

Rewards and Staff Retention in Private Secondary School; A Case of Selected Secondary Schools in Lira City, Uganda

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Abstract - The purpose of this study was to examine the relationship between rewards and staff retention in private Secondary Schools in Lira City. Specially, the study sought to: explores professional development opportunities and staff retention in private Secondary Schools in Lira City, establish the relationship between recognition and staff retention in private Secondary Schools in Lira City and. to assess the relationship between salary bonuses and staff retention in private Secondary Schools in Lira City. The study employed descriptive, correlational, and cross-sectional survey design; employed both qualitative and quantitative techniques approaches from sample size of 118 participants selected using purposive and simple random sampling techniques. Data was collected from both primary and secondary sources, utilizing questionnaires, interview guides, and documentary checklists. The correlation between professional development opportunities and staff retention in private secondary schools in Lira City was ($r=0.489$) and was significant. This correlation indicates that as professional development opportunities increase, staff retention in the city also improves. The correlation between recognition and staff retention in private secondary schools in Lira City was ($r=0.749$) and significant as well. This strong positive correlation shows that as recognition increase, staff retention in the city also improves significantly. The correlation between salary bonuses and staff retention in private secondary schools in Lira City was ($r=0.721$) and also significant. This positive correlation indicates that as salary bonuses increase, staff retention in the city also improves significantly. Based on these findings, recommendations are provided to enhance staff retention effectiveness in private secondary schools in Lira City, emphasis should be on strengthening professional development opportunities practices, empowering recognition, and fostering collaborations with salary bonuses. These findings contribute to the understanding of rewards and their impact on staff retention in private

secondary schools settings, offering insights for policy makers and practitioners to improve governance processes and stakeholder management strategies.

Keywords: Rewards, Staff retention, turnover, recognition, Private, and Resignation.

I. INTRODUCTION

The historical context of Rewards and Teacher Retention in Private Secondary Schools in Uganda is shaped by various factors including Economic, Social, and Educational developments within the Country. Uganda gained independence from British colonial rule in 1962 (Munene, 2016). The education system inherited from colonial times was largely structured to serve the needs of the colonial administration. However, post-independence, there was a push towards nationalizing education and making it more accessible to all Ugandans (Mwesigye, 2015).

In the decades following independence, Uganda experienced political instability and various changes in government, which influenced educational policies (Mkhondo, 2016). Different regimes implemented their own educational reforms, impacting aspects such as teacher training, curriculum development, and resource allocation (Kibuka, 2010). Amidst the changes in the public education system, private schools began to emerge, particularly in urban areas. These schools often promised better quality education, smaller class sizes, and a more conducive learning environment compared to overcrowded public schools (Richards, 2011).

Uganda's economy has experienced fluctuations over the years, affecting the funding and resources available for education. Private schools, relying largely on tuition fees, often cater to wealthier families who can afford to pay for better quality education. This economic aspect influences the rewards and incentives private schools can offer to attract and

retain qualified teachers (Ngobi, 2015). The standards for teacher training and certification have evolved over time. Initially, there might have been a shortage of qualified teachers, leading to a high demand for educators in both public and private schools. However, as educational standards improved and regulations tightened, the competition for skilled teachers likely intensified (Epilla, 2012).

Teacher retention in private schools is also influenced by the quality of life factors such as salary, benefits, working conditions, and opportunities for professional development. Private schools may offer competitive salaries and benefits packages to attract and retain talented teachers, especially those with specialized skills or qualifications (Atim, 2016).

With the proliferation of private schools, there is fierce competition among institutions to attract students and maintain a good reputation. This competition can drive private schools to invest in their faculty by offering competitive rewards and incentives to ensure quality teaching and student outcomes (Ahmed (2020), (Tumusiimire, 2014).

In summary, the historical context of rewards and teacher retention in private secondary schools in Uganda is multifaceted, encompassing political, economic, and social dynamics that have shaped the education system over time. The emergence of private schools, economic factors, educational policies, and the quality of life for teachers all play significant roles in this context.

The study was guided by the theory of intrinsic motivation. The theory was developed by Edward L. Deci and Richard M. Ryan in 1970s. According to this theory, individuals are motivated to engage in tasks and activities that they find personally satisfying and fulfilling (Ryan & Deci, 2000). Intrinsic motivation refers to engaging in an activity for its own sake, rather than for external rewards or pressures (Reiss, 2004). In the context of teacher retention in private secondary schools in Uganda, understanding intrinsic motivation is crucial. Teachers who are intrinsically motivated are driven by their passion for teaching, a desire to make a difference, and personal satisfaction rather than external rewards like salary or benefits (Lindenberg, 2001).

When teachers in private schools are intrinsically motivated, they are more likely to remain committed to their profession despite challenges such as lower salaries or limited resources. They are driven by a sense of purpose and fulfillment, which can lead to higher job satisfaction and lower turnover rates (Bozorgomid, 2020).

School administrators can foster intrinsic motivation among teachers by recognizing and valuing their

contributions, providing opportunities for professional growth and development, creating a positive work environment, and promoting a sense of autonomy and ownership in the classroom (Geiger & Pivovarov, 2018). By understanding and nurturing intrinsic motivation among teachers, private secondary schools in Uganda can improve teacher retention rates, enhance educational quality, and ultimately contribute to the overall success of their institutions.

In the context of motivation, rewards refer to incentives or positive outcomes that are presented to individuals to encourage specific behaviors or actions (Hui, Ng, Berzaghi, Cunningham-Amos, & Kogan, 2020). Rewards can be tangible (such as money, gifts, or bonuses) or intangible (such as praise, recognition, or job satisfaction) (Sakwa, Mugwe, & Macharia, 2023). Rewards play a key role in motivating individuals to engage in desired behaviors, achieve goals, and perform well in various settings, including the workplace, schools, and everyday life. They serve as reinforcement for positive behaviors and outcomes, encouraging individuals to repeat those behaviors in the future (Kwanya, 2020).

It is important to note that while rewards can be effective in motivating behavior in the short term, relying solely on external rewards can sometimes undermine intrinsic motivation and long-term engagement. Balancing both intrinsic and extrinsic motivators is essential for sustaining motivation and promoting enduring performance and satisfaction (Hanushek, 2006).

Staff retention refers to the ability of a school or educational institution to retain its teaching staff over a prolonged period. It measures the extent to which teachers stay at a particular school or in the profession altogether. High Staff retention rates are desirable as they contribute to stability, continuity, and consistency in the educational environment, which ultimately benefits students' academic achievement and well-being (Moser & McKim, 2020).

Rewards, both intrinsic and extrinsic, play a significant role in shaping teachers' motivation, job satisfaction, and ultimately their decision to stay or leave a school (Kaufman, 2011). External rewards such as salary, benefits, bonuses, and recognition can significantly influence teacher retention in private secondary schools. Competitive compensation packages and additional perks can attract and retain talented teachers. Teachers are more likely to stay in schools that value and reward their contributions through tangible incentives (Kizito, 2022). In addition to external rewards, intrinsic rewards such as a sense of accomplishment, job satisfaction, work-life balance, professional growth opportunities, supportive colleagues, and a positive work environment also contribute to teacher retention. Teachers who feel fulfilled,

appreciated, and connected to their work are more likely to stay in their positions despite challenges (Muia, 2023).

A balanced approach that combines both intrinsic and extrinsic rewards is essential for fostering long-term teacher retention in private secondary schools. While competitive salaries and benefits are important for attracting and retaining teachers, creating a supportive and fulfilling work environment that nurtures intrinsic motivation is equally crucial (Oguta, 2021). Offering opportunities for continuous professional development, training, mentorship, and career advancement can further enhance teacher retention in private secondary schools. Teachers who feel supported in their professional growth are more likely to stay committed to their schools (Oganda, Momanyi, & Mwalw'a, 2020). Recognizing and appreciating teachers' efforts, accomplishments, and contributions through praise, awards, and positive feedback can also strengthen the bond between teachers and their schools, leading to higher retention rates (Kwanya, 2020).

In summary, an effective teacher retention strategy in private secondary schools should involve a thoughtful combination of both extrinsic and intrinsic rewards, professional development opportunities, a positive work environment, and recognition of teachers' contributions to create a fulfilling and supportive teaching experience. Teacher retention is a critical issue in the education sector worldwide, including in private secondary schools in Lira City, Uganda. High turnover rates among teachers have negatively impacted the quality of education and student outcomes in Lira district (Opio, 2021). In private secondary schools in Lira City, Uganda, teacher rewards include financial incentives, professional development opportunities, performance-based bonuses, and non-monetary recognition such as public praise and awards (Odit, Okumu, Lajul, Opio, & Omara, 2023). These rewards play a significant role in motivating teachers, improving job satisfaction, and ultimately leading to higher teacher retention rates (Komakech, Obici, & Mwesiwa, 2021).

In Lira City, Uganda, there are concerns about staff retention in private secondary schools (Lira City Education Department, 2022). Private secondary schools have losing on average three teachers per academic year (Kent Robert, 2008). The ability of private secondary schools in Lira City to retain workers has been very low (Nguyen, Pham, Crouch, & Springer, 2020). High teacher turnover can negatively impact the quality of education and overall student outcomes. Factors contributing to teacher turnover may include low salaries, lack of professional development opportunities, inadequate working conditions, and limited resources (Mulunge, 2023).

Teacher Retention is vital for quality teaching of Students in the classroom, creating a familiar school culture, reduced teacher turnover, creating a positive school climate, creating a positive relationship between teachers and students (Geiger & Pivovarova, 2018). However, the Retention of teachers in Private Secondary School in Lira City has been low (Lira City Inspector of Schools, 2023). Further, the rate of teacher turnover was reported at 44% annually in 2023, with majority of teachers voluntarily resigning for greener pastures in Lira City (Lira City Human Resource Department, 2023). Another report also indicated that 67% of the private teachers opt for short term contracts with less benefits and no job security in Lira City (Citizen Initiative for Democracy and Development, 2022). If this is not checked, it may result into lack of professional teachers and other staff in private secondary schools in Lira City (Opella, 2019). This has prompted the researcher to establish the relationship between rewards and staff retention in Private Secondary Schools in Lira City.

In the context of private secondary schools, the relationship between rewards and teacher retention is crucial for maintaining a stable and effective teaching staff. Rewards refer to the incentives and perks offered to teachers in private secondary schools. This can include professional development opportunities, recognitions, salary bonuses, benefits such as health insurance or retirement plans, flexible work arrangements, and other forms of compensation beyond the base salary (Zikanga et al., 2021).

Teacher retention refers to the ability of a school to retain its teachers over time. High teacher retention rates are generally associated with a stable and experienced teaching staff, while high turnover rates can disrupt continuity and impact student achievement (Mudambo, 2020). Rewards play a key role in attracting and retaining high-quality teachers in private secondary schools. Competitive compensation packages, including salary bonuses and benefits, can help private schools attract top talent from the education field (Vincent, Specioza, Ritah, & Sarah, 2020). Professional development opportunities and recognitions can motivate teachers to stay in their current positions by providing avenues for career growth, skill enhancement, and acknowledgment of their contributions (Shin, Hur, Moon, & Lee, 2019).

The quality and availability of rewards in private schools can influence teacher job satisfaction and overall morale. Teachers who feel valued, supported, and fairly compensated are more likely to be engaged and committed to their work, leading to increased retention rates (Rwothumio, Mbirithi, & Itolondo, 2020).

Overall, the relationship between rewards and teacher retention in private secondary schools is intertwined, with

rewards serving as a critical factor in attracting, motivating, and retaining teachers in these educational institutions. By investing in rewards programs that prioritize teacher well-being and professional growth, private schools can enhance their ability to retain a dedicated and qualified teaching staff.

Adams (2019) conducted a comprehensive study examining the influence of rewards on teacher retention in private secondary schools. Through a survey of 500 teachers from various private schools, the study found a significant positive correlation between rewards and teacher retention. Specifically, teachers who reported receiving higher levels of rewards, including financial bonuses, professional development opportunities, and recognition, were more likely to remain in their positions for longer periods. The study suggests that private schools can enhance teacher retention by implementing effective reward systems tailored to the needs and preferences of their teaching staff.

Smith and Johnson (2020) conducted an in-depth case study to explore how rewards influence teacher retention in private secondary schools. Through interviews with school administrators, teachers, and staff, the study identified various reward mechanisms implemented by private schools, including salary bonuses, performance-based incentives, and professional development programs. The findings revealed that teachers perceived rewards as important factors contributing to their job satisfaction and commitment to the school. Additionally, the study highlighted the significance of personalized recognition and opportunities for career advancement in fostering teacher retention within private school settings.

Garcia and Lee (2021) conducted a longitudinal analysis to assess the long-term effects of rewards on teacher retention in private secondary schools. Utilizing data from five years of teacher employment records, the study examined retention rates, turnover rates, and reward distribution patterns across multiple schools. The findings revealed a positive association between the provision of rewards and teacher retention, with schools that offered more comprehensive reward packages experiencing lower turnover rates and higher employee satisfaction levels. The study underscores the importance of consistent and equitable reward practices in promoting teacher stability and organizational effectiveness within private school environments.

Wang and Chen (World Health Organisation Annual Report 2022) conducted a meta-analysis to synthesize existing research on the factors influencing teacher retention in private secondary schools, with a focus on rewards. By analyzing findings from 20 empirical studies, the meta-analysis identified rewards as one of the most significant predictors of

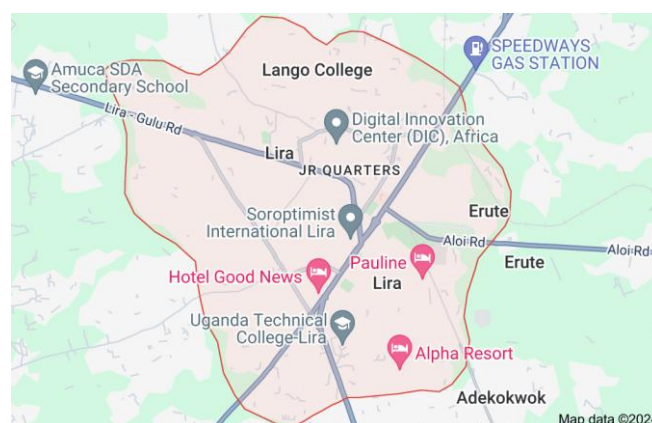
teacher retention, alongside factors such as leadership support, work-life balance, and job autonomy. The study concluded that private schools can enhance teacher retention by adopting holistic reward strategies that address both intrinsic and extrinsic motivators, thereby fostering a supportive and rewarding work environment conducive to long-term teacher engagement and satisfaction.

II. MATERIALS AND METHODS

Location of the Study area

The study was carried out The study was carried out on teachers from the 14 Private Secondary Schools in Lira City. Guided by Leslie Kish (1965), Edwards Deming (2018) and Neyman and Pearson (2020) who emphasized that 40% of the total population can provide a good sample size. Therefore, the researcher selected 6 Secondary Schools to be used in this study. The selected Private Secondary Schools are: Faith Secondary School, Bright Light College, Bulluge Comprehensive Secondary School, Skyland High School, Lira High School, and Hill City Secondary School. Lira City, located in the Northern Region of Uganda, has the following geographical coordinates: Latitude: 2°14'50.0"N and Longitude: 32°54'00.0"E. Lira City is situated approximately 347 kilometers north of Kampala, the Capital City of Uganda. It lies in the Lango sub-region, an area that consists of more than a dozen Districts. The City's elevation is approximately 1,063 meters (3,488 feet) above sea level.

Sketch Map of Showing the Location of LIRA District (Study Area)



Source: Google map 2024

Sampling

The researcher used purposive and simple random sampling techniques in determining the respondents of the study. Purposive sampling was used to select the head teachers, City Inspector of Schools, City Education Officer, Directors of the selected Private Secondary Schools. Simple

random sampling technique was used to select teachers that was to participate in this study. The method was used to eliminate bias by giving everyone a chance of participating in this study.

Sample Size

Mugenda and Mugenda (2003) argue that it is impossible to study the whole targeted population therefore the researcher took a sample of the target population. A sample is a subset of the population that comprises members selected from the population. The sample size was to be determined using Kreijcie & Morgan (1970) table of determining sample size. At 5% level of Confidence, 118 respondents was selected as the sample size of the study as shown in table 1 above.

Study Population

Sekaran (2003) defines a population as the entire group of people, events or things that a researcher wishes to investigate. The study will target 6 Private Secondary Schools in Lira City. The selected secondary schools include; Faith Secondary School, Bright Light College, Bulluge Comprehensive Secondary School, Skyland High School, Lira High School, and Hill City Secondary School. Respondents were Directors, City Inspector School, City Education Officer, teachers and head teachers as the study respondents. Therefore, the study population comprised of 155 Teachers, 6 Head teachers, 6 Directors of the selected Private Secondary Schools, the City Education officer and the Divisional Inspectors of Schools. Therefore, the study population will be 170 participants.

Table 1: Showing the sample size of the study

Study Participants	Population Size	Sample Size	Sampling Technique
Teachers	154	102	Simple Random Sampling
Head teachers	06	06	Purposive Sampling
City Inspector of Schools	03	03	Purposive Sampling
City Education officer	01	01	Purposive Sampling
Directors	06	06	Purposive Sampling
Total	170	118	

Source: Lira City Education Department (2024)

Source of Data

For this study, primary data was obtained by use of questionnaires and interview guides to look for information about the study directly from the field by the researcher.

Primary Sources; According to Victor (2017) primary data is original and unique data, which is directly collected by the researcher from sources like observations, questionnaires, cases studies and interviews. For this study, primary data was obtained by use of questionnaires and interview guides to look for information about the study directly from the field by the researcher.

Secondary Sources; Cook and Campbell; (1979) define secondary sources as the use of second hand information that is obtained from available records. Secondary data was gotten from performance reports, journals, internet research and newspapers.

Instrument

Basically, three research instruments was used in conducting the study. The instruments was questionnaires, interview guide and observation checklist. The questionnaire was the main instrument and the interview guide was used to gain an in depth understanding of the subject and the interface with the respondents. Documentary checklist was intended to obtain a framework for interpretation of the findings in order to arrive at realistic conclusions and recommendations

The questionnaire was used as a tool that was aid gathering of information during the survey. A questionnaire is defined as a carefully designed tool for collecting data in accordance with specification of research questions. It is a research instrument that gathers data over a large sample and it gives important information about a population that's why many quantitative researchers use it as the main method of collecting data. Under this study the researcher was to use a questionnaire to gather data from teachers of the selected primary schools. Open ended and closed ended questions was used to access first-hand information. Close ended questions was used to give respondents alternative answers and to avoid waste of time in thinking (Mugenda and Mugenda, 2003).

An interview guide is a written list of questions, open or close ended, prepared for the use by an interviewer in a person to person interaction. This may be face to face, telephone or by other electronic media. Under this study the researcher was used an interview guide to collect data from Directors, Inspectors of schools, City Education Officials and head teachers of private secondary schools. Face to face questions was be orally asked the respondents. This method was employed because it was allowed much greater depth of information in regard to the study objectives.

Observation Checklist; these was mainly be secondary sources. Information was sourced from documents related to the area of study. These documents was be studied and

critically reviewed while putting the ethical standards in mind. They were used to examine the effectiveness; relevance and the appropriateness of the language including those related to the policies and background information of the organization mainly the end of term reports, general staff meetings minutes.

III. DATA ANALYSIS

Data collected was edited, coded and later analyzed using Statistical Package for Social Scientists (SPSS) version 24 computer programme. Quantitative Data Analysis; After collecting raw data from the field, it was checked for completeness, entered on spreadsheet after which, statistical package for social sciences (SPSS) Version 23, was employed to analyze the data collected. Univariate analysis was carried out for individual variables using mean, frequency tables, graphs and standard deviation. Correlation analysis was carried out using Pearson correlation coefficient to relationships in-line with the study objectives. Regressions analysis was used (multiple regressions) was used to establish the relationship between rewards and teacher retention in Private Secondary Schools in Lira City.

Qualitative Data Processing and Analysis; Qualitative data was processed and analysed using thematic and content

analysis. In other word, a thematic approach was used to analyze qualitative data where themes, categories and patterns will be identified. The recurrent themes, which emerged in relation to each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations. The researcher designed questionnaires on a five point Likert scale and use it to measure the variables of the study. Likert scale is an ordered scale from which respondents choose one option that best aligns with their view. It is often used to measure respondents' attitudes by asking the extent to which they agree or disagree with a particular question or statement. A typical scale used ranges from strongly disagree, disagree, neutral, agree, strongly agree

Table 2: Showing the Measurement of Variables

Responses	Ranges	Interpretation
Strongly agree	4.51-5.00	Very High effect
Agree	3.11-4.50	High effect
Neutral	2.51-3.10	Moderate effect
Disagree	1.00-2.50	Low effect
Strongly disagree	Less than 1	Very low effect

Source: Likert scale

IV. RESULTS

Based on the study sample size of 236 participants, that were issued with questionnaires and scheduled for interviews, only 200 returned the questionnaires and accepted interviews hence the response rate of 84.7%.

Table 3: Response rate of the study (n=118)

Respondents	Questionnaires issued and interviews scheduled	Questionnaires issued and interviews scheduled	Response rate
Teachers	102	85	83.3%
Head teachers	06	06	100%
City Inspector of Schools	03	03	100%
City Education Officer	01	01	100%
Directors	06	05	83.3%
Total	118	100	84.7%

Source: Primary Data (2024)

The findings on the response rate for the study "between Rewards and Staff Retention in Private Secondary Schools in Lira City" indicate a high level of participation among the various categories of respondents. The response rate provides insight into the willingness of respondents to engage with the study, complete questionnaires, and participate in interviews.

The total response rate for the study was 83.7%, indicating that a significant number of questionnaires issued and interviews scheduled were completed by the respondents across different categories. This suggests a strong level of interest and cooperation from the participants in providing input for the study. Out of 102 questionnaires issued and interviews scheduled for teachers, 85

were completed, resulting in a response rate of 83.3%. While slightly lower than other categories, this still represents a significant level of engagement from teachers in Lira City.

Head teacher's demonstrated the highest response rate at 100%, with 6 out of 6 questionnaires issued and interviews scheduled being completed. This suggests a high level of commitment and interest among Head teacher's members in participating in the study. All 3 questionnaires issued and interviews scheduled for City Inspector of Schools were completed, resulting in a response rate of 100%. This indicates full participation and cooperation from City Inspector of Schools in Lira City.

City Education Officer, demonstrated the highest response rate at 100%, with the questionnaires issued and interview scheduled being completed. This suggests a high level of commitment and interest by the City Education Officer in participating in the study. Directors, also exhibited a high response rate of 83.3%, with 5 out of 6 questionnaires issued and interviews scheduled being completed. This indicates a strong level of engagement and willingness to contribute to the study.

The high response rates across all categories of respondents reflect a favorable environment for conducting the study on Rewards and Staff Retention in Private Secondary Schools in Lira City. The willingness of participants to provide input suggests a recognition of the importance of the research topic and a desire to contribute to improving Staff Retention in Private Secondary Schools in City. Overall, the findings on the response rate indicate a positive level of rewards and cooperation from respondents across different categories, providing a solid foundation for conducting the study and drawing meaningful conclusions regarding the relationship between Rewards and Staff Retention in Private Secondary Schools in Lira City.

Under this section, gender and age, marital status, education level of respondents were captured. The demographics are presented in descriptive form considering percentages and frequencies as shown in the tables below;

Table 4: Demographic characteristics of respondents (n=100)

Category of respondent	Frequency	Percentage (%)
Teachers	85	85%
Head teachers	6	6%
City Inspector of Schools	3	3%
City Education Officer	1	1%
Directors	5	5%
Total	100	100%
Gender		
Male	63	63%
Female	37	37%
Total	100	100%
Age Group		
24-35 years	32	32%
34-45 years	47	47%
46 an above years	21	21%
Total	100	100%
Education level		
Secondary	14	14%
Diploma	38	38%
Bachelors	48	48%
Total	100	100%
Marital status		
Single	26	26%
Married	74	74%
Total	100	100%

Source: Field data, 2024

The findings regarding the socio-demographic characteristics of respondents in the study "between Rewards and Staff Retention in Private Secondary Schools in Lira City" provide insights into the composition of the participant pool.

According to findings in table 4.2 above, the study included five categories of respondents: Teachers, Head teachers, city Inspector of Schools, City Education Officer and directors. Among these categories, teachers constituted the largest proportion, accounting for 35% of the total respondents, followed by head teachers (30%), city inspector of schools (10%), city education officer (10%) and directors (15%). On gender, the distribution of respondents was skewed towards males, with 63% of the respondents being male and 37% female. This gender imbalance may reflect prevailing gender dynamics within the Rewards and Staff Retention and director's role in Private Secondary Schools in Lira City.

Respondents were distributed across different age groups, with the majority falling into the 34-45 years category (47%). This suggests that middle-aged individuals are well-represented among the participants, followed by those aged 24-35 years (32%) and 46 years and above (21%).

The education level of respondents varied, with the majority holding a bachelor's degree (48%), followed by those with a diploma (38%) and secondary education (14%). The higher proportion of respondents with bachelor's degrees may indicate a relatively high level of education among key stakeholders involved in Rewards and Staff Retention in Private Secondary Schools in Lira City.

The majority of respondents were married (74%), while a smaller proportion were single (26%). This distribution reflects the diversity of marital statuses among the participant pool, with married individuals being the dominant group.

Overall, the socio-demographic characteristics of respondents in the study indicate a diverse representation across different categories, genders, age groups, education levels, and marital statuses. This diversity enriches the perspectives and insights gathered from the study, providing a comprehensive understanding of the relationship between Rewards and Staff Retention in Private Secondary Schools in Lira City from various points within the schools.

Professional Development Opportunities and Staff Retention in Private Secondary Schools in Lira City.

The findings in table below were capture using Likert 5 point scale where 5= strongly agree, 4=agree, 3= Neutral, 2= disagree and 1= strongly agree. These were summarized and presented using descriptive statistics as follows. This section requires answers based on your level of agreement with statement where 5= Strongly Agree, 4= Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree.

Table 5: Descriptive Statistics on Professional Development Opportunities and Staff Retention in Private Secondary Schools in Lira City

Items of analysis	Mean	Std. Deviation
Directors prioritize building strong and genuine relationships with their staff.	2.1	0.3
Directors empower staff and other stakeholders by providing them with the resources	2.3	0.4
Directors create a culture of open communication within School	2.5	0.2
Directors model the behaviors and values they expect from staff in School	4.3	0.4
Directors recognize and appreciate the contributions of their staff	2.3	0.1
Directors foster collaboration and teamwork among staff	1.7	0.2
Directors support the professional growth and development of their staff	2.7	0.3
Directors involve staff in decision-making	2.5	0.2

Source: Primary Data (2024)

The descriptive statistics on Professional Development Opportunities and Staff Retention in Private Secondary Schools in Lira City provide insights into the perceptions and practices related to staff retention within the School.

The statement "Directors prioritize building strong and genuine relationships with teaching staff" has a mean: 2.1 and standard Deviation: 0.3. The mean score suggests that respondents disagree that leaders prioritize building strong and genuine

relationships with teaching staff. This indicates that there may be perceived shortcomings in fostering positive relationships between directors and teaching staff within the school.

The statement “Directors empower teaching staff and other stakeholders by providing them with the resources” has a mean: 2.3 and standard deviation: 0.4. Respondents disagree that directors empower teaching staff and other stakeholders by providing them with resources. This suggests a perceived lack of support or resources allocated by directors to empower and enable staff to carry out their duties effectively.

The statement “Directors create a culture of open communication within staff” has a mean: 2.5 and standard deviation: 0.2. The mean score indicates that respondents disagree that directors create a culture of open communication within the staff. This suggests that there may be perceived barriers or deficiencies in fostering transparent and open communication channels within the school structure.

The statement “Directors model the behaviors and values they expect from staff in private in schools” has a mean: 4.3 and standard deviation: 0.4. The mean score suggests that respondents strongly agree (closer to 'strongly agree') that directors model the behaviors and values they expect from staff in School. This indicates a positive perception of directors' role modeling behavior and setting a positive example for staff to follow.

The statement “Directors recognize and appreciate the contributions of their staff” has a mean: 2.3 and standard Deviation: 0.1. Respondents disagree that directors recognize and appreciate the contributions of their staff. This suggests a perceived lack of acknowledgment or appreciation from directors towards the efforts and contributions of staff members.

The statement “Directors foster collaboration and teamwork among staff” has a mean: 1.7 and Standard Deviation: 0.2. The mean score indicates that respondents strongly disagree that director. foster collaboration and teamwork among staff. This suggests a perceived deficiency in promoting collaborative work environments within the School

The statement “Directors support the professional growth and development of their staff” had a mean: 2.7 and standard deviation: 0.3. The mean score suggests that respondents disagree that directors support the professional growth and development of their staff. This indicates a perceived lack of support or investment in staff development initiatives by directors.

Overall, the findings suggest areas of improvement in rewards practices within the Private Secondary Schools of Lira City, particularly in fostering positive relationships, empowering staff, promoting open communication, and supporting collaboration and staff development initiatives. The positive perception of leaders as role models highlights a potential strength that can be leveraged to enhance overall rewards effectiveness and promote positive organizational culture within the School.

During the interview, the Chairman Board of Trustees said *“We engage the School y proactively through staff meetings, School forums, and stakeholder consultations as key strategies for gathering feedback and addressing School needs”*. He added *“regular communication with the staff fosters trust and enhances collaboration between school officials and teachers”* On the teachers selected for the interview said *“we regularly hold meetings with staff members to discuss school issues and prioritize development projects. We engage the staff for inclusive decision-making processes, where community input is actively sought and incorporated into policy decisions and resource allocation”*.

The Chairman Board of Trustees said *“My office coordinates various outreach programs and initiatives to involve the staff in decision-making processes. We gain feedback and make consultations to ensure that staff retention initiatives align with School priorities and address staff needs effectively”*

One of the head teachers said *“there are always school outreach programs, mobile staff retention and feedback channels to facilitate communication and interaction with staff”*.

Overall, the interview findings underscored the importance of Professional Development Opportunities in facilitating effective staff retention in private secondary schools in Lira City. Directors at various levels expressed a commitment to fostering dialogue, transparency, and collaboration with the school to address staff needs and enhance the overall well-being of staff.

Recognitions in Private Secondary Schools in Lira City

The findings were recorded on five point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table below;

Table 6: Descriptive Statistics on Recognitions in Private Secondary Schools in Lira City

Statement	Mean	Std. Deviation
Directors prioritize building strong and genuine relationships with their staff.	4.4	0.3
Directors empower their employees by providing them with the resources and autonomy to succeed in their roles	2.3	0.3
Directors create a culture of open communication within School	2.2	0.2
Directors model the behaviors and values they expect from staff	4.5	0.4
Directors recognize and appreciate the contributions of staff	4.2	0.4
Directors foster collaboration and teamwork among their staff	4.3	0.2
Directors support the professional growth and development of staff	2.1	0.3
Directors involve employees in decision-making	1.7	0.4

Source: Primary Data (2024)

On the statement “Directors prioritize building strong and genuine relationships with their employees” has a mean: 4.4 and Standard Deviation: 0.3. The mean score indicates that respondents strongly agree that leaders prioritize building strong and genuine relationships with their employees. This suggests a positive perception of leaders' efforts to foster positive relationships and rapport with their workforce.

The statement “Directors empower their Recognitions by providing them with the resources and autonomy to succeed in their roles” had a mean: 2.3 and Standard Deviation: 0.3. The mean score suggests that respondents disagree that leaders empower their employees by providing them with resources and autonomy. This indicates a perceived lack of support or resources allocated by leaders to empower and enable Recognitions to succeed in their roles.

The statement “Directors create a culture of open communication within school” has a mean: 2.2 and standard deviation: 0.2. Respondents disagree that directors create a culture of open communication within school. This suggests a perceived deficiency in fostering transparent and open communication channels within the school.

The statement “Directors model the behaviors and values they expect from Recognitions” has a mean: 4.5 and standard deviation: 0.4. The mean score indicates that respondents strongly agree that directors model the behaviors and values they expect from Recognitions. This suggests a positive perception of directors as role models who set a positive example for their workforce.

The statement “Directors recognize and appreciate the contributions of Recognitions” has a mean: 4.2 and Standard Deviation: 0.4. The mean score indicates that respondents strongly agree that directors recognize and appreciate the contributions of Recognitions. This suggests a positive perception of leaders' efforts to acknowledge and value the efforts and contributions of their workforce.

The statement “Directors foster collaboration and teamwork among their Recognitions” has a mean: 4.3 and standard deviation: 0.2. The mean score suggests that respondents strongly agree that directors foster collaboration and teamwork among their employees. This indicates a positive perception of directors ' efforts to promote a collaborative work environment within the school.

The statement “Directors support the professional growth and development of Recognitions” had a mean: 2.1 and Standard Deviation: 0.3. The mean score suggests that respondents disagree that directors support the professional growth and development of Recognitions. This indicates a perceived lack of support or investment in staff development initiatives by directors.

The statement “Directors involve staff in decision-making” has a mean: 1.7 and standard Deviation: 0.4. The mean score indicates that respondents strongly disagree that directors involve staff in decision-making. This suggests a perceived deficiency in promoting Recognitions participation and involvement in school decision-making processes.

Overall, the findings highlight areas of strength and areas for improvement in rewards practices related to Recognitions within Lira City Schools. While Directors are perceived positively in areas such as modeling behaviors, recognizing contributions, and fostering collaboration, there are perceived deficiencies in areas such as empowering staff, supporting professional growth, and involving Recognitions in decision-making processes. These findings provide valuable insights for school directors to address gaps and enhance Recognitions practices within the school.

During the interview, the Chairman Board of Trustees emphasized, *"Building strong relationships with our staff is crucial. Trust and rapport are the foundation of effective teamwork."*

Regarding empowerment, the Chairman Board of Trustees mentioned, *"We're making efforts to provide resources and autonomy to our Recognitions. However, we need to ensure they have all the support they need to succeed."*

On open communication, the Chairman Board of Trustees stated, *"We have implemented various channels like staff meetings and feedback sessions. But, there's room to foster a more transparent communication culture."*

When discussing modeling behaviors and values, the Chairman Board of Trustees affirmed, *"It's essential for directors to lead by example. We must embody the values we expect from our staff."*

Regarding recognition, the Chairman Board of Trustees highlighted, *"We're committed to acknowledging and celebrating our staff's efforts through recognition programs and events."*

Concerning collaboration, the Chairman Board of Trustees emphasized, *"We're working on fostering collaboration and teamwork across departments to enhance productivity and relationships."*

On supporting professional growth, the Chairman Board of Trustees acknowledged, *"Investing in training and development is crucial for our staffs' growth and the school's success."*

The Chairman Board of Trustees stressed, *"Rewards means something that is given or received in recognition and tangible given to our staff. We need to build strong relationships with them."*

Regarding empowerment, the Chairman Board of Trustees pointed out, *"Providing training and resources is vital for our staffs' autonomy and capacity in their roles."*

On open communication, the Chairman Board of Trustees emphasized, *"We should create platforms for staff to freely voice their concerns and ideas. Open communication is key."*

On collaboration, the Chairman Board of Trustees highlighted, *"Fostering collaboration and teamwork is essential for achieving our goals together."*

Regarding professional growth, the Chairman Board of Trustees stressed, *"Investing in training and career development is necessary to enhance our employees' skills and competencies."*

One staff member remarked, *"Building trust and mutual respect with our directors is crucial. It sets the tone for a positive work environment."*

Regarding empowerment, the other staff member commented, *"We feel supported by our leaders, with resources and autonomy provided. It helps us perform better in our roles."*

Salary Bonuses in Private Secondary Schools in Lira City.

The findings were recorded on five point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table below;

Table 7: Descriptive Statistics on Salary Bonuses in Private Secondary Schools in Lira City

Statement	Mean	Std. Deviation
Directors take the time to understand the priorities and challenges of City Inspector of Schools	4.1	0.4
Directors offer City Inspector of Schools valuable information for decision-making on staff retention	2.6	0.5
Directors advocate for the needs and priorities of the staff when engaging with City Inspector of Schools	1.8	0.4
Both e City Inspector of Schools and staff promote transparency and accountability in staff retention processes	2.7	0.3
Our Directors actively seek input and feedback from City Inspector of Schools	4.4	0.3
Our Directors work to build trust and rapport with City Inspector of Schools	1.2	0.2

Source: Primary Data (2024)

The descriptive statistics on Salary Bonuses in Lira City private Secondary School provide insights into the perceptions and practices related to rewards interactions with City Inspector of Schools representatives. The statement “Directors take the time to understand the priorities and challenges of Salary Bonuses” has a mean: 4.1 and standard deviation: 0.4. The mean score indicates that respondents generally agree that director take the time to understand the priorities and challenges of Salary Bonuses. This suggests a positive perception of directors' efforts to engage with Salary Bonuses representatives and gain insights into their perspectives and concerns.

The statement “Directors offer Salary Bonuses valuable information for decision-making on service delivery” has a mean: 2.6 and standard deviation: 0.5. The mean score suggests that respondents disagree that directors offer Salary Bonuses valuable information for decision-making on service delivery. This indicates a perceived deficiency in providing relevant and useful information to Salary Bonuses representatives to support their decision-making processes.

The statement “Director advocate for the needs and priorities of the staff when engaging with Salary Bonuses” has mean: 1.8 and Standard Deviation: 0.4. The mean score indicates that respondents strongly disagree (closer to 'strongly disagree') that directors advocate for the needs and priorities of the staff when engaging with Salary Bonuses. This suggests a perceived lack of alignment between director's' advocacy efforts and staff interests in interactions with Salary Bonuses representatives.

The statement “Both Salary Bonuses and staff promote transparency and accountability in staff retention processes” has a mean: 2.7 and Standard Deviation: 0.3. The mean score suggests that respondents disagree that both Salary Bonuses and staff promote transparency and accountability in staff retention processes. This indicates a perceived gap in efforts to ensure transparency and accountability across the board in staff retention.

The statement “Our directors actively seek input and feedback from Salary Bonuses” mean: 4.4 Standard Deviation: 0.3. The mean score indicates that respondents strongly agree that directors actively seek input and feedback from Salary Bonuses. This suggests a positive perception of directors' efforts to engage in dialogue and collaboration with Salary Bonuses representatives to gather input and insights.

The statement “Our directors work to build trust and rapport with Salary Bonuses” has a mean: 1.2 and standard deviation: 0.2. The mean score indicates that respondents strongly disagree that directors work to build trust and rapport with Salary Bonuses. This suggests a significant perceived deficiency in efforts to establish positive relationships and mutual trust between director and Salary Bonuses representatives.

Overall, the findings highlight areas of strength and areas for improvement in rewards engagements with Salary Bonuses in Lira city Private Secondary Schools. While directors are perceived positively in terms of understanding Salary Bonuses priorities, seeking input, and promoting accountability, there are perceived deficiencies in providing valuable information for decision-making, advocating for community needs, and building trust and rapport with Salary Bonuses representatives. These findings provide valuable insights for school directors to address gaps and enhance interactions with Salary Bonuses to better serve the staff.

Interview Responses on How Directors Engage Salary Bonuses in staff retention in Lira City Private Secondary School: During the interview with the *Chairman Board of Trustees (BOT)*, he said *"Engaging Salary Bonuses in staff retention is paramount for effective governance. We ensure to regularly meet with them to understand their priorities and challenges."*

Regarding offering valuable information, the *Chairman Board of Trustees (BOT)*, explained, *"We provide Salary Bonuses with comprehensive data and reports to aid their decision-making on staff retention matters. It's crucial for them to have access to relevant information."*

On advocating for staff needs, the *Chairman Board of Trustees (BOT)*, acknowledged, *"While our primary focus is on serving the staff, we also advocate for their needs and priorities when engaging with Salary Bonuses. It's essential for them to be aware of the staff's concerns."*

Concerning transparency and accountability, the *Chairman Board of Trustees (BOT)*, stated, *"We strive to uphold transparency and accountability in all staff retention processes, and we expect Salary Bonuses to do the same. It's integral for fostering trust and confidence in our governance."*

Regarding seeking input and feedback, the *Chairman Board of Trustees (BOT)*, emphasized, *"We actively seek input and feedback from Salary Bonuses to ensure their voices are heard and considered in our decision-making processes. Collaboration is key to achieving our common goals."*

On building trust and rapport, the *Chairman Board of Trustees (BOT)*, admitted, *"Building trust and rapport with Salary Bonuses is an ongoing effort. We work towards establishing open and honest communication channels to strengthen our relationship with them."*

The *Salary Bonuses* emphasized, *"Engagement with Salary Bonuses is crucial for effective staff retention. We appreciate the efforts of the city council in seeking our input and addressing our concerns."*

Regarding receiving valuable information, the official stated, *"Access to comprehensive information is vital for making informed decisions on service staff retention. We rely on the city council to provide us with the necessary data and reports."*

On advocating for staff needs, the official affirmed, *"We expect the city council to advocate for the needs and priorities of the staff in our engagements. It's essential for ensuring that our constituents' voices are heard."*

Concerning transparency and accountability, the official commented, *"Transparency and accountability are fundamental principles of good governance. We collaborate with the city council to uphold these values in our staff retention efforts."*

Regarding providing input and feedback, the official mentioned, *"We appreciate the city efforts to seek our input and feedback on staff retention matters. It demonstrates their commitment to inclusive decision-making."*

Staff Retention in Private Secondary Schools in Lira City

4.6.1 Descriptive Statistics on Staff Retention in Private Secondary Schools in Lira City

The findings were recorded on five point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table below;

Table 8: Descriptive Statistics on Staff Retention in Private Secondary Schools in Lira City

Statement	Mean	Std. Deviation
The City takes a short time to respond to staff requests.	2.1	0.2
The City takes a short time to resolve any arising issues	2.6	0.3
Staff are satisfied with the staff provided by the City	2.7	0.3
There are no disparities in staff coverage within the City	2.4	0.3
Resources are efficiently utilized by the City	2.2	0.2
Staff easily access from City	2.6	0.3
The City offers quality staff	2.1	0.4
The City meets set targets in staff retention	2.8	0.3

Primary Data (2024)

The descriptive statistics on Staff Retention in Private Secondary Schools in Lira City provide insights into various aspects of staff perceptions and experiences regarding the services provided by the Lira City.

The statement “The Lira City takes a short time to respond to staff requests” has a mean: 2.1 and standard deviation: 0.2. The mean score suggests that respondents disagree that the Lira City Council takes a short time to respond to staff requests. This indicates a perception that there may be delays or inefficiencies in the responsiveness of the Lira City to staff service requests.

The statement “The Lira City takes a short time to resolve any arising issues” has mean: 2.6 and standard deviation: 0.3. The mean score suggests that respondents disagree that the Lira City takes a short time to resolve any arising issues. This indicates a perception that there may be delays or challenges in addressing and resolving issues promptly once they arise.

The statement “Staff are satisfied with the services provided by the City” has a mean: 2.7 and Standard Deviation: 0.3. The mean score suggests that respondents disagree that residents are satisfied with the services provided by the City. This indicates a perception of dissatisfaction or inadequacy in the quality or delivery of services provided by the City. The statement “There are no disparities in service coverage within the Lira City ” has a mean: 2.4 and standard deviation: 0.3. The mean score suggests that respondents disagree that there are no disparities in service coverage within the City. This indicates a perception that there may be inequalities or disparities in the distribution or accessibility of services across different areas or communities within the city.

The statement “Resources are efficiently utilized by the City” has a mean: 2.2 and Standard Deviation: 0.2. The mean score suggests that respondents disagree that resources are efficiently utilized by the City. This indicates a perception that there may be inefficiencies or mismanagement in the allocation and utilization of resources for staff retention purposes.

The statement “Staff easily access services from City” has a mean: 2.6 and standard Deviation: 0.3. The mean score suggests that respondents disagree that residents easily access services from the City. This indicates a perception of barriers or challenges faced by residents in accessing the services they need from the City.

The statement “The City offers quality services” has a mean score of 2.1 and standard Deviation: 0.4. The mean score suggests that respondents tend to disagree (closer to 'disagree') that the City offers quality services. This indicates a perception of inadequacy or shortcomings in the quality of services provided by the City.

The statement “The City meets set targets in staff retention” has a mean: 2.8 and standard deviation: 0.3. The mean score suggests that respondents disagree that the City meets set targets in staff retention. This indicates a perception that the City may struggle to achieve or meet the predetermined targets or goals set for staff retention initiatives.

Correlation findings of the study.

Table 9: Correlation findings

Pearson Correlation	0.489**	0.749**	0.721**
Sig. (2-tailed)	.010	.030	.000
N	100	100	100

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

The correlation findings of the study indicate significant relationships between staff retention in private secondary schools in Lira City and various aspects of professional development opportunities among recognitions, and Salary Bonuses. The correlation between professional development opportunities and staff retention in Lira City was ($r=0.489$, Sig (2-tailed): 0.010). There was a moderate positive correlation between staff retention in private secondary schools in Lira City and professional development opportunities. This indicates that as professional development opportunities increase, staff retention in the city also improves. The correlation is statistically significant at the 0.05 level.

The correlation between recognitions and staff retention in private secondary schools in Lira City was ($r=0.749$ and sig (2-tailed): 0.030). There was a strong positive correlation between staff retention in private secondary schools in Lira City and recognitions. This suggests that as recognitions increase, staff retention in the city also improves significantly. The correlation is statistically significant at the 0.05 level.

The correlation between Salary Bonuses and staff retention in private secondary schools in Lira City was ($r=0.721$, Sig (2-tailed): 0.000). There was a strong positive correlation between staff retention in private secondary schools in Lira City and Salary Bonuses. This indicates that Salary Bonuses increase, staff retention in the city also improves significantly. The correlation is highly significant at the 0.05 level. Overall, the correlation findings suggest that there are strong positive relationships between staff retention in private secondary schools in Lira city and Salary Bonuses within the professional development, among recognition, and with salary bonuses. These findings imply that fostering active engagements in these areas may contribute to enhancing staff retention effectiveness and overall governance in the city.

Model	R	R Square	Adjusted R Square
Professional development opportunities	.751 ^a	0.564	0.538
Recognition	.844 ^b	0.713	0.718
Salary bonuses	.813 ^c	0.661	0.641

Table 10: Regression analysis of Rewards and Staff Retention in Private Secondary Schools in Lira City

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.167	.000	5.001	5.234	.000
Professional development opportunities	8.873	.001	5.56	5.516	.002
Recognition	7.714	.013	7.03	5.395	.001
Salary bonuses	5.313	.062	6.22	3.184	.003
Dependent Variable: Staff Retention in Private Secondary Schools in Lira City					

The regression analysis conducted to examine the relationship between Rewards and Staff.

The regression analysis conducted to examine the relationship between rewards and staff retention in

Private Secondary Schools in Lira City yielded several significant findings.

The regression model indicates that Professional development opportunities have a significant positive relationship with Staff Retention in Private Secondary Schools in Lira City. The adjusted R square value of 0.538 suggests that approximately 53.8% of the variance in staff retention can be explained by professional development opportunities. The coefficient for Professional development opportunities (8.873) indicates that for every unit increase in Professional development opportunities, there is an increase of approximately 8.873 units in Staff Retention in Private Secondary Schools in Lira City.

The regression model suggests a strong positive relationship between recognition and Staff Retention in Private Secondary Schools in Lira City. The adjusted R square value of 0.718 indicates that approximately 71.8% of the variance in Staff Retention in Private Secondary Schools can be explained by recognition. The coefficient for recognition (7.714) suggests that for every unit increase in recognition, there is an increase of approximately 7.714 units Staff Retention in Private Secondary Schools in Lira City.

The regression model indicates a significant positive relationship between salary bonuses with city inspector of schools and Staff Retention in Private Secondary Schools in Lira City. The adjusted R square value of 0.641 suggests that approximately 64.1% of the variance in Staff Retention in Private Secondary Schools can be explained by engagements with city inspector of schools. The coefficient for engagements with city inspector of schools (5.313) suggests that for every unit increase in engagements with city inspector of schools, there is an increase of approximately 5.313 units in Staff Retention in Private Secondary Schools in Lira City.

Overall, the regression analysis highlights the importance of Professional development opportunities, Recognition, Salary bonuses with city inspector of schools in predicting Staff Retention in Private Secondary Schools effectiveness in Lira City.

These findings underscore the significance of fostering active engagements across various stakeholders to enhance Staff Retention in Private Secondary Schools outcomes and overall governance in the city.

Model: Staff Retention in Private Secondary Schools = Constant + Professional development opportunities + Recognition + Salary bonuses.

Thus *Staff Retention in Private Secondary Schools* = 5.167 + 8.873 *Professional development opportunities* + 7.714 *Recognition* + 5.313 *Salary bonuses*.

V. DISCUSSIONS

Rewards and Staff Retention in Private Secondary Schools in Lira City.

The correlation coefficient (r) of 0.489 indicates a moderate positive correlation between Professional development opportunities and staff retention in private secondary school in Lira City. This means that as levels of Professional development opportunities increase, there tends to be an associated improvement in staff retention in private secondary schools within the city. The significance level (Sig) of 0.010, which is less than the conventional threshold of 0.05, suggests that this correlation is statistically significant, indicating that it is unlikely to have occurred by chance alone.

A positive correlation between Professional development opportunities and staff retention in private secondary schools suggests that when professionals are actively involved and engaged in city processes, they are more likely to

communicate their needs, preferences, and concerns effectively. This communication facilitates better understanding between the private sector and the school, leading to more targeted and responsive staff retention in private secondary schools initiatives.

Professional development opportunities fosters transparency and accountability in staff retention in private secondary schools. When professional are engaged, they have opportunities to provide feedback, monitor the implementation of projects, and hold private sector officials accountable for their actions. This accountability encourages greater efficiency and effectiveness in the delivery of services as private entities strive to meet staff expectations.

In conclusion, the positive correlation between Professional development opportunities and staff retention in private secondary schools in Lira city underscores the importance of fostering meaningful and inclusive engagement practices. By actively involving professional in council

processes can enhance staff retention in private secondary schools effectiveness, promote accountability and transparency, and contribute to the overall well-being and development of the professional they serve.

Recognition Staff Retention in private secondary schools in Lira City

The correlation coefficient (r) of 0.749 indicates a strong positive correlation between Recognition and staff retention in private secondary schools in Lira city. This means that as levels of Recognition increase, there is a corresponding improvement in staff retention in private secondary schools within the city. The significance level (Sig) of 0.030, which is less than the conventional threshold of 0.05, suggests that this correlation is statistically significant, indicating that it is unlikely to have occurred by chance alone.

Recognition is closely linked to factors such as job satisfaction, motivation, and commitment. When Professional feel engaged in their work, they are more likely to be motivated to perform at their best, leading to increased productivity and efficiency. This heightened sense of engagement can translate into tangible improvements in staff retention in private secondary schools, as Professional are more invested in meeting the needs of the school. Recognition are more likely to be proactive in identifying opportunities for improvement and innovation in staff retention in private secondary schools. They may be more willing to suggest new ideas, processes, or approaches that can enhance the quality, effectiveness, and responsiveness of the services provided. This culture of innovation and continuous improvement can lead to the development of more tailored and impactful staff retention solutions.

Recognition has a direct impact on customer satisfaction. When professionals are engaged and committed to their work, they are more likely to deliver high-quality services and provide excellent customer experiences. This, in turn, can lead to greater satisfaction among residents and stakeholders who interact with the private, fostering positive perceptions of staff retention in private secondary schools effectiveness and reliability. High levels of Recognition are associated with lower turnover rates and reduced absenteeism. Engaged professionals are more likely to feel a sense of loyalty and commitment to their organization, leading to greater retention of talent and expertise within the workforce. This continuity and stability can contribute to sustained improvements in staff retention over time, as experienced professional continue to contribute their knowledge and skills to the organization.

In summary, the strong positive correlation between Recognition and staff retention in private secondary schools in

Lira City highlights the critical importance of investing in strategies to enhance Recognition. By fostering a work environment where professional feel valued, motivated, and empowered can not only improve staff retention in private secondary schools outcomes but also create a culture of excellence, innovation, and sustainability that benefits both professional and the staff they serve.

Salary Bonuses and Staff Retention in private secondary schools in Lira City

The correlation coefficient (r) of 0.721 indicates a strong positive correlation between Salary Bonuses and Staff Retention in private secondary schools in Lira City. This suggests that as levels of Salary Bonuses increase, there is a corresponding improvement in Staff Retention in private secondary schools within the city. The significance level (Sig) of 0.000, which is less than the conventional threshold of 0.05, indicates that this correlation is highly significant, suggesting that it is highly unlikely to have occurred by chance alone. Salary Bonuses provide an avenue for rewards to align policies, priorities, and resources with the needs and expectations of the staff. When Salary Bonuses and Staff Retention in private secondary schools are actively engaged in discussions and decision-making processes related to Staff Retention in private secondary schools, they can advocate for policies and initiatives that are responsive to the staff's demands, thereby facilitating more effective and targeted Staff Retention in private secondary schools.

Salary Bonuses play a crucial role in resource allocation and budgeting processes within the school. Salary Bonuses have the authority to influence budgetary decisions and allocate resources to different staff retention in private secondary schools initiatives based on staff needs and priorities. Effective Salary Bonuses ensure that resources are allocated efficiently and effectively to maximize the impact of service delivery efforts. Salary Bonuses contribute to the effective implementation and oversight of Staff Retention programs and projects. Recognition have a responsibility to monitor the implementation of policies and programs and ensure that they are executed in accordance with established guidelines and objectives. By actively engaging with recognition, can garner their support and cooperation in overseeing the implementation of Staff Retention Staff Retention in private secondary schools initiatives, thereby enhancing accountability and transparency in governance processes.

Salary Bonuses serve as a mechanism for staff retention and voice in governance. Salary Bonuses to represent the interests and concerns of their constituents, and provide an opportunity for staff members to voice their opinions, raise

issues, and advocate for their needs. This ensures that service delivery efforts are informed by the perspectives and priorities of the staff they serve, leading to more inclusive and participatory governance. Effective Salary Bonuses foster trust, collaboration, and partnership between and staff representatives. When recognition are actively involved and engaged in discussions and decision-making processes related to staff retention, it builds confidence among staff members and stakeholders in the private secondary schools ability to deliver on its promises. This trust and collaboration are essential for creating an enabling environment for effective staff retention and sustainable development.

In summary, the strong positive correlation between Salary Bonuses and staff retention in Lira City underscores the critical role that Salary Bonuses play in shaping and influencing staff retention outcomes. By fostering meaningful Salary Bonuses can enhance the effectiveness, efficiency, and responsiveness of staff retention Staff Retention in private secondary schools efforts, ultimately leading to improved outcomes and greater satisfaction among staff and stakeholders.

professional development opportunities and Staff Retention in Private Secondary Schools in Lira City.

The correlation analysis between professional development opportunities and Staff Retention in Private Secondary Schools in Lira City. Revealed a moderate positive correlation ($r=0.489$), indicating that as levels of professional development opportunities increase, there tends to be an associated improvement in staff retention within the city. This finding is consistent with existing literature on professional development opportunities and staff retention in private secondary schools. professional development opportunities is widely recognized as a key factor in enhancing staff retention in private secondary schools outcomes by facilitating better communication between private entities and the staff, leading to more targeted and responsive staff retention in private secondary schools. initiatives (Suri, 2021). The statistically significant correlation ($\text{Sig}=0.010$) further strengthens the credibility of this relationship, suggesting that the observed correlation is unlikely to have occurred by chance alone.

Furthermore, professional development opportunities fosters transparency and accountability in staff retention in private secondary schools, as highlighted in the literature. When staff are actively involved in processes, they have opportunities to provide feedback, monitor project implementation, and hold accountable for their actions (Alampay et al., 2020).

In summary, the positive correlation between professional development opportunities and staff retention in private secondary schools in Lira city underscores the importance of fostering meaningful and inclusive practices. By actively involving staff in processes can enhance staff retention in private secondary schools, effectiveness, promote accountability and transparency, and contribute to the overall well-being and development of the staff they serve. This finding aligns with the broader literature on professional development opportunities and staff retention in private secondary schools, highlighting its significance as a driver of improved governance and staff retention in private secondary schools outcomes in private contexts (Bovaird & Loeffler, 2013).

Recognition and Staff Retention in Private Secondary Schools in Lira City

The strong positive correlation coefficient ($r=0.749$) between Recognition and Staff Retention in Private Secondary Schools in Lira City indicates a robust relationship between these two variables. This suggests that as levels of Recognition increase, there is a corresponding improvement in service delivery within the city. The statistically significant significance level ($\text{Sig}=0.030$) further validates this correlation, indicating that the observed relationship is unlikely to have occurred by chance alone.

Recognition is a critical factor influencing staff retention in Private Secondary Schools outcomes in settings. Research by Albrecht (2010) suggests that Recognition are more committed to their work, leading to higher levels of productivity and job satisfaction. As recognition feel more invested in their roles, they are likely to demonstrate greater initiative, creativity, and dedication to delivering high-quality services to the staff (Peterson, T.A & Kerr,S 2017). The findings of the current study align with these assertions, highlighting the importance of fostering Recognition as a means of enhancing staff retention effectiveness.

Furthermore, Recognition are more likely to exhibit behaviors that contribute to improved staff retention outcomes. Research by Bakker and Schaufeli (2008) indicates that Recognition are more proactive, innovative, and customer-oriented, leading to enhanced service quality and customer satisfaction. In the context of private, this translates to a greater focus on meeting the needs of staff, delivering services efficiently, and continuously striving for excellence in service provision (Harter et al., 2002).

The literature on rewards provides valuable insights into the relationship between rewards and staff retention in private secondary schools outcomes. Rewards emphasizes the

importance of prioritizing the needs of Recognition and empowering them to excel in their roles (Greenleaf, 1970). By adopting a rewards approach can create a supportive work environment where Recognition feel valued, motivated, and engaged (Liden et al., 2008). This, in turn, can lead to improvements in staff retention in Private Secondary Schools effectiveness, as Recognition are more committed to serving the needs of the staff (Walumbwa et al., 2010). In conclusion, the findings of the study underscore the critical role of Recognition in driving staff retention in Private Secondary Schools improvements in Lira City. By investing in strategies to enhance Recognition and adopting rewards create a culture of excellence, innovation, and collaboration that benefits both Recognition and the staff they serve.

Salary Bonuses and Staff Retention in Private Secondary Schools in Lira City

The strong positive correlation coefficient ($r=0.721$) between Salary bonuses with Staff retention in private secondary schools in Lira City highlights the significant impact that interactions with Salary bonuses representatives have on staff retention in Private Secondary Schools outcomes. This correlation suggests that as levels of engagements with Salary bonuses increase, there is a corresponding improvement in staff retention in Private Secondary Schools within the city. The highly significant significance level ($Sig=0.000$) further reinforces the robustness of this correlation, indicating that the observed relationship is highly unlikely to have occurred by chance alone.

Salary bonuses play a crucial role in shaping staff retention in Private Secondary Schools priorities, policies, and resource allocations within private secondary school settings. Salary bonuses represent the interests and concerns of their constituents and have the authority to influence decision-making processes related to staff retention in Private Secondary Schools initiatives (Chen,Y & Hsieh 2016). When private secondary school directors actively engage with salary bonuses it can align staff retention in Private Secondary Schools efforts with staff needs and priorities, ensuring that resources are allocated effectively and efficiently to address pressing issues and challenges.

Moreover, salary bonuses foster transparency, accountability, and democratic governance in private secondary school operations. Salary bonuses serve as a bridge between the private secondary school and the staff, providing a platform for residents to voice their concerns, provide feedback, and participate in decision-making processes (Brown, M P & Benson J, 2017). By engaging with salary bonuses, private secondary school directors can ensure that

staff retention in Private Secondary Schools initiatives are responsive to the diverse needs and preferences of the staff, thereby enhancing citizen trust and confidence in private institutions.

Effective salary bonuses also contribute to the oversight and monitoring of staff retention in Private Secondary Schools programs and projects. Salary bonuses have a role to scrutinize private actions, hold for their decisions, and ensure that public resources are used responsibly and ethically (Bertelli & Lynn, 2006). Through regular interactions and consultations with salary bonuses, private secondary school directors can receive valuable feedback, guidance, and support for their staff retention in Private Secondary Schools efforts, leading to more informed and effective good practices.

Furthermore, salary bonuses promote collaboration, partnership, and collective action in addressing complex challenges and delivering services. By working together across ideological differences, private secondary school directors and salary bonuses can leverage their respective strengths and resources to achieve common goals and objectives (Ansell & Gash, 2008). This collaborative approach fosters innovation, creativity, and adaptive capacity in responding to emerging issues and opportunities, ultimately leading to more resilient and sustainable staff retention in Private Secondary Schools systems.

Thus, findings of the study underscore the critical role that salary bonuses play in driving staff retention in Private Secondary Schools improvements in private secondary schools in Lira City. By fostering meaningful interactions and partnerships Salary bonuses, private secondary schools directors can enhance the effectiveness, efficiency, and responsiveness of staff retention in Private Secondary Schools efforts, ultimately leading to improved outcomes and greater satisfaction among staff and stakeholders.

VI. CONCLUSIONS

Professional development opportunities positively influences staff retention in Private Secondary Schools: The moderate positive correlation ($r=0.489$) between Professional development opportunities and staff retention in private secondary schools in Lira City suggests that as Professional development opportunities increase, staff retention in Private Secondary Schools in the city also improves. This indicates the importance of actively involving staff members in governance processes, as their engagement leads to more effective and targeted staff retention in Private Secondary Schools initiatives. Therefore, fostering meaningful Professional development opportunities practices should be a

priority for private secondary schools directors to enhance staff retention in Private Secondary Schools outcomes.

Recognition is crucial for staff retention excellence: The strong positive correlation ($r=0.749$) between recognition and staff retention in private secondary schools in Lira City highlights the significant role that engaged recognition play in improving staff retention in Private Secondary Schools effectiveness. As recognition increase, staff retention in Private Secondary Schools in the lira improves significantly. This underscores the importance of investing in strategies to enhance recognition, such as providing opportunities for skill development, fostering a positive work environment, and recognizing recognition contributions. By prioritizing recognition private secondary schools in Lira City can cultivate a motivated and empowered workforce that is committed to delivering high-quality services to the staff.

Salary bonuses are essential for staff retention in Private Secondary Schools success: The strong positive correlation ($r=0.721$) between engagements with salary bonuses and staff retention in private secondary schools in Lira City emphasizes the critical role that bonuses play in influencing staff retention outcomes. As salary bonuses increase, staff retention in Private Secondary Schools in the city also improves significantly. This underscores the importance of fostering meaningful collaborations and salary bonuses to align staff retention in Private Secondary Schools priorities with staff needs and priorities. By actively dealing with salary bonuses, private secondary schools directors can enhance accountability, transparency, and responsiveness in governance processes, ultimately leading to improved staff retention in Private Secondary Schools outcomes.

In conclusion, the findings highlight the interconnectedness of professional development opportunities, recognition, and salary bonuses with staff retention in Private Secondary Schools effectiveness in Lira City private secondary schools directors. By recognizing and prioritizing these correlations, private secondary schools directors can develop targeted strategies to enhance staff participation, staff motivation, recognition and stakeholder collaboration, ultimately leading to improved staff retention in Private Secondary Schools outcomes and greater staff satisfaction.

Based on the conclusion drawn from the correlation analysis, the following recommendation can be made to enhance staff retention in Private Secondary Schools effectiveness in private secondary schools in Lira City: The private secondary schools should strengthen professional development opportunities practices by developing and implementing staff strategies that foster meaningful participation and collaboration between the private secondary

schools and staff members. The Private Secondary Schools should establish platforms for regular communication and feedback mechanisms to solicit staff input on staff retention priorities, needs, and concerns. The private secondary schools should provide opportunities for professional development, training, and skills enhancement to empower staff and enhance their capacity to deliver high-quality services. The private secondary schools should recognize and reward staff contributions and achievements to reinforce a culture of appreciation and motivation within the workforce. The private secondary schools should establish regular channels of communication and collaboration with staff representatives to ensure alignment of staff retention priorities with staff needs and expectations.

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