Teacher Recruitment Methods and Teacher Retention in Private Secondary Schools in Ajumani District Uganda.

Nyiracha Daniel
18/U/2795/MED

A Research Dissertation Submitted to the Directorate of Research and Graduate Training in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Education Management of Gulu University.

January, 2025

Declaration

I Daniel Nyiracha do declare that this research dissertation titled "*Teacher Recruitment Methods and Teacher Retention in Private Secondary Schools in Adjumani District, Uganda*" is my original work and that it has never been submitted for any award of degree in any university.

Signature..... Date.....14/01/2025.....

Nyiracha Daniel

REG. NO: 18/U/2795/MED

GULU UNIVERSITY
RESERVE
LIBRARY

Approval

This is to certify that this research titled "*Teacher Recruitment Methods and Teacher Retention in Private Secondary Schools in Adjumani District*" has been under our close supervision and is submitted to the directorate of research and graduate studies for the award of a degree of Master of Education in Education Management of Gulu University.

Signature:..... Date: 15/01/2025

Supervisor: Dr. Nicholas Gregory Okello (Ph.D.)

Signature: ..... Date: 15th January 2025

Supervisor: Mr. Okot E. Ambrose

GULU UNIVERSITY
ACCESSION STAMP
CLASS No:.....
ACCESS No: A001702

TABLE OF CONTENTS

Declaration i

Approval ii

Table of Contents iii

Dedication vii

Acknowledgement viii

List of Figures ix

List of Tables x

Abstract xi

CHAPTER ONE 1

INTRODUCTION 1

1.0. Introduction 1

1.2. Background to the Study 1

1.2.1. Historical Perspective 1

1.2.2. Theoretical Background 2

1.2.3. Conceptual Background 4

1.2.4. Contextual Background 5

1.3. Statement of the Problem 5

1.4. Purpose of the Study 6

1.5. Objectives of the Study 6

1.6. Research Questions 6

1.7. Scope of the Study 6

1.7.1. Content Scope 6

1.7.2. Geographical Scope 7

1.7.3. Time Scope 7

1.8. Significance of the Study 7

1.9. Justification of the Study 8

1.10. Conceptual Framework 9

CHAPTER TWO **10**

LITERATURE REVIEW **10**

2.1. Introduction 10

2.2. Teachers recruitment methods 10

2.2.1. External sourcing *10*

2.2.2. Internal sourcing *12*

2.2.3. Head hunting *13*

2.3. State of Teacher's retention 15

2.4. Relationship between Teachers Recruitment Methods and Teacher Retention. 16

2.5. Summary of Literature Review 17

CHAPTER THREE **19**

RESEARCH METHODOLOGY **19**

3.1. Introduction 19

3.2. Research Approach 19

3.3. Research Design 19

3.4. Study Area 19

3.5. Study Population 19

3.6. Sample Size and Selection 20

3.7. Sampling techniques and procedures 20

3.8. Data Collection Techniques 21

3.8.1 Questionnaire Survey *21*

3.8.2 Interview *21*

3.9. Data collection instruments *21*

3.9.1 Survey Questionnaire *21*

3.9.2 Interview Guide *21*

3.10. Data Quality Control 21

3.10.1. Validity *21*

3.10.2. Reliability *22*

3.11. Data Analysis 22

3.11.1. Quantitative Data Analysis *22*

3.11.2. Qualitative Data Analysis *23*
3.12. Limitations of the study 24
3.13. Delimitations of the study 24
3.14. Ethical Consideration 24
CHAPTER FOUR 25
DATA PRESENTATION, ANALYSIS AND INTERPRETATION 25
4.0. Introduction 25
4.1. Sociodemographic characteristics of respondents. 25
4.2. Research Question One 27
4.3. Research Question Two 31
4.4. The relationship between Teacher's Recruitment Methods and Teacher's Retention in Private Secondary Schools in Adjumani District. 32
CHAPTER FIVE 39
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS. 39
5.0. Introduction 39
5.1. Discussion of the research findings 39
5.2. Socio Demographic Characteristics of Respondents 39
5.3. Teachers' Recruitment Methods in Private Secondary Schools in Adjumani District. 39
5.4. State of Teacher's Retention in Private Secondary Schools in Adjumani District. 41
5.5. The Relationship between Teacher Recruitment Methods and Teacher Retention in Private Secondary Schools in Adjumani District. 43
5.6 Conclusions 45
5.7 Recommendations 46
5.8. Suggested area for further research studies 47
References 48
Appendices i
Appendix A: Letter of introduction for data collection i
Appendix B: Questionnaire Form Designed for Teachers ii
Appendix C: Interview Guide for School Administrators v

Appendix D: Interview Guide for BOGs and PTA vi
Appendix E: Research Work Plan 2022/2023 vii
Appendix F: Research Budget viii
Appendix G: The Map Extract of Adjumani District Showing the Study Area ix
Appendix I: Letter of Introduction x

Dedication

This Dissertation is dedicated to my wife Ms. Anzoa Grace, for the financial support and prayers during this research data collection and towards my education in general.

May Almighty God bless her!

Acknowledgement

I thank the Lord Almighty for continuously protecting and giving me good health during this

Dissertation witting and throughout my course of study. Special thanks to my supervisors Dr. Nicholas Gregory Okello (Ph.D.), Mr. Okot Ambrose for their support and guidance during my research thesis, May Almighty God reward both of them abundantly.

Special thanks go to my parents late Odubo John and Mrs. Odubo Jane for their love and support in form of finances for my education.

I also wish to thank all the administration of master of education management for their support and fatherly guidance to see me through during my academic journey.

I would like to recognize the work of all my Lecturers Dr. Habimana John Baptist, Dr. Denis Thaddeus Ofoyuru, friends Mr. Eneru Sliver, Mrs. Raleo Annet and relatives for their knowledge, guidance and courageous attitudes towards my education. May the Lord God grant you heavenly blessing

Special thanks also go to my sisters Kojoki Concy Jane, Aijio Scholar, Asarah Gloria and my brothers Associate Professor Edward komakech, Darimo Henry Clay, and Jurugo Richard for their prayers and encouragements during this study. May God richly bless them?

Finally, I also don't forget to acknowledge the efforts of my respondents who availed me with the necessary information needed for the completion of this work and the support provided by Mr. Idha Ismail and Mr. Vuciri Draleke Luke during interpretation, analysis and editing of this work, thank you so much for your support and God Bless you abundantly.

List of Figures

Figure 1:1: A conceptual framework on the relationship between teacher recruitment methods and teacher retention.....9

List of Tables

Table 1: Showing Study Population 20

Table 2: Social demographic characteristics of teachers in private secondary schools in..... 25

Table 3: External Sourcing forms of Recruitment Employed in Private Schools in Adjumani District. 27

Table 4: Internal Sourcing Method of Recruitment in Private Secondary Schools in Adjumani District.. 29

Table 6: State of Teacher Retention in Private Secondary Schools in Adjumani District. 31

Table 7: The Relationship between External Recruitment Methods and Teacher Retention in Adjumani. 32

Table 8: The Relationship between Internal Methods of Recruitment and Teacher Retention in Adjumani District...... 35

Abstract

Teacher retention and employee turnover in general remains a highly contested debate among scholars .This has become major concern in the field of human resource. The challenge of teacher retention is a global phenomenon and the problem has moved from bad to worse where teachers leave the teaching career before their retirement age. Therefore, this study was to establish the relationship between recruitment methods and Teacher retention in the private secondary schools in Adjumani District. Specifically, the study sought to: examine the teacher recruitment methods used by private secondary schools in Adjumani District, establish state of teacher retention and assess the relationship between the teacher recruitment methods and teacher retention in Adjumani District. Furthermore, the study used a cross-sectional survey research design, and adopted both quantitative and qualitative approaches in explaining the opinions and feels of the respondents. The researcher used a sample of 100 respondents. Simple random sampling and purposive sampling were used. Methods of data collection were questionnaires and interviews. Pearson‘s correlation co-efficient and regression analysis was used to determine whether there was influence between teacher recruitment methods and Teacher retention in the private secondary schools in Adjumani District. In addition, findings of the study revealed that external sourcing; internal sourcing and head hunting significantly affected Teacher retention in the private secondary schools in Adjumani District. Basing on such study findings, the study concluded that external sourcing; internal sourcing and head hunting had a positive significant relationship with Teacher retention in the private secondary schools in Adjumani District. Therefore, the study recommended that the school administrators should revise and improve human resource policies on teacher recruitment in private secondary schools in Adjumani District Uganda. Teacher recruitment methods should be transparent and recruitment policy should ensure there is fair treatment and done on merit. The school administrators and human resource staff should ensure recruitment messages are more appealing to teachers. There should be detailed communication about the need for recruitment, the environment factors and the conditions for recruitment such full time or part time recruitments should be stipulated clearly during the teacher recruitment process in private secondary schools in Adjumani District Uganda.

Keywords: Teachers’ Recruitment Methods and Retention in Private Secondary Schools.

.

Chapter One

Introduction

1.0. Introduction

Private secondary schools in Adjumani District face challenges in teacher recruitment processes. There have been cases of poor methods of recruitment of secondary teachers in many private schools as well as poor retention rates in the schools (Dryden-Peterson, S., 2003)

Secondary school teacher recruitment challenges were first reported in 2017 when some secondary schools have reported high teacher turn over as a result of inadequate recruitment methods (Ingersolletal, 2019). This led to poor retention of secondary school teachers in many of the schools in the District. Many private secondary schools were unable to provide adequate staff welfare for the teachers which further demotivates professional and skilled teachers. As a result, there was very low teachers' retention in many private secondary schools in the District.

However, there were unclear reasons as to why teachers' recruitment methods and retention continues to deteriorate in the private secondary schools. This study was therefore undertaken to establish teachers' recruitment methods and teachers' retention in private secondary schools in Adjumani District.

This chapter presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, conceptual framework, scope of the study, the significance, and justification of the study and operational definition of terms. The study seeks to establish the relationship between teachers' recruitment methods and teachers' retention in private secondary school a case study of Adjumani district.

1.2. Background to the Study

This section entails the background to the study in four perspectives; historical perspective, theoretical perspective, conceptual perspective and contextual perspective.

1.2.1. Historical Perspective

Teacher retention and employer turnover in general remains a highly contested debate among scholars (Cotton & Tuttle, 1986). This has become a major concern in the field of human resource (Cotton & Tuttle, 1986). The challenge of teacher retention is a global phenomenon.

In the USA, for example, the issue of teacher turnover, as highlighted by Cochran-Smith (2004), can often be traced back to recruitment practices that do not sufficiently account for long-term sustainability. Recruiting teachers without adequate emphasis on support systems, such as professional development and mentoring programs, contributes to the high turnover rate documented by Callahan (2016). Teachers recruited into environments lacking these supports are more likely to leave, exacerbating the retention problem.

Similarly, in Sub-Saharan Africa, recruitment methods need to align with retention strategies to address the magnitude of teacher shortages. For instance, in Gambia, while efforts are focused on expanding teacher enrollment in higher institutions (Mulkeen, 2010), ensuring that recruitment targets candidates committed to long-term teaching careers could improve retention. In Lesotho, addressing the qualifications gap during recruitment by prioritizing candidates with proper credentials and providing pathways for professional growth could mitigate the exodus of teachers to other ventures. In South Africa, recruiting teachers into roles with transparent workload expectations and offering incentives for job satisfaction and morale could reduce the resignation rate of 55% reported by Mafora (2013).

In Uganda, the teacher retention crisis in government-aided schools, where only 16% of teachers expressed willingness to stay (Anguyo, 2014), underscores the need for strategic recruitment methods. Private schools, such as those in Adjumani, must learn from these challenges by adopting recruitment approaches that prioritize long-term engagement. Methods like offering competitive salaries, fostering teacher participation in decision-making (Billingsley, 2004), and providing robust induction and mentorship programs (Brill & McCartney, 2008) can create a sense of belonging and career satisfaction necessitated this current study to examine the retention of teachers in private schools in Adjumani.

1.2.2. Theoretical Background

This study was rested on the Equity Theory (ET) which was advanced by John Stacy Adams in 1965. The theory states that intentions to stay or leave a particular service are influenced by employee's treatment with regard to equality compared to others of the same status and domain. The equity theory assumes that individuals who perceive themselves as either under-rewarded or over rewarded will experience unlikeness (distress that the limits their effort or excitement that increases

both commitment and outcome (turnover), and this leads to efforts to restore equity within the organization (Messmer, 2000).

Messmer (2000) argues that employees who feel that they are not equally treated like others in the same organization may behave in ways that may harm that organization, they could perhaps quit work of that organization or may react by withholding effort in order to restrict output or lower quality, or embark on deliberate sabotage of equipment. According to this theory, teachers are retained when they are fairly treated, they tend to leave if there is unfair treatment in terms of promotion, involvement in decision making and a fair pay.

This theory becomes relevant in the current situation regarding the discrepancy in salaries of science and arts teachers. This situation becomes intense when other factors like unfair promotion sets in. Equity theory evaluate fairness by comparing their input-output ratio (effort versus rewards) to those of others in similar roles. Applying ET to recruitment methods and teacher retention involves ensuring perceived equity during recruitment, onboarding, and throughout the teaching profession, Ensuring alignment between advertised roles and actual job expectations fosters fairness and reduces feelings of inequity as Teachers evaluate their input (e.g., teaching hours, administrative tasks) against others in the school or district. Unequal workloads can lead to burnout and attrition.

This study also adopted the Human Capital Theory advanced by Gary Becker (1964). The human capital theory (HCT) asserts that people possess a wide range of competencies, abilities, and personalities that can be tapped to dictate the human capital in an organization. Individuals who possess specific skills, abilities, ideas, and knowledge will be targeted to create organizational value (Ekwoaba & Ikeije, 2015). According to this theory, human resource experts hire and retain employees who possess special abilities, knowledge and skills that would drive the organization to another level.

According to the Human Capital Theory, organizational leaders can promote interactions and collaborations in an attempt to maximize performance. Organizational capital is the institutional ability and knowledge developed to deliver tangible results. That being the case, this theory is critical throughout the hiring, recruitment, and retention process (Nalla & Varalaxmi, 2014).

The theory was chosen and found relevant to the study because it informed the study on the teachers' recruitment methods. According to this theory, schools employ recruitment methods such as

internal, external sourcing and head hunting to identify the best teachers who possess the abilities during the recruitment process. HCT underscores the importance of lifelong learning to maintain and enhance human capital. Retention strategies often include ongoing professional development opportunities that help teachers feel valued and stay engaged, increasing their willingness to remain in the profession.

1.2.3. Conceptual Background

The main concepts that underpin this study are teacher's recruitment methods and teacher retention.

According to Renuka et al., (2014), recruitment is the process of searching the candidates for employment and stimulating them to apply for jobs in the organisation. The process of finding and hiring the best qualified candidate (from within or outside of an organization) for a job opening, in a timely and cost-effective manner. The recruitment process includes analyzing the requirements of a job, attracting employees to that job, screening and selecting applicants, hiring, and integrating the new employee to the organization. It also refers to a process of finding and attracting capable applicants for employment. The process begins when new recruits are sought and ends when their applications are submitted. The result is a pool of applications from which new employees are selected (Renuka et al., 2014).

According to this study, teacher's recruitment means a process by which schools acquire teachers. The various methods used by private secondary schools are internal recruitment where teachers are got within the domain of school, external recruitment where teachers are through running of external adverts and head hunting; a process where a school looks for competent teachers to fill certain positions in the school.

Teacher retention refers to the ability of educational institutions to attract and retain experienced teachers. The quality and readiness of the teachers are key for students‟ overall academic performance and thus depends on the efficiency of teachers‟ training institutions, and continuity of experienced teachers. Unfortunately, no nation has so far fully laid an exemplary model in achieving these objectives, although students‟ performance and teacher attrition vary across regions and nations (Ronfeldt, Loeb, & Wyckoff, 2013). According to this study, teacher retentions is measured in terms of duration or time spent by a given teacher in a private secondary school. Teacher re-

cruitment methods directly influence retention by shaping the quality of the hiring match, the support provided, and the career trajectory opportunities offered. Hiring practices that prioritize alignment with the school's mission, values, and community needs can enhance retention. Teachers who feel aligned with the culture and expectations of their workplace are more likely to stay.

1.2.4. Contextual Background

This study was conducted among private secondary schools in Adjumani District. Adjumani District continues to face critical challenges in teacher retention as many teachers especially in private secondary schools are seen leaving for South-Sudan searching for jobs with better pay (Obulejo, 2019). This leaves few and incompetent teachers in the field with little experience which in turn affects academic performance of students. For example, according to UNEB findings, students' academic performance in Adjumani District especially in science subjects such as Physics, Chemistry, Biology, mathematics and Agriculture kept on dropping for the last 10 years in Adjumani (Obulejo, 2019). The school administrations together with Parents' Teachers Association (PTA) have tried to introduce Parents, Teachers Association (PTA) allowance, practical allowance, test marking allowance, but it has not yielded any good results in the schools of Adjumani district.

1.3. Statement of the Problem.

Globally, teacher recruitment and retention remain significant challenges in the education sector (UNESCO, 2021). The world needs 69 million new teachers by 2030 to meet the Sustainable Development Goal of inclusive and equitable quality education (UNESCO, 2021). The recruitment and retention crisis is exacerbated by low pay, lack of career growth and difficult working conditions, leading to a shortage of qualified teachers in many regions. In Uganda, the Ministry of Education and Sports (2022) reports that private secondary schools face persistent challenges in recruiting and retaining teachers due to limited financial resources which force many schools to rely on ad hoc recruitment methods and fail to attract qualified educators, poor working conditions and lack of professional development opportunities lead to high attrition rates. Adjumani District, a rural area in northern Uganda, mirrors these challenges. Private secondary schools in the district struggle with teacher shortages and high turnover, which compromise the quality of education offered according to District Inspector of Schools (DIS, 2022). A number of factors could explain this situation of high rate of teachers' turnovers in private secondary schools in Adjumani District, this study explored whether internal recruitment and external recruitment methods could explain the problem of

low level of teachers' retention in private secondary schools in Adjumani District and reported on in 2023.

1.4. Purpose of the Study

The purpose of this study was to establish the relationship between teacher recruitment methods and teacher retention in private secondary schools in Adjumani District.

1.5. Objectives of the Study

The study was guided by the following objectives;

1. To examine the teacher recruitment methods in private secondary schools in Adjumani District
2. To establish the state of teacher retention in private secondary schools in Adjumani District.
3. To assess the relationship between teacher recruitment methods and teacher retention in private secondary schools in Adjumani District.

1.6. Research Questions

The study was used to attempt to answer the following questions;

1. What are the teacher recruitment methods in private secondary schools in Adjumani District?

2. What is the state of teacher's retention in private secondary schools in Adjumani District?

3. What is the relationship between teacher recruitment methods and teacher retention in private secondary schools in Adjumani District?

1.7. Scope of the Study

This is to include the content, geographical and time scopes;

1.7.1. Content Scope

The study focused on teacher recruitment methods and teacher retention in private secondary school. It limited itself on the teacher recruitment methods in private secondary schools in Adjumani District, the state of teacher retention in private secondary schools and the relationship between teacher recruitment methods and teacher retention.

1.7.2. Geographical Scope

This research was carried out in Adjumani District. Adjumani District is bordered by Moyo District to the north, South Sudan to the northeast, Amuru District to the east and south, Arua District to the southwest and Yumbe District to the northwest. The largest town in the district, Adjumani, is located approximately 125 kilometres (78 mi), by road, northeast of Arua, the largest city in the sub-region. This location lies approximately 436 kilometres (271 mi), by road, northwest of Kampala, the capital of Uganda and the largest city in that country. The district lies on the southern bank of the White Nile, just before it flows into South Sudan

1.7.3. Time Scope

This study was made of data coverage of five years, as stipulated, it has cover a time frame that begins from 2017 to 2021 this was the period where teacher turnover was high compared to other precious years. According to the researcher, it is anticipated that these last five years are long enough to establish how teachers' retention in private schools are affected by recruitment methods.

1.8. Significance of the Study

The findings of this research may contribute data to international, regional and national education authorities about the status of teacher's recruitment and retention in private secondary schools in Uganda.

The results of this study may act as policy brief to Ministry of Education and Sports in Uganda (MoES) for understanding the state of education service provision in the private sector with regards to teacher's recruitment and retention concerns.

The research finding may help education and social development experts in strategizing to improve the quality of education service in private secondary schools as private investment sector and teaching as formal livelihood option of teachers.

This study may raise stakeholder awareness about the socio-economic, institutional and environmental factors or forces surrounding teacher's recruitment and retention in private's secondary schools and the situation of teacher's motivation for sustainable contribution (maximum performance) in teaching as a noble profession.

The findings may empower both secondary schools and teachers to perceive the wider dynamics of promoting education quality in private's schools without compromising the socio-economic and environmental limitations of teachers within the institutional capacities of private school administration.

Lastly, the researcher is in pursuit of this study for academic purpose which is partial fulfillment of requirement leading to award of Masters of education in Education management of Gulu University.

1.9. Justification of the Study

This study was justified because there is continued turnover of secondary school teachers in the private schools in Adjumani District which if not addressed urgently will lead to persistently poor performance in the schools.

Secondly, if more teachers continue to leave the private secondary schools, it is anticipated some private schools may collapse and close in Adjumani District.

Lastly, this study was justifiable because it would lead to the understanding of the relationship between teacher's recruitment methods and teacher's retention policies in private schools in Uganda and Adjumani District in particular.

1.10. Conceptual Framework

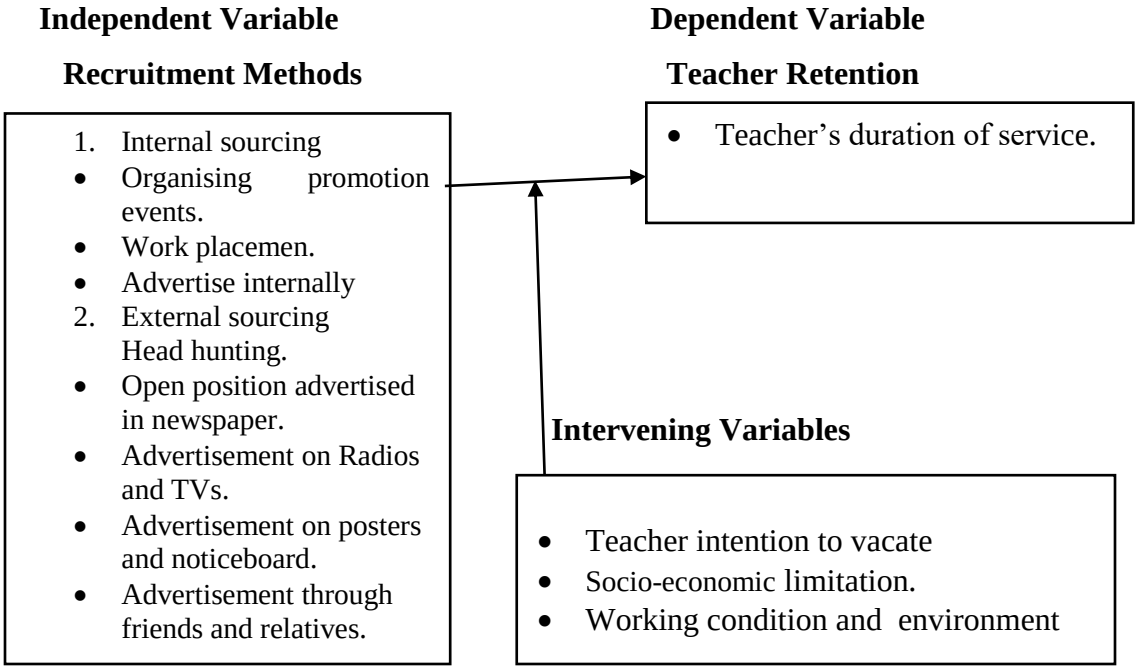


Figure 1:1: A Conceptual Framework on the Relationship between Teacher's Recruitment Methods and Teacher's Retention.

Source: researcher self-constructed (2023)

Figure 1.1 above shows the assumed relationship between teacher's recruitment methods and teachers' retention. The independent variables consider teacher's recruitment method in private secondary schools which include internal recruitment and external recruitment. The dependent variable considers teacher's retention through teacher's duration of service. However, this relationship is affected by the intervening variable that is socio-economic limitation, intention to vacate, working environment which affects both the method used in recruitment and teachers' retention in private schools.

Chapter Two

Literature Review

2.1. Introduction

This chapter presents related literature on relationship between recruitment methods and teacher retention. The chapter reviews the existing literature (journals and scholarly publication) about teacher recruitment methods and teacher retention. The available literatures was reviewed under the following headlines; The concept of teacher's recruitment, the concepts of teachers' retention, teachers' recruitment methods and retention (external sourcing and teacher retention, internal sourcing and teacher retention and head hunting and employee retention and teachers' duration of service) respectively and summary conclusion.

2.2. Teachers recruitment methods

Teacher recruitment methods include external sourcing, internal sourcing and head hunting as reviewed and discussed in the literature below.

2.2.1. External sourcing

Earlier studies have indicated the efficacy of external sourcing or recruitment. Sarma (2009) concluded that when an organization recruits externally, it opens the organization up to a larger pool of applicants, which increases its chances of finding the right person for the job; provides an opportunity for a fresh outlook on the industry that a company may need to stay competitive (Sarma, 2009). In Uganda, most private schools have become more concerned with the academic papers and classroom performance of teacher and academic performance of students and ignored the strengthening of the teachers' professional qualities and involvement of all teachers in moral education of students(Jacob et al., 2008).

Karsan (2007) contends that to hire an employee is only the very first step, an organization still has a long way to go, in order to build and strengthen the employment relationship as a basis for employee retention which requires building relationship and motivation of new teachers. According to Karsan (2007) and Somaya and Williamson (2008), recruitment and retention of a diversified workforce along with a grounded awareness of generational classes in the workforce provide a variety of angles to explore ways in which individuals might choose to stay with an organization. This provides an insight into understanding behavioral in compatibilities and personality clashes within the

school environment that may have potential effect on the individual teacher motivation and perception of the school operation system which becomes bases of the decision of a teacher to opt to stay or quit service in the school.

Gary (2005) found out that sometimes, companies have to find candidates for opening position from outside sources as well, instead of only internal source. The reason is that it has to depend on company's recruitment strategy at that time. Plus, internal source can't always provide enough personnel from firms' current work force. While Somaya and Williamson (2008) opined that corporate growth plans can also influence internal sourcing decisions, a fast-growing company may want to fill more jobs from within, but the disruption of back-filling positions and the lack of bench strength may compel them to turn to external sourcing. Therefore, considering especially the shortage of science teachers in both government and private schools, external sourcing can be essential recruitment method for private school to cope up with the demand of their students and as externally attracted teachers are considered assets, they are well taken care of and facilitates their retention on job. This study established how external sourcing is done among private secondary schools in Adjumani District.

According to Podolsky et al (2016), external sourcing is done as technically cover and what actually takes place in internal sourcing which limits attraction of quality teaching candidates from elsewhere as the recruitment process is filled with silent decisions as job adverts are put only to satisfy public attention as decisions are made independently. This forces many teachers to sort themselves in the teaching opportunities in private secondary schools who much often recruit internally or hunts teaching heads that are usually subjected sieve of performance in measure of their students' scores in the national exams. Considering most private schools in Uganda compete amongst themselves as to be proved better in academics compared to public school as a result, they only recruit best teachers and drop low grade teachers. This is true with regards to the situation of teacher's recruitment and retention in Adjumani district especially which has only nine (9) government aided school and five (5) private secondary school in which all available teachers have to fight for job opportunity. This gives the school administration excess advantage to recruit teachers of their choice (highly the best) which are kept on their toes or be substituted from time to time. This scenario jeopardizes teacher retention and professionalism as low pay, poor job prestige, unsatisfactory working conditions and lack of support continues to compel most teachers to leave teaching for other career opportunities (Podolsky et al., 2016).

2.2.2. Internal sourcing

Internal sourcing is a type of staff recruitment in which a school as a business seeks to fill teaching vacancy from within its existing workforce (Dibble, 1999). Schools may need to turn to internal sourcing when the targeted capabilities do not exist outside the school. This situation can arise with emerging capabilities for which the internal development is the only option available to the school (Dibble, 1999). It is cheaper and quicker to recruit, people already familiar with the business and how it operates, provides opportunities for promotion with in the business can be motivating and business already knows the strengths and weaknesses of candidates (Winter ton, 2004). This study explored how the internal sourcing is done among private secondary schools in Adjumani District.

However, most secondary schools are not prepared or are incapable of empowering their existing teaching staff to take the challenges of the expanding school responsibilities. This was particularly crucial when a school providing ordinary level education intend to provide advanced secondary education, it was most strategies to either promote the existing teachers to upper level or upgraded them to fit in the next level classes before launching such program in the school for the smooth running and quality of the service expected.

According to Rashmi (2010), internal sourcing is the comfortable option of filling both existing and anticipated vacancies within an organization since it can be done through either promotion or transfer. The teacher who has required knowledge and skills for the jobs can be assessed against other external applicants, and the best one will be selected. Although internal sourcing is always challenged by most organization recruitment policies and strategies (Gary, 2005), it is the most suitable recruitment method for corporate growth plans which seek to empower staff to handle most crucial organizational business responsibilities beyond employment to development stakeholders. This can be true especially if private secondary schools could develop strategies for developing (upgrading) their recruited staff to take responsibilities in key positions of school administration and development plans which could solve both the challenges of teachers' recruitment and retention. Internal sourcing is the most successful recruitment method in retaining employees (teachers in this case) to work for a longer period in the organization (school) (Rashmi, 2010).

In reference to internal sourcing to hire (recruit) an employee is only the very first step of the process an organization is still a long way to undergo, in order to build and strengthen the employee (teachers) capacities and relationship as a basis for the possibilities of retention either teaching or

administrative position available within the school. The study was done among private secondary schools in Adjumani District.

Internal sourcing does not only promote retention but also supports long-term service and open-ended relationship in an organization (school) involving loyalty and commitment with the employees, what is termed as 'mutual investment relation'. (Tsui & Wu, 2005). When employees experience long-term investment from employers, they reciprocate with loyalty and contribute much more than simple job performance. However according to the Recruitment and employee retention strategies (2010) the decision on whether to hire from within (using internal sourcing) should be based on an organization's needs and the greater talent pool. Some schools with very high internal redeployment rates may gain better advantage from external hires. Therefore, recruitment and retention are not isolated constructs. Some implications are already presented. For instance, recruitment takes place at specific points in the organization and internal recruitment is preferred above sourcing externally. Internal recruitment is a mean for ensuring commitment of employees (Royal, 2001). This study will find out how internal sourcing led to teacher retention among private secondary schools in Adjumani District.

In a study conducted by Breaugh (2008) recruiting from internal sources was proved to carry several benefits. It acts as a great motivator that encourages current employees to improve their performances for better career opportunities. The attrition rate is lower, as the recruitment, selection and induction costs and pending time reduce greatly. Besides, the mutual knowledge between the employee and the organization eliminates major risks associated with new recruit. The transferred or promoted employees also understand company culture, which help them adapt more quickly to the new positions and responsibilities there in (Rashmi, 2010). With respect to post-hire outcomes of recruitment with internal sources, it is found that employees who are recruited through internal channels would generally perform better, are more satisfied and less likely to quit (Breaugh, 2008). However, these findings belong to studies conducted outside Uganda. Thus, the study sought to establish the actual relationship between recruitment methods and teacher retention in private secondary schools in Adjumani district.

2.2.3. Head hunting

According to Finnegan and Richard (2009) head hunting (which is also called executive search), is the process of identifying, approaching and encouraging suitable candidates for a particular or spe-

cial job. A headhunter starts with an in-depth consultation and a visit to the school or academy in question, meeting with key people and getting a feel for the environment, culture, trajectory, traditions, successes and approaches, and priorities going forward (Beardwell & Claydon, 2007). Once armed with this information, headhunters map out the marketplace to identify and build a list of strong potential candidates, looking at experience and track record, career trajectory, context and alignment to ethos and aims. This current will establish whether this is true among private secondary schools in Adjumani District.

With a good brief the role and school can be described in a more exciting and engaging way than a static advert alone and this is not to be underestimated. Headhunted candidates get such good insight that they can judge fully whether a role is right, have all their questions answered and develop a real appetite for the challenge. The result is that they tend to perform very well in the final process (Finnegan and Richard, 2009). Multiple conversations with these candidates enable a relationship to develop in which concerns and questions can be addressed; the process allows an invaluable feedback loop between potential candidates and a school. If particular themes emerge or consistent concerns arise, these can be nipped in the bud helping to ensure a happier outcome for the whole process (Cable & Judge, 1996).

Considering recruitment is the process of finding and engaging the people an organization needs, selection is the part of the recruitment process concerned with deciding which applicants or candidates should be appointed to jobs (Beardwell & Claydon, 2007). For recruitment to become strategic, human resource ascertainment action, the practitioners must be determined and find whom to recruit, where to recruit, what resources to use in recruitment (the web, newspapers and search on campus) greatly facilitates head hunting communication (Breaugh & Starke, 2000). According to Bates (2003) the main goal of head hunting is about hiring the best talents and keeping the organization competitive on the job market and retains its best employees. This process helps to set and achieve the right limits. Finnegan and Richard (2009) found that hiring and retention are related strongly.

Finnegan and Richard (2009) opine that hiring employees that see the organization and themselves as a good match will reduce largely the chance of sudden leaving in the future. An example of reliable source of recruitment is head hunting through referral from current employees. Referrals tend to be capable person with good performance, because the current employees usually do not recom-

mend a bad one to avoid embarrassment when the referral fails to do the job (Finnegan and Richard 2009). Schuler and Jackson (2006) argue that, in conjunction with an organization's recruitment and selection efforts, a total compensation system provides pay that is sufficient to attract the right people at the right time for the right jobs and keep them motivated to perform their jobs to the best of their ability. This situation remains unknown among private secondary schools in Adjumani District which the current study seeks to find out.

Still in line with Finnegan and Richard (2009), Zottoli and Wanous (2000) confirmed that people who are recruited by certain sources (especially the informal employee referrals), possibly possess more accurate information beforehand, which permits a form of self-selection based on the fit with the organization. Furthermore, employees who perceive a good fit are more willing to recommend their organization as a good place to work and stay longer in service facilitating their retention in the teaching service (Cable & Judge, 1996).The study establish whether candidates taken under head hunting performed better and their retention was higher among private secondary schools in Adjumani District or not.

2.3. State of Teacher's retention

Attracting and retaining qualified teachers is a persistent problem that has plagued many countries for decades. According to Beng. etal (2020, p4), some studies have highlighted the importance of school environment factors for teacher retention, with school leadership often being viewed as influential in determining the ethos and working conditions within a school. A series of observational studies point to teachers' perceptions of administrative support and leadership as being strong predictors of teachers' intention to leave.

Also according to Twesigye, et al (2022, p.12), in order to encourage or persuade staff to remain in the school, the school authorities should established clear staff policy, clear channel of communication with teachers, encourage teachers' participation in decision making process, provide facilities and equipment needed by teachers, avoid dictatorship, attend to personal and social needs of teachers as well as assign reasonable duties and teaching load to teachers. In light of this fact, therefore, teachers should be given attention and the necessary provisions for enabling and conducive environment for their retention in schools.

According to Equity Theory (Adams, 1965), intentions to stay or leave a particular service is influenced by employee treatment with regards to equality compared to others of the same status and domain. The equity theory argues that employees seek to maintain equity between their unique contribution (demonstrated performance) such as; knowledge, time, experience, commitment, and efforts in lieu for other social outcome amounting to their retention on teaching post, promotion (internal recruitment vertically), recognition (compliments), increased pay (motivation) in contrast to the perceived inputs and efforts outcomes of other employees.

The state of teachers' retention in Adjumani District remains unclear therefore, the study explores the state teachers' retention in private secondary schools.

2.4. Relationship between Teachers Recruitment Methods and Teacher Retention.

There has been limited research on the relationship between teacher's recruitment methods and teacher's retention in private secondary schools. Most have been narrative reviews of available literature (Kelly& Finnigan, 2004; Lynch, 2012). These focused on particular issues or groups of teachers/schools. Przygocki (2004), for example, looked specifically at teacher supply issues in Catholic schools, while Fore et al. (2004) and Billingsley (2002) were concerned with the shortage of special education teachers. Previous reviews have also tended not to be systematic, instead summarizing a collection of studies seeking the consensus view (Achinstein, 2010) or providing a discussion of a small number of key articles. Borman and Dowling's (2008) comprehensive review focused on the factors that moderate attrition outcomes rather than examining policy initiatives or interventions designed to improve retention. A review by Guarino et al. (2004) examined the individual and school characteristics linked to teacher recruitment and retention, as well as synthesizing the evidence for a range of policies and initiatives aiming to reduce the shortage. The authors apply four quality criteria based on sample, measurement procedures, model specification and interpretation to these studies. These quality criteria, however, were used to determine whether studies would be included in the review or not. They were not used to assess the weight that should be allocated to the findings in relation to each intervention.

Laurence, et al.'s (2002) review of programmes aimed at attracting and retaining teachers in the US concluded that it was difficult to be certain about the evidence of effectiveness as many of the programmes tended to be small and piecemeal and hence difficult to replicate on a large-scale.

Lonsdale and Ingvarson (2003) reviewed recruitment strategies employed in Australia, the US, UK, Canada and New Zealand and cautioned that many of the strategies have not been formally evaluated, or where they have, evidence tended to be anecdotal and informal.

2.5. Summary of Literature Review

According to the literature reviewed, Different scholars have conducted several studies to establish the relationship between teacher recruitment methods and teachers' retention in private schools. However, gaps have been discovered in the methodology, geographical scope, design, sampling size as well as limited literature on the variables.

First of all, there was gap in the due process of finding and hiring the best qualified candidate (from within or outside of an organization) for a job opening, in a timely and cost-effective manner. In many cases, the literature points out that, the recruitment process is not adequately followed as required. In this attracting and recruiting competent teachers for the vacant posts is a challenge in many private secondary schools.

Secondly, there were gaps in the overall quality and readiness of the teachers, efficiency of teachers' training institutions and continuity of experienced teachers existing in this literature in relation to teacher recruitment methods and teacher retention in private secondary schools in Adjumani District in particular and Uganda at large.

Thirdly, looking the Literature reviewed, this study found out that there were no existing in terms of equity in the recruitment and retention of teachers in private secondary schools. The equity theory which was advanced by John Stacy Adams in 1965 states that intentions to stay or leave a particular service are influenced by employee's treatment with regards to equality compared to others of the same status and domain. Equity theory assumes that individuals who perceive themselves as either under-rewarded or over rewarded will experience unlikeness (distress the limits their effort or excitement that increases both commitment and outcome (turnover), and this leads to efforts to restore equity within the organization.

According to this theory, teachers are retained when they are fairly treated, they tend to leave if there is unfair treatment in terms of promotion, involvement in decision making and a fair pay. This theory becomes relevant in the current situation regarding the discrepancy in salaries of science and arts teachers. This situation becomes intense when other factors like unfair promotion sets in. There

was gap already in ensuring equity in recruitment methods and teachers' retention in private secondary schools in Adjumani District.

Chapter Three

Research Methodology

3.1. Introduction

This chapter presents and describes the methodology which was used, in particular, it covers the design, study area, study population and sample size as well as procedures that were used during sampling, methods of data collection, data collection methods, quality control, data presentation, processing and analysis, and the procedures that were followed to ensure that ethical considerations are adhered to.

3.2. Research Approach

This study adopted both qualitative and quantitative approaches to explored feelings and opinions of the respondents. The quantitative approaches provided statistical and numerical data that helped to communicate the relationships between teacher recruitment methods and teachers' retention (Billingsley, B. S., 2004). The qualitative approach gave an in depth understanding of the opinions of respondents in relation to teachers' recruitment methods and teacher retention in private secondary schools in Adjumani District.

3.3. Research Design

A cross-sectional survey design was used while conducting this study. This was because it involved an in-depth examination of present-day, real-life situations in its original context at the instant of the survey (Leedy, P.D., Ormrod, J.E, 2005). This design was chosen because of its flexibility in accommodating qualitative and quantitative study approaches.

3.4. Study Area

The study was conducted among private secondary schools in Adjumani District because of the general outcry of private secondary schools about teacher recruitment methods and teacher retention.

3.5. Study Population

This study targeted 232 participants where a sample size of 100 respondents were chosen from private secondary schools in Adjumani District. The study participants comprised of the five private

secondary schools which are found in Adjumani District; these are Adjumani Model Senior Secondary School, Comboni Comprehensive Senior Secondary School, Bala Senior Secondary School, Pakele Comprehensive Secondary School and St. James College. The study participants included head teachers, deputy head teachers, PTA, members of school board of Governors and teachers in general. The sample size from the population was chosen because it covered ¾ of the private schools in Adjumani District.

3.6. Sample Size and Selection

A sample size of 100 participants was selected from the accessible population of 232 participants; this sample size was distributed to each category of the participants. This sample size had been developed using Krejcie and Morgan's (1970) table for sample size determination as presented in the table below.

Table 1: Showing Study Population

Respondent's category	**Population**	**Sample size**
BOG executive members	60	5
PTA executive members	60	5
School administrators (H/T, DHT/DOS)	15	10
Teachers	97	80
Total	**232**	**100**

Source: Primary data, 2023

3.7. Sampling techniques and procedures

Simple random and purposive sampling techniques were used while conducting this study. Simple random sampling technique was used to select participants randomly. This technique was chosen to select teachers who were given equal chances for all participants in this category to present their views. While on the other hand, purposive sampling was administered to the Board of Governors Executive members, School Administrators (H/T, D/HT and Director of Studies) as the key informants.

3.8. Data Collection Techniques

3.8.1 Questionnaire Survey

The questionnaire survey was chosen because it was appropriate for collecting personal information from subjects that may not be easily obtained using other methods and to collect a lot of information over a short period of time (Bless, C & Higson-Smith, C., 1995).

3.8.2 Interview

Interviews were conducted as it had enabled the researcher to gather information that questionnaires cannot adequately ascertain, it allowed on spot explanations, adjustments and variations introduced during data collection processes (Cable, D.M., & Judge, A., 1996).

3.9. Data collection instruments

3.9.1 Survey Questionnaire

Self-administered questions was constructed in accordance with the study variables and objectives. Questionnaires were used because they were easy to construct and distribute. In addition, questionnaires facilitated easy analysis of data. The questionnaires were distributed to different respondents by the research assistant and the research (Borman, G.; Dowling, N., 2008)**.**

3.9.2 Interview Guide

An interview guide was used to enable the researcher gather the information that the questionnaire cannot adequately ascertain. The researcher physically visited the respondents and orally questioned them, either individually or in a group. The advantage of using interview was that it allowed on spot explanation, adjustments and variations could be introduced during the total collection process and through respondent incidental comment, use of facial and body experience, tone, gestures, feeling and attitudes (Billingsley, J. B. (2002).

3.10. Data Quality Control

3.10.1. Validity

Validity of instruments was measured by computing the Content Validity Index (CVI). The instruments was valid when the computed CVI is greater than 0.7 (Amin, 2005). The researcher interpret-

ed CVI as a way of measuring the level of accuracy of the instruments. The higher the value, the more the instrument is deemed to satisfy the content validity and vice versa.

CVI= Average scores rated relevant

Total number of items in the questionnaires

CVI=20/25= 0.8

CVI value of was > 0.7 standard value for consideration of instrument (Amin, 2005), this implies that the questionnaire was valid for the data collection.

3.10.2. Reliability

This study used Cronbach' alpha to establish the reliability of the research instrument that was a questionnaires in order to find out the relevant items that addresses the study variables.
Cronbach's alpha is completed by the formula:

Where: $$\alpha = \frac{N * \overline{c}}{\overline{v} + (N-1) * \overline{c}}$$

N = number of items

$\overline{c}$ = mean covariance between items.

$\overline{v}$ = mean item variance.

Cronbach's Alpha that is accepted in research runs from a scale of 0-1. Zero (0) means that there is no correlation between the items on the questionnaire while one (1) means that, there is a strong correlation among the items. Therefore, a Cronbach's Alpha was greater than 0.7 then it was adopted by this study after pretesting of the questionnaires (Amin, 2005). When the reliability drew Cranach's alpha that was 0.9. Therefore the tool was reliable.

3.11. Data Analysis

3.11.1. Quantitative Data Analysis

Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 20. Data was presented using tables showing frequencies of responses of respondents. While the inferential statistical techniques were used, has been correlation coefficient (Pearson) and regression analysis. To perform this, SPSS was used to run the correlation and regression analysis derived from Pearson's correlation coefficient that is;

Correlation formula

$$r = \frac{n\varepsilon xy - \varepsilon x\varepsilon y}{\sqrt{n\varepsilon x^2 - (\varepsilon x)^2}\sqrt{n\varepsilon y^2 - (\varepsilon y)^2}}$$

Correlation calculated using any formula and method stated above can be interpreted as below;

If r = 1, the correlation is said to be perfect positive

If r = -1, the correlation is said to be perfect negative

If r = 0, the variables x and y are said to be uncorrelated.

If $0 < r \geq 0.4$, low correlation.

If $0.4 \leq r < 0.7$, moderate correlation.

If $0.7 \leq r < 1$, high correlation.

Regression Formula

$$y = a + bx - E$$

Where y is dependent variable

x is independent variable

a = is the intercept

b = is the slope

e = is the residual

3.11.2. Qualitative Data Analysis

Qualitative analysis involved categorizing data and attaching them to the appropriate category or categories. The process was taken the form of organizing and structuring data collected to generate meaning for content analysis of data. Data was coded, conceptualized, interrelated, analyzed

through narrations and descriptions of the relationship between Teachers' Recruitment Methods and Teachers' Retention in private schools in Adjumani District.

3.12. Limitations of the study

The researcher had limited access to data from some respondents in private secondary schools in Adjumani District. Meeting series of deadlines during the study especially regarding manuscripts submission proved another challenge during this study.

3.13. Delimitations of the study

The researcher redesigned the structure of the research which enabled the respondents to consent for this study. The researcher managed to respond through follow ups to catch up with the set deadlines during the course of the research.

3.14. Ethical Consideration

The main reason for conducting this study is academic. The contribution of the participants was handled with high level of confidentiality and due respect in the following ways: -

Approval: The research report was reviewed by the department of Research Studies of Gulu University.

Consent: Written informed consent was obtained from eligible research participants through explanation of the research objectives, and main goal of the study was communicated to them in the language they better understand and why their participation is necessary.

Privacy Protection: Privacy was maintained by interviewing participants in private places and not conducting interviews in public places.

Confidentiality: For confidentiality to be guaranteed, the researcher avoided identifiers like names on participant's information and putting passwords on the lap top containing participant's data.

Chapter Four

Data Presentation, Analysis and Interpretation

4.0. Introduction

This section presents study results on teachers' socio-demographic characteristics, recruitment methods used by private schools in Adjumani District, retention methods used and the relationship between recruitment methods and teacher's retention

4.1. Sociodemographic characteristics of respondents.

Table 2 below presents analysis of the demographic characteristics of respondents.

Table 2: Social demographic characteristics of teachers in private secondary schools in Adjumani District.

Socio-demographic characteristics	Percentage response
Respondents age bracket	
20-25	23
26-30	56
31-40	15
41-above	6
Marital status	
Single	40
Married	55
Divorced	5
Education level	
None professional	7
Diploma	47
Degree	46
Respondents gender	
Female	35
Male	65
Average monthly income	
less than 100,000	6
101,000-300,000	23
301,000-500,000	58
501,000 and above	13
Having alternative source of income	
No	79
Yes	21
Religion	
Others	3
seventh day	1
Muslims	3
Protestant	14
Catholic	66
Born again	13
Suffering from chronic illness	

No	96
Yes	4

The findings indicate that majority of teachers (56%) are aged between 26-30 years, followed by 23% aged 20-25. Only a small percentage (6%) are 41 years and above. This indicates that the teaching workforce is predominantly young. The predominance of young teachers suggests high mobility, as younger professionals are more likely to seek opportunities elsewhere for career advancement or better pay. This poses a challenge for long-term retention.

Result shows that most teachers are married (55%), while 40% are single. Only 5% are divorced. The high proportion of married teachers may suggest greater stability, though single teachers form a significant portion of the workforce. The high proportion of married teachers may imply stability; however, if financial challenges persist, married teachers with families to support might leave for better opportunities.

Finding reveal that nearly all teachers possess formal qualifications, with 47% holding diplomas and 46% holding degrees. Only 7% have non professional formal qualification. This suggests a relatively well-educated teaching force, though the small percentage with no formal education could impact teaching quality. While the majority have diplomas or degrees, the presence of teachers without formal qualifications may affect job satisfaction for better-qualified colleagues who might feel undervalued or underpaid relative to their qualifications.

Finding reveal that the workforce is predominantly male (65%), with females accounting for 35%. This gender disparity may reflect broader social and cultural dynamics in the region. The male-dominated workforce may highlight a lack of policies supporting female teachers, such as flexible working hours or maternity benefits. This could impact retention of female teachers.

Findings show that majority of teachers (58%) earn between UGX 301,000-500,000 monthly, while 23% earn UGX 101,000-300,000. Only 13% earn UGX 501,000 or more. Low incomes are prevalent, with few teachers earning a sustainable wage. Low salaries (with 81% earning below UGX 500,000) and limited alternative income sources suggest financial dissatisfaction. This could drive teachers to leave for better-paying opportunities, especially in public schools or other sectors. Most

teachers (79%) do not have an alternative source of income, while 21% do. This indicates a heavy reliance on teaching as the primary source of livelihood.

Similarly, finding reveals that majority are Catholic (66%), followed by Protestants (14%) and Born Again Christians (13%). This may reflect the predominant religious demographics of the region. While not directly impacting retention, the religious homogeneity may influence the cultural climate within schools, affecting teacher satisfaction and inclusivity.

Most teachers (96%) do not suffer from chronic illnesses, indicating a generally healthy workforce.

4.2. Research Question One

What are the Teacher Recruitment Methods in Private Secondary Schools in Adjumani District?

Table 3 highlights the external sourcing methods of recruitment employed by private schools in Adjumani District and their relative popularity based on percentage responses.

Table 3: External Sourcing forms of Recruitment Employed in Private Schools in Adjumani District.

External sourcing method of recruitment	**Percentage response**
Open positions advertised in newspaper	*7*
Open positions advertised in FM radios and TV	*20*
Open positions advertised on posters and notice boards	*31*
Open positions advertised in internet	*5*
Open positions advertised through friends and relatives	*37*

According to the findings on *Table 3* above, most frequently used method is advertisement through friends and their utilisation, this informal approach relies on social networks to recruit teachers. While cost-effective, it may compromise the quality and diversity of candidates. The reliance on informal recruitment through friends and relatives (*37*%) may result in less rigorous selection processes. This could lead to mismatches between teachers' skills and job requirements, negatively affecting job satisfaction and retention. The second most common method, it is accessible and affordable but may have limited reach, particularly for attracting highly qualified candidates

from outside the local area. The predominant use of local methods (posters, friends/relatives) restricts access to a wider pool of qualified candidates. This limits opportunities to hire highly skilled teachers who might contribute to long-term retention.

This method is moderately used, offering broader coverage but requiring more financial resources than other approaches. It can attract a more diverse pool of candidates but may not fully leverage its potential. Radios and TV is rarely used, possibly due to high costs and limited readership in the rural areas of Adjumani District. This method may attract more qualified candidates but lacks cost efficiency for many schools. Schools' preference for cost-effective methods like posters and local networks indicates financial limitations that might also impact teachers' working conditions and pay, contributing to attrition.

Newspaper advertisement, the least utilized method, likely due to limited internet penetration and access in the district. It has potential for reaching a younger, tech-savvy audience but requires more investment in digital infrastructure. The minimal use of internet advertising (5%) and low reliance on newspapers (7%) suggests missed opportunities to attract diverse and qualified applicants from beyond the local area. The lack of innovation in recruitment may deter retention of ambitious teachers who seek modern and professional hiring practices.

Private schools in Adjumani District predominantly rely on informal and localized recruitment methods, such as advertising through friends and relatives (37%) and posters/notice boards (31%). These methods appear to be more accessible and cost-effective compared to formal avenues like newspapers (7%) and internet advertisements (5%). The reliance on informal recruitment methods may affect the diversity and quality of teaching staff, as these approaches might prioritize convenience over merit. While localized methods like posters and friends/relatives may attract candidates' familiar with the community, they may limit the pool of qualified applicants and potentially contribute to inconsistent teacher retention rates. To improve retention, schools should consider complementing these approaches with more formal and widespread methods, such as radio, TV, and newspaper advertisements. These methods could attract a broader range of skilled candidates, enhancing the overall stability and quality of the teaching workforce.

The relatively low use of modern methods, such as internet advertising, suggests an opportunity for schools to explore and invest in digital recruitment strategies to broaden their reach and attract a wider pool of candidates.

One of the head teacher said Private schools mainly use all the three methods of teacher recruitment; however, external sourcing is predominantly used because it brings in competent teachers who are also committed to work.

The head teachers interviewed acknowledged that, external sourcing also will enable schools to acquire experienced teaching staff who have adequate data.

Besides, a BOG member revealed that external sourcing will attract all teachers with their requisite skills whereby during the recruitment process, those with requisite skills will be recruited compared to head hunting whereby teachers who have inadequate skills are recruited in private secondary schools in Adjumani District.

More so, one of the Deputy Head teachers revealed that external sourcing method will enable recruitment of distant teachers especially from other locations and teachers who failed to be absorbed somewhere else but who have adequate knowledge and skills to be recruited in private secondary schools in Adjumani District.

Table 4 outlines the internal sourcing methods of recruitment employed in private secondary schools in Adjumani District and their relative popularity based on percentage responses.

Table 4: Internal Sourcing Method of Recruitment in Private Secondary Schools in Adjumani District.

Internal sourcing method of recruitment	**Percentage response**
Organizing promotional events for employees	*25*
Work placement	*32*
Vacancies advertised internally	*43*

Findings on internal sourcing methods of recruitment used by private secondary schools in Adjumani District (*Table 4*) above showed that internal advertisement of vacancies (*43%*) is most frequently, this involves sharing job openings within the school to encourage existing staff or affiliates to apply. This method fosters transparency and provides opportunities for career growth among current staff. Internal advertisement of vacancies promotes a culture of fairness and inclusivity,

which can enhance job satisfaction and loyalty among staff. However, over-reliance on this method might limit the pool of candidates, potentially resulting in skill gaps.

Work Placement (*32%*). This method involves recruiting individuals based on prior temporary engagements or internships within the institution. It allows schools to assess candidates' suitability and performance before offering permanent roles. Work placements and promotions (*25*%) highlight opportunities for internal growth. Providing clear career pathways through these methods is critical for retaining ambitious teachers who seek long-term professional development.

Promotional Events for Employees (*25*%). This approach focuses on identifying and promoting existing employees to higher roles based on performance or merit. While less commonly used, it encourages employee motivation and retention by recognizing talent within the organization. The use of promotional events signals recognition and reward for performance, which boosts teacher morale. However, if promotions are perceived as biased or infrequent, they could lead to dissatisfaction and turnover.

Heavy reliance on internal sourcing may prevent the infusion of new ideas and practices that external candidates might bring, potentially impacting innovation and overall school performance. While cost-effective, internal sourcing may not address the need for highly specialized skills that may not exist within the current workforce, leading to potential challenges in retaining teachers who feel overburdened or underqualified for new roles.

From the interviews conducted, one of the head teachers observed that teacher recruitment methods such as internal sourcing, external sourcing and head hunting have influence on teachers' retention because it facilitates further retention of teachers in private secondary schools in Adjumani District.

One of BOG member said that teacher recruitment through organizing promotional events, consultants, recruiting college and University students improves retention of competent teachers and those who are willing to work.

Lastly, in the view of the researcher recruiting teachers through internal sourcing, external sourcing methods when administered properly shows positive impact on teachers' retention in private secondary schools in Adjumani District.

4.3. Research Question Two

What is the State of Teacher's Retention in Private Secondary Schools in Adjumani District?

Table 6 provides insights into the state of teacher retention in private secondary schools in Adjumani District, as reflected by teachers' responses.

*Table 5: State of Teacher Retention in Private Secondary Schools in Adjumani District***.**

Teacher retention	**Percentage response**
No teacher has left teaching position for the last five years in this school.	*12*
I have taught in more than five private schools for the last five years.	*18*
I will be willing to work in this school for more than five years.	*14*
I have taught in this school for four years.	*14*
I have been changing schools for the last three years.	*14*
I have taught in this school for one year.	*13*
I have taught in more than two private schools for last three years.	*15*

Findings on teacher's retention in private schools in Adjumani District (*Table 6*) revealed that 18% of teachers reported teaching in more than five private schools in the last five years, 15% reported teaching in more than two schools in the last three years and 14% acknowledged changing schools over the last three years. The findings highlight significant challenges in retaining teachers in private secondary schools in Adjumani District such as frequent movement between schools suggests poor retention, leading to workforce instability and potential disruption of academic programmes.

Furthermore, the findings showed that 13% of teacher have taught in their current school for only one year, 14% have been in their current school for four years and only 14% expressed a willingness to stay in their current school for more than five years. The willingness of only 14% of teachers to remain long-term indicates possible dissatisfaction with working conditions, remuneration, or professional growth opportunities. Continuous teacher turnover places financial and administrative strain on schools to recruit, train, and integrate new teachers regularly. Inconsistent staffing can

hinder the development of cohesive school cultures and long-term teacher-student relationships, potentially affecting education quality.

The findings indicate that while schools employ a range of strategies to retain teachers, systemic issues like poor compensation remain a significant barrier. The focus on fair treatment, communication, encouragement, participation, and training reflects an understanding of non-monetary factors influencing retention. However, without addressing financial concerns, these strategies may have limited long-term effectiveness.

One of the Deputy Head teachers revealed there is low teachers' retention in many private secondary schools in Adjumani District. There is high teaching staff turnover which is attributed to low salary payment for the teachers in most private schools in the District. Also, inadequate teachers' motivation, low consideration of teachers in decision making processes, and harassment by proprietors of some private secondary schools in Adjumani District were cited as other reasons for low teacher retention.

Besides, another response from one of the Deputy Head teachers revealed that, the state of teacher's retention is worse in private secondary schools in Adjumani District because of delayed salary payment, poor motivation and lack of allowance for teachers; other factors include poor feeding and inadequate staff welfare.

More so, one of the Board Chairpersons contends with the earlier statements that the rate of teachers' retention is low in private secondary schools in Adjumani District noting that every term teachers' leave schools because of delayed salaries for sometimes up to a period of three months, poor teachers' welfare and low salaries of teachers.

The PTA member in one of the schools also revealed that teachers' retention is still low because of lack motivation of teachers' despite of good performance, lack of consideration for teachers' despite of their good performance and teachers are not valued as far as their performance are concerned. There is also rampant harassment of teachers by school administrators and the Directors of private secondary schools.

4.4. The relationship between Teacher's Recruitment Methods and Teacher's Retention in Private Secondary Schools in Adjumani District.

Table 7 below shows the correlation between various external recruitment methods and teacher retention in private secondary schools in Adjumani District.

Table 6: The Relationship between External Recruitment Methods and Teacher Retention in Adjumani.

External recruitment methods	Teacher Retention						
	No teacher has left teaching position for the last five years in this school.	I have taught in more than five private schools for the last four years.	I will be willing to work in this school for more than five years.	I have taught in this school for four years.	I have been changing schools for the last three years.	I have taught in this school for one year.	I have taught in more than five private schools for the last five years.
open positions advertise in news papers	*-.021*	*-.031*	*.093*	*.109*	*.115*	*-.041*	*.015*
open positions advertise in FM radio stations and TV	*-.148*	*.046*	*.082*	*.070*	*.243**	*.046*	*-.018*
open positions advertise on posters/notice boards	***.343*****	*.201*	*.191*	*.187*	***.301*****	***.247****	***.380*****
open positions advertise on internet sites	*-.183*	*-.036*	*.088*	*.064*	*.025*	*-.052*	*-.018*
open positions advertise through friends and relatives	*.255**	*.039*	*.112*	*.172*	*.161*	*.164*	*.108*

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

The relationship between external recruitment methods and teacher retention in private secondary schools in Adjumani district in northern Uganda (*Table 7*) revealed that there was a positive significant relationship between open positions advertised on posters/notice boards and (a) Administrators persuading teachers to stay (*0.343***) (b) Proper communication (*0.301***) (c) staff training (*0.380***), and fair treatment for teachers (*0.358***). Furthermore, there was a positive significant relationship between open positions advertised through friends and relatives, and fair treatment

of teachers (*0.311***). However, the other parameters of external recruitment did not have a significant relationship with parameters under teacher retention.

Strong positive correlation with several retention measures as "No teacher has left teaching position for the last five years" (r = .343**), changed schools for the last three years" (r = .301**) and taught in more than five private schools for the last five years" (r = .380**). Similarly, there positive but weaker correlation with "changing schools for the last three years" (r = .243*) and limited significance with other retention measures. The finding further revealed moderate positive correlation with "no teacher has left teaching position for the last five years" (r = .255*) and minor positive correlations with other measures, but none significant. Negligible or negative correlations with most retention measures, indicating minimal or no effect on teacher retention.

The findings suggest that private schools in Adjumani District should prioritize advertising teaching positions through posters and notice boards to improve teacher retention. This method may foster a sense of transparency and accessibility, encouraging teachers to remain committed to their schools. Conversely, reliance on newspapers or internet-based advertising may not significantly impact teacher retention and could be deprioritized.

The study concluded that recruitment through posters/notice boards is the most effective method for improving teacher retention in private secondary schools in Adjumani District. It consistently shows strong positive correlations with multiple retention indicators, suggesting that it is a reliable strategy for maintaining a stable teaching workforce.

Conversely, the lack of significant relationships with other recruitment methods points to potential gaps in how these strategies are integrated into broader retention efforts. Schools may need to evaluate how these methods can be optimized to support teacher retention.

One of the head teachers revealed that although majority of the head teachers understand and use all the three methods of teachers' recruitment; they still have low capacity to recruit and retain teachers because of challenges they face from attitude of directors in many private secondary schools in Adjumani District.

In a related case, one of the BOG Chairpersons revealed that, there is relationship between teacher recruitment methods and teachers' retention methods because once a proper recruitment

method is used competent and committed are absorbed and retained for a long period in the private secondary schools in Adjumani District.

Similarly, another PTA Chairperson revealed that, there exists a relationship between teacher recruitment methods and teacher retention because some teachers who were head hunted may as well improve their competence and are able to be retained for a long term.

The other respondents also agreed that there is relationship between teachers' recruitment methods and teacher retention methods, citing an example of external sourcing as an example can make a teacher to develop his or her own interest thus, he or she will serve the institution in the long period of time.

Table 8 illustrates the relationship between internal recruitment methods and teacher retention in private secondary schools in Adjumani District.

Table 7: The Relationship between Internal Methods of Recruitment and Teacher Retention in Adjumani District.

	Teachers' Retention						
Internal recruitment methods	No teacher has left teaching position for the last five years in this school.	I have taught in more than five private schools.	I will be willing to work in this school for more than five years.	I have taught in this school for four years.	I have been changing schools for the last three years.	I have taught in this school for one year.	I have taught in more than two private schools.
Organizing promotional events	*.266**	*.219*	*.182*	***.351*****	*.282**	*.271**	*.253**
Work placement	*.253**	*.124*	*.223**	*.163*	*.225*	***.296*****	*.206*
Vacancies advertised internally	***.341*****	*.114*	*.115*	*.211*	*.143*	*.240**	*.222*

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

The relationship between internal recruitment methods and teacher retention in private secondary schools in Adjumani district in northern Uganda (*Table 8*) revealed that there is positive correlations with most retention indicators, including: (a) no teacher has left teaching position for

the last five years" (r = .266*), (b) I have taught in this school for four years" (r = .351**), (c) I have been changing schools for the last three years" (r = .282*) and (d) I have taught in this school for one year" (r = .271*). There is moderate positive correlations with: (a) no teacher has left teaching position for the last five years" (r = .253*), (b) I will be willing to work in this school for more than five years" (r = .223*) and (c) I have taught in this school for one year" (r = .296**). Finding revealed a **s**trong positive correlation with "no teacher has left teaching position for the last five years" (r = .341**), positive correlations with other indicators, such as: (a) I have taught in this school for one year" (r = .240*) and (b) I have taught in more than two private schools" (r = .222). Schools should invest in robust internal recruitment strategies, such as organizing promotional events and internally advertising job openings. These methods not only enhance transparency but also build loyalty and job satisfaction among teachers, reducing turnover rates. Work placement opportunities, while moderately effective, could complement these strategies to further strengthen teacher retention.

These relationships highlight the potential for schools to strengthen their retention efforts by refining their internal recruitment processes. For instance, organizing regular promotional events or prioritizing internal job postings can create an environment of recognition and growth, reducing turnover rates. Conversely, the lack of significant relationships with other internal recruitment parameters suggests areas where schools could explore more targeted interventions to support retention.

Table 10 below presents the regression analysis evaluates the influence of various recruitment methods on teacher retention in private secondary schools in Adjumani District.

Table 10: Recruitment Methods that Have an Influence on Teachers' Retention in Private Secondary Schools in Adjumani District. Coefficient for the Regression Part.

Model		**Unstandardized Coeffi cients**		**standardized Coefficients**	**T**	**Sig**
		B	**std error**	**Beta**		
1	Advertising in news paper	*-.081*	*.121*	*-090*	*-672*	*504*
	Advertise in FM radio stations and TV	*.058*	*.109*	*.072*	*.532*	*.597*
	Advertise on post-ers/notice boards	*.050*	*.094*	*.067*	*.526*	*.601*
	Advertise on internet sites	*.155*	*.140*	*.151*	*1.108*	*.272*
	Advertise through friends and relatives	*-.072*	*.094*	*-.089*	*-.771*	*.444*
	Advertising through promotional events for employees.	*.438*	*.110*	*.531*	*3.980*	*0.000*
	work placement	*.126*	*.111*	*.148*	*1.140*	*.259*
	Advertising internally	*-.044*	*.115*	*-059*	*-385*	*.701*
	Recruitment through consultants	*-.279*	*.098*	*-362*	*-2.847*	*0.006*
	Recruiting through head hunters	*-.038*	*.104*	*-.049*	*-.369*	*.714*
	Recruiting college and university students	*.206*	*.093*	*.268*	*2.214*	*0.031*
	Maintaining part-time workers	*-.019*	*.094*	*-.023*	*-.207*	*.837*
	Referrals from current employees	*7.2 27E-5*	*.104*	*.000*	*.001*	*.999*
	Bounty payments for re-cruited candidates	*-.008*	*.138*	*-.008*	*-.058*	*954*
	(Constant)	*.517*	*.495*		*.046*	*300*
	R Square					*.00*

The study tested which recruitment methods have a significant effect on teachers' retention (table 10 coefficient for the regression part). Findings on Table 10 revealed that advertising through promotional events for employees has the strongest positive influence on teacher retention; (a) unstandardized Coefficient (B) = .438, (b) Standardized Coefficient (Beta) = .531 and (c) Highly significant ($p = 0.000$). Recruiting college and university students has positive influence with B = .206 and Beta = .268 and significant ($p = 0.031$). Recruitment through consultants has negative influence with B = -.279 and Beta = -.362 and Significant ($p = 0.006$). There is insignificant recruitment methods denoted by methods like advertising in newspapers, posters/notice boards, FM radio/TV, and internet sites, as well as referrals from current employees, bounty payments, and maintaining part-time workers, showed no significant influence on teacher retention ($p > 0.05$).

Overall Model Fit showed that the R-squared value is very low, indicating that the model explains minimal variance in teacher retention. This suggests that factors other than recruitment methods might have a greater influence on retention. Schools should prioritize advertising through promotional events and direct recruitment from colleges and universities to attract and retain committed teachers. These methods likely foster long-term engagement by targeting candidates aligned with the schools' culture and values. In contrast, schools should carefully evaluate or limit reliance on consultants, as their negative impact might arise from insufficient candidate vetting or misaligned recruitment practices.

The regression analysis identifies promotional events, recruitment through consultants and targeting college/university students as the most significant recruitment methods influencing teacher retention. Schools should prioritize these strategies to enhance retention outcomes while addressing other potential contributing factors.

Chapter Five

Discussions, Conclusions and Recommendations.

5.0. Introduction

This chapter provides discussion of the finding of this study.

5.1. Discussion of the research findings

The purpose of this study was to find out the teachers' recruitment methods and teachers' retention in private secondary school in Adjumani District.

The research objectives of the study were; to examine the teacher recruitment methods, establish the state of teachers' retention and assess the relationship between teacher's recruitment methods and teachers' retention in private secondary schools in Adjumani district as discussed below.

5.2. Socio Demographic Characteristics of Respondents

Different respondents were selected and grouped according to the age brackets. These include those between 20-25, those in 26-30, others from 31-40 and those in 41 years above. The responses provided by the different categories of the respondents by age bracket were varying in relation to teachers' recruitment methods and retention in private secondary schools in Adjumani District. These categories of the respondents were interviewed basing on the research objectives as discussed in the subsequent chapters below.

5.3. Teachers' Recruitment Methods in Private Secondary Schools in Adjumani District.

The study established that Private schools in Adjumani District predominantly rely on informal and localized recruitment methods, such as advertising through friends and relatives and posters/notice boards. These methods appear to be more accessible and cost-effective compared to formal avenues like newspapers and internet advertisements. The reliance on informal recruitment methods may affect the diversity and quality of teaching staff, as these approaches might prioritize convenience over merit. While localized methods like posters and friends/relatives may attract candidates familiar with the community, they may limit the pool of qualified applicants and potentially contribute to inconsistent teacher retention rates. This finding concurs with Gary (2005) who found

out that sometimes, companies have to find candidates for opening position from outside sources as well, instead of only internal source.

The study discovered that most private secondary schools in Adjumani District rely heavily on internal advertisement of vacancies as their primary internal recruitment method. While work placements are moderately popular, the limited use of promotional events suggests an underutilization of opportunities to recognize and promote talent within the schools. The emphasis on internal advertisement of vacancies suggests that schools value transparency in their internal recruitment processes, which may foster trust and satisfaction among staff. However, the underuse of promotional events could mean missed opportunities for employee recognition and motivation, potentially impacting long-term teacher retention. This finding is consistent with Rashmi (2010) who said that internal sourcing is the comfortable option of filling both existing and anticipated vacancies within an organization since it can be done through either promotion or transfer. Similarly, this finding is inconsistent with Sarma (2009) who contends that when an organization recruits externally, it opens the organization up to a larger pool of applicants, which increases its chances of finding the right person for the job; provides an opportunity for a fresh outlook on the industry that a company may need to stay competitive. This finding agrees with Karsan (2007) and Somaya and Williamson (2008) who said that recruitment and retention of a diversified workforce along with a grounded awareness of generational classes in the workforce provide a variety of angles to explore ways in which individuals might choose to stay with an organization.

While the study highlights the heavy reliance on internal advertisement of vacancies in private secondary schools in Adjumani District, this approach has inherent limitations that warrant consideration. The study emphasizes the benefits of transparency and trust fostered by internal recruitment, but these advantages may come at the cost of diversity, innovation and competitiveness. As Sarma (2009) contends, external recruitment offers a broader pool of applicants and introduces fresh perspectives that can revitalize an organization. By focusing predominantly on internal advertisements, schools risk missing out on talented candidates who could bring new ideas and approaches, helping schools adapt to changing educational demands. Additionally, internal recruitment might perpetuate existing organizational cultures, which could be a disadvantage if those cultures are stagnant or resistant to change.

Moreover, Somaya and Williamson (2008**)** argue that a diverse workforce enriched by varied generational and professional experiences can enhance retention by offering new angles to address challenges and fostering an inclusive work environment. The limited use of external recruitment methods in Adjumani schools may hinder efforts to cultivate such diversity, potentially affecting their ability to compete with other institutions for top talent. While internal recruitment ensures familiarity and promotes existing staff, it is essential for schools to strike a balance by integrating external recruitment strategies. This approach can complement the trust and satisfaction derived from internal methods while addressing gaps in diversity and innovation.

5.4. State of Teacher's Retention in Private Secondary Schools in Adjumani District.

The study revealed that teacher retention in private secondary schools in Adjumani District is generally low, with high levels of teacher mobility and limited long-term commitment. This indicates that many teachers view their positions as transitional rather than permanent. The findings imply that private schools in Adjumani District face challenges in retaining teachers for extended periods. High teacher mobility and low stability can disrupt continuity in education and negatively impact student outcomes. The finding that teacher retention in private secondary schools in Adjumani District is generally low has significant implications for the stability and effectiveness of these institutions. High teacher mobility and limited long-term commitment among teachers suggest systemic challenges that hinder schools' ability to attract and retain a dedicated workforce. Teachers in private secondary schools may view their positions as stepping stones rather than long-term careers due to factors such as inadequate salaries, limited professional growth opportunities, and lack of job security. Without clear career advancement pathways, teachers may feel undervalued, leading them to seek better opportunities elsewhere. Inadequate resources, heavy workloads, and unsupportive management may contribute to dissatisfaction and higher turnover rates. Frequent teacher turnover can disrupt students' learning processes, as each new teacher may require time to adapt to the school environment and establish rapport with students. This inconsistency can hinder students' academic progress. When teachers leave, schools lose experienced staff who understand their unique challenges and systems, creating a gap in institutional knowledge and leadership. High turnover often means remaining teachers must take on additional responsibilities, which can lead to burnout and further attrition.

This finding agreed with (Adams, 1965) who stated the intentions to stay or leave a particular service is influenced by employee treatment with regards to equality compared to others of the same status and domain. Moreso, finding above agrees with Twesigye, et al (2022, p.12) who emphasized that in order to encourage or persuade staff to remain in the school, the school authorities should establish clear staff policy, clear channel of communication with teachers, encourage teachers' participation in decision making process, provide facilities and equipment needed by teachers, avoid dictatorship, attend to personal and social needs of teachers as well as assign reasonable duties and teaching load to teachers. In light of this fact, therefore, teachers should be given attention and the necessary provisions for enabling and conducive environment for their retention in schools.

The study found out that Deputy Head teachers agreed that the state of teachers' retention was very low in private secondary schools in Adjumani District and other people supported the view that in order to persuade teachers' retention in schools, the school authorities have established clear staff policy, clear channel of communication with teachers, and by encouraging teachers participation among other factors. This finding disagree with (Beng. Etal,2020) who highlighted the importance of school environment factors for teacher retention, with school leadership often being viewed as influential in determining the ethos and working conditions within a school.

While the findings align with Adams' Equity Theory (1965) and Twesigye et al. (2022) regarding the significance of fairness, communication, and participation in enhancing teacher retention, the arguments presented by Beng et al. (2020) introduce a competing perspective that underscores the critical role of school leadership and environment. Adams' Equity Theory posits that employees evaluate their treatment relative to others and perceived inequities can drive dissatisfaction. In this case, ensuring fairness in duties, teaching loads and opportunities for advancement is likely to foster teacher retention. Twesigye et al. (2022) extend this view by emphasizing the need for clear policies, effective communication, and teachers' involvement in decision-making, which builds a sense of belonging and ownership among staff. Providing adequate facilities, addressing social and personal needs, and avoiding authoritarian management styles align with creating a supportive and inclusive work culture that encourages teachers to stay.

Beng et al. (2020) argue that teacher retention depends more on the broader school environment, particularly leadership. Effective leadership sets the tone for a positive school ethos and working

conditions. Leaders who provide mentorship, foster collaboration, and prioritize teacher well-being may have a stronger impact on retention than equity or participation alone. Beng et al. suggest that systemic factors like infrastructure, workload management, and school culture often outweigh policy clarity and decision-making participation in influencing teachers' willingness to stay. Teachers may leave not due to unfair treatment but because of inadequate resources, unsustainable workloads, or poor organizational culture. The rival arguments highlight a potential limitation in focusing solely on fairness and communication without addressing the broader school environment and leadership. While equity and participation are crucial, they are insufficient on their own if leadership fails to establish a strong, supportive, and resourceful environment.

5.5. The Relationship between Teacher Recruitment Methods and Teacher Retention in Private Secondary Schools in Adjumani District.

The study found that recruitment through posters and notice boards showed a strong positive relationship with key teacher retention measures such as administrator efforts to persuade teachers to stay, proper communication channels and staff training and fair treatment of teachers. This suggests that transparent and accessible advertising methods may attract candidates who value organized and supportive work environments, ultimately promoting retention. Recruitment via friends and relatives was positively correlated with fair treatment of teachers, reflecting the importance of trust and personal connections in fostering teacher satisfaction and long-term commitment. A moderate positive correlation exists between external recruitment methods and retention indicators like "no teacher has left teaching position for the last five years," but weaker correlations were observed with more transient behaviors, such as "changing schools for the last three years. These mixed results suggest that while certain recruitment methods attract committed teachers, others may not effectively discourage mobility. Other external recruitment methods, such as advertisements in newspapers, FM radios, TV, and internet sites, showed negligible or negative correlations with teacher retention. These findings indicate minimal influence or even adverse effects on retention outcomes, possibly due to these methods attracting candidates with weaker long-term commitment or less alignment with school culture.

The relationship between internal recruitment methods and teacher retention in private secondary schools in Adjumani District highlights the importance of internal strategies in fostering stability

among teaching staff. The findings emphasize that internal recruitment methods, such as promotional events and internal job advertisements, exhibit positive correlations with several retention indicators, including long-term commitment and reduced turnover. These correlations suggest that internal recruitment can play a crucial role in building teacher loyalty and satisfaction. Internal recruitment methods show a strong positive correlation with indicators like "no teacher has left teaching position for the last five years." This underscores the effectiveness of fostering internal opportunities to promote stability and long-term commitment.

Moderate correlations with indicators such as "I will be willing to work in this school for more than five years" suggest that these methods also contribute to creating an environment conducive to long-term teacher engagement. Positive correlations with indicators like "I have taught in this school for one year" highlight the effectiveness of internal recruitment in securing teachers' commitment during the initial stages of employment, which can be a foundation for longer retention. While moderately effective, work placements provide an additional avenue to support retention efforts by offering practical opportunities for teachers to grow and integrate within the school system. The lack of significant relationships with other parameters points to areas where schools could implement more targeted measures to enhance internal recruitment's impact on retention.

This finding disagree with Guarino et al. (2004) who examined the individual and school characteristics linked to teacher recruitment and retention, as well as synthesizing the evidence for a range of policies and initiatives aiming to reduce the shortage. However, findings concur with (Sarma, 2009 & Rashmi, 2010) relatedly emphasized that external recruitment opens the organization up to a larger pool of applicants, which increases its chance of finding the right person for the job. Furthermore, findings agreed with the view of Cable & Judge (1996) that found that Multiple conversations with these candidates enable a relationship to develop in which concerns and questions can be addressed; the process allows an invaluable ‘feedback loop’ between potential candidates and a school.

This finding provides an interesting divergence from Guarino et al. (2004), who posited that both individual and institutional characteristics significantly influence teacher recruitment and retention. Guarino et al. highlighted the role of tailored policies and initiatives in addressing teacher shortages, suggesting a more structured and strategic approach to recruitment. The lack of alignment with

this perspective may indicate that private schools in Adjumani District rely less on comprehensive policy frameworks and more on immediate, localized strategies for recruitment and retention. Conversely, the finding supports Sarma (2009) and Rashmi (2010), who emphasized that external recruitment broadens the applicant pool, increasing the likelihood of finding candidates with the right qualifications and fit. This aligns with the positive relationship observed between external recruitment methods (such as posters/notice boards and personal networks) and teacher retention, suggesting that casting a wider net can attract quality candidates who may remain committed if supported adequately.

Additionally, the agreement with Cable & Judge (1996) highlights the relational aspect of recruitment. Their view underscores the importance of fostering dialogue and engagement during the recruitment process, allowing schools to address candidates' concerns and create a sense of alignment with the institution's ethos. This relational dynamic is evident in the positive retention outcomes associated with recruitment through personal networks, where trust and familiarity often play a critical role. While Sarma (2009), Rashmi (2010), and Cable & Judge (1996) advocate for the potential benefits of external recruitment, Guarino et al. (2004) emphasize the role of structural and policy-driven approaches, suggesting that broader systemic changes may be more effective in achieving long-term retention. The disagreement with Guarino et al. raises questions about whether reliance on external methods alone without addressing deeper institutional factors like working conditions, teacher support, and incentives can sustain teacher retention over time. This contrast suggests a need to integrate the breadth of external recruitment with the depth of strategic policy initiatives to maximize both recruitment and retention efforts.

5.6 Conclusions.

Low teacher retention in private secondary schools in Adjumani District poses a threat to the quality and continuity of education. Addressing the root causes of mobility and fostering an environment that values and supports teachers are critical steps toward improving stability and enhancing student outcomes. Schools that prioritize retention will benefit from a more committed workforce, stronger institutional memory, and better educational results.

Teacher retention is influenced by a combination of factors, including equity, communication, participation, and leadership. While the findings provide valuable insights, the emphasis on fairness should be complemented by proactive leadership and systemic improvements to the school environment. Schools in Adjumani District must adopt a holistic approach to address both the individual needs of teachers and the organizational structures that shape their experiences.

The study underscores that the effectiveness of external recruitment methods in fostering teacher retention depends on their ability to attract candidates who value fairness, communication, and training. Prioritizing methods with proven positive impacts, such as posters/notice boards and personal networks, can strengthen teacher retention. Conversely, schools should reassess and adapt less effective methods to minimize their potential for adverse effects on stability and continuity in education. The positive correlations between internal recruitment methods and teacher retention demonstrate their potential to build a stable and motivated teaching workforce. By investing in robust internal recruitment processes and addressing identified gaps, schools can create an environment of loyalty, growth, and professional satisfaction, ultimately reducing teacher turnover and improving education quality in private secondary schools in Adjumani District.

5.7 Recommendations.

The school administrators should revise and improve human resource policies on teacher recruitment in private secondary schools in Adjumani District Uganda. Teacher recruitment methods should be transparent and recruitment policy should ensure there is fair treatment and done on merit.

School proprietor’s schools should focus on creating more attractive working conditions, such as competitive salaries, career growth opportunities and a supportive work environment. Efforts to build loyalty and reduce turnover should also include professional development and recognition programmes, which may encourage teachers to commit to longer tenures.

Schools should organize promotional events to acknowledge teachers' achievements and provide clear pathways for career progression. Prioritizing internal job advertisements over external methods signals a commitment to supporting and valuing existing staff, which can improve job satisfaction.

5.8. Suggested area for further research studies

The researcher suggested the following areas for further research:

Effect of Motivation on Teacher Retention, Effect of Staff Development on Teacher Retention and Impact of school Administrative Practices on Teacher Retention.

References

Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining teachers of color: A pressing problem and a potential strategy for "hard-to-staff" schools. *Review of educational research*, *80*(1), 71-107.

Adam, Pritchard, R. D. (1965). Equity theory: A review and critique. *Organizational behavior and human performance*, *4*(2), 176-211.

Amin-Hanjani, S., Butler, W. E., Ogilvy, C. S., Carter, B. S., & Barker, F. G. (2005). Extracranial—intracranial bypass in the treatment of occlusive cerebrovascular disease and intracranial aneurysms in the United States between 1992 and 2001: a population-based study. *Journal of neurosurgery*, *103*(5), 794-804.

African Union (2020). African Union calls for urgent and joint actions to elevate teaching profession at 14th Policy Dialogue Forum, in Johannesburg.

Anguyo, I. (2014). *85% of Ugandan Primary Teachers Want to Quit.* New Vision. https://www.newvision.co.ug/new_vision/news/.../85-ugandan-primary-teachers-quit.

Beardwell, J., & Claydon, T. (Eds.). (2007). *Human resource management: A contemporary approach*. Pearson Education.

Beng, etal. 2020. Teacher Recruitment and Retention: A Critical Review of International Evidence of Most Promising Interventions. Education Sciences Article.

Billingsley, B. S. (2004). Special education teacher retention and attrition: A critical analysis of the research literature. *The journal of special education*, *38*(1), 39-55.

Billingsley, J. B. (2002). *Low-angle radar land clutter: measurements and empirical models*. IET.

Bitamazire, G. (2005): *A Paper Presented to Secondary School Head teachers, Ministry of education, August 2005*, Kyambogo University.

Boulineau, T., Fore III, C., Hagan-Burke, S., & Burke, M. D. (2004). Use of story-mapping to increase the story-grammar text comprehension of elementary students with learning disabilities. *Learning Disability Quarterly*, *27*(2), 105-121.

Breaugh, J. A., & Starke, M. (2000). Research on employee recruitment: So many studies, so many remaining questions. *Journal of management*, *26*(3), 405-434.

Breaugh, J.A. (2008). *Employee recruitment: Current knowledge and important areas for future research.* Human Resource Management Review, 18, 103118.

Brill, S., & McCartney, A. (2008). Stopping the revolving door: Increasing teacher retention. *Politics & Policy*, *36*(5), 750-774.

Cable, D.M., & Judge, A. (1996). *Person Organization fit, job choice decisions, and organizational entry. Organizational Behavior and Human Decision Processes*, 67(3), 294311.

Callahan, J. (2016). Encouraging retention of new teachers through mentoring strategies. *Delta Kappa Gamma Bulletin*, *83*(1), 6.

Cochran-Smith, M. (2004). The problem of teacher education. *Journal of teacher education*, *55*(4), 295-299.

Cotton, J. L., & Tuttle, J. M. (1986). Employee turnover: A meta-analysis and review with implications for research. *Academy of management Review*, *11*(1), 55-70.

Dibble, S. (1999). *Keeping Your Valuable Employees: Retention Strategies for Your organization's Most Important Resource*. New York: John Wiley & Sons.

District Inspector of Schools (2022). Inspection Report on Teacher-Student Ratio in Private Secondary Schools in Adjumani.

Dixon P, Tooley J, Schagen I (2013). The relative quality of private and public schools for low-income families living in slums of Nairobi, Kenya. In: Srivastava P (ed.) Low-fee private schooling: aggravating equity or mitigating disadvantage? Oxford: Symposium.

Dryden-Peterson, S. (2003). Education of refugees in Uganda: Relationships between setting and access.

Ekwoaba, J., & Ikeije, U. (2015). *The impact of recruitment and selection criteria on organizational performance.* Global Journal of Human Resource Management, 3(2), 22-33. Web.

European Union Commission (2020). Teachers in Europe: Careers, Development and Well-being. Eurydice Report. *Luxembourg: Publications Office of the European Union, 2021*.

Finnegan Richard P. (2009). *Rethinking Retention in Good Times and Bad: Breakthrough Ideas for Keeping Your Best Workers*. Nicholas Brealey Publishing: Boston, United States.

Gary Becker (1964). Human Capital. 2nd edition. Columbia University Press, New York.

Gary D. (2005). *Human Resource Management. Courier/ Kendallville*: Pearson Prentice Hall Greenwich, CT: JAI Press.

Guarino, C.M.; Santiba ˇnez, L.; Daley, G.A.; Brewer, D.J. (2004). *A Review of the Research Literature on Teacher Recruitment and Retention.* RAND: Santa Monica, CA, USA.

Gunther, J. (2018). *Evaluating the Non-Monetary Factors in Teachers' Employment Decisions*. Ph.D. Thesis, Utah State University, Logan, UT, USA.

Hanover (2014). *Review of Teacher Incentive Programs.* Hanover Research: Washington, DC, USA.

Ingersoll, R., May, H., & Collins, G. (2019). Recruitment, employment, retention and the minority teacher shortage. *Education Policy Analysis Archives*, *27*(37).

Karsan, R. (2007). *Calculating the cost of turnover. Employment Relations Today*, 34(1), 33-36. Doi: 10.1002/ert.20139.

Kelley, C.; Finnigan, K. (2004). *Teacher compensation and teacher workforce development.* Yearb. Natl. Soc. Study Educ.

Krejcie, R. V. (1970). Determining sample size for research activities. *Educational Psychol Meas*.

Laurence, W.; Hass, B.; Burr, E.; Fuller, B.; Gardner, M.; Hayward, G.; Kuboyama, E. (2002). *Incentives for Attracting and Retaining K-12 Teachers: Lessons for Early Education.* Policy Brief; Policy Analysis for California Education: Stanford, CA, USA.

Lonsdale, M.; Ingvarson, L. (2003). *Initiatives to Address Teacher Shortage.* ACER Policy Brief.

Lynch, M. (2012). *Recruiting, Retaining, and Fairly Compensating Our Teachers*. Int. J. Progress. Educ.

Mafora, Patrick (2013). *Managing Teacher Retention in a Rural School District in South Africa*. Australian Educational Researcher, v40 n2 p227-240.

Messmer, M. (2000). Orientation programs can be key to employee retention. *Strategic finance*, *81*(8), 12-12.

Ministry of Education and Sports (2022). Private Secondary Schools and Institutions.

Mulkeen, Aidan (2010). *Teachers in Anglophone Africa.* The World Bank, Washington DC.

Nalla, B., & Varalaxmi, P. (2014). *Human resource management practices in organized retailing: A study of select retailers.* International Journal of Business and Administration Research Review, 1(2), 63-74. Web.

Obulejo Saviour (2019). *Rewards and Job Performance of Science Teachers in Adjumani District, Uganda.* Master's Desseration at sKyambogo University.

Podsakoff, N.P., LePine, J.A., and LePine, M.A. (2016S), *Differential Challenge Stressor- Hindrance Stressor Relationships with Job Attitudes, Turnover Intentions, Turnover and Withdrawal Behavior:* A Meta-analysis, Journal of Applied Psychology, 92, 438–454.

Przygocki, W.F. (2004). *Teacher retention in Catholic schools*. Cathol. Educ. J. Inq. Pract.

Rashmi T.K, (2010). *Recruitment Management.* Mumbai, IND: Himalaya Publishing House.

Renuka Devi, Vijaya Banu (2014). *Introduction to Recruitment.* Department of Management, Idhaya College for Women, Kumbakonam.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). *How teacher turnover harms student achievement.* American Educ, 50(1), 4–36. https://doi.org/10.3102/000283121246381.

Royal, C. (2001). *Recruitment, selection, and internal labour markets evidence from three divisions of an international investment bank*. Papers of Department of Industrial Relations of Australia, N.137.

Sarma, A.M. (2009). *Personel and Human Resource Management*. Mumbai, IND: Himalaya Publishing House.

Schuler, S.R., Jackson, S.C. (2006*). Managing Human Resources*. Cengage Learning.

Somaya, D., & Williamson, O. (2008). *Rethinking the war on talent*. MIT Sloan Management Review, 49(4), 29-35. Retrieved from http://sloanreview.mit.edu/. The Recruitment and employee retention strategies (2010)

Tsui, A.S., & Wu, B. (2005). *The new employment relationship versus the mutual investment a proach: implications for human resource management.* Human Resource Management, 44, 115- 121.

Twesigye, et al. 2022. Recruitment Methods and Teacher Retention in Private Secondary Schools in Kampala District. International Journal of Academic Management Science Research (IJAMSR) ISSN: 2643-900X Vol. 6 Issue 8, August - 2022, Pages: 10-23.

UNESCO (2021). Global report on teachers: addressing teacher shortages; highlights. International Task Force on Teachers for Education 2030.

Winterton, J. (2004). A conceptual model of labour turnover and retention. *Human resource development international*, *7*(3), 371-390.

Zottoli, M.A., & Wanous, J.P. (2000). Recruitment source research: current status and future.

Appendices

Appendix A: Letter of introduction for data collection

Dear Respondent,

I am **NYIRACHI DANIEL** a student of **GULU UNIVERSITY** carrying out a research study on the "**Teachers' Recruitment Methods and Teachers' Retention in Private Secondary Schools in Adjumani District"** as area of study. I have proposed you as a respondent to participate during the study specially to provide field data which will be used for academic purpose only. I hereby request your consent to participate by giving information as directed by a guide question. I assure you that the information you give will be treated utmost confidentiality.

NB: Please don't write your name and only sign in the space below to declare your consent to participate in this research process.

Thank you for your participation.

Sign……...

(Respondent)

Appendix B: Questionnaire Form Designed for Teachers

SECTION A (1). RESPONDENTS BIO-DATA (Tick the most appropriate for you.)

In which age bracket do you belong?

0-25 years ☐ 25-30 years ☐ 31-40 years ☐ 41- above ☐

What is your Marital status? Married ☐ Single. ☐ Divorced ☐ widowed ☐

what is your level of education? a. Diploma ☐ c. Degree ☐ masters ☐ e. None ☐

what is your Gender: Male ☐ Female ☐

what is your average monthly income?

(a) less than 100,000 ☐

(b) 101,000-300,000 ☐

(c) 301,000-500,000 ☐

(d) 501,000 and above ☐

Do you have alternative source of income?

(a) Yes ☐ (b) no ☐

Which religion do you subscribe for

(a) Catholic ☐ (b) protestant ☐ (c) born again ☐

(d) Muslim ☐ (e) seventh day ☐ (f) others ☐

Do you have any chronic disease?

(a) Yes ☐ (b) No ☐

how many schools have you taught perversely?

One school only ☐ two schools ☐ three schools ☐ four schools ☐ five school ☐

How many years have you taken in this current school?

Only one year ☐ Two years ☐ tree years ☐ four years ☐ five years ☐

SECTION B: TEACHER'S RECRUITMENT METHODS (External Sourcing)

Please indicate the extent to which you agree with the following statements by ticking.

Key: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A) and 5= Strongly Agree (SA)

	STATEMENTS	1 (SD)	2 (D)	3 (NS)	4 (A)	5 (SA)
(i)	The open positions in this school are advertised in local newspapers					
(ii)	The open positions in this school are advertised on local FM radio stations and televisions					
(iii)	The open positions in this school are advertised on Posters/ notice boards					
(Iv)	The open positions in this school are advertised on internet sites					
(v)	School employees get informed about the open positions and freely introduce it to their friends or relatives					

SECTION C: TEACHER'S RECRUITMENT METHODS (Internal Sourcing)

Please indicate the extent to which you agree with the following statements by ticking.

Key: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A) and 5= Strongly Agree (SA)

	STATEMENTS	1 (SD)	2 (D)	3 (NS)	4 (A)	5 (SA)
(i)	This school organizes Promotional events/ careers Fairs for its employees					
(ii)	This school uses Work placements as a way of filling up vacant positions					
(iii)	Vacancies available in this school are advertised internally					

SECTION D: STATE OF TEACHER'S RETENTION

Please indicate the extent to which you agree with the following statements by ticking.

Key: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A) and 5= Strongly Agree (SA)

	STATEMENTS	1 (SD)	2 (D)	3 (NS)	4 (A)	5 (SA)
(i)	No teacher has left teaching position for the last five years in this school					
(ii)	I have taught in more than five private schools for the last five years.					
(iii)	I will be willing to work in this school for more than five years					
(iv)	I have taught in this school for four years.					
(v)	I have been changing schools for the last three years.					
(vi)	I have taught in this school for one year.					
(vii)	I have taught in more than two private schools for last three years.					

END

THANK YOU FOR YOUR COOPERATION

Appendix C: Interview Guide for School Administrators

1. As an education administrator or expert what recruitment methods do you use in recruiting teaching staff in your school? And how can those methods promote retention of teacher in school?

2. What recruitment method is reliable for retaining teachers used by the private secondary schools? Briefly explain?

3. Which mode of advertisement is mostly used by private secondary school for announcing teaching vacancy?

4. During your recruitment selection, do you ask teachers for how long they want to remain in the school? And do they usually comply when offered the teaching vacancy?

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

6. How do you describe the state of teachers' retention to private schools?

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

8. Do you think the way teachers are recruited can relates to their period of service? in what ways?

END

THANK YOU FOR YOUR COOPERATION

APPENDIX D: Interview Guide for BOGs and PTA

1. As an education administrator or expert what recruitment methods do you use in recruiting teaching staff in your school? And how can those methods promote retention of teacher in school?

2. What recruitment method is reliable for retaining teachers used by the private secondary schools? Briefly explain?

3. Which mode of advertisement is mostly used by private secondary school for announcing teaching vacancy?

4. During your recruitment selection, do you ask teachers for how long they want to remain in the school? And do they usually comply when offered the teaching vacancy?

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

6. How do you describe the state of teachers' retention to private schools?

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

8. Do you think the way teachers are recruited can relates to their period of service? in what ways?

END

THANK YOU FOR YOUR COOPERATION

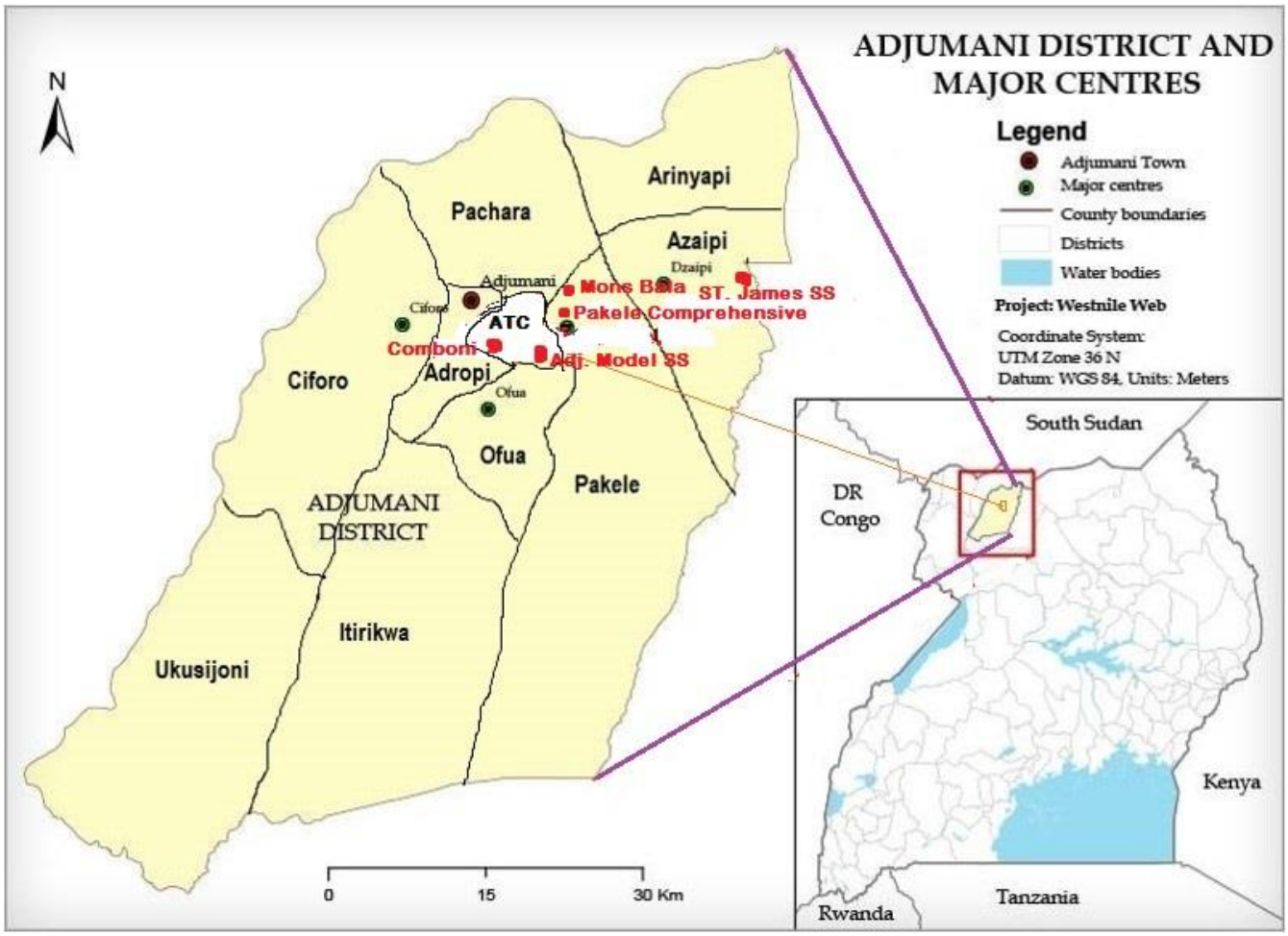
Appendix E: Research Work Plan 2022/2023

ACTIVITY	MAR 2022	APRI 2022	MAY 2022	JUN 2022	JUL 2022	AUG 2022	SEPT 2022	OCT 2022	NOV 2022	DEC 2022	FEB 2023	MAR 2023
Topic identification and approval												
Drafting of research proposal												
Correction of research proposal by supervisor												
Submission of the proposal for defense												
Data collection												
Data analysis and research report writing												
Submission of the research report for defense												
Submission of final dissertation												

Appendix F: Research Budget

S/N	ITEM	QUANTITY	UNIT COST	COST
1	Computer	1	2,500,000	2,500,000
2	Accommodation	2 people for 5 days	50,000	500,000
3	Feeding	Lumpsum	5000	50,000
4	Transport	3 people	50,000	300,000
5	Paying research assistants	2 people	500,000	1,000,000
6	Internet bundles			100,0000
7	Airtime			100,000
8	Printing and photocopying	100 questionnaires 10 books for the proposal defense	500 20,000	50,000 200,000
9	Binding	10 books for proposal de-fense.	3000	30,000
10	Pens	1 box	10,000	10,000
11	Miscellaneous			200,000
TOTAL				**5,940,000**

Appendix G: The Map Extract of Adjumani District Showing the Study Area



Source: Adopted from UNBS, 2014

Appendix I: LETTER OF INTRODUCTION

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

July 7, 2023

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Nyiracha Daniel (Reg No. 18/U/2795/MED) a student pursuing a programme of study leading to an award of Master of Education in Education Management, Degree of Gulu University.

He is undertaking a research on the Topic:

TEACHERS' RECRUITMENT METHODS AND TEACHERS' RETENTION IN PRIVATE SECONDARY SCHOOLS A CASE OF ADJUMANI DISTRICT, UGANDA

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.

GULU UNIVERSITY
07 JUL 2023
FACULTY OF EDUCATION AND HUMANITIES

Yours faithfully,

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