Job Security and Employee Retention in Private Secondary Schools in Kiryandongo District

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September, 2026

Declaration

I, Ojara Patrick, hereby declare that this dissertation titled "Job Security and Employee Retention in Private Secondary Schools in Kiryandongo District" is my original work and has never been submitted to any institution for any award.

Signature 

Date 22/09/2026

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Approval

This is to certify that this dissertation titled "Job Security and Employee Retention in Private Secondary Schools in Kiryandongo District" was written under our supervision and is ready for final submission to the Directorate of Research and Graduate Training.

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Dedication

This research is dedicated to my beloved family, whose unwavering support and encouragement made this journey possible. My heartfelt appreciation goes to my wife, Zita Akwero, whose love, patience, and constant motivation were the pillars that sustained me throughout this academic endeavour.

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List of Acronyms

SMEs - Small and Medium-sized Enterprises (SMEs)

Abstract

Teacher retention has become a significant challenge in private secondary schools in Uganda, particularly in rural districts, however, limited studies exist to shed light upon this important subject particularly in respect to secondary schools in Kiryandongo District. The study examined the relationship between job security and employee retention in private secondary schools in Kiryandongo District. It sought to determine the level of employee retention, establish the level of job security, and examine the relationship between job security and employee retention in private secondary schools in the district. A cross-sectional survey research design was adopted. The study targeted a population of 247 respondents drawn from 24 private secondary schools in Kiryandongo District, from which a sample of 160 respondents were selected. Data were collected using questionnaires and interview guides. Simple random and purposive sampling techniques were employed to select the respondents. Quantitative data were analysed using descriptive statistics, Pearson correlation, and multiple linear regression, while qualitative data were analysed thematically. The findings revealed that the key dimensions of job security, namely autonomy, participation in decision-making, collegial relationships, effective school management, and a supportive work environment, were positively associated with employee retention. Correlation analysis indicated significant positive relationships between all dimensions of job security and employee retention. However, regression analysis revealed that only school management and a supportive work environment were significant predictors of employee retention. In contrast, autonomy, participation in decision-making, and collegial relationships did not significantly predict retention when other factors were controlled for, suggesting that their influence may be indirect or mediated through broader organisational conditions. The study concluded that job security is a significant determinant of employee retention in private secondary schools, with effective school management and supportive work environments emerging as the most influential factors. The study recommended that educational leaders strengthen supportive management practices, promote meaningful teacher participation in school governance and professional development, cultivate a culture that values and empowers employees, and adopt flexible work arrangements such as adaptable timetables, job sharing, and remote administrative work where feasible to enhance teacher wellbeing and retention.

Chapter One

Introduction

1.0 Overview

Teacher retention has become a significant challenge in private secondary schools in Uganda, particularly in rural districts like Kiryandongo District, where many schools struggle to keep qualified and experienced teachers due to poor job security, low salaries, delayed payments, and unfavourable working conditions. Since private schools play an important role in supporting government efforts in the education sector, this study aimed to examine the relationship between job security and employee retention in private secondary schools in the district. Job security was considered the most important job consideration for employees (Huang, et al. 2013: Wang et al., 2015). It was ranked as the fourth most important factor for employee retention based on employees' perspectives. While Katou & Budhwar (2007) stated that job security was a crucial factor for employees in a country with a high unemployment rate, it also played a significant role during economic or financial crises, as employees needed stable employment to sustain their livelihoods.

This study sought to determine the level of employee retention in private secondary schools, establish the level of job security among employees, and examine the relationship between job security and employee retention in private secondary schools in Kiryandongo District.

1.1 Background to the Study

The chapter presents the study background from historical, theoretical, conceptual, and contextual perspectives, as well as the problem statement, purpose, objectives, research questions, scope, significance, and conceptual framework of the study.

1.1.1 Historical Perspective

Historically, the concept of retention gained importance in the early 1970s with the rise of Small and Medium-sized Enterprises (SMEs) as competitive employers, leading to the provision of sustainable employment opportunities (Coff, 1997). This factor accelerated the dominance of employee mobility and voluntary job changes. Consequently, organisations began to face the effect of increased voluntary employee turnover. Further, the power in the authoritarian "status quo" working relationship shifted from the employer toward the employee, creating a need to develop a matching management tool, manifested in the form of 'employee retention' (Connell and Phillip, 2003). The very concept of employee retention was intrinsically attached to the existence of an organization (Raikes and Vernier, 2004).

Employers were expected to understand how to retain their most productive employees (Shoaib et al., 2009). Hence, it was evident that the costs of employee turnover significantly affected an organisation's bottom line (Sullivan, 2009).

Teacher retention in U.S. public schools declined in both absolute and relative terms over the years. Turnover and attrition had been increasing over time (Goldring et al., 2014), and, compared to teachers in other countries, U.S. teachers experienced higher turnover (Darling-Hammond et al., 2017). Moreover, U.S. teachers faced significantly higher attrition than their peers in most non-teaching occupations. Approximately 30% of college graduates who became teachers were no longer in the profession five years later, compared with 19% of nurses and lawyers, 16% of engineers, and 14% of pharmacists (Ingersoll, 2014).

The estimated cost of teacher turnover, which resulted from low retention was 7.3 billion dollars per year in public schools (National Commission on Teaching and America's Future, 2016). Private school teachers were reported to have moved schools at an even higher rate of just over 20% (Keigher & Cross, 2010; Hunter, 2016). This implied that every time teachers left their positions, schools were set aback by having to restart the hiring processes, which were very costly affairs.

Scholars found that at least 40 percent of beginning teachers in the U.S left the profession within the first five years (Borman & Dowling, 2008: Newberry & Allsop, 2017). Therefore, the first three to four years on the job were considered the most formative for a teacher and crucial in their decision to remain in the profession (Jones, 2003). Unexpected challenges, unclear expectations, difficult working conditions, and unreasonable demands were usually cited as the main reasons for attrition (Andrews & Quinn, 2004; Anhorn, 2008; Ingersoll & Strong, 2011).

Job security had been a central tenet of civil service since the Pendleton Act of 1883 (Perry, Hondeghem, & Wise, 2010) in the USA. As Van Riper (1958) noted, the job security rules introduced in the USA were not novel. They had been rooted in the British civil service, from which US civil service reformers borrowed liberally. Throughout the 20th century, public employers granted their employees high levels of job security in the USA, both within the federal government and across levels of government. However, the job security that public institutions such as governments and educational enterprises granted to employees had been a

source of continuing controversy, as prominent in education reform of 2010 and civil service reform of the 1970's (Campbell, 1978).

In Europe, governments across the EU underwent a significant policy shift toward a more liberal model of weaker job security and increased labor market flexibility by weakening and removing employee protections in postcrisis Europe (Heyes & Hastings, 2016; Schaufeli, 2016; De Cuyper et al., 2018; Hastings & Heyes, 2018). The crisis-driven reform prioritised flexibility over job security, creating conditions that made long term employee retention more difficult across Europe.

In Asia, it was revealed that most of the educational institutions lost some of their most senior and experienced teachers to job insecurity challenges such as insecure contracts, remunerations, and work environment, among others. Many heads of institutions knowingly or unknowingly exposed their teachers to predators. Performance was mainly about competition, and a school that excelled become a rival to none performing neighbours. This therefore called for not only teachers' job security but also social-economic protection from the school leadership (Clement, M., 2016). Keeling (2010) declared that the best method of an institution to attract and retain teachers would be by according them job security.

In Africa, the status of job security remained wanting as the high population growth rate outpaced the creation of jobs. Whether this trend continued or could be reversed had much to do with whether the continent generated prosperity or instability in the coming decades. Africa's working age population was expected to grow by 450 million people, or close to 70 percent, by 2035. The Africa Competitiveness Report 2017 showed that without effective policy change, there would have been only about 100 million new jobs for this growing cadre of working people. However, with well-targeted capital investments (physical and human), and policies fostering competitiveness and productivity, Africa's larger and younger work force had the potential to transform the continent for the better (World Economic Forum et al., 2017

Over the years, South Africa experienced situations where teachers resigned from the profession in large numbers. Among the reasons given for the high turnover rate included educator workload, teachers getting burdened with additional administrative responsibilities, capturing learner's marks for continuous assessment tests, preparing learner reports, lost prestige, and inadequate remuneration (Mazimbuko, 2012).

In Zimbabwe, about 2000 newly qualified educators left their jobs for greener pastures in the year 2000 due to perceived inadequate job security (Mukumbira, 2001, as cited in Umosen & Oleforo, 2019). Similarly, Chaika (2002, as cited in Umosen & Oleforo, 2019) advocated that lack of teachers' mobility, inadequate induction programmes, lack of job security and poor working conditions were the main factors contributing to teacher turnover.

Perrachione (2008) examined the factors influencing why some teachers in Namibia chose to remain in their positions or leave within the first five years of their posting. The study found that some respondents reported having worked in the same school for over 30 years and declared that they were neither willing to seek change. The reason for the comfort was that their head teachers practiced fatherly love, provided protection, and were very supportive in terms of their security issues. They were always ready to go out of their way, even to the extent of risking their job.

Likewise, in Kenya, the interviewed teachers revealed how they had been wholeheartedly recognized as members of the institutions and supported during times of need. It was during such moments that teachers' job protection became a crucial factor. This practice enhanced the teacher-leadership relationship, improving teacher job satisfaction, which positively influenced performance and teacher retention (Clement, 2016).

Studies conducted in Uganda indicate that private secondary schools continue to experience high teacher turnover due to poor working conditions and lack of motivation. Nambooze (2019) observed that teachers in private schools frequently quit their jobs because of low salaries, delayed payments, poor administration, and the search for better opportunities elsewhere. Similarly, Tukahirwa et al. (2025) established that teachers are more likely to remain in schools where they receive mentorship, professional development opportunities, and supportive leadership.

Private secondary schools in Kiryandongo District continue to experience serious challenges related to job security and teacher retention. Although these schools play a vital role in supplementing government efforts in the provision of education, many of them struggle to maintain a stable and committed teaching workforce because of unfavourable employment conditions. Teachers in most private secondary schools operate under conditions characterized by unstable contracts, delayed salary payments, limited welfare support, poor working

environments, and uncertainty regarding continued employment. (Nilepost, 2024; Kiryandongo District Local Government, 2024/2025).

In many private secondary schools within Kiryandongo District, teachers are employed on short-term contractual arrangements without assurance of long-term job stability. In some cases, teachers begin school terms without formal appointment letters or clearly defined terms of service. This situation creates anxiety and uncertainty among teachers, reducing their sense of organizational commitment and attachment to their schools. According to Nambooze (2019), insecurity in employment and dissatisfaction with working conditions are among the major factors contributing to teacher turnover in private schools in Uganda.

The situation is further complicated by frequent delays in salary payments. Due to limited financial resources and fluctuating student enrolment, many private schools in Kiryandongo District fail to pay teachers consistently and on time. Some teachers reportedly spend several months without receiving full salaries, making it difficult for them to meet basic personal and family needs. Such financial instability negatively affects teachers' morale, motivation, and willingness to remain in the profession. Safina et al. (2025) observed that inadequate welfare support and poor work-life balance significantly reduce teachers' job satisfaction and retention in private secondary schools.

Private secondary schools in Kiryandongo District also face stiff competition from government-aided schools, which provide more attractive employment conditions. Government schools offer permanent appointments, pension benefits, higher salaries, and greater job stability. Consequently, many qualified teachers in private schools continuously seek opportunities in public institutions where employment conditions are perceived to be more secure and rewarding. As observed by Ngabirano and Byaruhanga (2025), once such opportunities arise, teachers often resign abruptly, leaving private schools with staffing gaps and disruptions in teaching and learning activities.

The challenge of teacher retention in Kiryandongo District is also associated with poor working conditions. Many private schools lack adequate teaching materials, staff accommodation, and supportive professional environments. Teachers are frequently subjected to heavy workloads, including handling multiple subjects, large class sizes, and additional administrative responsibilities without corresponding incentives. Such conditions increase

stress levels and reduce teachers' commitment to their schools. Mugizi et al. (2019) established that unfavourable leadership practices and inadequate institutional support negatively influence teacher retention in educational institutions.

Furthermore, opportunities for professional growth and career advancement remain limited in many private secondary schools in Kiryandongo District. Teachers rarely receive sponsorship for workshops, seminars, further studies, or professional training. The absence of career development opportunities makes teachers feel undervalued and professionally stagnant. Research by Tukahirwa et al. (2025) revealed that teacher career development significantly influences retention because teachers are more likely to remain in schools where they perceive opportunities for growth and advancement.

The persistent teacher exit experienced in private secondary schools in Kiryandongo District has created negative consequences for the quality of education. Frequent teacher departures disrupt syllabus coverage, weaken teacher-student relationships, increase recruitment costs, and negatively affect learners' academic performance. In some schools, subjects remain unattended to for long periods because replacing qualified teachers becomes difficult. This instability undermines effective teaching and learning and affects the overall performance and reputation of private secondary schools within the district.

The situation in Kiryandongo District therefore demonstrates that job security remains a critical determinant of teacher retention in private secondary schools. Unless school proprietors and administrators improve employment conditions through stable contracts, timely salary payment, supportive leadership, and enhanced teacher welfare, private schools are likely to continue experiencing high teacher exit rates. Strengthening job security measures is essential for improving teacher commitment, institutional stability, and the quality of education in private secondary schools in Kiryandongo District.

1.1.2 Theoretical Perspective

This study was premised on the Perceived Organisational Support Theory (POS) postulated by Eisenberger, et al. (1986). POS states that employees develop global beliefs concerning the extent to which the organisation values their contribution and cares about their wellbeing (Satardien, et al., 2019). Employees perceived their organisations as supportive when they were rewarded beyond their contractual agreements (Boateng, 2014).

POS holds that in order to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organisation values their contributions and cares about their well-being (Giorgi et al., 2016). That is, when employees feel they are supported by the organisation, they reciprocate it with an increased level of job satisfaction, commitment, better performance, and high work efforts. This implies that where teachers (employees) experience unstable contracts, delayed salaries, unfair treatment, and fear of abrupt dismissal, they are likely to perceive low organisational support, resulting in dissatisfaction, reduced commitment, and intentions to leave the school.

When school administrators provide secure and supportive working conditions, teachers develop trust and confidence in the institution, which strengthens retention. However, inadequate job security weakens teachers' perceptions of organisational support and increases turnover intentions. Where teachers perceive low organisational support due to insecure working conditions, they are more likely to develop dissatisfaction and intentions to leave the organisation, which negatively affects teacher retention in private secondary schools in Kiryandongo District.

1.1.3 Conceptual Perspective

Job security referred to an employees' expectations about the stability and longevity of his or her job in an organization (Davy et al., 1997; Greenhalgh & Rosenblatt, 1984; Kraimer et al., 2005). Long-term job security remained an ideal for many employees, despite dramatic changes in the workplace (Shore et al., 2004). Employees' perceived job security varied within an organization, although the provision of job security resulted from organisational practices (Greenhalgh & Rosenblatt, 1984; Kraimer et al., 2005). When employers fulfilled their employees' expectations and made employees feel that their jobs were secure, the equal exchange relationships between employers and employees were established (Colquitt et al., 2014; Conway & Coyle-Shapiro, 2012). As one form of social exchange, the employee–employer exchange relationship reflected an employee's subjective belief about what contributions they were obliged to provide to their employers in return (Rousseau, 1990; Shore et al., 2004; Zhang et al., 2014).

Meeting challenging job demands, such as working hard, working overtime, and coping with work overload, was considered to be an employee's obligation (also referred to as 'contribution') to the employer (Eisenberger et al., 2001; Robinson et al., 1994; Shore &

Barksdale, 1998). In return, the provision of long-term job security was considered to be one of the employers' obligations (also referred to as 'inducements') to their employees (Kraimer et al., 2005; Martin et al., 1998; Shaw et al., 2009). Thus, when employees experienced job security, they felt their employers had fulfilled their obligations. In the interest of reciprocity, employees were motivated to commit and perform well (Bultena, 1998; Kraimer et al., 2005; Liu et al., 2010).

In contrast, when perceived job security was low, it was considered an unfair exchange relationship between employees and employers (e.g., Ashford et al., 1989; Keim et al., 2014; King, 2000), because employees perceived that their employers had failed to deliver on their obligations no matter how much they worked (De Cuyper & De Witte, 2006; Greenhalgh & Rosenblatt, 2010). Such a failure of an employer's obligations was shown to negatively affect employees' work attitudes and performance (see Zhao et al., 2007).

Taking this view, when employees worked hard or overtime and perceived their employers' provision of long-term job security, the equal exchange relationships between employees and employers were established, demonstrating a high quality of social exchange. Based on the norms of reciprocity underlying social exchange, employees were more likely to reciprocate with loyalty and good performance to benefit the organization (Conway & Coyle-Shapiro, 2012; Farh et al., 2007).

When organisations threatened the employees with job insecurity or were unwilling to promise job security when job demands were high, a threat to the employee–employer relationship occurred and employees were less likely to work hard (i.e., perform better) or only maintained a level of performance high enough to avoid dismissal. There was evidence to support that job security positively moderated the relationship between the quality of exchange and behavioural outcomes (e.g., Bartol et al., 2009; Kraimer et al., 2005; Lee & Peccei, 2007; Loi et al., 2014; Loi et al., 2011). In addition, Fried et al. (2003) found that job security strengthened the positive relationships between role clarity and job performance.

Therefore, it was expected that job security would stimulate high productivity, leading to greater results for the institutions, and achieving higher stability and eliciting greater performance outcomes. Consequently, lack of job security retarded productivity, impeded employee performance, and caused employees to exit their jobs in search for greener pastures elsewhere, which was detrimental to organization growth. Employees tended to shun

commitment, demonstrated negative attitude towards their work, and exhibited unwillingness to stay on the job, thus threatening employee retention.

Job security was the perceived stability and continuance of one's job as one knew it (Probst, 2002). While proposing that job security was essentially a global construct, this definition allowed that one' s perception of job security could be influenced by both continuances of one' s job and stability with respect to desired features of one's job.

This study defines job security as employees' confidence that an individual possessed, knowing that his/her job was not threatened by unemployment, layoffs, dismissal, early retirement, contract reduction, termination, etc. It was measured in terms of degree of autonomy, involvement in decision making, good relations with colleagues, effective school management, and supportive workplace environment.

Retention was defined as "an obligation to continue to do business or exchange with a particular company on an ongoing basis" (Roy, 2015). Effective employee retention was a systematic effort by employers to create and foster an environment that encouraged current employees to remain employed by having policies and practices in place that addressed their diverse needs (Mathimaran & Kumar, 2017).

The study of Onyango, Nzulwa and Kwena (2017, p. 637) revealed that employee retention involved taking measures that encouraged employees to remain in the organisation for the maximum period of time. Onyango et al. (2017, p. 638) further defined employee retention as a systematic effort by employers to create and foster an environment that encouraged employees to remain with the organisation.

Previous studies revealed the role of different antecedents in retaining employees. Factors that had an undeviating influence on employee retention included career opportunities, work environment, and work-life balance (Cappelli, 2000). Cole (2000) stated that employees would be loyal with institutions where they felt pride and would thereby work to their fullest potential. Retaining employees had to be the top priority for organisations, because at times only the earnings or the position didn't suffice for employees to choose to continue their jobs (Ashraf et al., 2016).

Retention of teachers could be defined as the process of physically keeping teachers in a school for the maximum period of time (Aguenza & Som, 2018). Therefore, in a school, teacher

retention was a technique adopted by the school management to maintain an effective workforce of teachers while still meeting operational requirements. The management of a school took systematic effort to create and foster an environment that encouraged teachers to remain employed by establishing policies and practices in place that addressed their diverse needs (Kossivi, Xu & Kalgora, 2016).

In this study, employee retention was defined as all intentional and strategically planned initiatives implemented by management to establish and sustain an environment that inspired employees to remain with the organisation. These efforts were supported by policies that fostered employee commitment and encouraged continued service to the organisation. Employee retention was measured in terms of levels; high, average and low (retention). The reliability of the constructs was measured using Cronbach's alpha coefficient to evaluate the internal consistency and reliability of the measurement scales. According to Amin (2005), the variables above 0.7 were accepted for research. The composite reliability alpha value should be greater than 0.7, although a value of 0.6 was considered acceptable (Hair et al., 1998).

1.1.4 Contextual Perspective

Kiryandongo District is located in the Mid-Western part of Uganda. Like many other Ugandan districts, it was named after its "chief town", Kiryandongo, where the district headquarters is located. It is 218 km north of Kampala along the Kampala-Arua main road. The district has a land area of 3,624.1km² of which 1,747km² is arable area. It is located in the mid-western part of Uganda and borders Nwoya district in the north, Apac in the east, and Masindi in the southwest. Kiryandongo District has a total of 24 Private Secondary Schools and this will form the basis of the study (Kiryandongo District Planning Office, 2022). These schools were categorised as follows: Kiryandongo Sub County (5), Kiryandongo Town Council (2), Kigumba Sub County (2), Kigumba Town Council (6), Bweyale Town Council (16) Masindi Port (0) and Mutunda (2).

The district was grappling with the challenge of attracting key staff and in retaining them (Kiryandongo District Development Plan for FY 2015/2016 – 2019/2020). Many teachers were leaving private secondary schools for public service. Some were switching jobs from one private secondary school to another, while others opted for the NGO sector. Inasmuch as some school boards put in place measures, such as improving teachers' working conditions like providing meals, accommodation, and increasing teachers' pay, teacher retention still remained low.

Thus, the performance character of every learning institution entirely depended on the level of job security of the teachers. This formed the leading motivational determinant for teacher intention to serve and positively perform willingly (Martindale, 2011). Some private schools in Kiryandongo District did not offer job security to their teachers and this had a profound impact on the organization's performance in multiethnic environment. According to a relative empirical study by Scott Steinberg (2015) in the US on: make change work for you, it was revealed that fears or lack of security in schools came as a result of failure by the leadership to value their teachers and passionately stand firm to secure their jobs.

1.2 Statement of the Problem

Teacher retention has increasingly become a major challenge affecting private secondary schools in Uganda, particularly in rural districts such as Kiryandongo District, where schools struggle to maintain a stable and committed teaching workforce despite their critical role in complementing government efforts in education provision (Nambooze, 2019; Azabo et al., 2023). In many private secondary schools in the district, the teaching profession had been characterized by unstable employment conditions, where teachers operated on short-term contracts, often without formal appointment letters, clear terms of service, or assurance of continued employment, which created constant anxiety and uncertainty about job continuity (Mbena & Swai, 2023). This situation was worsened by frequent delays in salary payments, limited welfare support, and unfavourable working conditions, leaving many teachers financially strained and emotionally frustrated as they struggled to meet basic personal and family needs (Issa & Bisaso, 2020). As a result, schools frequently experienced abrupt resignations, mid-term staff exits, and continuous turnover, with teachers leaving for government-aided schools that offered more stable employment, pension benefits, and higher job security (Sol et al., 2022). The departure of even a single experienced teacher often triggered a chain reaction of academic disruption, increased workload for remaining staff, incomplete syllabus coverage, and declining learner performance, while school administrators were forced into a constant cycle of recruitment and replacement that was both costly and unsustainable. Despite some efforts by school proprietors to improve salaries and provide limited professional development opportunities, teacher turnover had remained persistently high (Nyanjom, 2013), suggesting that deeper structural issues such as job insecurity may have driven the crisis. Consequently, the persistent instability in staffing had created an environment of fear, uncertainty, and low morale among teachers, thereby raising critical concern about

whether job security had been a key determinant of teacher retention in private secondary schools in Kiryandongo District.

1.3 Purpose of the Study

To investigate the relationship between Job Security and Employee Retention in Private Secondary schools in Kiryandongo District.

1.3.1 Specific objectives of the study

The study will be guided by the following specific objectives

i. To determine the level of employee retention in private secondary schools.
ii. To investigate the level of job security on employees in private secondary schools.
iii. To establish the relationship between job security and employee retention in private secondary schools.

1.4 Research Questions

i. What is the level of employee retention in private secondary schools?
ii. What is the level of job security on employees in private secondary schools?
iii. What is the relationship between job security and employee retention in private secondary schools?

1.5 Research Hypotheses

i) H_0: There is no significant relationship between job security and employee retention in private secondary schools.

1.6 Scope of the Study

This study examined the level of job security on employees, the level of retention and the relationship between job security and employee retention in private secondary schools in Kiryandongo District. Job security was operationalized as employees' confidence that an individual possesses that his/her job was not threatened by unemployment, layoffs, dismissal, early retirement, contract reduction, and termination, while employee retention was operationalized as all consciously planned efforts of management intended to create and maintain an environment that inspired employees to continue their employment through policies that encouraged their commitment to render services to the organization.

The study covered all the 24 private secondary schools in the four sub-counties of Kibanda namely; Kiryandongo sub county (5), Kiryandongo Town Council (2), Kigumba Sub County (2), Kigumba Town Council (6), Bweyale Town Council (16) Masindi Port (0) and Mutunda

(2). The population scope will include; the District Education Officer, the District Inspector of Schools, Head teachers/School Principals, Directors of studies and teachers in the selected secondary schools in Kiryandongo District as key informants.

Finally, the study was conducted covering the period ranging from 2018 to 2023, which enabled the researcher attain deeper insight into the level of employee retention and the underlying cause of teacher attrition in those private secondary schools.

1.7 Significance of the study

The study may benefit proprietors of private secondary schools in establishing the best practices in their schools to enable them improve on teachers' retention.

The Board of Directors in those private secondary schools and management will benefit from the results of the study in ensuring appropriate human resource management is practiced in their Institutions.

The study has the potential to benefit academicians including but not limited to teachers of educational management and graduate students as a useful and citable literature, especially on staff retention in secondary schools in Kiryandongo.

The headteachers and other school administrators in private schools in Kiryandongo will be in position to understand the critical factors responsible for teacher retention in their respective schools.

This study will help the stakeholders to better understand the importance of employee retention in private schools and to focus on those antecedents that help to retain employees. Hence, it would enable many private institutions to identify the major reasons that need to be used in retaining employees through better knowledge of inspirational aspects toward improving our education system (Holtom and Darabi, 2018).

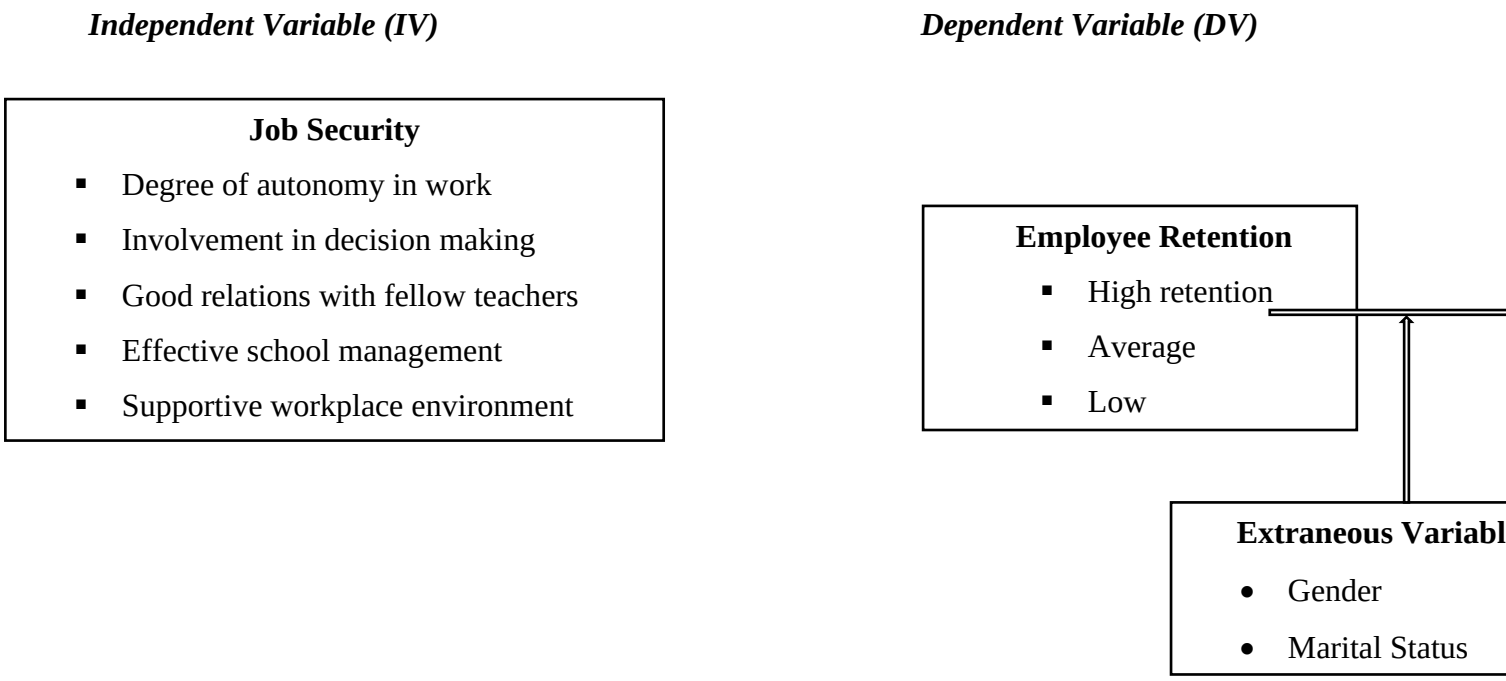
The findings could also provide the basis through which private secondary schools could design teacher motivation and development programs aimed at increase ng retention.

To the Ministry of Education, the findings of the study could provide insights for quality assurance in private secondary schools particularly with regard to quality of teachers and their retention which is a critical factor affecting quality of education offered in the private schools.

1.8 Conceptual Framework

The Conceptual framework shows the relationship between Job Security and Employee Retention in Private Secondary Schools in Kiryandongo District.

Figure 1: Conceptual framework on job security and employee retention



Source: Adopted from Robert Eisenberger, Robin Huntington, Steven Hutchison, and Debora Sowa's Perceived Organisational Support Theory (1986).

The conceptual framework outlined the relationship between the variables in the study. In this particular study, the independent variable, Job security, was characterized by aspects of degree of autonomy, involvement in decision making, good relations with employees, effective school management/leadership, and supportive workplace environment, while the dependent variables (retention) was measured in terms of levels: high, average and low (retention). The framework assumed that the attributes of the independent variable such as degree of autonomy, involvement in decision making, good relations with colleagues, effective school management and supportive work environment had direct relationship with the attributes of the dependent variable; high, average and low retention. However, there were other variables (extraneous variables) that influenced both the independent and the dependent variables. These variables were gender and marital status.

When employers granted employees support in terms of autonomy, involvement in decision making, fostering good relations with employees, effective school management/leadership, and supportive workplace environment, employees exhibited high level of commitment, high performance and high work efforts. However, when there was lack of employee autonomy, non-involvement of employees in decision making, poor relations with colleagues and poor management/leadership and unsupportive work environment, employee retention was low and this translated into low commitment, low performance, and eventually low productivity. Therefore, providing employees a sense of job security and the ability to reassure the employees of their worth in the organisation significantly translated into their long-term commitment with the schools.

Working to raise employee's confidence regardless of the employees' gender and marital status within the school had a direct relationship with the level of employee retention in the schools. For instance, a married person would require greater flexibility from the organisation if he/she was to remain in the organization for long. When a sense of job security was threatened, the level of employee retention was low.

Chapter Two

Literature Review

2.0 Introduction

This chapter aimed to evaluate existing and related literature on job security and employee retention in private secondary schools in Kiryandongo District. The literature primarily focuses on the level of Job security among employees in Private secondary schools, the level of employee retention as well as the relationship between Job security and employee retention in Private Secondary schools in Kiryandongo District.

2.1.0 Theoretical Review

Perceived Organisational Support (POS) Theory was developed by Eisenberger, et al. (1986). The theory posits that employees develop general beliefs regarding the extent to which their organisations value their contributions and care about their wellbeing. According to Satardien, et al. (2019), employees who perceive a high level of organisational support are more likely to feel appreciated and valued by their employers. Similarly, Boateng (2014) argued that employees perceive their organisations as supportive when they receive rewards and benefits beyond their formal contractual agreements. These perspectives suggest that supportive organisational practices create positive employee perceptions that influence workplace attitudes and behaviours.

The literature consistently demonstrate that perceived organisational support contributed to positive employee outcomes. Several studies indicate that supportive work environments reduced workplace stress, strengthened employee wellbeing, and enhanced retention. For example, Rai et al. (2017) observe that socio-emotional support mechanisms within organisations help employees cope with workplace tensions and challenges. Likewise, Gallup (2013) reports that organisations that create conducive work environments experience lower employee turnover and reduced recruitment costs because employees were more willing to remain with supportive employers. These findings suggest that employees who perceive support from their organisations are more likely to develop a sense of belonging and commitment, thereby reducing their intentions to leave.

The positive influence of POS on employee attitudes and behaviours is further supported by studies grounded in social exchange relationships. Park et al. (2016) found that employees who perceive organisational support develop stronger feelings of obligation toward organisational goals and become more willing to reciprocate through positive work behaviours. Similarly,

Rhoades and Eisenberger (2002) report that employees who receive support from their organisations demonstrate greater accountability and commitment to their responsibilities. These findings support the central proposition of POS theory that employees respond to favourable treatment by developing positive attitudes and behaviours that benefit the organisation.

A number of empirical studies also establish a relationship between perceived organisational support and key employee outcomes such as creativity, commitment, performance, engagement, and retention. For instance, Shantz et al. (2016) found that employees who perceive high organisational support exhibit greater creativity in their work. Gupta et al. (2016) similarly report a positive association between organisational support and employee commitment, while Shantz et al. (2017) found that supportive organisational environments contribute to improved employee performance. Collectively, these studies suggest that POS serves as an important organisational resource that enhance employees' willingness to contribute to organisational success.

Recent studies expand the understanding of POS by examining its influence on employee engagement, stress management, and retention. Canboy (2023) investigates the impact of perceived organisational support on work meaningfulness, engagement, and perceived stress among employees in France. The study found that POS strengthened the positive relationship between work meaningfulness and employee engagement while simultaneously reducing workplace stress. The findings suggest that organisational support functions as an important extrinsic motivator that complement employees' intrinsic motivation and contribute to positive workplace experiences.

Similarly, Nargotra (2023) examined the influence of perceived organisational support on employees' intention to stay in an organisation and assessed the mediating role of employee engagement. The study reveals that POS has a significant positive effect on employees' intention to stay and that employee engagement partially mediates this relationship. The findings indicate that employees who perceive greater organisational support are more likely to remain with their organisations because supportive practices fostered higher levels of engagement and attachment.

The findings of Canboy (2023) and Nargotra (2023) were consistent with earlier studies by Park et al. (2016), Rhoades and Eisenberger (2002), Gupta et al. (2016), and Vatankhah et al. (2017), which all suggested that organisational support positively influenced employee

attitudes and behaviours. However, the studies differed in terms of their specific focus. While Canboy (2023) concentrated on engagement and stress reduction, Nargotra (2023) focused on employee retention through engagement. Similarly, Gupta et al. (2016) examined commitment, Shantz et al. (2016) investigated creativity, and Vatankhah et al. (2017) focused on performance outcomes. These differences indicated that POS affected multiple dimensions of employee behaviour and organisational effectiveness.

Despite the widespread agreement regarding the positive effects of POS, several limitations were evident in the reviewed literature. Most studies were conducted in corporate organisations and in contexts outside Uganda, particularly in developed countries. Consequently, the findings might not have been directly applicable to educational institutions operating in developing-country contexts. Furthermore, many studies focused on broad outcomes such as engagement, commitment, stress reduction, performance, and intention to stay, with limited attention given to the specific organisational support practices that influenced employee retention among teachers. There was also limited empirical evidence regarding how factors such as autonomy, participation in decision-making, collegial relationships, effective school management, and supportive workplace environments influenced retention within private secondary schools.

Therefore, although existing literature provide substantial evidence that perceived organisational support contribute positively to employee wellbeing, engagement, commitment, performance, and retention, a contextual and empirical gap remained. Specifically, little was known about how perceived organisational support influenced employee retention among teachers in private secondary schools in Kiryandongo District. Moreover, previous studies had not adequately examined the extent to which organisational support practices such as autonomy, involvement in decision-making, good rapport among teachers, effective school management, and supportive work environments contributed to teacher retention. This study therefore sought to fill this gap by examining the influence of perceived organisational support on employee retention among teachers in private secondary schools in Kiryandongo District.

2.1 The Level of Job Security in Schools

The literature consistently suggested that job security positively influenced employee retention and organisational commitment. Kaliyamoorthy et al. (2018) argued that job security served as a critical factor in strengthening the relationship between employers and employees. The authors noted that employees were more likely to leave organisations when they perceived uncertainty regarding the continuity of their employment. Similarly, studies indicated that

employees who felt secure in their jobs were more likely to remain motivated, productive, and committed to achieving organisational goals. These findings implied that job security functioned as a psychological assurance that encouraged employees to maintain long-term relationships with their employers.

Several empirical studies supported the relationship between job security and employee retention. Gharib et al. (2017) examined factors influencing employee retention in private Syrian companies during a period of crisis. The study investigated the effects of training and professional development, organisational reward systems, job security, and job satisfaction on employee retention. The findings revealed that job security, reward systems, and job satisfaction significantly influenced employee retention, whereas training and professional development did not have a significant effect. Furthermore, the study established that job satisfaction exerted a stronger influence on retention than job security and reward systems. These findings suggested that while job security was an important determinant of retention, its effectiveness could be enhanced when combined with other motivational factors such as job satisfaction.

Similarly, Abolade (2018) examined factors responsible for job insecurity and employee turnover among employees in financial institutions in Nigeria. The study found that employees perceived job insecurity as a threat to their continued employment and that feelings of insecurity negatively affected employee performance and commitment. The findings suggested that employees were more likely to achieve organisational objectives when they felt secure in their jobs. The study therefore reinforced the argument that job security played an important role in reducing employee turnover and enhancing employee retention.

Additional evidence regarding the importance of job security was provided by Imasuen (2023), who examined the effect of job security on lecturers' job performance at Edo State Polytechnic in Nigeria. The findings revealed that job security, job satisfaction, and employee development positively and significantly influenced lecturers' performance. The study recommended that institutions provide permanent employment opportunities to employees in order to improve performance and organisational commitment. Although the study focused primarily on employee performance rather than retention, its findings highlighted the importance of employment stability in fostering positive employee attitudes and behaviours.

The reviewed studies generally agreed that job security positively influenced employee outcomes such as retention, commitment, performance, and job satisfaction. For example,

Gharib et al. (2017) linked job security directly to employee retention, while Abolade (2018) associated job security with reduced turnover intentions and improved organisational performance. Likewise, Imasuen (2023) demonstrated that job security contributed positively to employee performance. Collectively, these findings suggested that employees who perceived greater employment stability were more likely to remain committed to their organisations and less likely to seek alternative employment opportunities. However, the reviewed studies differed in terms of their contexts, objectives, and populations. Gharib et al. (2017) focused on employees in Syrian private companies during a period of economic crisis, while Abolade (2018) examined employees in Nigerian financial institutions. Similarly, Imasuen (2023) concentrated on lecturers in a tertiary institution in Nigeria. These differences indicated that the influence of job security may vary across organisational settings and employee categories. Furthermore, most of the studies focused on employee retention, turnover, or performance in corporate and higher education institutions rather than private secondary school environments.

Despite the substantial evidence supporting the importance of job security, several limitations were evident in the existing literature. Most studies were conducted outside Uganda and within contexts that differed significantly from private secondary schools. In addition, many studies examined job security alongside other organisational variables such as rewards, job satisfaction, employee development, and organisational performance, providing limited insight into the specific level of job security experienced by teachers in private secondary schools. Consequently, the applicability of these findings to private secondary schools in Uganda remained uncertain.

Therefore, although previous studies demonstrated that job security positively influenced employee retention, commitment, job satisfaction, and performance, a contextual and empirical gap remained. Specifically, limited evidence existed regarding the level of job security among teachers in private secondary schools in Uganda, particularly in Kiryandongo District. Furthermore, little was known about how teachers' perceptions of employment stability influenced their retention within private secondary schools. This study therefore sought to fill this gap by examining the level of job security and its influence on employee retention among teachers in private secondary schools in Kiryandongo District.

2.2 The Level of Employee Retention in Private Secondary Schools

A growing body of research has highlighted employee retention as a critical factor in organisational effectiveness and long-term sustainability. Saravanan and Sruthi (2017) argued

that employees' knowledge, skills, and competencies constitute valuable organisational assets that contribute significantly to competitive advantage. Consequently, organisations have increasingly focused on creating work environments that encourage employees to remain committed and loyal to their institutions. The authors further noted that maintaining employee satisfaction remains one of the greatest challenges faced by employers seeking to reduce turnover and improve organisational stability.

Within the education sector, concerns about retaining qualified teachers have attracted considerable scholarly attention due to persistent teacher shortages in many countries. Kotze et al. (2020) explored factors associated with the retention of quality teachers in selected private schools in Johannesburg, South Africa. The study established that teacher retention was influenced by multiple factors, including remuneration, flexible working arrangements, the work environment, and managerial practices. These findings suggested that teacher retention is a multifaceted phenomenon influenced by a combination of organisational and individual factors rather than a single determinant.

Similar observations were reported by Garcia et al. (2021), who investigated factors influencing teacher attrition in the United States. The study found that stronger teacher voice, supportive work environments, higher teacher morale, and fewer school-related challenges significantly reduced teacher attrition. In addition, salary and returns to experience were negatively associated with teacher attrition. The findings underscored the importance of supportive organisational practices in promoting teacher retention and reducing turnover intentions.

Employee retention has also been examined from broader human resource management perspectives. Stangrecka and Bagienska (2019) investigated the relationship between human resource management practices, interpersonal trust, collaboration, and innovation in Poland. The study found that competency development opportunities, team interdependence, and group rewards significantly enhanced interpersonal trust among employees. Although the primary focus was innovation and collaboration, the findings suggested that supportive organisational practices strengthen employee commitment and increase the likelihood of retention.

Likewise, Lu et al. (2017) examined the moderating effect of job security on the relationship between job demands and employee performance in Austria and Hungary. The study demonstrated that employees performed better under demanding work conditions when they

perceived greater job security. These findings implied that employment stability contributes not only to performance but also to employees' willingness to remain with their organisations.

Research conducted within educational institutions has further revealed the importance of organisational and personal factors in influencing teacher retention. Mbiu (2019) investigated factors affecting teacher retention in private primary schools in Kenya and found that work experience, age, and marital status positively influenced retention. The study also revealed that many teachers lacked professional, social, and spiritual mentorship support. These findings pointed to the importance of supportive relationships and career guidance in enhancing teachers' willingness to remain within educational institutions.

Evidence from Uganda further demonstrated the importance of retention-related practices in organisational settings. Atuhaire (2023) examined the influence of employee retention strategies on job performance at Bishop Stuart University in Mbarara District. The findings revealed that job security, career development, and competitive rewards positively influenced employee performance. The study concluded that retention strategies play a significant role in improving employee outcomes and organisational effectiveness.

Further insights were provided by Ngwenya (2021), who examined the working conditions of urban teachers in Zimbabwe. The study found that favourable working conditions attracted, developed, and retained qualified teachers, while poor working conditions contributed to absenteeism, turnover, moonlighting, and attrition. Teachers identified inadequate remuneration, excessive workloads, limited resources, and restricted career development opportunities as major challenges affecting their commitment to the profession. The findings suggested that improving teachers' working conditions could enhance both retention and job performance.

Although these studies were conducted in different contexts, they collectively suggested that employee retention is influenced by several interconnected factors, including remuneration, job security, working conditions, professional development opportunities, managerial support, employee participation, and organisational climate. Studies by Kotze et al. (2020), Garcia et al. (2021), and Ngwenya (2021) particularly emphasized the role of supportive working environments in retaining teachers, while Atuhaire (2023) and Lu et al. (2017) highlighted the importance of retention strategies such as job security and career development. The findings

therefore demonstrated that employee retention extends beyond financial rewards and encompasses broader organisational support mechanisms.

While previous studies have contributed significantly to understanding employee retention, a number of limitations remain evident. Most of the studies were conducted in developed countries or in contexts that differ considerably from private secondary schools in Uganda. Furthermore, some studies focused on employee performance, innovation, collaboration, or attrition rather than directly assessing the level of employee retention. Others were undertaken in universities, private companies, financial institutions, or primary schools, making it difficult to generalise their findings to private secondary schools.

These contextual and methodological differences revealed a need for further research within the Ugandan secondary school environment. In particular, limited empirical evidence existed regarding the level of employee retention among teachers in private secondary schools in Kiryandongo District. Moreover, little was known about how organisational support and job security influence teacher retention within these institutions. This study therefore sought to address this gap by examining the level of employee retention among teachers in private secondary schools in Kiryandongo District.

2.3 The Relationship between Job Security and Employee Retention in Private Secondary Schools

Job security had long been regarded as a fundamental determinant of employee attitudes and retention behaviour. It referred to employees' perception of stability and continuity in their employment relationship, particularly the assurance that their jobs and income would be maintained over time. Empirical studies had consistently shown that job insecurity was negatively associated with employees' psychological attachment to their organisations, thereby influencing their willingness to remain in employment (Sverke et al., 2002; De Witte, 2005; Shoss, 2017).

Across different contexts, research had shown that job security played a central role in shaping employee retention and related work attitudes. A number of studies had demonstrated that employees placed high value on employment stability, often considering it more important than other workplace benefits. For instance, Ali and Alani (2017) found that employee turnover in Oman's private sector was largely driven by dissatisfaction with salary structures, allowances, and promotion systems, where perceived insecurity in employment conditions contributed to employees' decisions to leave. Similarly, Alif et al. (2017) reported that job security and career

development were positively associated with employee loyalty in luxury resorts in Malaysia, suggesting that both financial and non-financial forms of stability influenced employees' attachment to organisations.

When these findings were considered together, they indicated that job security functioned as part of a broader set of retention determinants rather than an isolated factor. In particular, employment stability appeared to interact with career development opportunities, compensation structures, and organisational fairness to shape employees' commitment levels. However, both studies were conducted in non-educational and non-African contexts, limiting their applicability to secondary school environments in developing countries.

Further evidence from a broader theoretical and empirical base reinforced the importance of job security in shaping employee work attitudes. Hur (2022), through a systematic review and meta-analysis, established that job security was strongly associated with job satisfaction and organisational commitment across both public and private sector studies. The review suggested that job security remained a critical psychological factor even in modern labour markets characterised by flexible and contractual employment arrangements. However, because the study relied on aggregated secondary data, it did not provide context-specific insights into how job security influenced retention behaviours in particular organisational settings such as schools.

Within the education sector, job security had also been indirectly linked to teacher retention outcomes. Lazcano et al. (2022) found that supportive leadership and trust-based school environments increased novice teachers' intention to remain in schools in Chile. Although the study focused on instructional leadership rather than job security directly, its findings implied that perceived stability and organisational support contributed to teachers' retention decisions. However, the qualitative nature of the study and its small sample size limited the generalisability of its conclusions.

In a related perspective, Abubakar (2023) found that while salary increases improved job satisfaction among academic staff in Nigeria, employees also emphasised the importance of job security, workload balance, and career development. This suggested that financial incentives alone were insufficient to guarantee employee satisfaction and retention. However, the study focused on job satisfaction rather than retention behaviour, making it less direct in explaining how job security influenced employees' decisions to remain in organisations.

Evidence from the African context provided further support for the role of job security in retention outcomes. Zakumumpa et al. (2023) found that job security was the most significant factor influencing retention among health workers transitioned from donor-funded programmes to government payroll in Uganda. The study revealed that permanent and pensionable employment terms enhanced retention by providing financial certainty and long-term career assurance. While the findings were highly relevant to the Ugandan context, they were drawn from the health sector rather than education, limiting sectoral transferability.

Similarly, Umosen (2019) established a significant positive relationship between job security and teacher retention in private secondary schools in Nigeria. The study showed that teachers who perceived higher levels of job security were more likely to remain in their schools. However, the study was conducted in a different national context with a larger sample size, raising questions about its direct applicability to smaller private secondary school settings in Uganda.

When the findings across these studies were compared, a clear pattern emerged: job security consistently influenced employee retention either directly or indirectly through related outcomes such as job satisfaction, commitment, and loyalty. However, variations in context, sector, and methodology suggested that the strength and expression of this relationship differed across organisational environments. Studies conducted in corporate, hospitality, health, and higher education settings tended to emphasise different mechanisms through which job security operated, indicating that its impact was context-dependent.

Despite this general agreement, several limitations were evident in the literature. First, a considerable number of studies had been conducted outside the education sector, limiting their relevance to teacher retention. Second, many studies focused on related constructs such as job satisfaction, loyalty, or organisational commitment rather than directly measuring retention behaviour. Third, few studies had examined job security within private secondary schools in developing-country contexts, particularly in Uganda. Finally, existing studies had largely relied on either qualitative or macro-level secondary data, with limited mixed-methods evidence capturing both levels of job security and its relationship with retention.

Therefore, although existing literature had established job security as an important determinant of employee attitudes and retention-related outcomes, there remained limited context-specific empirical evidence regarding its relationship with teacher retention in private secondary schools in Uganda. In particular, little was known about the level of job security experienced

by teachers and how this influenced their decision to remain in private secondary schools in Kiryandongo District. This study therefore sought to address this gap by examining the relationship between job security and employee retention among teachers in private secondary schools in Kiryandongo District.

Conclusion

Objective 1: Gap on the level of employee retention

The reviewed literature established that job security positively influences employee outcomes such as retention, organisational commitment, job satisfaction, and performance. However, most of the reviewed studies were conducted outside Uganda and focused on employees in corporate organisations, financial institutions, and tertiary institutions. Consequently, limited empirical evidence exists regarding the level of job security experienced by teachers in private secondary schools, particularly in Kiryandongo District. Furthermore, previous studies largely examined job security as a predictor of employee outcomes without specifically assessing its prevalence among teachers within the private secondary school context. This contextual and empirical gap necessitated the present study, which sought to establish the level of job security among teachers in private secondary schools in Kiryandongo District.

Objective 2: Gap on the level of job security

The reviewed literature therefore revealed a contextual and empirical gap regarding the level of employee retention in private secondary schools in Uganda, particularly in Kiryandongo District. Although previous studies identified factors associated with employee retention, limited evidence existed on the extent to which teachers are retained within private secondary schools in the district. Consequently, the actual level of employee retention among teachers in private secondary schools in Kiryandongo District remained unclear. This study was therefore undertaken to establish the level of employee retention among teachers in private secondary schools in Kiryandongo District.

Objective 3: Gap on the relationship between job security and employee retention.

Although existing literature established that job security is an important determinant of employee retention and related outcomes such as job satisfaction, organisational commitment, and employee loyalty, significant gaps remained. Most of the reviewed studies were conducted outside Uganda and in sectors such as hospitality, healthcare, corporate organisations, and higher education institutions. In addition, several studies examined retention-related outcomes indirectly rather than directly investigating the relationship between job security and employee

retention. Furthermore, the findings varied across contexts, suggesting that the strength and nature of the relationship may differ depending on organisational and environmental factors. Consequently, limited empirical evidence existed regarding the relationship between job security and employee retention among teachers in private secondary schools in Uganda, particularly in Kiryandongo District. This contextual and empirical gap necessitated the present study, which sought to establish the relationship between job security and employee retention among teachers in private secondary schools in Kiryandongo District.

In addition, the literature showed a lack of studies that directly examined both the level and relationship between job security and employee retention within the Ugandan private secondary school context. This gap highlighted the need for further empirical investigation in order to generate context-specific evidence that could inform policy and practice in education management.

It was therefore against this background that the present study was conducted to examine the relationship between job security and employee retention among teachers in private secondary schools in Kiryandongo District. The study was anchored on the Perceived Organisational Support Theory (POS) and involved a target population of 247 respondents drawn from 24 private secondary schools in the district.

Chapter Three

Methodology

3.0 Introduction

This chapter presents the methods that served as the basis for this study. It covers the research design, study population, sample size and selection, sampling techniques, data collection methods, data collection instruments, procedure of data collection, reliability and validity of instruments, data analysis, measurement of variables and ethical considerations for the study.

3.1 Research Approach

The study used both quantitative and qualitative orientations. This was because a quantitative orientation alone may not have been adequate enough to collect the data that should be solely relied upon. Odiya (2009) maintained that quantitative approach emphasises objectivity rather than subjectivity, especially in real life situations, since the establishment of every truth involves judgement of the current situation. He further observed that not all social facts could be quantified, nor were all of them universal. Therefore, the quantitative approach was not useful in all situations, hence the need for both quantitative and qualitative orientations (Odiya, 2009). The quantitative technique was used for numerical data from teachers in selected private schools to examine the relationship between job security and employee retention, while qualitative technique was used alongside it to collect data that could not be quantified, such as the word-based interpretative data gathered from interviews from school administrators and the District Education Officials.

3.2 Research Design

This study adopted a cross sectional survey research design. A cross-sectional survey research design was chosen, targeting all the teachers in the 24 selected private secondary schools. It allowed data to be recorded in a snapshot. Additionally, this design enabled data to be collected from a large sample size within a specific timeframe and provided a detailed description of the respondents' opinions, views and perceptions regarding job security and employee retention. A

cross sectional design was suitable for establishing the prevalence of a phenomenon across the whole population to be studied from a sampled population (Odiya, 2009).

3.3 Study Population

Kiryandongo district has a total of 24 private secondary schools in the district. The study considered only 15 private secondary schools as a representative of the total private schools. The population of the study comprised 247 respondents, consisting of 230 teachers, 15 Headteachers, one District Education Officer, and one District Inspector of Schools in Kiryandongo District.

3.4 Sample Size and Selection Technique

The sample size comprised 160 respondents from the population of 247 respondents, determined according to Krejcie and Morgan (1970) table for determining sample size from a given population. Table 3.1 summarised the breakdown of the appropriate sample sizes of the study. The sample was determined using two stage-cluster sampling. In the first stage, the schools were clustered by ownership, specifically privately-owned secondary schools. In stage two, the schools were sampled according to their age of existence, selecting one old school from each category and one new school in the same manner.

However, since there were 24 private schools in Kiryandongo District, only 15 private schools were selected as a representative of the schools. Headteachers, DEO (District Education Officer) and DIS (District Inspector of Schools), were selected through purposive sampling for interviews, while simple random sampling was used to select teachers from the 15 private schools in Kiryandongo district (Table 3.1). Head teachers were involved because they worked directly with teachers in the schools as their immediate supervisors. The DEO and the DIS covered a wider geographical scope in their jurisdiction compared to the Headteachers. They monitored the quality of teaching and learning in the district and had data on teacher turnover from different schools in the district. The teachers in private schools were chosen as key informants in the study, as they were knowledgeable about the level of job security and employee retention in their schools.

Table 1: Sample Size Determination (see appendix A)

S/N	Category of Respondents	Study Population	Sample Size	Sampling Techniques
1	Teachers	230	144	Simple random sampling
2	Headteachers	15	14	Purposive sampling
3	District Education Officer	01	01	Purposive sampling
4	District Inspector of Schools	01	01	Purposive sampling

		247	**160**	

Source: *Kiryandongo District Planning Office Estimates (2022)*

3.5 Data Collection Methods

The researcher used a questionnaire survey and interview techniques to collect primary data from the selected private secondary schools in Kiryandongo District. The choice of the questionnaire survey technique was based on the fact that the majority of the sampled population were literate, making the technique appropriate for collecting data from the study population. Secondly, since the sampled population was large, this technique was used to save time. On the other hand, the interview technique was suitably used to gain control over the line of questioning. Similarly, it was effectively used to obtain information that could not be directly observed.

3.5.1 Questionnaire Survey Method

The questionnaire survey method was used to collect data from teachers on job security and employee retention in selected private secondary schools in Kiryandongo district, as they were the key informants. The method was suitable for the study because people always preferred privacy and anonymity (Peil, 1995). The method was also chosen because it allowed the researcher to cover a wider geographical area of study. It was preferred since majority of the respondents were educated. Additionally, gathering data from a large sample of respondents using the questionnaire survey method enabled the collection of substantial information in a short timeframe, making it a valuable time-saving approach (Oso and Onen, 2009).

3.5.2 The Interview Method

The interview method was used to collect qualitative data. The method was used to draw responses from the DEO, DIS, and Headteachers. This method was preferred because it provided opportunities for the researcher to ask probing questions and explore more in-depth responses from the respondents. It was also chosen because it provided for immediate feedback to the researcher, as it involved person-to-person interaction (face to face), (Kumar, 2005).

3.6 Data Collection Instruments

The researcher used the questionnaires and interview guides as the data collection instruments.

3.6.1 Questionnaire

The researcher used closed-ended and self-constructed questionnaires, where a set of related questions were asked to elicit responses from the respondents (See Appendix B). The binary

scale type questionnaire was used to collect primary data from teachers in selected secondary schools in Kiryandongo district. It was preferred because it provided ease of use in coding, fewer computations and less computational errors. The questionnaires consisted of a series of statements about which respondents indicated their level of agreement or disagreement by ticking the appropriate alternative point for each statement. The questionnaires were considered valid when a reliable and acceptable level of agreement of ≥0.70 (Hendriks, 2015) was achieved. The questionnaire was chosen because most people preferred complete privacy and anonymity in giving responses.

3.6.2 Interview Guide

The interview guides were administered using open-ended questions (See Appendix C and D). They were self-constructed and used to collect primary data on the level of job security and the level of employee retention from the DEO, DIS, Headteachers. The interview guide provided opportunity to the researcher to learn the experiences and perceptions of the respondents on job security and employee retention and to receive immediate feedback from them. By probing and exploring further into the responses, the researcher hoped to guarantee the reliability of the data collected (Odiya, 2009)

3.7 Data Quality Control

3.7.1 Validity of the research instruments

The researcher established the content validity of the instruments using CVI (Content validity index) for the main variables independent (job security) and dependent variables (employee retention) ensuring they conformed to the conceptual framework of the study. Expert judgement from a panel of expert was sought to evaluate the representativeness of the items in relation to the content domain. The judges' opinions on the relevance, wording and clarity of the items in the instruments were solicited, and validation of the question items was conducted. The Validation process focused on clarity, completeness and relevance of the questions in relation to the study constructs. The content validity was tested through inter judge informed judgements with two research assistants, trained to assist in data collection process. Each judge rated the items on a two-point rating scale of Relevant (R) and Irrelevant (IR). According to Amin (2005), a CVI of 0.7 and above was accepted for research. Therefore, the formula used to calculate CVI was; CVI = n/N Where: n = number of items rated as relevant N= Total number of items in the instrument.

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

The quality of qualitative data was ensured through the principles of trustworthiness as highlighted by Ahmed (2024), namely credibility, transferability, dependability, and confirmability. Credibility was enhanced through the use of well-structured interview guides aligned with the study objectives, probing during interviews, and member checking to verify the accuracy of participants' responses. Transferability was achieved by providing detailed descriptions of the study context, participants, and research procedures to enable readers to determine the applicability of the findings to similar settings.

Dependability was ensured through maintaining a consistent data collection and analysis process. Detailed records of interview schedules, field notes, transcripts, coding procedures, and analytical decisions were maintained to create an audit trail. Confirmability was enhanced through audio recording interviews, verbatim transcription, and systematic analysis of the data to ensure that findings were grounded in participants' experiences rather than researcher bias. In addition, peer review and consultation with research supervisors were undertaken to verify interpretations and strengthen the trustworthiness of the findings. These measures ensured the rigor, credibility, and overall quality of the qualitative data collected for the study.

3.7.2 Reliability

Cronbach's alpha reliability co-efficient was used to test reliability. The coefficient alpha was an appropriate measure of variance "attributable to subjects and variance attributable to the interaction between subjects and items". The coefficient alpha or Cronbach's alpha was used as a measure of internal reliability. A Cronbach's alpha of 0.60 was considered the minimum acceptable level (Zikmund et al., 2010; Hair et al., 2010).

3.8 Administration Procedure

The research proposal was submitted to Gulu University for approval. Upon approval and successful defense of the proposal, the researcher obtained an introductory letter from the Faculty of Education and Humanities authorizing the conduct of the study. For quantitative data collection, questionnaires were administered to selected respondents with the assistance of two trained research assistants who also participated in the pre-testing of the instruments. The validated questionnaires were distributed to respondents after obtaining their informed consent and assuring them of confidentiality, anonymity, and voluntary participation. The completed questionnaires were collected after three days and checked for completeness and accuracy. The

collected data were edited and coded to minimize errors before analysis. Upon completion of the data collection exercise, respondents were debriefed on the purpose of the study, given an opportunity to seek clarification on any issues related to the research, and thanked for their participation and contribution to the study.

3.9 Data Analysis and Management

3.9.1 Quantitative data analysis

Upon completion of data collection, the quantitative data were screened, coded, cleaned, and entered into the Statistical Package for Social Sciences (SPSS) version 26 for analysis. Data cleaning involved checking the completed questionnaires for completeness, consistency, and possible errors before analysis. The data were analysed at three levels: univariate, bivariate, and multivariate.

At the univariate level, descriptive statistics, including frequencies, percentages, and means, were used to summarise and present the characteristics of the data. At the bivariate level, Pearson's correlation coefficient was used to determine the strength and direction of the relationship between the independent variable (IV), job security, and the dependent variable (DV), employee retention, among teachers in private secondary schools in Kiryandongo District. At the multivariate level, linear regression analysis was conducted to establish the predictive effect of job security on employee retention. The regression analysis examined the extent to which variations in job security predicted variations in employee retention.

3.9.2 Qualitative data analysis

For the qualitative data, audio-recorded interviews were transcribed verbatim and reviewed for accuracy. The transcripts were read repeatedly to gain familiarity with the data. Using thematic analysis, meaningful statements and ideas were identified and coded according to the study objectives. Similar codes were grouped into categories, from which key themes and sub-themes emerged. The themes were then interpreted and presented narratively, supported by selected verbatim quotations from participants. The qualitative findings were used to complement, explain, and enrich the quantitative results obtained from the questionnaires.

3.10 Ethical Considerations

The researcher maintained a high level of ethics throughout the whole research process. Materials obtained from other sources, such as journal articles, books and book chapters among

others were acknowledged. The researcher obtained written consent from all respondents that participated in the study through the consent form attached (see Appendix E and F). The respondents were informed by the researcher as to why and how they were chosen to participate in the study. Anonymity was ensured, and the researcher observed confidentiality while handling the responses, ensuring confident responses given were fully protected by unique identifier code for each respondent. The researcher avoided identifiers such as names and respondent information, and maintained honesty throughout the research process. Information was availed to respondents that the research would not endanger them directly or indirectly and that participation in the study was voluntary. The researcher debriefed research participants to help ensure that the participants were fully restored to the condition in which they were prior to their involvement in the study, and were informed of the details they may not have known prior to their participation in the study to elevate the level of transparency by individual researchers. During data management and analysis, the findings of the study were associated with respondents through a coding system. Data was disseminated through stakeholder workshops, public lectures, journal publication, and community engagement plans.

Chapter Four

Presentation, Analysis, and Interpretation

4.0 Introduction

This chapter presents, analyses, and interprets the data collected from respondents on job security and employee retention in private secondary schools in Kiryandongo District. It primarily aims to determine the level of employee retention, to examine the level of job security, and to establish the relationship between job security and employee retention. The chapter also presents the response rate and demographic characteristics of the respondents, followed by the quantitative and qualitative findings of the study.

Table 4.0: Response Rate of Respondents

S/N	Category of Respondents	Targeted Responses	Actual Responses	Response Rate (%)
1	Teachers	144	144	100
2	Headteachers	14	14	100
3	District Education Officer	01	01	100
4	District Inspector of Schools	01	01	100
		160	**160**	**100**

A total of 160 questionnaires were distributed to the respondents, of which 144 were successfully completed and returned, representing a response rate of 100%. According to Amin (2005), a response rate of 70% and above is adequate for analysis and reporting. Therefore, the response rate obtained was considered satisfactory for the study.

4.1 Bio-data

Table 4.1: Bio-data of respondents

Bio-data		Frequency	Percent
Gender	Male	77	53.5%
	Female	67	46.5%
Age	24 and below	19	13.2%
	25-30 years old	71	49.3%
	31-40 years old	46	31.9%
	41-50 years old	8	5.6%

	51 and above	0	0.0%
Marital status	Married	71	49.3%
	Single	65	45.1%
	Divorced	7	4.9%
	Widowed	1	0.7%
Education level	Diploma	51	35.4%
	Bachelor's degree	88	61.1%
	Post graduate degree	5	3.5%
	Master's degree	0	0.0%
	Ph.D.	0	0.0%
Period of service	Less than 3 years	42	29.2%
	3-5 year's	71	49.3%
	6-10 year's	27	18.8%
	Above 10 years	4	2.8%

The bio-data of the respondents showed a relatively balanced gender distribution among teachers, with 53.5% males and 46.5% females as shown in Table 4.1. The majority of teachers were young, with 49.3% aged 25-30 years and 31.9% aged 31-40 years, while only 5.6% were between 41-50 years, and none were over 50 years. In terms of marital status, nearly half (49.3%) were married, and 45.1% were single. Additionally, most of the respondents were educated, with 61.1% holding a bachelor's degree, while 35.4% had diploma. However, advanced academic qualifications were limited, with only 3.5% held postgraduate degrees and none with master's or Ph.D. qualifications. Regarding their period of service, 49.3% had worked for 3-5 years, while 29.2% had less than 3 years of experience, indicating a relatively young teaching workforce with short tenures in the schools.

4.2 Level of Job Security in Private Secondary Schools

4.2.1 Degree of autonomy in work

Table 4.2: Degree of autonomy in work

Degree of autonomy in work	Yes	No	Mean	SD
Freedom to make own decisions about how to perform job	26.4%	73.6%	0.26	0.44
Given enough flexibility to work in a way that suits me best	32.6%	67.4%	0.33	0.47
Empowered to make decisions regarding the curriculum	20.7%	79.3%	0.21	0.41

Allowed to implement new teaching strategies without approval	19.1%	80.9%	0.19	0.40
Have the freedom to manage classroom as I see fit	45.7%	54.3%	0.46	0.50
Average	**28.9%**	**71.1%**	**0.29**	**0.44**

The findings presented in Table 4.2, based on responses from 144 teachers, revealed that teachers in private secondary schools generally experienced limited autonomy in their work. Only 26.4% of teachers felt they had the freedom to make their own decisions about how they performed their jobs, while a significant 73.6% disagreed, indicating a lack of control in shaping their job roles. Similarly, 32.6% of respondents reported they had sufficient flexibility to work, while 67.4% felt restricted, suggesting that most teachers were unable to adjust their work methods to fit their preferences.

In terms of decision-making authority over the curriculum, just 20.7% of teachers felt empowered to make such decisions, whereas 79.3% did not, pointing to a highly controlled environment where teachers were not involved in curricular decisions. Moreover, only 19.1% were allowed to implement new teaching strategies without seeking approval, while 80.9% reported a lack of freedom, indicating a restrictive teaching environment that limited innovation.

On a more positive note, 45.7% of teachers felt they had the freedom to manage their classrooms as they saw fit, though 54.3% still felt limited, showing that while classroom management offered more autonomy compared to other areas, it was still constrained for a significant portion of teachers.

On average, only 28.9% of teachers believed they had autonomy in doing their work while up to 71.1% felt they didn't have autonomy, suggesting that the majority of teachers felt restricted in their autonomy, particularly in decision-making related to curriculum and teaching methods as shown in Table 4.2.

According to the key informant interviews (KII), the degree of autonomy in work among teachers in private secondary schools in Kiryandongo appeared to vary, though many teachers felt moderately empowered in their roles. Teachers generally had freedom in lesson planning and instructional methods, allowing them to adjust their teaching to meet student needs. However, autonomy was often limited by the level of involvement granted by school administration. As one respondent noted, *"Teachers were allowed to manage their classes, but*

decisions on the curriculum or school policies were mostly administrative." In some schools, teachers felt more involved, especially in collaborative environments, while in others, restrictive management limited their innovation. Autonomy, where it was allowed, had a positive impact on job security and retention, as teachers with some independence felt more motivated and committed to their work.

4.2.2 Involvement in decision making

Table 4.3: Involvement in decision making

Involvement in decision making	Yes	No	Mean	SD
Regularly consulted when decisions are made that affect work	23.6%	76.4%	0.24	0.43
Opinions are valued during decision-making processes	20.3%	79.7%	0.20	0.40
Have opportunity to contribute ideas during the decision-making	23.1%	76.9%	0.23	0.42
Have a say in how resources are allocated in school	14.1%	85.9%	0.14	0.35
Involved in making decisions about professional development opportunities for teachers	17.0%	83.0%	0.17	0.38
Average	**19.6%**	**80.4%**	**0.20**	**0.40**

The results in Table 4.3, based on responses from 144 teachers, showed that teachers in private secondary schools had limited involvement in decision-making processes. Only 23.6% of teachers reported being regularly consulted when decisions that affected their work were made, while a significant 76.4% felt excluded, indicating that most teachers did not have a voice in work-related decisions. Similarly, only 20.3% of respondents felt their opinions were valued during decision-making processes, while 79.7% felt undervalued, suggesting that teacher input was not adequately considered by school management.

When it came to contributing ideas during the decision-making process, 23.1% of teachers felt they had this opportunity, while 76.9% did not, further reinforcing the perception that teacher involvement in key decisions was minimal. Even more notably, only 14.1% of teachers reported having a say in how resources were allocated in their schools, with a striking 85.9% who felt excluded from such decisions, highlighting a lack of participation in crucial resource management. Additionally, only 17.0% of teachers were involved in making decisions about professional development opportunities, while 83.0% were not, suggesting that most teachers had limited influence over their own professional growth.

On average, only 19.6% of teachers felt they were involved in decision-making, whereas 80.4% felt excluded from the process, as shown in Table 4.3. This widespread exclusion from decision-making might lead to feelings of disempowerment and dissatisfaction, which could negatively affect job satisfaction and ultimately impact employee retention.

The KII also revealed similar results on involvement of teachers in decision making in private secondary schools in Kiryandongo, where teachers had limited involvement in decision-making, while school administrations retained authority over most key policies and strategic directions. Teachers often felt their input was undervalued, with one respondent noting, *"We were mostly informed of decisions rather than contributing to them, especially on issues like school policies and planning."* Another teacher expressed a similar sentiment, saying, *"Our suggestions are rarely acted upon; decisions come from above, and we were just expected to follow."* However, it was observed that schools that allowed teachers' participation in decision-making benefited from improved morale and commitment, as teachers felt more integral to the school's direction. As one participant explained, *"In schools where teachers were included in discussions, we felt motivated to stay and support the school's goals."* This disparity suggested that involving teachers in decision-making could strengthen retention by fostering a sense of belonging and respect among staff.

4.2.3 Good relations with fellow teachers

Table 4.4: Good relations with fellow teachers

Good relations with fellow teachers	Yes	No	Mean	SD
Feel supported by your colleagues with challenges at work	82.5%	17.5%	0.83	0.38
Collaborate regularly with other teachers on lesson planning	80.3%	19.7%	0.80	0.40
Comfortable discussing work-related issues with fellow teachers	68.8%	31.2%	0.69	0.47
Able to resolve conflicts with colleagues constructively	79.4%	20.6%	0.79	0.41
There is a strong sense of teamwork among colleagues	59.2%	40.8%	0.59	0.49
Average	**74.0%**	**26.0%**	**0.74**	**0.43**

The findings in Table 4.4 revealed that the majority of the 144 teachers surveyed perceived their relationships with fellow teachers as positive and collaborative. A significant 82.5% of respondents felt supported by their colleagues when faced with challenges at work, while only 17.5% did not, suggesting a strong culture of support among teachers. Similarly, 80.3% of

teachers collaborated regularly with their peers on lesson planning, with just 19.7% who indicated otherwise, revealing a high level of cooperation in teaching tasks.

Additionally, 68.8% of teachers felt comfortable discussing work-related issues with their colleagues, while 31.2% did not, indicating that most teachers felt they could openly communicate the challenges they faced. Furthermore, 79.4% reported that they had been able to resolve conflicts with their colleagues constructively, with only 20.6% who felt unable to do so, suggesting that conflict resolution was generally effective within the teaching staff. However, a smaller majority of 59.2% felt that there was a strong sense of teamwork among colleagues, while 40.8% disagreed, highlighting a need for improvement in fostering teamwork.

On average, 74.0% of teachers reported having good relations with their fellow teachers, while 26.0% did not, as shown in Table 4.4. This positive environment of collaboration and support contributed to higher job satisfaction, which played an important role in employee retention.

Qualitative data also highlighted similar narrative on relations among teachers in private secondary schools in Kiryandongo. Results indicated that having strong relationships among teachers contributed significantly to a positive work environment, with many teachers highlighting friendship as a supportive element in their roles. One respondent shared, *"We leaned on each other because the work could become challenging, but having a team that understood made a big difference."* Another teacher commented, *"It was our relationships with each other that kept us going, even when other conditions were not favourable."* Teachers commonly relied on each other for both professional and emotional support, creating a cohesive environment that often compensated for other work-related difficulties. A participant added, *"When teachers were united, they helped each other grow, and it became easier to handle work stress."* These relationships were therefore critical in promoting a collaborative atmosphere, that boosted morale, and fostered a sense of community, which played a role in teacher retention.

4.2.4 Effective school management

Table 4.5: Effective school management

Effective school management	Yes	No	Mean	SD
School leadership communicates effectively with teachers	47.9%	52.1%	0.48	0.50
Decisions made in the best interest of both staff and students	38.9%	61.1%	0.39	0.49

School set clear expectations and reasonable demands for work	35.0%	65.0%	0.35	0.48
Leadership handles conflicts in a fair manner	56.3%	43.8%	0.56	0.50
Leadership value teachers' contributions & care about wellbeing	48.3%	51.7%	0.48	0.50
Average	**45.3%**	**54.7%**	**0.45**	**0.49**

The results presented in Table 4.5, based on responses from 144 teachers, revealed mixed perceptions regarding the effectiveness of school management in private secondary schools. 47.9% of respondents felt that school leadership communicated effectively with teachers, while a slightly higher 52.1% disagreed, indicating a communication gap between leadership and staff. Furthermore, only 38.9% of teachers believed that leadership made decisions in the interest of both staff and students, with 61.1% who felt otherwise, which suggested a lack of inclusivity in decision-making processes.

In terms of expectations and workload, only 35.0% of teachers felt that the school set clear expectations and reasonable demands for work, while a significant 65.0% disagreed, indicating that many teachers felt overworked or were unaware of their responsibilities. On a more positive note, 56.3% of teachers believed that the leadership handled conflicts in a fair manner, although 43.8% still felt there was need for improvement. Similarly, 48.3% of teachers felt that the leadership valued their contributions and cared about their well-being, but 51.7% did not, suggesting that many teachers felt undervalued by school management.

4.2.5 Supportive workplace environment

Table 4.6: Supportive workplace environment

Supportive workplace environment	Yes	No	Mean	SD
Supported by supervisors and peers in professional development	63.9%	36.1%	0.64	0.48
School provides adequate resources to perform job effectively	41.7%	58.3%	0.42	0.50
Given enough time to complete non-teaching responsibilities	20.8%	79.2%	0.21	0.41
The physical working conditions in my school are adequate	31.9%	68.1%	0.32	0.47
School fosters a supportive and collaborative work culture	57.6%	42.4%	0.58	0.50
Average	**43.2%**	**56.8%**	**0.43**	**0.47**

The results presented in Table 4.6, based on responses from 144 teachers, indicated varying perceptions regarding the level of supportiveness of the workplace environment in private secondary schools. The findings indicated that 63.9% of respondents felt supported by their supervisors and peers in their professional development, suggesting a positive aspect of the

work environment that fostered growth. However, only 41.7% believed that their school provided adequate resources to perform their jobs effectively, with 58.3% who disagreed, which indicated that many teachers struggled with insufficient resources. Additionally, only 20.8% of teachers reported they had enough time to complete non-teaching responsibilities, while a substantial 79.2% felt they did not, highlighting a critical issue of time management and workload balance. Furthermore, just 31.9% of respondents found that the physical working conditions in their school were adequate, while 68.1% asserted that improvements were needed in this area.

On a more encouraging note, 57.6% of teachers felt that their school fostered a supportive and collaborative work culture, although 42.4% did not share this sentiment, which indicated that not all staff collaborated with each other. On average, 43.2% of teachers perceived their workplace environment as supportive, while 56.8% did not, as shown in Table 4.6. The low overall perception of a supportive workplace environment negatively impacted teacher satisfaction and retention.

Based on the KII with head teachers, a supportive workplace environment was a key factor that influenced teachers' motivation and commitment. One participant noted, *"Our school tried to ensure we had what we needed, even though resources were sometimes limited. It made us feel valued."* Another explaining that *"when management listened to teachers' concerns, it boosted our morale and made us feel secured in our roles."* The presence of a supportive administration that addressed teachers' needs and encouraged open communication significantly enhanced their job satisfaction. As one teacher stated, *"The administration that genuinely supported us and backed us up in difficult situations made a big difference."* This kind of supportive environment fostered loyalty and played a critical role in reducing turnover, creating a sense of belonging and stability for teachers.

4.3 Level of Employees Retention in private secondary schools

4.3.1 High retention

Table 4.7: High retention

High retention	Yes	No	Mean	SD
Work well because I am sure of my job	54.9%	45.1%	0.55	0.50
Feel confident about the career opportunities in school	38.6%	61.4%	0.39	0.49
Involved in decision making in the school	22.0%	78.0%	0.22	0.42

Willing to work in this school for more than five years	22.5%	77.5%	0.23	0.42
School invests on staff development	79.3%	20.7%	0.79	0.41
There is effective communication and consistent feedback to staff on performance	76.2%	23.8%	0.76	0.43
Able to freely express self to the school administration	44.7%	55.3%	0.45	0.50
Colleagues offer professional aid (are supportive)	81.0%	19.0%	0.81	0.39
No teacher has resigned or left school over the past five years	61.3%	38.7%	0.61	0.49
Will not take any job opportunity that comes my way right now	63.6%	36.4%	0.64	0.48
Average	**54.4%**	**45.6%**	**0.55**	**0.45**

The results presented in Table 4.7 revealed that 54.9% of teachers felt secure in their jobs, while 45.1% did not, indicating a slight majority experienced a sense of job stability. However, only 38.6% expressed confidence about their career opportunities within the school, with 61.4% who felt uncertain, which hindered their long-term commitment and job satisfaction.

The data revealed that only 22.0% of respondents were involved in decision-making processes, and a similar 22.5% were willing to work in their current school for more than five years, underscoring a lack of engagement and future commitment. In contrast, a strong 79.3% believed their school invested in staff development, suggesting that professional growth opportunities were valued and present. Effective communication and consistent feedback regarding performance were noted by 76.2% of teachers, enhancing their sense of belonging and security.

On the supportive front, 81.0% of respondents felt their colleagues provided professional aid, indicating a collaborative work environment, while 61.3% reported no teacher had resigned or left the school in the past five years, which suggested stability within the staff. Additionally, 63.6% of teachers were unwilling to consider other job opportunities at this time, reflecting a degree of commitment to their current roles.

On average, 54.4% of teachers perceived their job security positively, while 45.6% did not. This balance highlighted that while there was a reasonable level of perceived job security, critical areas, such as involvement in decision-making and confidence in career advancement, required attention.

Similarly, the KII also revealed that high retention in private secondary schools in Kiryandongo was often linked to positive workplace practices and supportive policies that

made teachers feel valued and secure. One school leader highlighted, *"Our teachers had stayed with us for over 10 years, mainly because we prioritised their needs and tried to maintain a supportive environment."* Another respondent noted that *"schools like Kigumba Intensive and Dora Bloch retained teachers for over 20 years due to clear policies and strong regard for staff."* This long-term commitment from teachers suggested that when schools invested in fair treatment, provided job security, and created supportive environments, retention rates improved significantly, allowing schools to maintain consistent teaching quality and stable learning atmosphere.

4.3.2 Average retention

Table 4.8: Average retention

Average retention	Yes	No	Mean	SD
Easily get any information concerning job on time	53.1%	46.9%	0.53	0.50
School has clear strategies of teacher maintenance	55.2%	44.8%	0.55	0.50
Have all the needed materials to accomplish job	39.6%	60.4%	0.40	0.49
Job is almost guaranteed	29.4%	70.6%	0.29	0.46
School can help teachers realise career objectives	58.5%	41.5%	0.58	0.50
School understands employee needs	52.8%	47.2%	0.53	0.50
Job offers flexible/favourable working conditions	40.8%	59.2%	0.41	0.49
School organises induction trainings for new teachers	84.6%	15.4%	0.85	0.36
School has regard for the teachers	67.6%	32.4%	0.68	0.47
Can achieve personal goals while working in this school	54.3%	45.7%	0.54	0.50
Average	**53.6%**	**46.4%**	**0.54**	**0.48**

The findings in Table 4.8 highlighted the factors that influenced average retention among teachers in private secondary schools. A slight majority of 53.1% of teachers reported that they could easily obtain timely information related to their jobs, while 46.9% indicated challenges in this area, and suggested room for improvement in communication processes. Additionally, 55.2% of teachers believed that their schools had clear strategies for teacher maintenance, with 44.8% who disagreed, indicating that while some measures were perceived to be in place, many teachers still felt uncertain about their long-term retention.

Regarding resource availability, only 39.6% of teachers felt they had all the necessary materials to perform their jobs effectively, while 60.4% reported a lack of adequate resources, which hindered job satisfaction and productivity. Furthermore, just 29.4% of teachers believed their

jobs were almost guaranteed, and reflected a significant 70.6% who felt insecure in this aspect, which negatively impacted retention efforts.

Conversely, 58.5% of teachers felt that their schools assisted them in realizing their career objectives, indicating that professional development opportunities were acknowledged and appreciated. Similarly, 52.8% of respondents believed their school understood their needs, while 40.8% felt that their jobs offered flexible working conditions, although 59.2% perceived inflexibility, which contributed to dissatisfaction.

On a positive note, 84.6% of respondents confirmed that their schools organised induction training for new teachers, provided essential support and orientation, while 67.6% felt their schools regarded teachers positively, thus suggesting a culture of respect. Additionally, 54.3% of teachers believed they could achieve personal goals while working at their current school, while 45.7% expressed doubt.

On average, 53.6% of teachers perceived their retention positively, while 46.4% did not. This balance illustrated that, although there were positive aspects regarding retention and support, critical areas such as job security and resource availability needed attention to foster an environment conducive to long-term teacher retention in private secondary schools.

4.3.3 Low retention

Table 4.9: Low retention

Low retention	Yes	No	Mean	SD
Teachers who feel secure in their job have greater wellbeing	97.9%	2.1%	0.98	0.14
In the future school will ensure job has stimulating tasks	32.9%	67.1%	0.33	0.47
Assume that school will need my capabilities also in the future	52.4%	47.6%	0.52	0.50
Schools should improve on the working conditions	96.5%	3.5%	0.97	0.18
Confident that salary will adequately increase in the near future	33.8%	66.2%	0.34	0.48
Teachers stay in the profession when they are rewarded fairly	97.2%	2.8%	0.97	0.17
Feel confident about the career opportunities in my school	46.9%	53.1%	0.47	0.50
My position in the school will become more important	33.1%	66.9%	0.33	0.47
Can easily leave this job in case I get better offers	88.2%	11.8%	0.88	0.32
There is a lot of work to do	97.2%	2.8%	0.97	0.17
Average	**67.6%**	**32.4%**	**0.68**	**0.34**

The findings in Table 4.9 addressed the factors that contributed to low retention among teachers in private secondary schools. A staggering 97.9% of teachers agreed that job security was linked to greater well-being, highlighting the critical importance of security in their roles. Conversely, only 32.9% believed that their school would ensure stimulating tasks in the future, while 67.1% disagreed, which indicated potential dissatisfaction with job roles and responsibilities.

Moreover, 52.4% of teachers felt that their skills would still be needed in the future, reflecting a mixed perception regarding their value to the school. Despite this, 96.5% strongly believed that working conditions needed improvement, underscoring widespread concerns about their current environment. Additionally, only 33.8% of respondents were confident that their salaries would see adequate increases in the near future, while 66.2% did not share this optimism.

With retention factors, 97.2% of teachers indicated that fair rewards were essential for them to remain in the profession, further emphasising the need for better compensation. In contrast, 46.9% felt confident about career opportunities within their school, leaving a notable 53.1% who felt uncertain about their future prospects. Moreover, only 33.1% believed their positions would become more significant in the future, with a considerable 66.9% who never expected any enhancement in their roles.

A significant 88.2% of teachers felt they could easily leave for better job offers, which posed a serious risk for retention. Finally, 97.2% acknowledged that there was a substantial amount of work to be done, suggesting a recognition of the challenges they faced in their roles.

On average, 67.6% of teachers expressed concerns regarding their retention, while 32.4% did not share these worries. These results illustrated a critical need for schools to address job security, improve working conditions, enhance compensation, and provide stimulating tasks to foster a more supportive and engaging work environment that encouraged teachers to stay in their positions.

4.4 Relationship between job security and employee retention in private secondary schools

4.4.1 Bivariate analysis

Table 4.10: Pearson correlation coefficient

	1	2	3	4	5	6

Autonomy=1	1					
Decision=2	0.695**	1				
Relation=3	0.333**	0.385**	1			
School management=4	0.477**	0.427**	0.313**	1		
Supportive environment=5	0.368**	0.363**	0.369**	0.629**	1	
Retention=6	0.359**	0.302**	0.344**	0.743**	0.742**	1

The Pearson Product Moment Correlation Coefficient was used to establish the relationship between the dimensions of job security and employee retention in private secondary schools in Kiryandongo District. The dimensions of job security examined included autonomy, participation in decision-making, workplace relations, school management, and supportive work environment.

The findings revealed a significant positive relationship between autonomy and employee retention ($r = 0.359$, $p < 0.01$). This suggests that employees who enjoy greater independence and discretion in carrying out their duties are more likely to remain in their respective schools. The results further indicated a significant positive relationship between participation in decision-making and employee retention ($r = 0.302$, $p < 0.01$), implying that employees who are involved in decisions affecting their work are more likely to feel valued and committed to their institutions.

Similarly, workplace relations were found to have a significant positive relationship with employee retention ($r = 0.344$, $p < 0.01$). This finding suggests that positive interpersonal relationships among staff members contribute to a supportive work environment, foster a sense of belonging, and enhance employees' willingness to remain in the organization.

The study also established a strong positive relationship between school management and employee retention ($r = 0.743$, $p < 0.01$). This indicates that effective leadership, clear communication, and supportive management practices play a critical role in retaining employees.

Employees who perceive school management as fair, supportive, and responsive are more likely to remain committed to their institutions.

In addition, a significant positive relationship was found between a supportive work environment and employee retention ($r = 0.742$, $p < 0.01$). This implies that the provision of adequate resources, professional support, and favourable working conditions enhances employees' job security and encourages them to remain with their employers.

Overall, the findings demonstrated that all dimensions of job security were positively and significantly related to employee retention. Among the dimensions examined, school management ($r = 0.743$) and supportive work environment ($r = 0.742$) exhibited the strongest relationships with employee retention. Since all the correlation coefficients were positive and statistically significant at the 0.01 level, the null hypothesis (H_0), which stated that there is no significant relationship between job security and employee retention in private secondary schools in Kiryandongo District, was rejected. The alternative hypothesis (H_1) was therefore accepted. The study consequently concluded that improvement in job security is associated with increased employee retention in private secondary schools in Kiryandongo District.

4.4.2 Multivariate analysis

Table 4.11: Multiple linear regression analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% CI for B	
		B	**SE**	**Beta**	**t**	**Sig.**	**Lower**	**Upper**
1	(Constant)	0.634	0.058		10.924	**0.000**	0.519	0.749
	Autonomy	0.002	0.036	0.005	0.066	0.948	-0.069	0.073
	Decision	-0.048	0.036	-0.093	-1.337	0.183	-0.118	0.023
	Relation	0.039	0.034	0.063	1.164	0.247	-0.027	0.106
	School management	**0.248**	0.034	0.482	7.300	**0.000**	0.180	0.315
	Supportive environment	**0.274**	0.039	0.446	7.000	**0.000**	0.197	0.352
	R	0.828						
	R^2	0.686						
	F	59.82						

Sig.	0.000

a. Dependent Variable: Retention

A multiple regression was conducted to predict employee retention in private secondary schools from the variables of autonomy, involvement in decision-making, good relations with fellow teachers, effective school management, and a supportive workplace environment. Overall, the regression was significant, $F(5, 142) = 59.82$, $p<0.001$, indicating that the model reliably predicted retention of teachers. Of the predictors investigated, effective school management ($B=0.248$, $t=7.30$, $p<0.001$) and a supportive workplace environment ($B=0.274$, $t=7.00$, $p<0.001$) were significant predictors of retention.

The positive and significant relationship between effective school management and retention suggested that when school leadership communicated clearly, handled conflicts fairly, and valued teacher contributions, teachers were more likely to stay. This finding implied that schools investing in strong, transparent leadership practices, and inclusive decision-making could improve retention rates.

Similarly, the supportive workplace environment was a significant predictor of retention. This suggested that a school environment where teachers felt supported by both supervisors and colleagues, received professional development opportunities, and had access to adequate resources was essential to keeping teachers engaged. Schools that prioritised fostering collaboration, support, and resource availability were likely to see higher retention rates among their teachers.

However, autonomy, involvement in decision-making, and good relations with fellow teachers, were not significant predictors of retention.

Chapter Five

Discussion, Conclusions, and Recommendations

5.0 Introduction

This chapter presented the discussion of findings in relation to existing literature, followed by conclusions, recommendations, and areas for further study. The discussion was organised according to the study objectives, focusing on job security dimensions and their relationship with employee retention in private secondary schools in Kiryandongo District.

5.1 Discussion

5.1.1 The Level of Job security in Private Secondary Schools in Kiryandongo District

The study found that job security exhibited in private secondary schools in Kiryandongo district was low. It was revealed that most teachers experienced a low degree of autonomy in their work. Particularly, (26.4%) of teachers felt their freedom to make their own decisions about their job performance was restricted. Similarly, (32.6%) teachers' showed flexibility to work, implying that most teachers were unable to adjust their work methods to their preferences. In decision maki ng (20.7%) felt empowered to make such decisions, depicting a highly controlled administrative power dynamics where teachers were not involved. Similarly, on curriculum implementation, (19.1%) were able to implement new strategies, indicating a restrictive environment which limited innovativeness. Furthermore, (45.7%) of teachers

expressed freedom to manage their classes, showing limited autonomy for a significant majority of teachers. These results suggest that while a portion of teachers experience some degree of autonomy, particularly in classroom management, the overall levels of professional freedom remain low.

The limited involvement in decision-making, inflexibility in work methods, and restricted input in curriculum implementation point to a hierarchical and centralized management style. This aligns with the study conducted by Dysvik and Kuvaas (2011), who regard job autonomy as the substantive freedom employees have at work, including the discretion to decide how and when to carry out tasks, as well as whom to collaborate with in order to complete their work. It includes employees' ability to independently determine their work methods, schedules, and standards, and is often connected with job flexibility (De Spiegelaere et al., 2014). Where autonomy was allowed, it had a positive impact on job security and retention, as teachers with some independence felt more motivated and committed to their work than those who weren't. Muecke and Iseke (2019) also found that job autonomy can lead to better job performance by increasing motivation and relieving stress.

In primary and secondary schools across the United States, Park et al. (2020) conducted an extensive analysis and found that teacher involvement in instructional decision-making is significantly more strongly correlated with their commitment to the profession than it is with their job satisfaction. This lack of autonomy not only stifles innovation and responsiveness but may also contribute to diminished job satisfaction and teacher retention. To foster a more motivated and effective workforce, school leaders should consider decentralising certain responsibilities and actively involving teachers in meaningful aspects of school governance and instructional planning. In primary and secondary schools across the United States, Park et al. (2020) conducted an extensive analysis and found that teacher involvement in instructional decision-making is significantly more strongly correlated with their commitment to the profession than it is with their job satisfaction.

The study findings also revealed low levels of involvement in decision making. Only 23.6% of were regularly consulted when decisions were made that affected work, while 20.3% expressed that their opinions were valued during decision-making processes. In addition, 23.1 had opportunity to contribute ideas during the decision-making, and, 14.1% of teachers had a say on resource allocation, as well as 17.0% were involved in decisions about professional development opportunities for teachers. These findings reveal low participation in managerial

decisions. These results suggest that while a small fraction of teachers is engaged in decision-making processes, the vast majority remain excluded from key managerial decisions.

The low percentages in areas such as resource allocation and professional development indicate a top-down leadership approach that limits teacher voice and influence. This relates to a study conducted by Gemechu (2014) who investigated teachers' involvement in decision-making in government secondary schools in Jimma Town, concluded that teachers' participation was predominantly limited to classroom-related decisions, with minimal involvement in broader school-wide issues. This limited scope of participation indicates that teachers' perspectives were often overlooked in significant decision-making processes. Thus, when school management excludes teachers from discussions on policies, curricula, and operations, it can reduce their engagement (Arya, 2017). This disconnect may make teachers feel detached and less responsible for institutional goals, which can lower their morale and commitment to their work. The involvement of individuals in decision-making processes within a school facilitates their learning and enables them to recognize the organization's collective goals and objectives (Kilag et al.,2023). However, Bazirete et al. (2020) anticipate that it will also provide high-quality decisions, incorporating perspectives from individuals inside an organization throughout the decision-making process.

The study on good relations with colleagues showed that teachers generally cherished good relationships with their counterparts. While 82.5% of teachers felt supported by colleagues at work, 80.3% regularly collaborated with other teachers on lesson planning, and 68.8% were comfortable discussing work-related issues with fellow teachers. 79.4% were able to resolve conflicts with colleagues constructively, whereas, 59.2% had a strong sense of teamwork among colleagues, suggesting that while collegial relationships are generally positive, there remain areas that require further strengthening**.** For instance, although a majority of teachers collaborate and feel supported by their peers, the lower percentage (59.2%) reporting a strong sense of teamwork indicates a gap between individual support and collective cohesion**.** Similarly, while 68.8% feel comfortable discussing work-related issues, this leaves over 30% who may lack a safe or open space for professional dialogue. These findings imply that more deliberate efforts may be needed to foster inclusive, team-oriented environments where every teacher feels fully integrated and empowered to engage collaboratively.

This study aligns with Subrahmanyam (2020), who asserts that leaders who communicate openly create an environment where employees feel safe sharing their ideas. Furthermore,

leaders who emphasise transparency help foster a culture of accountability, enabling employees to clearly understand their roles and how their efforts contribute to the organization's overall goals. This awareness enhances their sense of connection to their colleagues' work, thereby reinforcing a collaborative workplace atmosphere. Effective leaders foster knowledge sharing through both formal and informal channels, promoting a culture of learning, innovation, and collaboration. This not only enhances creative problem-solving but also strengthens organizational resilience by preparing employees to adapt to challenges (Subrahmanyam et al., 2024).

Furthermore, the study also highlighted discrepancies on the availability of supportive workplace environment. While 63.9% teachers felt supported by supervisors and peers in professional development, 41% believed their school provided adequate resources to perform their job effectively. Similarly, 20.8% had enough time to complete non-teaching responsibilities, as 31.9%found the physical working conditions in their schools were adequate, and 57.6% of teachers felt that their school fostered a supportive and collaborative work culture. These results suggest that while there is a notable sense of collegial and supervisory support, particularly in professional development, there are significant gaps in the provision of material resources, time, and conducive working conditions**.** The disparity between interpersonal support and institutional support indicates that teachers may feel personally encouraged but lack the systemic and structural backing required to perform their duties effectively and sustainably. This mirrors the conclusions drawn by Badrianto and Ekhsan (2020), whose study revealed that a safe and comfortable work environment significantly enhances employee performance, as workplace elements play a crucial role in influencing output. Similarly, studies by Iis et al. (2022) and Dul and Ceylan (2011) support the notion that the work environment has a positive and significant impact on employee performance. Sihaloho and Siregar (2020) also highlighted that employee comfort at work directly affects their performance, often reflected through issues such as inconsistent work schedules, lower attendance, poor job completion, and reduced collaboration. Further supporting this, research by Yuliantari and Prasasti (2020), Nguyen et al. (2015), and Thamrin and Riyanto (2020) also confirms a strong positive correlation between a conducive work environment and employee performance.

This study also aligns with Canboy (2023) who studied the impact of perceived organizational support on work meaningfulness, engagement, and perceived stress in France, highlighting the

organisations role in boosting employee engagement and alleviating stress through supportive practices. Nargotra (2023) highlighted the importance of managers cultivating an environment of support in order to engage the employees because the engaged employees showed intense desire to stay with their organisation. Employees need psychological safety, empathy, acceptance, connection, and also being embraced. When these attributes are into play, your energy levels rise, creativity and innovation thrive. When psychological safety is not place, psychological harm comes in. Also, employees who feel disconnected from people and the organisation feel isolated. People look for connectedness. Belonging cultivates an environment where connections thrive. Carin Taylor notes that, "If you want people to thrive and be at their best. It's simple. Create the conditions for belonging." An individual is more likely to achieve the daily objectives and goals only when they felt safe and secure about their jobs (Abolade, 2018).

The study also revealed mixed perceptions of effective school management within a supportive work environment. While 47.9% of respondents felt that school leadership communicated effectively with teachers, this still indicated a communication gap between leadership and staff. Only 38.9% of teachers believed leadership made decisions in the interest of staff**,** suggesting a lack of inclusivity in the decision-making process. Furthermore, just 35.0% of staff felt the school set clear expectations for workload**,** implying many were unclear about their responsibilities. On a more positive note, 56.3% of teachers believed conflicts were handled fairly**,** and 48.3% felt valued and supported by leadership. Teachers' opinions on the administration, including support, leadership style, and decision-making procedures, have been shown to be crucial in deciding whether to stay or leave a school. Administrative support greatly impacts teachers' intent to stay in their jobs. Leadership styles significantly impact teachers' decisions to stay, relocate, or leave their current schools, as demonstrated in Urick's (2020) research. Principals who cultivate a stable, community-oriented atmosphere have a higher chance of retaining their teachers. Furthermore, unmet expectations**,** challenging work conditions, and unreasonable demands were often cited as key reasons for teacher attrition (Andrews & Quinn, 2004; Anhorn, 2008; Ingersoll & Strong, 2011).

The study found out that most teachers were burdened with heavy workloads, encompassing extensive lesson planning, administrative duties, extracurricular involvement, and pastoral care, frequently push educators beyond their thresholds. Even though these roles are considered to be teachers' obligations to the employers, many schools with high student populations

present their teachers with hefty demands that stretch their teachers beyond their professional capabilities, yet these schools remain reluctant to provide adequate support, instead placing disproportionate focus on student performance and academic outcomes**.** They are engrossed on students results and getting higher grades after all. This aligns with the conducted by Stoddart (2024), who stated that these demands, coupled with the emotional labor of addressing varied student needs and meeting institutional expectations, create an environment ripe for burnout. Although school managers are committed to addressing unhealthy work environments, there are gaps in synchronization with school wide policy framework.

In conclusion, while teachers in Kiryandongo district enjoy strong peer relationships and collaboration, they face significant challenges due to limited autonomy, inadequate involvement in decision-making, and insufficient institutional support. Many feel disempowered by top-down management practices, unclear workload expectations, and restricted innovation, especially in curriculum implementation. Despite some efforts toward fostering a supportive culture, gaps in communication, resource provision, and physical working conditions persist. These challenges contribute to stress, burnout, and low job satisfaction, ultimately impacting teacher retention and performance. Leadership transparency, shared decision-making, and supportive structures are essential for creating a more engaging and resilient work environment.

5.1.2 The Level of Employee Retention in Private Secondary Schools in Kiryandongo District

The findings on high retention reveal a mixed outlook on teacher retention in private secondary schools in Kiryandongo district. On average, 54.4% of teachers reported positive indicators of retention, while 45.6% reflected concerns. Although a majority (79.3%) felt that their school invested in staff development and 81.0% received professional support from colleagues, only 22.5% were willing to remain in the same school for over five years. Similarly, just 22.0% felt involved in decision-making, and only 38.6% felt confident about their career prospects at the school. Additionally, while communication and feedback were considered effective by 76.2%, less than half (44.7%) felt free to express themselves to school administration. These findings suggest that while professional support and staff development are strong, low participation in decision-making, limited career progression, and restricted self-expression may undermine long-term teacher retention. The results reveal that teachers' satisfaction with school support systems is a significant factor in retention. Teachers expressed a high need for supportive

leadership, effective feedback, and professional development opportunities (Panorama Education, 2023). Also, professional support and teacher induction programs are identified as potential remedies for challenges in teacher retention and effectiveness (Clement & Cochran, 2020; Maready et al., 2021; Nguyen, 2019; Shuls & Flores, 2020; Tekir, 2022; Wilhelm et al., 2021).

In a study conducted by Hood (2016), it was suggested that the shortage of expert teachers in England is partly due to a lack of incentives for engaging in training and development. The study further argued that much of the continuing professional development (CPD) being undertaken is of poor quality, indicating that the substantial investment allocated to CPD could be more effectively utilized. Most schools in Kiryandogo tend not to rate so highly the development activity they experience. In a study conducted by TALIS, 70% of teachers attend training focused on building knowledge of subject and pedagogy. It found that teachers who perceive their professional development to be impactful when built on teachers' prior knowledge, provided opportunities for collaboration, and gave opportunities for teachers to apply new methods in their own classrooms. Therefore, teachers who find their professional development impactful also feel more satisfied with their job and are confident in their teaching.

Also, According to Arusei and Okoth (2022), meaningful engagement in decision-making processes can fulfill higher-order needs such as esteem and self-actualization. When teachers feel valued and respected, and their input is actively sought and considered, they are more likely to experience a sense of worth and satisfaction (Akiba et al., 2023). Bahtilla and Hui (2021) also found that increased self-esteem and autonomy are positively associated with greater job satisfaction. Furthermore, Stauffer and Mason (2013) noted that the opportunities for career growth often linked to participative decision-making (PDM) contribute significantly to teachers' self-actualization. When these attributes are in play, this is when your energy level rises, your creativity and innovation thrive. Teachers may be motivated to invest in their professional development (Levinson et al., 2022). They may be more likely to attend workshops, pursue further degrees, and learn new skills, which improves their teaching and institutional worth.

The findings on average retention show a moderately positive perception among teachers, with 53.6% indicating favourable conditions and 46.4% expressing concerns. A strong majority (84.6%) acknowledged the presence of induction trainings for new teachers, and 67.6% felt the

school had regard for them. Additionally, over half believed their schools helped them achieve personal goals (54.3%) and supported career objectives (58.5%). However, only 29.4% felt their jobs were guaranteed, and just 39.6% had access to all necessary materials, indicating gaps in job security and resource provision. Moreover, only 40.8% found their work conditions flexible or favourable. These results suggest that while relational and developmental aspects of retention are present, structural issues like job security, resources, and working conditions need improvement to support long-term teacher retention.

Job security, as defined by Vu et al. (2022), refers to the degree to which an individual believes their employment is stable and that they are likely to retain their current position over time. Mudhofar (2021) asserted that people who feel comfortable in their workplace exhibit higher levels of motivation, more engaged behavior, and a greater sense of admiration for their employer. Job security improves teacher retention, while lack of it can hurt it. Teachers are happier when they think their employment are secure. Due to job security, worry and concern regarding layoffs and future employment decrease. Teacher's retention is higher when they are happy with their jobs. Teachers feel safer and more appreciated with job security. In contrast, a lack of job security can negatively impact teacher retention (Guarino & Santibanez, 2014). For instance, when teachers perceive their positions to be uncertain or insecure, they may be more likely to seek employment elsewhere, leading to high turnover rates. This can be detrimental to the continuity and stability of the educational institution, as well as disrupt student learning. In an environment with limited job security, teachers may experience decreased morale and motivation. Fear of job loss or lack of contract renewals can lead to increased stress and job dissatisfaction, impacting their commitment and effectiveness as educators. As a result, teachers may be more likely to stay in their positions for longer periods. This finding agrees with that of Levinson et al. (2022) found that job security is one of the most significant factors in teachers' decisions to stay or leave their jobs.

Also, 39.6% had access to all necessary materials, indicating gaps in job security and resource provision at school. The teacher uses materials to facilitate the teaching and learning process or make learning explicit to the learners. The teacher utilizes instructional materials to support the teaching and learning process and to make concepts clearer and more understandable for the learners. However, the large influx of learners has created a significant demand for educational resources. For example, study by Chloe Schalit (2018) examined challenges faced by refugees in accessing secondary education in Kiryandongo. The research highlighted issues such as

overcrowded classrooms, a shortage of qualified teachers, and insufficient educational materials. For instance, in 2017, there were only 3,237 of the 5,012 teachers required to meet government standards, leading to each teacher being responsible for over 60 students in primary and secondary schools within refugee settlements in Uganda. A study in Mbarara District highlighted those teachers with access to adequate classroom resources were 140% more likely to report higher motivation levels. The research emphasized that insufficient teaching materials, overcrowded classrooms, and lack of support from school management contributed to feelings of being undervalued and unsupported, leading to burnout and increased attrition rates among teachers (Bato et al., 2024).

Mitigating classroom overcrowding is essential for improving the teaching and learning environment. This can be achieved through strategic measures such as recruiting additional teachers, optimizing class schedules, or expanding school infrastructure by constructing more classrooms (Geiger & Pivovarova, 2018). Moreover, the provision of adequate instructional resources—including textbooks, digital tools, and other teaching aids—significantly enhances the educational experience for both educators and learners. Teachers operating in resource-rich environments are more likely to feel professionally supported, which fosters greater job satisfaction and retention. Ultimately, such improvements contribute not only to increased teacher retention but also to the delivery of higher-quality education and improved student learning outcomes.

The findings on low retention reveal a significant risk of teacher turnover, with an average of 67.6% indicating unfavourable conditions. While nearly all respondents agreed that job security (97.9%) and fair rewards (97.2%) positively influence teacher wellbeing and retention, only 33.8% were confident about future salary increases, and 32.9% believed the job would remain stimulating. Furthermore, 88.2% indicated they would leave their current position if a better opportunity arose, underscoring the fragility of retention. Only 46.9% felt confident about their career prospects within the school, and a mere 33.1% believed their position would grow in importance. Additionally, 96.5% of teachers called for improved working conditions. These findings highlight critical gaps in motivation, reward systems, and professional growth, which undermine long-term commitment and contribute to low retention rates. When teachers feel that their voices are heard and that they have a role in decision-making, they are more likely to remain in their positions and contribute to the success of the school (Day, Sammons, & Gorgen, 2020). By prioritizing school leadership development, educational institutions can

build a culture of trust and mutual respect, ultimately leading to improved teacher retention. In addition to financial compensation, career advancement prospects play a crucial role in boosting teacher morale. Schools that provide clear paths for career progression, such as leadership roles or further education opportunities, motivate teachers to stay and contribute long-term (Fusarelli., Fusare & Riddick, 2018). Teachers are more likely to feel appreciated and stay committed to their roles when they know there are tangible rewards for their dedication and hard work.

In conclusion, the findings of this study underscore the vital role that supportive leadership, teacher involvement in decision-making, job security, and access to professional development play in retaining teachers in private secondary schools. When educators feel valued, supported, and empowered within their work environments, they are more likely to stay committed to their roles. A school culture that prioritizes teacher well-being, clear communication, and professional growth not only improves retention rates but also enhances the overall quality of education. Therefore, school management must take deliberate steps to foster an inclusive and empowering atmosphere that meets the professional and personal needs of teachers.

5.1.3 The Relationship between Job Security and Employee Retention in Private Secondary Schools in Kiryandongo District

The findings of this study found that the key components of job security—such as autonomy, involvement in decision-making, collegial relationships, effective school management, and a supportive work environment are significantly associated with teacher retention in private secondary schools. These findings suggest that when teachers experience a sense of independence, feel valued in decision-making processes, enjoy strong peer relationships, and work under effective and supportive leadership, they are more likely to remain in their positions. Notably, the strongest correlations were observed between retention and both school management ($r = 0.743$) and a supportive environment ($r = 0.742$), emphasizing the critical role that school leadership and overall workplace culture play in promoting teacher stability.

Therefore, to enhance retention, school administrators must focus on cultivating an inclusive, well-resourced, and professionally nurturing environment. This is in line with a study conducted by Sorensen and Ladd (2020), which emphasized that a supportive and well-managed school environment significantly contributes to employee retention. Their findings highlight that when school leaders foster a culture of respect, trust, and professional collaboration, teachers are more likely to remain in their roles for extended periods. This was

contrary to other studies that were conducted, for example, Olaifa et al. (2025), found that job performance was affected by salary, incentives, fringe benefits, and staff recognition. Similarly, Asuquo and Olagunju (2025) emphasized the importance of teachers' welfare packages, appraisal systems, and administrative disciplinary measures in curbing truancy among teachers. Their findings underscored the need for robust policies that prioritize teachers' welfare, ensure fair and transparent appraisal processes, and enforce strict but fair disciplinary measures to enhance education delivery.

However, while autonomy**,** involvement in decision-making**,** and peer relations are conceptually linked to positive work experiences, their lack of statistical significance in this model suggests that, in the context of private secondary schools in this study, these variables may not directly influence retention as strongly as institutional support and leadership practices do. It is possible that their impact is more indirect or mediated by broader organizational structures. This can be compared to a study conducted by Owusu et al. (2025), which examined the role of job autonomy, found that job autonomy significantly influences innovative work behaviour among teachers in Ghana, with employee work engagement acting as a mediating factor**.** The study revealed that when teachers experience greater autonomy in their roles, they are more engaged in their work, which in turn fosters innovative behaviours. This suggests that enhancing job autonomy can indirectly boost innovation through increased employee engagement within educational settings. This underscores the role of autonomy in promoting positive work experiences through increased engagement and innovation.

Similarly, Sheoran, Goyal, and Sharma (2022) conducted research in the India's service sector to examine the influence of job autonomy on employee engagement, examining the mediating role of employee voice found that job autonomy positively influenced employee engagement, with employee voice acting as a partial mediator, indicating that when employees have autonomy and feel heard, their engagement levels rise, leading to more positive work experiences. Finally, a study conducted by Zhang et al. (2024) carried out a study involving child welfare workers in China and found out that both workplace support and job autonomy contribute to job satisfaction, which in turn reduces turnover intentions. This highlights the importance of supportive peer relations and autonomy in fostering job satisfaction and retention. These studies collectively affirm that autonomy, involvement in decision-making, and positive peer relations are integral to enhancing employee engagement, satisfaction, and overall positive work experiences. There is need to do carry out a study with a model that that

consider multiple interrelated factors, for example, autonomy, voice, engagement, and peer relations that affect retention, simultaneously.

5.2 Conclusions

The study concluded that job security has a significant positive relationship with employee retention in private secondary schools in Kiryandongo District. The findings indicated that employees are more likely to remain in their institutions when they perceive a high level of job security. Specifically, autonomy, participation in decision-making, positive workplace relations, effective school management, and a supportive working environment were found to contribute positively to employee retention. The study further established that schools that provide a secure, supportive, and well-managed work environment are more likely to retain employees for longer periods.

The study also concluded that addressing employee well-being is essential in enhancing retention within the education sector. As private secondary schools continue to experience challenges related to employee turnover, there is a need for school management to implement policies and practices that promote staff well-being, including supportive working conditions and flexible arrangements where appropriate, without compromising the quality of teaching and learning. Therefore, investing in job security should be considered a strategic priority for private secondary schools seeking to improve employee retention and institutional performance.

5.3 Recommendations

i) Employers should work to raise awareness of employee engagement benefits and support employers hoping to enhance levels of employee engagement. Unleashing the potential of people at work and enabling them to be the best they can is a key to innovation and competitiveness.

ii) Engaging managers should facilitate and empower rather than control or restrain. Employees want to be viewed as high potential by their employers but few employees believe the organization regards everyone as talent. Employees can make success of employee engagement through culture change, rather than investing significant financial resources.

iii) Flexible work arrangements have emerged as a forward-thinking solution to combat these pressures, granting teachers more autonomy in structuring their professional lives.

These include part-time work, job sharing, remote work opportunities for administrative tasks, and adaptable timetables that prioritize balance.

iv) Educational leaders should promote forms of participation in decision making that increase teachers' actual involvement in decisions concerning their duties and opportunities for development and also provide for more sharing on issues concerning the school management.

5.4 Areas for Further Studies

The researcher suggests the following areas for further researcher.

i. Understanding employee retention through a multidimensional lens: The roles of autonomy, voice, engagement, and peer relationships.
ii. While most studies use cross-sectional designs, there is a gap in longitudinal studies that track how job resources affect engagement and retention over time.
iii. A Multidimensional Approach to employee retention: Examining the interplay between job satisfaction, psychological safety, emotional intelligence, and organizational culture.

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APPENDICES

Appendix A

Sample Size Determination Procedure

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	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

Source: *Krejcie, R. V., & Morgan, D. W. (1970).*

Appendix B

Questionnaire for Teachers

Dear respondent,

I am Ojara Patrick, a student of Gulu University, Faculty of Education and Humanities, Department of Education Management, pursuing a course leading to an award of the Degree of Master of Education in Education Management. I am carrying on **"Job security and employee retention in private secondary schools in Kiryandongo District".** This study is purely for academic purposes. You have been chosen as a participant in this study. Every information provided will be used for academic purpose and will be treated with utmost confidentiality. Thank you for sparing your time to accept to respond to this questionnaire.

Section A: Socio-demographic Characteristics

(Please tick the right box providing your personal information)

Section A: Socio-demographic Characteristics

(Please tick the right box providing your personal information)

S/N	Demographic characteristics	Variable	Tick
1	**Gender**	Male	☐
		Female	☐
2	**Age**	24 and below years old	☐
		25-30 years old	☐
		31-40 years old	☐
		41-50 years old	☐
		51 and above years old	☐

3	**Marital status**	Married	☐
		Single	☐
		Divorced	☐
		Widowed	☐
4	**Education level/qualification**	Diploma	☐
		Bachelor's degree	☐
		Post graduate degree	☐
		Master's degree	☐
		Ph.D.	☐
		Others	☐
6	**Period of service**	Less than 3 years	☐
		3-5 years	☐
		6-10 years	☐
		Above ten years	☐
7	**Designation**	Teacher	☐
		Head teacher/Principal	☐
		District Inspector of Schools	☐

		District Education Officer	

For parts B to D tick only one appropriate box as per level of your agreement.

YES	NO

Section B: Determining the level of Job Security in Private Secondary Schools

Degree of Autonomy	YES	NO

I have the freedom to make my own decisions about how to perform my job		
I am given enough flexibility to work in a way that suits me best		
I am empowered to make decisions regarding the curriculum content I teach		
I am allowed to implement new teaching strategies without requiring approval		
I have the freedom to manage my classroom as I see fit?		
Involvement in Decision Making	**YES**	**NO**
I am regularly consulted when decisions are made that affect my work		
My opinions are valued and taken into account during decision-making processes		
I have had the opportunity to contribute my ideas during the decision-making process		
Do you feel you have a say in how resources are allocated in your school?		
I am involved in making decisions about professional development opportunities for teachers?		
Relations with fellow colleagues	**YES**	**NO**
Do you feel supported by your colleagues when you encounter challenges at work?		
Do you collaborate regularly with other teachers on lesson planning or projects?		
Do you feel comfortable discussing work-related issues with your fellow teachers?		
Are you able to resolve conflicts with colleagues in a constructive manner?		
There is a strong sense of teamwork and cooperation among my colleagues		
School management	**YES**	**NO**
Do you believe that the school leadership communicates effectively with teachers?		
The school leadership makes decisions in the best interest of both staff and students		

Does your school set clear expectations and reasonable demands for your work?		
The school leadership handles conflicts or disciplinary issues in a fair manner		
The school management values teachers' contributions and cares about our wellbeing		
Workplace environment	**YES**	**NO**
I feel supported by my supervisors and peers in my professional development (e.g., induction programmes)		
The school provides adequate resources for me to perform my job effectively		
I am given enough time to complete non-teaching responsibilities (e.g., grading, preparing reports)?		
The physical working conditions in my school (e.g., classrooms, staff rooms) are adequate		
My school fosters a supportive and collaborative work culture		

Section C: Determining the level of employee retention in selected private secondary schools in Kiryandongo District

High Retention	**YES**	**NO**

I work well because I am sure of my job		
I feel confident about the career opportunities in my school		
I am involved in decision making by the school		
I am willing to work in this school for more than five years		
My school invests on staff development		
My leaders offer effective communication and consistent feedback to staff on their performance		
I can freely express myself to the school administration		
My colleagues offer professional aid (are supportive)		
No teacher has resigned or left in this school over the past five years		
I will not take any job opportunity that comes my way right now		
Average Retention	**YES**	**NO**
I easily get any information concerning my job on time		
My school has clear strategies of teacher maintenance		
I have all the needed materials to accomplish my job		
My job is almost guaranteed		
This school can help me realize my career objectives		
This school understands employee needs		
My job offers flexible/favourable working conditions		
The school organises induction trainings for new teachers in the profession		
My school has regard for the teachers		
I can achieve my personal goals while working in this school		
Low Retention	**YES**	**NO**

Teachers who feel secure in their job have greater levels of wellbeing		
I believe that in the future my school will ensure me a job with stimulating tasks		
I assume that my school will need my capabilities also in the future		
Schools should improve on the working conditions to retain teachers		
I am confident that my salary will adequately increase in the near future		
Teachers stay in the teaching profession when they are rewarded fairly		
I feel confident about the career opportunities in my school		
My position in the school will become more and more important/significant		
I can easily leave this job in case I get better offers		
There is a lot of work to do		

Appendix C

Interview Guide for the Head teachers

Dear respondent,

I am Ojara Patrick, a student of Gulu University, Faculty of Education and Humanities, Department of Education Management, pursuing a course leading to an award of the Degree of Master of Education in Education Management. I am carrying out a study on **"Job security and employee retention in private secondary schools in Kiryandongo District".** This study is purely for academic purposes. You have been chosen as a participant in this study. Every information provided will be used for academic purpose and will be treated with utmost confidentiality. Thank you for sparing your time to accept to respond to this questionnaire.

1. As an education manager, how do you describe the working conditions of your school? Good or bad? Explain.

2. Have you registered cases where teachers willingly resigned from teaching in your school? If yes, how many? Why do think they quit teaching?

3. Are your employees facing layoffs aware of the criteria on which such decisions are given by management that is necessary to judge fully the safety of their position?

4. How do they react? Do they feel they are being dealt with openly and honestly?

5. Do you offer exit interviews to get staff feedback as teachers leave? What are the common reasons they give?

6. What do you think should be done to improve on the working relations of your teachers?

7. Do you organise induction trainings for new teachers in your schools? How effective are they in enculturating new teachers to their profession?

8. For how long do you expect teachers to stay in your school?

9. How do you describe the duration of service of most teachers in private schools?

10. In your own experience, have teachers left your school? How frequent? Why and where do the teachers go?

11. Do you have any competing employers within the district that compete with the schools in Kiryandongo?

12. Do you think job security can affect teachers' retention? Explain.

13. Is there a connection between job security and employee retention? Explain.

14. In your opinion, what should be done to promote teacher retention in your school?

Appendix D

Interview Guide for the DEO and the DIS

Dear respondent,

I am Ojara Patrick, a student of Gulu University, Faculty of Education and Humanities, Department of Education Management, pursuing a course leading to an award of the Degree of Master of Education in Education Management. I am carrying out a study on **"Job security and employee retention in private secondary schools in Kiryandongo District".** This study is purely for academic purposes. You have been chosen as a participant in this study. Every information provided will be used for academic purpose and will be treated with utmost confidentiality. Thank you for sparing your time to accept to respond to this questionnaire.

1. How many registered private secondary schools are in Kiryandongo district? Could you disaggregate by type, for example, church owned, community owned, individual for profit, or NGO owned?

2. As an education officer, what is your view on the level of teacher exit in private schools?

3. Are there underlying factors that trigger these teachers to leave their jobs? What are the possible consequences of these frequent exits?

4. Are the schools prepared to cope with the challenges of staff exit? What are they doing about it?

5. As an education officer, how do you describe the working conditions of your schools in Kiryandongo? Good or bad? Explain.

6. Do teachers who are secure of their jobs work better than those who are insecure? If so, why?

7. Is there a direct relationship between job security and employee retention? What are the indicators?

8. Why is there a mass exodus of teachers in private secondary schools in Kiryandongo? Could this be attributed to lack of job security?

9. In your opinion, what should the schools do to prevent their teachers from leaving?

10. To what extent does job security determine the level of employee retention?

11. Do you think schools should improve their policies to enhance job security and employee retention? How effective will this be in achieving retention?

Appendix E

Informed consent for Head teachers, DEO and DIS

Dear Respondent,

You are invited to participate in a research study examining the relationship between job security and employee retention in private secondary schools in Kiryandongo District.

As a key informant, you have been selected to provide valuable information based on your experience and knowledge. Participation will involve an interview lasting approximately **45 minutes to 1 hour**, conducted at a location convenient to you.

There are no anticipated risks associated with participating in this study. Your contribution will help improve understanding of the factors that influence employee retention and may inform policies and practices aimed at enhancing staff retention in educational institutions.

All information provided will be treated with the utmost confidentiality. Your name and any identifying information will not appear in the research report, publications, or presentations. Interview transcripts will be anonymized, and all identifying details will be removed.

Participation in this study is entirely voluntary. You are free to decline participation or withdraw from the study at any time without any penalty. Should you choose to withdraw, all information provided by you will be discarded and will not be included in the study.

The findings of this study may be published in academic journals and shared with educators, school administrators, researchers, and policy makers. However, your identity will remain confidential at all times.

If you require further information regarding this study, please contact:

Patrick Ojara (Researcher)
Gulu University
Tel: +256 781 428 562

For questions regarding your rights as a research participant, please contact:

Office of the Dean, Faculty of Education and Humanities
Gulu University
Tel: +256 772 340 667

Consent

I have read and understood the information provided above regarding this research study. I voluntarily agree to participate in the study.

Participant's Name: _____

Signature: _____

Date: _____

Appendix F

Informed consent for teachers

Dear Respondent,

You are invited to participate in a research study on **Job Security and Employee Retention in Private Secondary Schools in Kiryandongo District**.

Your participation will require approximately **45 minutes** to complete the questionnaire. You have been selected because of your valuable knowledge and experience related to the subject under study. Your contribution will be highly appreciated and will support the successful completion of this research.

There are no anticipated risks associated with participating in this study. The findings will contribute to a better understanding of employee retention and the factors that influence employees to remain in their organizations.

All information provided will be treated with strict confidentiality. You are not required to write your name on the questionnaire, and any information that may identify you will not be included in the research report.

Your participation is entirely voluntary. You may choose not to participate or withdraw from the study at any time without any consequences. Any information provided by you will be excluded from the study upon your withdrawal.

The results of this study may be published in academic journals and shared with educators, school managers, researchers, and policy makers. However, your identity will remain confidential at all times.

For further information about this study, please contact:

Patrick Ojara (Researcher)
Gulu University
Tel: +256 781 428 562

For questions regarding your rights as a participant, please contact:

Office of the Dean, Faculty of Education and Humanities
Gulu University
Tel: +256 772 340 667

Consent

I have read and understood the information provided above regarding this study and voluntarily agree to participate.

Participant's Name: _____

Signature: _____

Date: _____

Appendix G

Introductory Letter

GULU UNIVERSITY

P.O. BOX 166 GULU

TEL: +256471432922;

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

July 27th, 2024

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Patrick Ojara (Reg No. 20/U/1881/MED/PS Student pursuing a programme of ,study leading to the award of Master Arts with Educational Management, Master of Gulu University.

He is undertaking research on the Topic:

JOB SECURITY AND EMPLOYEE RETENTION IN PRIVATE SECONDARY SCHOOLS IN KIRYANDONGO DISTRICT

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research work will be highly appreciated.

Yours faithfully,

Dr. Denis Thaddeus Ofoyuru
Dean, Faculty of Education and Humanities

GULU UNIVERSITY
29 JUL 2024
FACULTY OF EDUCATION AND HUMANITIES