

Hardship Allowance and Teacher Retention in Public Secondary Schools in Buvuma District

Uganda

Sam Okello

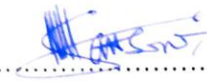
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Declaration

I, Sam Okello, (BU/GS20/EDM/15) hereby declare that this is my original work, and to the best of my knowledge, has never been presented for any award in any university or institution of higher learning.

Signature.......... Date.....01/06/2023.....

Approval

This dissertation has been submitted with our approval as the candidate's supervisors.

Sign..........Date.....1/6/2023.....

Dr. Muhamadi Kaweesi
Supervisor

Sign..........Date. 1/6/2023.....

Dr. Charles Muweesi
Co-supervisor

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List of acronyms

CAO:	Chief Administrative Officer
CVI:	Content Validity Index
DEO:	District Education Officer
DES:	Directorate of Education Standards
DIS:	District Inspector of Schools
MoES:	Ministry of Education and Sports
SPSS:	Statistical Package for Social Sciences
UNDP:	United Nations Development program
UNICEF:	United Nation International Children’s Education Fund

Abstract

This study investigated the relationship between payment of hardship allowance and teacher retention in a public secondary school in Buvuma district, Uganda. Specifically, this study

examined the relationship between the benefits of hardship allowances and teacher retention. An explanatory sequential study design employing both quantitative and qualitative approaches was used in this study. The study sample consisted of 49 respondents obtained through census, simple random and targeted sampling techniques. Data collection methods were self-administered questionnaires and interviews. The validity and reliability of the questionnaire and interview guide were established using the content validity index (0.89) and the Cronbach Alpha coefficient (0.81) respectively. Data were analyzed using SPSS software version 23 with a focus on descriptive statistics and Pearson Product Moment Correlation Co-efficient to determine the relationship between hardship allowance and teacher retention in public secondary schools in Buvuma District. Findings revealed a positive, statistically significant but moderate relationship between hardship allowance and teacher attraction to public secondary schools in Buvuma District ($r=.439^{**}p<0.05$); a statistically significant but moderate relationship between hardship allowance and teachers' duty engagement in public secondary schools in Buvuma District ($r=.437^{**}p<0.05$); and statistically significant but moderate relationship between hardship allowance and teachers' longevity in public secondary schools in Buvuma District ($r=.495^{**}p<0.05$). The study concluded that ensuring timely and regular payment of the hardship allowance in addition to monthly salary and ensuring that the hardship allowance is adequate are critical steps to improving teachers' retention in public secondary schools in Buvuma District. The study recommends that the Buvuma District local government should ensure that the hardship allowance is enhanced such that it is adequate to motivate the teachers to remain in public secondary schools in Buvuma District. The Buvuma District Government should ensure that hardship allowances are granted to all public secondary school teachers in the Buvuma District in a timely manner.

Chapter One

Introduction

1.0 Over view

Globally, institutions of learning recognize that the teaching staff is vital in achieving the set objectives and goals of the institution. While there are various facades of managing the staff, teacher retention continues to be the most vital teaching staff management activity that supports the institutions of learning in achieving their set targets. Hawene (2018) observed that retention of staff is an important practice which assists an organization to set up enabling environment that promotes and persuades employees to remain working in an institution. Similarly, Meier and Hicklin (2008) stated that staff retention is directly related to the performance of every organization, therefore, it's vital for human resource managers in both public and private sectors to pay considerable attention to staff maintenance.

Bass & Riggio (2006) defined employee retention as the ability of an organization to retain workers. It is now a well-known fact that organizations cannot survive without its workers. Therefore, all organizations big or small make deliberate efforts to keep and develop their workers. How well employees are retained and development makes the different between successful and failed organizations (Bass & Riggio, 2006; Aguinis, 2009; Ashforth & Humphrey, 2015). It has been noted that for the hard-to-reach places like Buvuma Islands, the ability of schools to attract and retain teachers still remain a big challenge. In Buvuma Islands, there is a high demand to attract and retain teachers which is compounded by the growing student population.

Whether in a developed or underdeveloped country, the challenge most educational intuitions face is how best they can retain their teaching staff for a given period (Waititu, 2013). For instance, as early as 2003, it was reported that about 15.7% of the professional staff left their profession yearly in the United States of America (USA) (Ingersoll, 2003). In Uganda,

In addition, the enhancement of the hardship allowance should match the teachers' tenure of working in an island secondary school rather

5.4 Areas for further research

This study has focused on the relationship between hardship allowance and teacher retention in public Secondary Schools in Buvuma District in Uganda. Future research should focus on the following areas; investigating other factors affecting the performance of public secondary schools in Buvuma District. Equally, further research should be carried out on the impact of hardship allowance on the performance of public secondary schools in Buvuma District. Also, additional research should be instituted to investigate other incentives which may be critical in retaining teachers in public secondary schools in Buvuma District.

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