

**CAREER DEVELOPMENT AND RETENTION OF TEACHERS IN PRIMARY
SCHOOLS**

MASINYA SUB - COUNTY BUSIA DISTRICT, UGANDA

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE
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DECLARATION

I, ACHULES AYINGA BWIRE, hereby declare that this research report is my original work and has never been submitted to any higher institution of learning for any academic award.

Signature:

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ACHULES AYINGA BWIRE

APPROVAL

This research report has been done under my supervision and is ready for submission for examination with my approval as the student's supervisors.

Signature

Date

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(Supervisor)

DEDICATION

This work is dedicated to my family specifically my lovely wife; Nekesa Scovia and my children; Ayinga Levin Hope, Ayinga Clevis, Bwire Chrispus Given, Namulembo Mary and Nabwire Diana and Nandela Daphin for their immeasurable love, care and support for me during the course. I also confess that they have been the driving force behind my efforts. Secondly I dedicate this work to my parents; Mr. Onyango Naphtal Ayinga and Mrs. Nasirumbi Praxides for being supportive in whatever way you've assisted me, your efforts have been fruitful and may the Good Lord Bless and reward the works of your hands

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ABSTRACT

This study sought to establish the relationship between career development and retention of teachers in Primary Schools in Masinya Sub-county Busia District, Uganda. The objectives of the study were to establish the relationship between employee performance appraisal, staff training practices, promotion practices and retention of teachers in Primary Schools in Masinya Sub - county Busia District. The study adopted the correlational research design on a sample of 153 using a self-administered and an interview guide. Data were analysed using both quantitative and qualitative data methods. The quantitative data analysis methods were descriptive statistics that included frequencies, percentages and means, and inferential analyses that were correlation and regression analyses. Descriptive analysis revealed that employee retention (Mean=3.00), performance appraisal (Mean=2.95), training practice (Mean=2.64) and promotion (Mean=2.97) were moderate. The study findings revealed that employee performance appraisal ($p=0.018$) and promotion practices ($p=0.025$) had a positive and significance influence on retention of teachers but training practices ($p=0.767$) had a positive but insignificant influence on retention of teachers. Therefore, it was concluded that; employee performance appraisal is an imperative tool necessary for the retention of teachers; promotion is probable pre-requisite for the retention of teachers but training is less essential for retention of teachers. It was thus recommended that the government and schools' authorities should ensure that all teachers are appraised regularly. With respect to promotion, the Education Service Commission and foundation bodies which are responsible for the promotion of teachers, they should reform the promotional practices. The Ministry of Education, Science, Technology and Sports in conjunction with head teachers should prioritise the provision of training since it was almost lacking in schools.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Teachers play crucial roles in the task of nation building for sustainable national development (Oke 2016). Teachers are a critical component in creating school environments that are conducive to teaching and learning. In fact, the recruitment and retention of quality school teachers are matters of great importance in today's educational system. Also, given importance is career development in educational institutions for it is believed to a large extent to determine the level of teaching quality and teachers' retention (Faremi, 2017). Therefore, this study focused on the influence of career development on retention of teachers in Primary Schools in Masinya Sub - county Busia District Uganda. This chapter covers the background, statement of the problem, purpose of the study, specific objectives, research questions, scope, significance and conceptual framework.

1.1 Background to the study

1.1.1 Historical Background

Retention of teachers has been a major concern in educational research and policy analysis because of the challenges turnover creates in attempt to replace those who leave (Sindelar, McCray & Brownell, 2014). Globally, countries have been concerned with retention of teachers because of their high turnover. For instance, in England, a considerable proportion of teachers leave the profession within five years. The National Audit Office (NAO) reported that between 2011 and 2014 the number of teachers leaving rose by 11% overall (Pollar et al., 2017). There is a growing sense of a crisis because schools are struggling to retain and develop their teachers. Particularly worrying is that the number of Primary school teachers

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