), which emphasized that teacher retention improves where schools invest in continuous professional development, supportive leadership, safe working environments, and effective teacher management systems. UNESCO argued that teachers are more likely to remain in schools that provide opportunities for career growth and recognise their professional contributions. This aligns closely with the current findings, where respondents consistently acknowledged professional development opportunities, organisational commitment, and job security as factors supporting teacher retention.

The findings also agree with Adebayo and Akinyemi (2022), who found that teacher retention in private secondary schools improves when teachers experience professional growth, supportive leadership, fair employment practices, and recognition for their work. Likewise, Oduro and Asiedu (2021) reported that transparent school management, staff development programmes, and participatory leadership significantly enhance teachers' intentions to remain in their schools. These observations resonate with the present study, where respondents highlighted professional development and stable employment conditions as important contributors to teacher retention.

Similarly, the findings support those of Mestry and Govindasamy (2021), who concluded that effective school leadership, positive organisational climate, and investment in teacher welfare promote staff commitment and reduce turnover. They argued that teachers remain loyal to schools where they experience supportive management and opportunities for professional advancement. This is reflected in the current findings, which indicate high levels of

organisational commitment and willingness among teachers to continue serving in their schools.

The study further concurs with Wanjala and Simatwa (2022), who found that opportunities for in-service training, mentoring, coaching, and transparent employment policies strengthen teacher commitment and reduce attrition in private secondary schools. Likewise, Mosha and Komba (2021) reported that continuous professional development, supportive supervision, and positive organisational relationships significantly improve teacher retention. These findings correspond with the present study, where respondents consistently rated professional development opportunities and organisational commitment highly.

However, the contrasting studies largely examined broader national or international education systems that include schools operating under severe financial constraints, staffing shortages, and challenging policy environments. In contrast, this study focused specifically on private secondary schools in Lira City, where institutional competition for student enrolment may encourage school proprietors to invest more in teacher development, job stability, and academic performance. Furthermore, some schools in Lira City may have implemented effective governance structures, transparent employment policies, and performance-oriented management practices that enhance teacher satisfaction and commitment. Methodologically, the current study relied on the perceptions of teachers, head teachers and Chairpersons of Boards of Governors, while several of the contrasting studies measured actual turnover rates or longitudinal attrition patterns. These contextual and methodological differences may account for the observed variations in findings.

5.4. Relationship between the Level of Students' Academic Performance and the Level of Teachers' Retention in Private Secondary Schools in Lira City

The study examined the relationship between students' academic performance and teachers' retention in private secondary schools in Lira City from the perspectives of teachers, head teachers, and Chairpersons of the Board of Governors. From the teachers' perspective, the Pearson Product-Moment Correlation analysis revealed a moderate positive and statistically significant relationship between students' academic performance and teachers' retention ($r = 0.462$, $p < 0.01$). This suggests that schools with better academic outcomes are more likely to retain their teachers, implying that improved student performance contributes to teachers' motivation, professional satisfaction, and willingness to remain in their schools.

These findings are consistent with those of the OECD (2023), which reported that teachers are more likely to remain in schools where learners demonstrate positive academic progress and

where teachers can observe the impact of their instructional efforts. The OECD argued that successful student outcomes enhance teachers' professional efficacy, job satisfaction, and commitment to their schools, thereby reducing teacher turnover. The moderate positive relationship observed in the present study supports this assertion by demonstrating that strong academic performance is associated with improved teacher retention.

The findings also resonate with UNESCO (2024), which emphasized that improvements in learning outcomes contribute to stronger teacher morale, professional identity, and organisational commitment. UNESCO observed that teachers who work in schools with consistently good academic performance often experience greater professional fulfilment and are more willing to continue serving in their institutions. Similarly, the present study found that good UNEB performance, high promotion rates, and improved completion rates appear to encourage teachers to remain in their schools.

The results further agree with Kraft, Marinell, and Yee (2016), who concluded that positive school working conditions and successful student outcomes jointly contribute to teacher retention. They argued that teachers are less likely to leave schools where they experience instructional success and where learners consistently perform well academically. The moderate positive relationship found in the current study reinforces this argument by suggesting that academic success enhances teachers' confidence in their work and strengthens their attachment to the school.

Similarly, the findings support those of Ronfeldt, Loeb, and Wyckoff (2013), who reported that schools with stable teaching staff generally achieve better student outcomes, while improved learner achievement, in turn, contributes to greater teacher stability by increasing teachers' professional satisfaction and commitment. Their findings highlight the reciprocal relationship between teacher retention and student achievement, which is reflected in the present study from the teachers' perspective.

The present findings are also in agreement with Adebayo and Akinyemi (2022), who found that teachers are more likely to remain in schools that consistently register strong academic performance because such schools provide greater professional recognition, higher public confidence, and increased opportunities for career growth. The positive relationship established in this study similarly suggests that successful academic outcomes encourage teachers to maintain long-term commitment to their schools.

Likewise, the findings are consistent with those of Nakabugo, Byamugisha, and Ssenabulya (2022), who reported that improved learner achievement strengthens teachers' organisational commitment by increasing their sense of professional accomplishment and confidence in

school leadership. They argued that schools that maintain high academic standards are better positioned to retain experienced teachers because teachers derive satisfaction from working in successful learning environments. This observation aligns with the teachers' perceptions reported in the present study.

However, unlike the teachers' responses, the head teachers' and Chairpersons of the Board of Governors' perspectives revealed very weak positive but statistically non-significant relationships between students' academic performance and teachers' retention ($r = 0.096$, $p = 0.556$). These findings suggest that, from school leaders' and governors' viewpoints, student academic performance alone does not significantly determine whether teachers remain in their schools. Instead, teacher retention appears to depend more heavily on organisational and managerial factors such as governance, leadership quality, professional development opportunities, employment security, remuneration, staff welfare, and supportive working conditions.

This variation in perceptions suggests that teachers and school leaders evaluate teacher retention from different vantage points. Teachers may associate their decision to remain in a school with the satisfaction derived from students' academic success and professional accomplishment. In contrast, head teachers and Chairpersons, who are responsible for institutional management, may view teacher retention as a broader human resource issue shaped by administrative policies, governance structures, financial sustainability, and employment practices. Consequently, although academic performance contributes to retention, school leaders perceive it as only one of several interrelated factors influencing teachers' decisions to remain employed.

Although the literature reviewed in chapter two generally supports a positive relationship between student academic performance and teacher retention, the differing findings across respondent groups in this study suggest that the strength of this relationship depends on respondents' institutional roles and perspectives. Teachers directly experience the professional satisfaction associated with improved learner achievement and therefore perceive academic success as an important reason for remaining in their schools. Conversely, head teachers and Chairpersons of the Board of Governors are responsible for broader organisational management and therefore place greater emphasis on governance, financial sustainability, leadership practices, employment policies, and staff welfare as determinants of retention.

The discrepancy may also reflect differences in decision-making authority. Teachers make personal career decisions based partly on classroom experiences and student outcomes, whereas school leaders oversee institutional systems that influence retention beyond academic

performance alone. Furthermore, the relatively small number of head teachers and Chairpersons compared with teachers may have reduced the statistical power to detect significant relationships within those respondent groups. Therefore, the contrasting findings should not be viewed as contradictory but rather as complementary perspectives highlighting the multidimensional nature of teacher retention.

5.5. Conclusions

The study concluded that the level of students' academic performance in private secondary schools in Lira City was generally high, as evidenced by strong learner participation, positive project-based learning outcomes, satisfactory internal and UNEB examination performance, high promotion and completion rates, and improving school pass rates.

The study concluded that the level of teachers' retention in private secondary schools in Lira City was generally moderately high to high. Respondents consistently perceived that professional development opportunities, favourable job security, organisational commitment, transparent employment practices, and positive academic performance contribute to teachers' willingness to remain in their schools.

The study concluded that students' academic performance was positively associated with teachers' retention, indicating that successful learner outcomes contribute to teachers' willingness to remain in private secondary schools in Lira City. However, head teachers and Chairpersons of the Board of Governors did not perceive student academic performance as a significant predictor of teacher retention, suggesting that institutional and organisational factors play a more influential role in retaining teachers.

5.6. Recommendations

Private secondary schools should strengthen formative assessment and examination feedback systems by providing timely, constructive and learner-centred feedback, while continuously reviewing the quality of end-of-term assessments to ensure they accurately measure learners' knowledge, competencies and higher-order thinking skills.

Ministry of Education and Sports should institutionalise comprehensive teacher retention policies that strengthen professional development, mentoring, staff recognition, transparent employment practices and supportive leadership while continuously improving teachers' working conditions and welfare.

Board of Governors should adopt an integrated teacher retention strategy that combines efforts to improve students' academic performance with strong organisational support, including

effective school leadership, continuous professional development, transparent employment policies, competitive staff welfare, mentoring programmes and teacher recognition systems.

5.7. Suggestions for Further Studies

1. School Leadership Practices and Teachers' Retention in Private Secondary Schools in Northern Uganda
2. Influence of Teachers' Job Satisfaction on Students' Academic Performance in Private Secondary Schools in Uganda
3. Comparative Study of Teachers' Retention and Students' Academic Performance in Public and Private Secondary Schools in Uganda

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Appendix A: Questionnaire for Teachers in private Secondary schools in Lira City.

Dear Teachers,

I am OKELLO Edmond a student of Gulu University pursuing a study programme Master of Education in Educational Management. I am glad to inform you that you have been selected to participate in a study which seeks to investigate the relationship between Student performance and teacher retention in Private Schools in Lira City. As an educator, your contribution to this study is very vital and therefore I request you to participate freely in the study take note that your confidentiality shall be observed for this academic purposes. You are kindly requested to respond to questions below as specified in each section.

Section A: Survey Questionnaire (Demographic Characteristics)

In this section, write your responses in the spaces provided for or tick in the boxes appropriately.

1- Respondent's gender?

Male ☐ Female ☐

2- What is your highest education level?

Masters ☐ Postgraduate ☐ Bachelor Degree ☐

Diploma ☐ Others (specify)

3- How long have you been in this school?

Less than a year ☐ 1-4 years ☐ 5-8 years ☐ 9-12 years. ☐ Above 12 years ☐

4- Marital status

Widowed ☐ Single ☐ Separated ☐

Divorced ☐ Married ☐

5- Your age brackets

Below 25-35 years ☐ 36 – 45 years ☐

46 and above ☐ others, specify ☐

Section B: Questionnaires.

Theme One: Level of Students' Academic Achievements in Selected Secondary Schools.

For the sections below, please tick (✓) the box that best represents your level of agreement with each statement. Use the following scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

S/N	Statement on the Level of Students' Academic Performance.	SA	A	NS	SD	D
	Activities of Integration					
	Learners actively participate in group discussions and collaborative learning activities.					
	Integration activities (e.g., debates, presentations, group work) improve learners' understanding of subject content.					
	Learners demonstrate the ability to apply knowledge during integrated classroom activities.					
	Teachers regularly involve learners in interactive and participatory learning activities.					
	Integration activities contribute significantly to learners' overall academic performance.					
	Project score					
	Learners consistently perform well in project-based assessments.					
	Project work enhances learners' research and problem-solving skills.					
	Learners demonstrate creativity and originality in their project work.					
	Teachers provide adequate guidance and supervision during project development.					
	Project scores reflect learners' true academic abilities and understanding of the subject.					
	MOCK results	**SA**	**A**	**NS**	**D**	**SD**
	Learners consistently achieve high scores in end-of-term examinations.					
	End-of-term assessments accurately measure learners' understanding of the syllabus.					
	Learners adequately prepare for end-of-term examinations.					
	End-of-term results show improvement in learners' academic performance over time.					
	Feedback from end-of-term examinations helps learners improve their academic performance.					
	UNEB scores					
	Learners perform well in national examinations set by the Uganda National Examinations Board.					
	UNEB results reflect the quality of teaching and learning in the school.					
	Learners are adequately prepared for UNEB examinations by their teachers.					
	The school consistently registers good grades in UNEB examinations.					
	UNEB performance is used to evaluate and improve academic standards in the school.					
	Pass Rates and Progression	**SA**	**A**	**NS**	**D**	**SD**
	Most students in this school pass their end-of-term examinations.					
	The majority of students are promoted to the next class at the end of each academic year.					
	Students in this school consistently achieve satisfactory grades in internal examinations.					
	The school records a high completion rate among students who enroll.					
	The school's pass rates have improved over the past three academic years.					

Theme Two: Level of Teachers' Retention in Private Secondary Schools in Lira City.

For the sections below, please tick (✓) the box that best represents your level of agreement with each statement. Use the following scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

S/N	Statement the level of teachers' retention.	SA	A	NS	SD	D
1	**Capacity Development**					
	My school regularly provides opportunities for professional development and training.					
	I am encouraged to attend workshops, seminars, and conferences to improve my teaching skills.					
	The school supports teachers in pursuing further education and professional qualifications.					
	Capacity-building programmes offered by the school have improved my teaching effectiveness.					
	The school provides adequate mentoring and coaching to enhance teachers' professional growth.					
2	**Intention to Stay**					
	I intend to continue teaching in this school for the next three years.					
	I rarely think about leaving this school for another employer.					
	I would willingly renew my employment contract with this school if given the opportunity.					
	I see myself building a long-term career in this school.					
	I would recommend this school as a good place for teachers to work.					
3	**Teacher Satisfaction**					
	I am satisfied with my overall experience of working in this school.					
	I am satisfied with the support I receive from the school administration.					
	I am satisfied with the working conditions provided by this school.					
	I am satisfied with the recognition I receive for my work.					
	My job in this school meets my professional expectations.					
4	**Job Security**					
	I feel secure in my teaching position at this school.					
	I believe my employment in this school is stable.					
	The school provides fair and transparent employment contracts.					
	I do not worry about losing my job without a valid reason.					
	I am confident that good performance will enable me to continue working in this school.					
5	**Organisational Commitment**	**SA**	**A**	**NS**	**D**	**SD**
	I feel proud to be a member of this school.					
	I am committed to achieving the goals and vision of this school.					
	I willingly put extra effort into helping this school succeed.					
	I feel emotionally attached to this school.					
	I intend to remain loyal to this school even when other employment opportunities arise.					

Appendix B: Questionnaire for Head teachers in Private Secondary Schools in Lira City

Theme One: Level of Students' Academic Achievements in Selected Secondary Schools.

For the sections below, please tick (✓) the box that best represents your level of agreement with each statement. Use the following scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

S/N	Statement on the Level of Students' Academic Performance.	SA	A	NS	SD	D
	Activities of Integration					
	Learners actively participate in group discussions and collaborative learning activities.					
	Integration activities (e.g., debates, presentations, group work) improve learners' understanding of subject content.					
	Learners demonstrate the ability to apply knowledge during integrated classroom activities.					
	Teachers regularly involve learners in interactive and participatory learning activities.					
	Integration activities contribute significantly to learners' overall academic performance.					
	Project score					
	Learners consistently perform well in project-based assessments.					
	Project work enhances learners' research and problem-solving skills.					
	Learners demonstrate creativity and originality in their project work.					
	Teachers provide adequate guidance and supervision during project development.					
	Project scores reflect learners' true academic abilities and understanding of the subject.					
	MOCK results	**SA**	**A**	**NS**	**D**	**SD**
	Learners consistently achieve high scores in end-of-term examinations.					
	End-of-term assessments accurately measure learners' understanding of the syllabus.					
	Learners adequately prepare for end-of-term examinations.					
	End-of-term results show improvement in learners' academic performance over time.					
	Feedback from end-of-term examinations helps learners improve their academic performance.					
	UNEB scores					
	Learners perform well in national examinations set by the Uganda National Examinations Board.					
	UNEB results reflect the quality of teaching and learning in the school.					
	Learners are adequately prepared for UNEB examinations by their teachers.					
	The school consistently registers good grades in UNEB examinations.					
	UNEB performance is used to evaluate and improve academic standards in the school.					
	Pass Rates and Progression	**SA**	**A**	**NS**	**D**	**SD**
	Most students in this school pass their end-of-term examinations.					

	The majority of students are promoted to the next class at the end of each academic year.					
	Students in this school consistently achieve satisfactory grades in internal examinations.					
	The school records a high completion rate among students who enroll.					
	The school's pass rates have improved over the past three academic years.					

Theme Two: Level of Teachers' Retention in Private Secondary Schools in Lira City.

For the sections below, please tick (✓) the box that best represents your level of agreement with each statement. Use the following scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

S/N	Statement the level of teachers' retention.	SA	A	NS	SD	D
1	**Capacity Development**					
	My school regularly provides opportunities for professional development and training.					
	I am encouraged to attend workshops, seminars, and conferences to improve my teaching skills.					
	The school supports teachers in pursuing further education and professional qualifications.					
	Capacity-building programmes offered by the school have improved my teaching effectiveness.					
	The school provides adequate mentoring and coaching to enhance teachers' professional growth.					
2	**Intention to Stay**					
	I intend to continue teaching in this school for the next three years.					
	I rarely think about leaving this school for another employer.					
	I would willingly renew my employment contract with this school if given the opportunity.					
	I see myself building a long-term career in this school.					
	I would recommend this school as a good place for teachers to work.					
3	**Teacher Satisfaction**					
	I am satisfied with my overall experience of working in this school.					
	I am satisfied with the support I receive from the school administration.					
	I am satisfied with the working conditions provided by this school.					
	I am satisfied with the recognition I receive for my work.					
	My job in this school meets my professional expectations.					
4	**Job Security**					
	I feel secure in my teaching position at this school.					
	I believe my employment in this school is stable.					
	The school provides fair and transparent employment contracts.					
	I do not worry about losing my job without a valid reason.					

	I am confident that good performance will enable me to continue working in this school.					
5	**Organisational Commitment**	**SA**	**A**	**NS**	**D**	**SD**
	I feel proud to be a member of this school.					
	I am committed to achieving the goals and vision of this school.					
	I willingly put extra effort into helping this school succeed.					
	I feel emotionally attached to this school.					
	I intend to remain loyal to this school even when other employment opportunities arise.					

Appendix D: Questionnaire for Chairpersons Board of Governors in Private Secondary Schools in Lira City

Appendix B: Questionnaire for Head teachers in Private Secondary Schools in Lira City

Theme One: Level of Students' Academic Achievements in Selected Secondary Schools.

For the sections below, please tick (✓) the box that best represents your level of agreement with each statement. Use the following scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

S/N	Statement on the Level of Students' Academic Performance.	SA	A	NS	SD	D
	Activities of Integration					
	Students actively participate in collaborative learning activities organized by the school.					
	Students effectively apply classroom knowledge during practical and integrated learning activities.					
	The school provides sufficient opportunities for students to engage in academic integration activities such as debates, exhibitions, and group projects.					
	Students demonstrate teamwork and cooperation during school-based academic activities.					
	Project score					
	Most students in this school attain satisfactory scores in project work.					
	Students demonstrate the knowledge and skills required to complete project assignments successfully.					
	Project assessment results have improved over the past three academic years.					
	Teachers provide adequate supervision that enables students to perform well in project work.					
	Project scores contribute positively to the overall academic performance of students in this school.					
	MOCK Results	**SA**	**A**	**NS**	**D**	**SD**
	Students in this school consistently perform well in MOCK examinations.					
	MOCK examination results indicate that students are adequately prepared for national examinations.					
	The school's MOCK examination performance has improved over recent years.					
	Teachers use MOCK examination results to improve teaching and learning.					
	Most students attain grades in MOCK examinations that are comparable to their final examination performance.					
	UNEB scores					
	The school consistently records good grades in **Uganda National Examinations Board (UNEB)** examinations.					
	The proportion of students obtaining Division One or high grades in UNEB examinations has increased over time.					
	Most candidates achieve grades that qualify them for further education or training.					

	The school's UNEB examination performance compares favourably with that of similar private secondary schools.					
	UNEB examination results reflect the overall quality of teaching and learning in this school.					
	Pass Rates and Progression	**SA**	**A**	**NS**	**D**	**SD**
	Pass Rates and Progression					
	The majority of students in this school pass their end-of-term examinations.					
	Most students are promoted to the next class at the end of each academic year.					
	The school's pass rates have remained consistently high over the past three years.					
	Students complete their secondary education with minimal repetition or dropout.					

Theme Two: Level of Teachers' Retention in Private Secondary Schools in Lira City.

For the sections below, please tick (✓) the box that best represents your level of agreement with each statement. Use the following scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

S/N	Statement the level of teachers' retention.	SA	A	NS	SD	D
1	**Capacity Development**					
	The school regularly organizes professional development programmes for teachers.					
	Teachers are supported to attend workshops, seminars, and other in-service training programmes.					
	The Board of Governors allocates resources to support teachers' professional growth.					
	Teachers are encouraged to upgrade their academic and professional qualifications.					
	Capacity development programmes have improved teachers' instructional effectiveness in the school.					
2	**Intention to Stay**					
	Most teachers express willingness to continue working in this school.					
	Teachers rarely request transfers or resign from this school.					
	The majority of teachers renew their employment contracts when they expire.					
	Teachers demonstrate a long-term commitment to serving in this school.					
	The school has been successful in retaining experienced teachers over the years.					
3	**Teacher Satisfaction**					
	Most teachers appear satisfied with the working environment provided by the school.					
	Teachers are generally satisfied with the support they receive from the school administration.					

	Teachers are satisfied with the recognition they receive for their performance.					
	Teachers express satisfaction with the professional relationships that exist within the school.					
	Overall, teachers are satisfied with their employment in this school.					
4	**Job Security**					
	Teachers perceive their employment in this school as secure.					
	The school provides clear and fair employment contracts to teachers.					
	Teachers are retained based on transparent and objective performance standards.					
	Teachers have confidence in the school's employment policies.					
	The school provides a stable working environment that encourages teachers to remain employed.					
5	**Organisational Commitment**	**SA**	**A**	**NS**	**D**	**SD**
	Teachers demonstrate loyalty to the goals and vision of the school.					
	Teachers willingly participate in activities that promote the school's development.					
	Teachers show a strong sense of belonging to the school.					
	Teachers are willing to perform duties beyond their assigned responsibilities when necessary.					
	Teachers consistently uphold the values and reputation of the school.					

Appendix C: Table of Sample Size Determination (Krejcie and Morgan, 1970).

N	S	N	S	N	S	N	S	N	S
10	10	10	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Appendix D: A Sketch Map of Lira City Showing the Study Area.

