International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

Stakeholder's Involvement and Teachers' Retention in Budadiri East Private Secondary Schools in Sironko District, Uganda

Namoso Paul[1], Dr. Kamonges Wahab Asad[2]
[1]Teacher, Mathews College Buhugu
[2]Lecturer, Department of Educational Psychology, Faculty of Education, Islamic University in Uganda

ABSTRACT: The study examined the relationship between stakeholders' involvement and teachers' retention in private secondary schools in Budadiri East constituency in Sironko district, Uganda. Specifically, the study examined the relationship between stakeholders' involvement in planning; resource mobilization; and monitoring and teachers' retention in private secondary schools. A sequential explanatory design and was both quantitative and qualitative in nature. A total of 141 respondents was drawn from a population of 147. On distribution, 125 Questionnaires and all the 12 interview sessions were conducted and used to collect data; Data was analyzed using descriptive and inferential statistics as well as thematic narratives. The study found a very strong positive and statistically significant relationship between stakeholders' involvement in planning and teachers' retention in private secondary schools ($r=0.988$, $n=125$, $p<0.05$); a very strong positive and statistically significant relationship between stakeholders' involvement in resource mobilization and teachers' retention in private secondary schools ($r=0.993$, $n=125$, $p<0.05$); and extremely strong positive and statistically significant relationship between stakeholders' involvement in monitoring and teachers' retention in private secondary schools ($r=0.994$, $n=125$, $p<0.05$). It was concluded that when stakeholders get actively involved in planning, resource mobilization, and monitoring, teachers' retention significantly improves in private secondary schools in Budadiri East constituency in Sironko District. The study recommends enactment of policies that mandate inclusive planning processes, development frameworks, formation of dedicated teams, and collaborative identification of funding opportunities.

KEYWORDS: Monitoring, Private secondary schools, Planning, Resource mobilization, Stakeholders' involvement, Teachers' retention, Sironko District.

INTRODUCTION

Teacher retention refers to the capacity of schools and education systems to keep qualified teachers employed over time, thereby maintaining continuity of instruction and minimizing turnover, displacement, or movement out of the profession. (Ackah-Jnr et al., 2022). High retention supports a stable teaching workforce, which is linked to improved student outcomes and a stronger school culture. Conversely, low retention high turnover disrupts classroom effectiveness, burdens schools with recruitment and training costs, and often correlates with lower student achievement. From a policy perspective, a focus on retention highlights the need for strategies such as supportive working conditions, professional development opportunities, recognition, and manageable workloads. Ackah-Jnr et al. (2022) discussed how school environments that attract and retain high-quality teachers play a crucial role in delivering quality education. Teacher retention represents a critical challenge globally with developed countries experiencing varying attrition rates from 8-15% annually (Carver & Darling, 2023). In the United States, approximately 44% of new teachers leave within five years, while the UK demonstrates that schools with formalized stakeholder involvement including teacher representation on governing boards and structured parent-teacher associations retain teachers at rates 15-25% higher than institutions without such mechanisms (Kraft & Papay, 2024) Finland exemplifies excellence with retention rates exceeding 90% over five-year periods, credited largely to comprehensive stakeholder ecosystems including powerful professional unions, collaborative leadership structures, and high social status aaccorded to educators by parents and communities (Niemi et al, 2023).

Across Africa, teacher retention presents even more acute challenges, with many countries experiencing annual attrition rates of 15-20%, rising significantly higher in remote areas. Tanzania in particular faces annual teacher attrition rates averaging 14-18%, with government initiatives attempting to address this through stakeholder coordination mechanisms that have improved retention by 10-12% in participating schools (World Bank, 2018). Rwanda on the other hand has achieved relatively impressive teacher

retention despite resource limitations, maintaining turnover rates below 10% in many districts through the country's emphasis on stakeholder dignity for teachers via the "Respect for Teachers" campaign, which mobilizes parents, community leaders, and businesses to enhance teacher status and provide both material and moral support (Rwanda Education Board, 2018).

Reed (2023), some institutional leaders are misled by the myth that after recruitment of the suitable person, the institution's major role is to pay the staff their monthly or periodic financial rewards and this makes the staff to get committed to achieving the set objectives of the institution.The Ministry of Education and sports is confronted with substantial teacher retention challenges across its education system, with national teacher attrition rates averaging 12-15% annually and significantly higher turnover in the private sector (20-25%). Research by the Uganda National Teachers' Union identifies key factors undermining retention: inadequate compensation (cited by 76% of departing teachers), limited advancement opportunities (68%), poor working conditions (62%), insufficient stakeholder support (59%), and limited voice in decision-making (54%), while government efforts like the Teacher Incentive Framework have shown mixed results, particularly in the private education sector. A study conducted by Goldhaber & Anthony (2014), results indicated that effective teacher motivation indicators are as follows, it must be fair salary, allowances, recognition, and fair working conditions among other factors. Further, findings indicated that regular expressions of appreciation by administrators and leaders towards encouraging teachers to reach the strategic goals of the institution, enhance the individual teachers' performance, minimizes the rate of teacher attrition, reduces the rate of recruitment in the service and boosts retention.

Douglas McGregor proposed the X-Y theory in his 1960 book called; *The Human Side of Enterprises.* McGregor's theory gives us a starting point to understanding how stakeholders' involvement can impact the retention of employees / staff. His theory suggests two fundamental approaches to managing people Tan (2011). According to Theory X, Head teachers / managers, who have an authoritarian management style, have the following fundamental management beliefs.By practice, McGregor's theory X and Y have a large variance, whereas theory X discourages teachers from staying, theory Y encourages teachers to stay, this is because there is an effort by stakeholders to ensure motivation of teachers, equal responsibilities and opportunities to take part in the formulation and implementation of school programs, these encourage teachers to fill honoured and part of the school system of administration which therefore, encourages them to stay, in line with this therefore, the theory forms a basis for the current study.

Stakeholders' involvement, planning, teacher retention, resource mobilization, and monitoring are interrelated concepts that play a crucial role in enhancing the effectiveness and sustainability of educational systems. Stakeholders' involvement refers to the process of engaging individuals, groups, or organizations who have an interest in or are affected by educational policies and decisions, through consultation, participation, and collaboration to ensure inclusivity and shared ownership (Kujala et al., 2022). Effective planning **c**omplements this by providing a structured approach to setting educational objectives, determining the best strategies to achieve them, and allocating resources efficiently, which fosters coherence and direction in educational initiatives (Koontz & Weihrich, 2010). Within this framework, teacher retention becomes a vital outcome, representing the ability of educational institutions to maintain qualified teachers over time through supportive policies and conducive working environments that promote stability and improved student performance (Steiner et al., 2024). To achieve this, resource mobilization is essential, involving the identification, acquisition, and management of financial, human, material, and technological resources needed to sustain programs and ensure their successful implementation (Sulaiman & Muhammad, 2024). Collectively, these concepts form a comprehensive framework that underpins effective educational management and sustainable teacher retention.The Herzberg's Two-Factor Theory (1959) distinguishes between motivators (intrinsic factors such as achievement, recognition, and responsibility) and hygiene factors (extrinsic factors such as salary, working conditions, and supervision). In the context of teacher retention, this theory explains how motivation and satisfaction derived from stakeholder involvement, supportive planning, and consistent monitoring enhance teachers' commitment and reduce turnover. The Resource-Based View (RBV) Theory (Barney, 1991) emphasizes that organizations gain sustainable advantage by efficiently mobilizing and managing valuable, rare, and inimitable resources. In this study, resource mobilization (financial, human, material, and technological) forms the foundation for ensuring teacher retention.

Private secondary schools in Budadiri East Constituency face severe teacher retention challenges, with annual turnover rates estimated at 25-30%, creating significant instructional discontinuity (AGM Report, 2024). According to the report, the contributing factors towards this increasing turnover include; compensation of 30-40% below national averages, delayed salary payments, minimal teacher participation in school governance, limited parent engagement beyond fee payment, and absence of

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

community partnerships (Budadiri East Constituency State of Affairs Report, 2024), While the few interventions feature schools implementing stakeholder involvement mechanisms such as planning, resource mobilization, monitoring, teacher representation on governing boards, structured parent-teacher forums, community partnerships, and transparent financial management with teacher input suggesting enhanced stakeholder involvement, there is still continuous high level of absenteeism, truancy, high teacher turnover of about 45% due to low morale where many teachers are forced to work at more than one school. This has proved to affect the quality of education outcomes as teacher's drift away from their profession which has contributed to continuous declining performance, employment of unqualified teachers and closure of some schools due to lack of minimum requirements. Owing to the lack of evidence on stakeholders' involvement caused lot of concern to the researcher. Budadiri East constituency in Sironko district, values education as a key driving force in the economic development of the country. Many investors have left other sectors and opted to invest their resources in education by establishing private schools in the district to enhance easy service delivery, create employment opportunities and promote quality education in Budadiri East community (Wister & Kwiatek,2019). Furthers still, education stakeholders view private secondary schools as schools with lower student-to-teacher ratios, allowing for more individualized attention and better academic support, well-equipped libraries, advanced technology, and extracurricular facilities like sports and science laboratory, rigorous curriculums and higher expectations for student performance, leading to better academic outcomes and strong parental involvement in decision-making and strict discipline policies, which contribute to a more focused learning environment.However, with the higher hopes in private secondary schools in the community, education stakeholders have been greatly disappointed, private secondary schools have failed to address the needs of teachers to fully perform their duties as evidenced in the report by the (District Education Office Sironko 2024) which acknowledged that teachers keep changing schools from one to another for better pay and good working conditions, concerns of absenteeism and continuously absconding duty.

It is also on record that staff turnover is high for the past four years from 2021, 2022, 2023 and 2024 at 20%, 35%, 46%, and 58% respectively. The DEO during the Association of Secondary School Head teachers of Uganda (ASSHU) meeting on 26/02/2025, stated that private schools in his district are not performing well due to the overwhelming challenges amongst teachers in the sector. In fact the Chief Aadministrative Officer Sironko Mr. Kenneth Magalia during the same meeting wondered why private secondary schools in the district had failed to address the needs of teachers to enable them fully carry out their duties of teaching and learning process. Education stakeholders have advocated for professional development opportunities for teachers, improvement in the working conditions, performance based pay and supportive leadership, however it is to a dismay that implementation of these initiatives is still failing. This has given a progressive staff turnover rate as noted by (Sironko District Education Office, 2024).Therefore, if private secondary schools in Sironko district don't address the issue of teacher retention. Schools are likely to have poor performance, poor attitude towards private schools, low self-esteem among teachers, parent and students and worst of all, they may collapse. It's upon this background that the study seeks to examine the relationship between stakeholders' involvement and teacher retention in Budadiri East private secondary schools in Sironko district, Uganda..

Cells et al, (2023) carried out a study on teacher retention within the first three to five years of service in Chicago. Using a grounded theory and structured interviews with teachers and principals to explore factors influencing retention. It was found out that collaborative leadership, mentorship relationship and professional development opportunities were critical in supporting teachers' retention during the early career phase. Teachers emphasized the importance of principal leadership that fosters autonomy and provides support for instructional planning to reduce burnouts. From the findings, it was emphasized that schools should prioritize distributive leadership and structured mentoring to support early career teachers thereby improving retention rates. Leadership training should include strategies to balance work lord and provide meaningful, planning time. The study provides rich, participant-driven insights into retention factors, highlighting the social and psychological dimensions of planning support. It confirms that early-career ../support structures are vital for retention. The identified gap in this study is methodological gap, in their study, no approach of data collection informed the study, this underpinned the current study in the selected government aided secondary schools in Budadiri district to establish the relationship between planning and teacher retention in private secondary school in Budadiri East constituency, Sironko district.

In another analysis of study, Nguyen et al (2019) examined the meta – analysis of teacher attrition and the role of planning and collaboration using a systematic review and meta-analysis of 120 empirical studies on teacher retention. It was established that protected and collaborative planning time reduces teacher attrition by approximately 23%. Planning autonomy consistently

emerged as a universal driver of retention across diverse educational contexts. Educational policymakers should standardize definitions of planning time and promote collaborative planning models to maximize retention benefits. This large-scale synthesis confirms the strong, consistent impact of planning on retention but highlights variability in how planning is defined and measured. On the other hand; Shuls & Flores (2020) investigated teacher retention through support and development in the United States of America using qualitative interviews with district administrators in high-retention districts. The study established that districts that implicitly support teacher autonomy in instructional planning and provide structured induction and mentoring programs experience better retention. Teacher involvement in policy and planning decisions was emphasized as critical. It was noted that districts should foster cultures that empower teachers in planning and decision-making, integrating mentoring as part of the retention strategies. Allens-worth et al, (2019) evaluated why school teachers leave, teacher mobility in Chicago public schools. The study incorporated a quantitative analysis of administrative data from Chicago Public School. The findings established that principals who actively involved teachers in curriculum and instructional planning fostered higher teacher retention. Collaborative planning time strongly predicted teacher commitment and reduced turnover, especially in high-poverty urban schools. This implied that leadership development should emphasize collaborative decision-making and teacher involvement in planning to improve retention in challenging schools. The identified research gap in this study is that the findings of Allens-worth et al (2019) are context-specific to the urban settings and hence the current study needed to establish the rural/suburban school context which hence justified the study in Budadiri government aided secondary schools.

Ndagire (2018) evaluated the influence of school management practices on teachers' retention in Semi-Rural Private primary schools in Kira Municipality. A quantitative survey of teachers and school managers using questionnaires and interviews. It was established effective school management practices, including participatory planning and supportive leadership, positively influence teacher retention. The study confirmed that management practices related to planning and leadership are critical in retention, even in semi-rural contexts. The identified contextual gap is that Ndagire (2018) based her study in the context of primary schools which warrants the study in the context of secondary schools, this therefore justifies the current study to be worth an investigation in government aided secondary school in Budadiri district.

Namatovu (2016) established factors affecting teachers' retention in Government Aided Secondary Schools in Kampala. The study used a mixed-methods survey and interviews with teachers and administrators. It was established that remuneration, working conditions, and school management including planning and supervision positively relate to retention. Poor planning and lack of teacher involvement in decision-making increased attrition. Similarly; Namusis (2021) carried out a teacher engagement and retention in rural public secondary schools in Uganda using a qualitative cases study approach using Interviews and focused groups with, rural teacher. It was established that retention is influenced by multiple interrelated factors including community support, school leadership, and planning autonomy. Schools often lead to local recruitment practices which sometimes led to homogenous staff, impacting school performance and retention negatively. It was established that policymakers must align local recruitment and planning practices with national policies to improve teacher retention and school effectiveness in rural areas.Ndyabahika (2019) leadership styles and retention of teachers in Private primary schools in Bushenyi – Ishaka Municipality. The study used a correlational survey of 107 teachers using questionnaires. The study noted that transformational leadership positively and significantly correlates with teacher retention; transactional leadership has a weaker positive but insignificant effect; laissez-faire leadership negatively affects retention. Leadership that supports teacher involvement in planning improves retention. It was established that school heads should adopt transformational leadership to foster teacher retention through supportive planning and decision-making environments. The study conforms leadership style as a critical factor influencing retention mediated by planning autonomy and teacher empowerment. The study was limited to private schools in one municipality; making it a contextual gap since the current study is focusing on government aided secondary schools in Budadiri district.

Peter (2013) investigated the strategies for the attraction and retention of teachers in hard-to-reach secondary schools: A Case Study of Kalangala District, Uganda. The study employed a case study design with methodological triangulation, integrating a descriptive statistic to gather and analyze data from three secondary schools in Kalangala District. The study findings indicated that while the payment of hard-to-reach allowances was recognized, it did not adequately compensate for the high cost of living in Kalangala. Non-financial incentives, such as decent accommodation, were identified as crucial for teacher retention. A combination of financial and non-financial strategies is necessary to attract and retain teachers in remote areas. The study

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

highlights the limitations of monetary incentives alone and underscores the importance of holistic approaches to teacher retention. A conceptual research gap was established in the study by peter and called for an investigation into the other various non-financial incentives in different remote settings to establish the comparisons. This makes the current study inevitable in government aided secondary school in Budadairi government aided secondary schools.Rosemary and Maro (2016) carried out an evaluation of Retention Strategies in Public Secondary Schools in Tanzania: A Case Study of Dodoma Municipality. A mixed-methods approach was employed, combining focus group discussions, questionnaires, interviews, and documentary reviews. Finding indicated that high salaries, opportunities for promotion, good working environments, and clear policies were identified as key factors in retaining teachers. This implied that comprehensive retention strategies address both financial and non-financial aspects which essential to teacher retention. The study underscores the multifaceted nature of teacher retention and the need for holistic approaches. The contextual gap in this study is that Rosemary & Maro (2016) carried out their study in Tanzania, Dodoma which may differ in terms of policy regulations. This makes the current study worthy an investigation in government aided secondary schools in Budadiri district.

Emmanuel (2015) investigated the effectiveness of School Management in Teacher Retention in Public Secondary Schools in Bagamoyo District, Tanzania. The study utilized questionnaires, interviews, and documentary reviews to assess the role of school management in teacher retention. It was established that effective school management practices, including supportive leadership and community involvement, were found to enhance teacher retention. The study noted that strengthening school management capacities can lead to improved teacher retention rates. This implied that leadership and management is important in creating conducive working environments for teachers. On the other hand, Shella Nanangwe (2019) examined training and employee retention in a public organization: A Case Study of Kamuli District Local Government, Uganda. In a descriptive survey method, incorporating both quantitative and qualitative approaches, including self-administered questionnaires and key informant interviews**.** A significant positive relationship was found between training opportunities and employee retention, indicating that training enhances employees' commitment to the organization.The study emphasized the role of professional development in employee satisfaction and retention. A contextual gap in the study of Emmanuel (2015) was identified and this gives justification to the current study in Budadiri government aided secondary schools and whereas William et. al (2018) examined the teacher demand driven policy, implications on retention and equity in the distribution of teachers in secondary schools in Busia County, Kenya. A descriptive research design employing mixed methods was used, including questionnaires and interviews with teachers, deputy principals, principals, and the County Staffing Officer. The demand-driven recruitment policy improved equity in teacher distribution but had limited impact on retention. Factors such as teacher retirement rates, increased student enrollment, and subject areas influenced the policy's effectiveness. Policies and regulations need to be developed to enhance teacher retention after recruitment.The current study dealt on government aided secondary schools in Budadiri district.Salinah (2017) examined the challenges faced by head teachers in resource mobilization in secondary schools in Baringo County, Kenya. The study used a qualitative and quantitative survey design utilizing questionnaires and interview schedules with head teachers and District Education Officers. The study found out that head teachers faced challenges in resource mobilization due to lack of teamwork, communication, and strategic planning skills.The study findings imply that training programs on administrative skills, financial management, and human resource management are necessary for head teachers. The study underscores the importance of capacity building for school leaders to enhance resource mobilization efforts. Besides Christina et al (2022) carried out their study on strategies for retaining secondary school science teachers: a case of Dodoma City, Tanzania. The study applied a mixed research approach with a convergent parallel design was employed, involving science teachers, heads of schools, and a City Secondary Education Officer through purposive and simple random sampling techniques.

Niyonsenga et al (2023) examined the motivation factors and teacher retention in private secondary schools in Rwanda. A case study of Huye district. The study used a mixed-methods study using census sampling of 59 teachers; data analyzed with SPSS and descriptive statistics. It was established that teacher retention was strongly influenced by a favorable work environment (82.4%) and teamwork (77.2%). Recognition systems were largely absent (70.1% unaware), and remuneration was insufficient though still a motivation factor for some. In-service training motivated teachers to stay in the profession but not necessarily in their schools. Findings indicted that private schools should improve work environments, foster teamwork, provide regular in-service training, and develop recognition and fair remuneration systems to enhance retention. The study highlights that intrinsic motivators like work environment and collegiality outweigh extrinsic rewards such as pay in retention decisions. The glaring gap in this case was

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

contextual as the previous study was on motivational factors and teacher retention in private secondary schools in Rwanda different from schools where the current study was conducted specifically in Budadiri government aided secondary schools.Namusisi (2024) carried out a study on teachers needs management and retention of generation Y teachers in Primary Secondary Schools in Mukono district, Uganda. The study considered a qualitative case study using interviews and focus groups with Generation Y teachers and school managers. The study found out that effective needs management, including regular monitoring, feedback, and support, positively influenced retention. Teachers valued ongoing professional development and participatory decision-making, poor monitoring and lack of support contributed to dissatisfaction and attrition, private schools should implement systematic teacher needs assessments and monitoring systems to provide timely support and enhance retention. Findings underline the importance of continuous monitoring and responsive management tailored to younger teachers' expectations

Muriuki (2020) examined the factors influencing teacher retention in private schools in Murang'a diocese in Kenya. The study surveyed 108 teachers across 20 private schools using questionnaires and interviews. Study finding found out that work environment, leadership monitoring, and compensation significantly influenced retention. Teachers felt unsupported when monitoring was inadequate, leading to attrition. Leadership that actively monitored teacher performance and welfare improved retention, it was noted that private schools should strengthen leadership capacity for effective monitoring and support to enhance teacher retention. The study links leadership monitoring directly to teacher morale and retention, highlighting monitoring as a key management function. The contextual gap indicated that Muriuki (2020) conducted his study in Kenya and in a private school context. On the other hand, the current study seeks to evaluate monitoring and teacher retention in private secondary schools to underpin the investigation.

Smith & Johnson (2024) evaluated the monitoring practices and teacher retention in private schools. A cross – National study in USA, UK and South Africa using mixed method combining surveys and interview. It was established that schools with structured teacher performance monitoring and feedback systems had higher retention rates. Teachers valued transparent evaluation and constructive feedback. Lack of monitoring or punitive approaches increased dissatisfaction and turnover. It was further noted that implementing supportive, transparent monitoring systems can improve teacher retention internationally by fostering trust and professional growth.Patel (2024) examined the role of monitoring in teacher retention evidence from private secondary schools in India. The used a quantitative study approach using teacher surveys and administrative data from 50 private schools. The study found out that regular monitoring combined with professional development opportunities correlated with lower attrition. Teachers reported feeling more valued and motivated when monitored constructively rather than punitively. Further still, the study noted that monitoring systems should emphasize development and support rather than fault-finding to retain teachers effectively. The glaring gap in this case was contextual as the previous study was conducted in India whose realities are different from schools where the current study is conducted specifically in Budadiri government aided secondary schools in Budidiri district.Nyabahike (2019) study noted that transformational leadership, which includes regular monitoring and supportive feedback, was positively correlated with teacher retention. Laissez-faire leadership correlated negatively. The study found out that monitoring was perceived as motivating when linked to professional growth. The study findings implied that school leaders should adopt transformational leadership styles that incorporate supportive monitoring to improve retention. The study highlights the interplay between leadership style, monitoring practices, and retention outcomes in Ugandan private schools.

METHODS AND MEASURES

The study was guided by the following Hypothesis;

Ho1: There is no statistically significant relationship between stakeholder involvement in planning and teacher retention in private secondary schools in Budadiri East constituency, Sironko district.

Ho2: There is no statistically significant relationship between stakeholder involvement in resource mobilization and teacher retention in private secondary schools in Budadiri East constituency, Sironko district.

Ho3: There is no statistically significant relationship between stakeholder involvement in monitoring and teacher retention in private secondary schools in Budadiri East constituency, Sironko district.

The study focused on stakeholders' involvement and teacher retention in Budadiri East private secondary schools in Sironko district, Uganda. The study was limited to, planning, resource mobilization and monitoring on teacher retention in private

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

secondary schools in Budadiri East, Sironko district, Uganda. The study was conducted in private secondary schools because based on existing report; staff turnover is high and this is causing alarm hence the need for the study. The study was conducted in private aided secondary schools in Budadiri East constituency. Budadiri East is one of the constituencies in Sironko District and is known for being part of the Bugisu sub-region, which lies along the slopes of Mount Elgon. The area is primarily rural, with agriculture being the main economic activity. Sironko District however is bordered by Bulambuli District to the north, Kapchorwa District to the northeast, Mbale District to the south, and Manafwa District to the southeast. The researcher narrowed on selected private secondary schools in Budadiri East because of the continuous turnover rate of teachers. Data was limited to a period of 4 years from 2021 - 2024. This period was considered because it is during this period that there has been marked concern for teacher turn-over where teachers shift from one school to another. It is also further hoped that this period may objectively provide relevant data regarding the relationship between stakeholders' involvement and teacher retention in Budadiri East private secondary schools in Sironko district, Uganda.

The study employed the sequential-explanatory design, which is regarded as a general technique for connecting the conceptual research issues to the pertinent and feasible empirical investigation (Creswell & Plano Clark, 2017). According to the plan, quantitative data was gathered and examined first, followed by qualitative data. The main idea was to fill in the gaps and resolve the teacher retention related concerns as revealed by quantitative data by gathering qualitative data According to (Fetters & Molina-Azorin, 2020), hybrid methods are dominated by the quantitative approach.

The researcher considered 06 private secondary schools in Sironko district to examine the stakeholders' involvement and teacher retention in Budadiri East private secondary schools in Sironko district, Uganda. Accordingly, the population of the current study reflected head teachers (06), chairpersons Board of Governors (06) and staff with administrative responsibility (135) making a total population of 147 respondents. The information was obtained from school records (2024). The head teachers were selected because they are the chief executive officers of schools, chairpersons of BOG are the connection point between schools and stakeholders while staff with administrative responsibility implement decisions that come as a result of interaction between schools and stakeholders.The justification for the inclusion of the study population is based on their direct relevance, experience, and involvement in the management and retention of teachers within educational institutions. The selected population typically comprising head teachers, BOG Chairpersons and staff with administrative responsibilities who plays a central role in influencing policies, practices, and decisions that affect teacher motivation, job satisfaction, and retention.

The selection of staff with administrative responsibilities in the schools was based on the table. Instead of creating a general sample, the table was applied directly to the schools where a sample was drawn. This suggested that the sample size was 141 respondents, which includes a head teacher, four BOG chairpersons, and administrative staff members. Table 3.1 provided the following information about the population, sample size, and sampling methods.

Table 3.1: Population, Sample Size, Selection Techniques and Instruments

School	Category	Population	Sample Size	Selection Technique	Instrument
A	Head teachers	01	01	Census Inquiry	Interview Guide
	BOG Chairperson	01	01	Census Inquiry	Interview Guide
	Staff with Administrative Responsibility	20	19	Simple Random Sampling	Questionnaire
B	Head teachers	01	01	Census Inquiry	Interview Guide
	BOG Chairperson	01	01	Census Inquiry	Interview Guide
	Staff with Administrative Responsibility	25	24	Simple Random Sampling	Questionnaire
C	Head teachers	01	01	Census Inquiry	Interview Guide
	BOG Chairperson	01	01	Census Inquiry	Interview Guide
	Staff with Administrative Responsibility	25	24	Simple Random Sampling	Questionnaire
D	Head teachers	01	01	Census Inquiry	Interview Guide
	BOG Chairperson	01	01	Census Inquiry	Interview Guide

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

	Staff with Administrative Responsibility	20	19	Simple Random Sampling	Questionnaire
E	Head teachers	01	01	Census Inquiry	Interview Guide
	BOG Chairperson	01	01	Census Inquiry	Interview Guide
	Staff with Administrative Responsibility			Simple Random Sampling	Questionnaire
F	Head teachers	25	24	Census Inquiry	
	BOG Chairperson	01	01	Census Inquiry	Interview Guide
	Staff with Administrative Responsibility	01	01	Simple Random Sampling	Interview Guide
	TOTAL	20	19		Questionnaire
		147	**141**		

Source: *School Records (2025) for Population, Krejcie and Morgan (1970) for Sample Size and the DEO's Office (2025) for Sampling Techniques and Instruments*

Simple Random Sampling was selected as it reduces the researcher's sampling bias is reduced by using simple random sampling.(Creswell, & Creswell, 2018) argues that the Since there are numerous schools to choose from and it is difficult to contact them all, the method was used to choose the staff members with administrative responsibilities. To this end, the researcher adopted a lottery technique with papers created to suit the whole figure of population with some fitting the required sample size and others. The ones picking papers fitting the sample were in the study. The technique was used in selecting staff members with administrative responsibilities because their number was quite large.

Census Inquiry technique was applied in the selection of head teachers and chairpersons of the Board of Governors (BOGs) as they were the most ideal unit of inquiry into stakeholders' involvement and teacher retention in Budadiri East private secondary schools in Sironko district, Uganda and having established their numbers as manageable.

The study utilized a questionnaire to collect data from staff with administrative responsibility. A questionnaire enabled collection of data in a systematic fashion as opined by (Hassan, 2024). The staff with administrative responsibility were considered for the questionnaire since they were many and a questionnaire helped to summarize information from a large number of respondents. The questionnaire was self-designed and self-administered to avoid wasting time in interpretation. The questionnaire was based on a 4-point Likert scale featuring strongly disagree, disagree, agree and strongly agree. The Likert scale was able to measure perception of individuals towards a given phenomenon.

In this study, head teachers and chairpersons of the BOG were interviewed. This is because these two categories represent highly mobile individuals who can only be targeted for interview lest the questionnaire goes missing. The interview guide was premised on open-ended question items since it has the capacity to help with saturation of data (Taherdoost, 2022). The interview guide was set in line with the constructs of the questionnaire for consistency. However, the researcher had a provision for probing and prompting question items depending on the flow of the interviews.

The study ensured that the instruments had the face validity through obtaining views of colleagues, construct validity through the supervisor's ratification, content validity through expert judgment and criterion validity through approval by the faculty committee (Polit et al, 2008). The researcher endeavored to compute the validity based on constructs of the study than a general validity index which may downplay some constructs which may not reach .70. The researcher targeted a high validity index much as Pallant (2007) believes that a CVI of .70 and above is adequate.

Table 3.2: Validity Values

Elements	Total Items	Valid Items	CVI
Teacher Retention	07	06	.86
Planning	07	07	.1
Resource Mobilization	07	06	.86
Monitoring	07	07	.1
Overall	**28**	**26**	**.93**

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

Reliability

Being the extent to which instrument yields consistent results when the characteristics being measured has not changed, the researcher used a pilot to test the instrument to determine its reliability. This was done in one of the secondary school in Sironko district since it has same characteristics as the schools bound to be studied but otherwise not part of the study. The researcher run a pretest targeting around 10 staff with administrative responsibility. The instruments were entered into the statistical package for the social sciences (SPSS) to compute the Cronbach alpha score.

Table 3.3: Reliability Test Score Obtained

Cronbach's Alpha	N of Items
.907	26

While Streiner (2003) contends that when a Cronbach alpha value is at 0.8 and 0.9, it measures at a "good" level, between 0.7 and 0.8 is acceptable, between 0.6 and 0.7 is questionable, between 0.5 and 0.6 is poor, and below 0.5 is unacceptable, the researcher targeted a higher Cronbach value which enabled higher reliability of the data as well.

Data quality control pivots on issues of truthfulness, trustworthiness, credibility, dependability, confirmability, transferability and rigor. These processes improve on the clarity of information captured in a research study. The process starts with instruments being of the highest quality and ends with findings being of the highest quality too. To ensure that instruments collect qualitative data are of the required quality, the researcher considered high caliber raters, discussion of instruments with experts, continuous improvement on the instruments upon guidance, pilot testing the instruments and discussion of pilot views. For quality control of findings, the researcher considered similarities and differences between responses obtained, reporting responses elicited from interviewees in verbatim form as well as making transcription reports out of the recordings during the interviews. The researcher also compared the findings with the expectations based on specific objectives which is consistent with the view of Miles and Huberman (1994).

Being a sequential explanatory design, the focus of the researcher was collection, compilation and analysis of quantitative data first before engaging the qualitative data (Adams & Lawrence, 2015). The researcher used the computer software known as Statistical Package for Social Sciences (SPSS) version 23. Descriptive statistics were used to understand the characteristics of respondents and responses in form of frequencies, percentages, mean and standard deviation all in table format. Inferential analysis in form of Pearson moment correlation coefficient analysis was employed to examine the relationship of each of the elements of stakeholders' involvement and teacher retention focusing on the nature of relationship, significance as well as strength of relationship (Sekaran, 2003). Quantitative data analysis helped in summarizing large quantities of data. The researcher brought out the implication of each relationship made.

Data was collected from interviews and was subjected to transcription and transcripts will be read through (Adams & Lawrence, 2015). Thereafter, re-reading the transcripts as well as comparing transcripts with audio records were done to ascertain authenticity of information obtained and captured (Creswell, 2012). The researcher then set up themes to guide analysis and content analysis technique was used to bring out meaning in the data collected. Being a sequential explanatory design, the researcher endeavored to bring out the missing links in quantitative data covered by qualitative data as a strong triangulation strategy.

RESULTS AND DISCUSSION

This chapter examines the presentation of data, analysis and discussion of the findings of the study. The study sought to establish a relationship between stakeholders' involvement and teacher retention in Budadiri East private secondary schools in Sironko district, Uganda. Accordingly, this chapter features a presentation, interpretation, analysis and discussion of findings. The findings are categorized as descriptive (based on the questionnaire), inferential (based on computation) and qualitative (based on interview) data. The findings are presented in line with specific objectives:To examine the relationship between stakeholder involvement in planning and teacher retention in private secondary school in Budadiri East constituency, Sironko district,to assess the relationship between stakeholder involvement in resource mobilization and teacher retention in private secondary schools in Budadiri East

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

constituency, Sironko district and to analyze the relationship between stakeholder involvement in monitoring and teacher retention in private secondary schools in Budadiri East constituency, Sironko district.

Response Rate

Achieving a high response rate is essential to ensure that the study findings reliably reflect the target population and sample size, thereby supporting their generalization to other contexts. To this end, the researcher made considerable efforts to reach as many respondents as possible. Nonetheless, attaining responses from the entire targeted sample is often constrained by technical and logistical challenges. The response rate for the present study is summarized in Table 4.1 as follows:

Table 4.1: Response Rate

Instrument	Targeted	Accessed	Percentage
Questionnaire	129	125	97%
Interview Guide	12	12	100%
Overall	**141**	**137**	**97%**

Source: Field Data (2025)

Table 4.1 presents findings regarding the response rate of the respondents. Whereas 125 out of 129 questionnaires were returned indicating 97% of all the required questionnaires and 12 interviews were conducted representing 100%. Therefore, the response rate was considered as effective just like Cooper and Schindler (2001) stated that the response rate of 95% and above is deemed appropriate.

Demographic Findings

To demonstrate awareness of potential demographic composition bias, as cautioned by Landy et al. (2018), the researcher carefully collected data on selected demographic characteristics to ensure proper representation. The primary demographic variables examined were gender, academic qualifications, and Duration of Service in the School among the respondents. The findings related to these demographic characteristics are presented in Table 4.2:

Table 4.2 Demographic Characteristics of Respondents (N = 125)

Demographic Element	Forms	f	%
Gender of Respondents	Male	58	46
	Female	67	54
Academic Qualification	Diploma	48	38
	Bachelor's Degree	53	42
	Master's Degree	24	19
Duration of Service	5 Years & Below	05	22
	6 – 10 Years	10	35
	11 – 15 Years	08	23
	16 Years & Above	05	19

Source: Field Data (2025)

Table 4.2 presents findings about the demographic details described as follows; regarding gender representation, males were 58 representing 46% while females represented 67 representing 54% of the respondents. This shows that both genders were represented and it is known that views from both genders breed inclusivity and objectivity just like Cislak et al (2019) who argued that adequate inclusion of both genders is necessary to avoid discrimination. Important to note is that the gender figures indicate close parity between the two gender identities. This is a good thing because it indicates that schools are gender sensitive.Regarding academic qualifications of the respondents, it was revealed that 48 respondents equal to 138% were Diploma holders, 53 of them equal to 42% were Bachelors' holders while 24 respondents equal to 19% were Masters holders. With majority of the respondents being from the bachelors group shows that they are educated enough to interpret questions as well as

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

give clear and objective responses. This is also compounded that adequate academic qualifications enable respondents to read, interpret and supply valid responses to a study (Amin,2005). The study findings can also be trusted as they are based on a diversity of academic qualification among the respondents.About duration of service, it was realized that 05 respondents representing 22% had worked for 5 years and below, 10 of them equal to 35% had worked between 6-10 years, 08 respondents representing 23% had worked between 11-15 years and 05 of them equal to 19% had worked for over 16 years and above. With the majority of the respondents having worked at their schools for over 5 years, it was deduced that they gave much reliable information given that they had worked for long. This coincides with what Lutwama (2009) stated that experience is used to confirm the truthfulness of the results of the given study. Equally, there was an element of diversity in the findings based on inclusion of all categories of duration of respondents.The inclusion of demographic information in the analysis is justified because demographic characteristics provide critical context for understanding variations in responses, behaviors, and outcomes among participants. Factors such as age, gender, education level, marital status, and job category can significantly influence perspectives on school management, teacher retention, stakeholder engagement, and resource utilization.

Descriptive Analysis of Teachers' Retention

In this sub-section, the descriptive statistics based on responses to items relating to teacher retention in Budadiri East private secondary schools in Sironko district, Uganda. (dependent variable) have been presented. The statistics involved computation of mean and standard deviation so as to show the magnitude of teacher retention in Budadiri East private secondary schools in Sironko district, Uganda. In the presentation, qualitative information was also laid out to give a clear picture as per the variable. The interpretation of the mean scores was based on the legend in table 3.5 while the standard deviation score <1 entailed commonalities; in the responses provided whereas that >1 depicted varied responses with divergences. The findings in relation to teachers' performance are presented in table 4.3 as follows:

4.1 Description of the Dependent Variable, Teachers' Retention:

Table 4.3: Responses on Teachers' Retention

Statement	SA	A	D	SD	Mean	Std
I am committed to continuing my teaching career at this school	54(43.2%)	43(34.4%)	18(14.4%)	10(8.0%)	2.73	1.09
I plan to remain in this school for the foreseeable future.	46(36.8%)	46(36.8%)	18(14.4%)	15(12.0%)	2.99	0.99
I feel a strong sense of belonging at this school.	51(40.8%)	39(31.2%)	14(11.2%)	21(16.8%)	2.96	1.09
I often recommend this school to other teachers as a good place to work.	41(32.8%)	47(37.6%)	23(18.4%)	14(11.2%)	2.92	0.98
I am satisfied with my current position and have no intention to leave.	59(47.2%)	26(20.8%)	18(14.4%)	22(17.6%)	2.98	1.15
my school values my contribution and supports my professional growth.	42(33.6%)	46(36.8%)	23(18.4%)	14(11.2%)	2.93	0.99
I would recommend this school as a good place to work to other teachers.	39(31.2%)	52(41.6%)	16(12.8%)	18(14.4%)	2.89	1.01

Source: Primary Data, (2025)

The majority 97/125 (77.6%) of the respondents express a willingness to continue teaching at their current school. This is a positive indicator of teacher retention, suggesting that most teachers feel satisfied enough to stay. However, 28/125 (22.4%) show reluctance to stay and this cannot be ignored. The descriptive scores (Mean=2.73 and standard deviation (SD=1.09) were obtained

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

on this statement. The mean score is moderately above the midpoint 2.5, suggesting a moderately positive attitude towards teacher retention. High commitment levels may reflect effective support from stakeholders (e.g. fair compensation, recognition and professional development. This is consistent with findings in Uganda by Twesigye et al (2022) who emphasized that internal support systems significantly affect retention in private secondary schools. In an interview with the Head teacher, "I think teacher retention can be observed through indicators such as long years of service, teacher commitment to school programs, low absenteeism, and continued professional growth within the school." Besides BOG Member said, "the main indicators are teachers' willingness to renew contracts, their active participation in extracurricular activities, and the stability in the teaching staff year after year."

A strong majority of 92/125 (73.6%) of the respondents plan to stay for the foreseeable future, which is encouraging. However, 33/125 (26.4%) expressed intent of leaving. The fact that almost three quarters of the respondents gave a strong perception suggests teachers' willingness to remain is school. Descriptive statistics (Mean= 2.99) and (SD=0.88) were obtained in regards to this statement. The mean score being close to 3 suggests a positive outlook towards long-term retention. The National Teacher Policy (2018) emphasizes stakeholder support and involvement as key strategies to improve retention. Similarly, Head Teacher: "I would rate our retention rate as fairly good, since most teachers have stayed with us for over five years, though a few leave for better-paying schools." The BOG Member said, **"**I think the retention rate is moderate; we lose some teachers mainly due to low pay and heavy workload, but the majority still remain committed."

A strong majority of 90/125 (72%) of the respondents report a sense of belonging, which is a positive sign for school culture and morale. The remaining 35/125 (28%) do not feel a sense of belonging, which is so concerning as lack of belonging can lead to burnout, absenteeism, and eventual turnover. The fact that almost three quarters of the respondents gave a strong perception suggests high sense of belonging. Descriptive statistics (Mean= 2.96) and (SD=1.09) were obtained in regards to this statement. The mean score being close to 3 suggests a moderately positive sense of belonging. Teachers who feel emotionally connected to their school are more likely to stay than their counterparts who might feel disconnected from their school. Head Teacher in his view said: "We involve stakeholders through consultative meetings, school management committees, and regular updates in order to plan together for school development…." BOG Member said: "As a board, we participate in drawing the school development plan, reviewing budgets, and engaging parents so that every stakeholder feels part of the system." According to Skaalvik & Skaalvik (2025), shared values and supportive environments significantly enhance teachers' sense of belonging, which in turn boosts job satisfaction and retention.

The majority 88/125 (70.4%) of the teachers say they recommend their schools to others, a strong indicator of institutional reputation and teachers' satisfaction. Whereas 37/125 (29.6%) disagree, implying they do not recommend their schools, which may reflect underlying issues such as poor management. The descriptive scores (Mean=2.92 and standard deviation (SD=0.98) were obtained on this statement. Moderate mean scores and variability indicate moderate agreement and some divergencies in perception. Teachers who recommend the school are likely to stay longer and contribute positively. The ERIC study on public vs private schools revealed that private school teachers were more likely to recommend their schools due to greater autonomy and supportive environments, while public teachers cited lack of input as barriers. In an interview, the head teacher said "Proper planning ensures teachers' needs such as housing, workload, and professional development are considered, which motivates them to stay longer. "BOG Member**:** "When a school plans well, teachers feel valued and supported, and this reduces the chances of them seeking opportunities elsewhere."

The majority 85/125 (68%) of are satisfied and intend to stay, which is encouraging and suggests that many teachers feel secure and fulfilled in their roles. Whereas 40/125 (32%) express dissatisfaction or intent to leave. The descriptive scores (Mean=2.98 and standard deviation (SD=1.15) were obtained on this statement. Moderate mean scores indicate positive sentiments. This data reveals that despite a majority being satisfied, the sizeable minority at risk must be addressed urgently. Satisfaction os a strong predictor of retention, productivity and morale. This is supported by the Zipdo Education reports (2025) which observed that teachers who report high job satisfaction are 70% more likely to stay in the profession.

A strong majority of 88/125 (70.4%) of teachers feel that their contributions are recognized and their growth is supported. This was followed by 37/125 (29.6%) who do not feel valued or supported. This is a critical concern since such teachers may feel overlooked or underappreciated, which can lead to disengagement or departure. Descriptive statistics (Mean= 2.93) and (SD=0.99) were obtained in regards to this statement. The mean score being close to 3 is a positive signal for stakeholder

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

engagement and school culture. Teachers who grow professionally are more likely to stay and feeling valued enhances job satisfaction and loyalty. Similarly, a study in Nakaseke District by Kazungu et al (2025) found that mentorship, training, and career development had a statistically significant positive relationship with teachers' retention in Seed secondary schools.

A strong majority of 91/125 (72.8%) of teachers would endorse the school to peers. This reflects a generally favorable view of the school's culture, leadership and working conditions. However, the remaining 34/125 (27.2%) would not recommend the school, this group may be experiencing dissatisfaction, and burnout. Descriptive statistics (Mean= 2.89) and (SD=1.01) were obtained in regards to this statement. The mean score suggests a moderately positive perception of the schools' work environment. Teachers who grow professionally are more likely to stay and feeling valued enhances job satisfaction and loyalty. Teachers who recommend their schools are more likely to stay. Arifin et al (2024) found that teachers' commitment and satisfaction directly influence school culture and performance. Teachers who feel aligned with their schools' values are more likely to endorse it and remain loyal.

4.2 Objective One: To examine the relationship between Stakeholder Involvement in Planning and Teacher Retention in Private Secondary Schools in Budadiri East Constituency, Sironko district.

The researcher first drew on measurement of the relationship between stakeholder involvement in planning and teacher retention in private secondary schools in Budadiri East Constituency, Sironko district. This was done by computing the means and standard deviations of the responses on various items based on respondents' individual opinions according to their experience and self-reports. The responses reflected aspects of courtesy as coined in the questionnaire. The key findings in relation to Stakeholder Involvement in Planning in the selected schools are presented in table 4.3 as follows:

Table 4.4: Responses on Stakeholder Involvement in Planning

Statement	SA F (%)	A F (%)	D F (%)	SD F (%)	Mean	Std
The school has a clear strategic plan that guides its operations and decisions.	29 (23.2%)	48 (38.4%)	28 (22.4%)	20 (16%)	2.69	1.00
Teachers are involved in the planning processes of the school.	44 (35.2%)	18 (14.4%)	25 (20.0%)	38 (30.4%)	2.54	1.25
The school's planning documents (e.g., work plans, strategic plans) are communicated effectively to staff.	39 (31.2%)	54 (43.2%)	24 (19.2%)	8 (30.4%)	2.99	0.88
Clearly planned school goals enhance my motivation to continue working here.	67 (53.6)	43 (34.4%)	10 (8.0%)	5 (4.0%)	3.38	0.89
Long-term planning gives me a sense of job security in this school	49 (39.2%)	36 (28.8%)	18 (14.4%)	22 (17.6%)	2.89	1.11
Succession planning and career growth opportunities are well-structured in this school.	25 (20.0%)	54 (43.2%)	20 (16.0%)	26 (20.8%)	2.62	1.03
My school leaders involve me in setting academic goals and planning how to achieve them	39 (31.2%)	44 (35.2%)	26 (20.8%)	16 (12.8%)	2.85	1.00

Source: Primary Data, (2025)

The majority 77/125 (61.6%) of the respondents agree that the school has a clear strategic plan. Whereas 38/125 (48.4%) do not believe the school has a clear strategic plan. The descriptive scores (Mean=2.69 and standard deviation (SD=1.00) were obtained on this statement. The mean score is slightly above the midpoint 2.5, suggesting moderate agreement though not strong consensus. This data reveals a mixed perception among stakeholders, including teachers regarding the presence and clarity of strategic

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

planning in private secondary schools. When teachers are engaged in planning, they feel more invested in the school's success. Teachers are more likely to stay in schools where operations are guided by a coherent strategy. Lack of clarity in planning can lead to frustration, uncertainty and attrition. This is supported by Larche (2025) who emphasized that strategic planning fosters collaboration, improves educational quality, and ensures long-term success when stakeholders are involved.

The majority 63/125 (50.4%) of the respondents felt the teachers are not involved in the planning processes at school. Slightly, 62/125 (49.6%) revealed that teachers are involved in the planning process of the school. The responses are almost evenly divided, indicating no clear picture whether the teachers are involved in the planning processes at school. Descriptively, (Mean=2.54) and (SD=1.25) were obtained on this statement. The mean score almost falls right the midpoint 2.5 on a 4-point Likert scale, suggesting a generally negative perception about teachers' involvement in the planning process. This data paints a picture of divided perceptions regarding teacher involvement in school planning. While some teachers feel involved, a nearly equal proportion feel excluded. This inconsistency may reflect differences between schools. The data suggests that many schools may not have formal mechanisms for teachers' input. Teachers who feel excluded from planning may perceive their roles as limited to execution rather than contribution, which can undermine morale, retention and professional fulfillment. This is supported by Ngwenya (2024) who found that schools with inclusive strategic planning where teachers and top management collaborate show greater ownership and retention.

A strong majority of 93/125 (74.4%) of the respondents agree that planning documents are communicated effectively to teachers. This was followed by 32/125 (25.6%) who disagreed with the statement. The fact that almost three quarters of the respondents gave a strong perception suggests effective communication of the work plans to the teachers, potentially linked to stakeholders' involvement. Descriptive statistics (Mean= 2.99) and (SD=0.88) were obtained in regards to this statement. The mean score being close to 3 indicate positive consensus towards effective communication of the planning documents to stakeholders, including teachers. This data suggests that communication of planning documents is a relative strength in Budadiri's private secondary schools. Most staff feel that strategic and operational plans are shared effectively, which is a key component of stakeholder engagement. Effective communication opens the door for two-way dialogue, where teachers can respond to plans and offer suggestions, hence instilling greater coherence and motivation among the teachers. Juma (2024) found that lesson planning and clarity are directly linked to teachers' effectiveness. When teachers receive clear plans, they can better organize their work and anticipate challenges.

A very strong majority 110/125 (88%) of the respondents agree that clearly planned school goals enhance their motivation. The remaining 15/125 (12%) disagreed with the statement. Descriptively, (Mean=3.38) and (SD=0.89) were obtained on this statement. Very high mean score and low standard deviation indicate strong and positive sentiments and consistency in responses. This data confirms a powerful link between schools' goal clarity and teachers' motivation. Teachers are more motivated when they understand the school's direction and how their work contributes to it. Clearly planned goals reduce ambiguity, which helps teachers feel more secure and focused. Rizaldo & Bayacsan (2024) highlight that strategic planning with clear goals improves school operations and staff morale. Ambiguity in planning leads to confusion and weak implementation.

The majority 85/125 (68%) of the respondents agree that long-term planning contributes to job security. Whereas 40/125 (32%) disagree that long-term planning contributes to job security. The descriptive scores (Mean=2.89 and standard deviation (SD=1.11) were obtained on this statement. Moderate mean scores and variability indicate moderate agreement and some divergences in perception. This data reveals that while a majority of the teachers associate long-term planning with job security, a significant minority do not. Long-term planning shows that a school is thinking ahead, which reassures teachers about their future. Teachers who feel secure are less likely to seek employment elsewhere. And those who feel insecure may be more likely to leave, especially if they perceive better prospects elsewhere. Olobia (2023) found a strong correlation between job security and teachers' retention in both public and private secondary schools. Teachers in institutions with long-term plans felt more secure and were less likely to leave.

Over three quarters 79/125 (63.2%) of the respondents agree that succession planning and career growth are well-structured. Whereas 46/125 (36.8%) felt that succession planning and career growth are unstructured. The descriptive scores (Mean=2.62 and standard deviation (SD=1.03) were obtained on this statement. Moderate mean scores and variability indicate moderate agreement and some divergences in perception. This data reveals that while a majority of teachers perceive some structure in career development, a significant portion feel that succession planning and career growth opportunities are lacking. Teachers who see

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

opportunities for advancement are more likely to stay and invest in the school's future while those who may feel career growth is poorly structure may seek opportunities elsewhere. Chauhan & Rajendran (2023) showed that continuous professional development significantly improves teachers' retention, especially when aligned with career advancement opportunities.

Majority 83/125 (66.4%) of the respondents agree that they are involved in academic goal-setting. Whereas 46/125 (33.6%) disagree, implying they are not involved in academic goal-setting. The descriptive scores (Mean=2.85 and standard deviation (SD=1.00) were obtained on this statement. Moderate mean scores and variability indicate moderate agreement and some divergencies in perception. This data suggests that while a majority of teachers feel involved in academic planning, a significant minority do not. Involving teachers in setting academic goals ensures that plans are realistic, and motivating. Teachers who feel heard and involved are more likely to stay and contribute meaningfully. Whereas those who feel excluded may experience frustration or lack if ownership, increasing the risk of attrition. So, participating in academic planning enhances teachers' sense of purpose and professional identity. In an interview with a BOG Member., "We encourage parents to contribute financially and in kind, lobby local leaders, and also write proposals to attract support from development partners." Similarly, Zhao (2022) and Sadak (2020) found that teachers' professional identity is shaped by their involvement in academic decisions, and goal setting. Feeling heard and valued reinforces their sense of purpose and belonging.

Correlation

This section examines the existing relationship between Planning and Teacher Retention as presented in the table 4.5

Table 4.5: Pearson Product Moment Correlation Coefficient between Stakeholders' involvement in Planning and Teachers' Retention in Government Aided Secondary Schools

Variables		Stakeholders' involvement in Planning	Teachers' Retention
Stakeholders' involvement in Planning	Pearson Correlation	1	.988**
	Sig. (2-tailed)		.000
	N	125	125
Teacher Retention	Pearson Correlation	.988**	1
	Sig. (2-tailed)	.000	
	N	**125**	**125**

Source: Field Data (2025). Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficients (r=0.988, n=125, p<0.01) on stakeholders' involvement in planning and teachers' retention suggest an extremely strong positive and statically significant relationship. The index 0.988 is very close to +1, suggesting that as stakeholders' involvement in planning improves, teachers' retention also increases significantly. The correlation is statistically significant at the 0.01 level, meaning there is less than a 1% chance that this result is due to random variation. The data indicates a very strong positive and statistically significant relationship between stakeholders' involvement in planning and teachers' retention in private secondary schools in Budadiri East constituency, Sironko District. The data further provides compelling evidence that effective stakeholders' involvement in planning is a cornerstone of teachers' retention. Involvement of stakeholders at all levels in planning is a strategic tool for building a stable, motivated, and committed teaching workforce. This study aligns with Mapulanga et al (2025) who found that strategic planning in private secondary schools in Zambia directly influences teachers' retention. Schools with inclusive planning structures had lower attrition rates and higher teachers' satisfaction. Also, Pulisi et al (2025) showed that in Uganda, teachers management policies-including planning involvement have a statistically significant relationship with retention. Teachers who feel part of the strategic direction are more likely to stay. In an interview with a Head Teacher: "We mobilize resources through PTA contributions, government grants, and partnerships with NGOs to supplement what we receive from the Ministry."

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

4.3 Objective Two: To assess the relationship between Stakeholders' Involvement in Resource Mobilization and Teachers' Retention in Private Secondary Schools in Budadiri East Constituency, Sironko district

In order to bring out the relationship between stakeholders' involvement in resource mobilization and teachers' retention in private secondary schools in Budadiri East Constituency, Sironko District, the researcher first drew on measurement of stakeholders' involvement in resource mobilization and teachers' retention in private secondary schools in Budadiri East Constituency, Sironko district. This was done by computing the means and standard deviations of the responses to various items. Respondents gave individual opinions according to their experience of working with the selected schools mainly featuring self-reports. The responses reflected aspects of Stakeholder Involvement in Resource Mobilization and Teacher Retention in Private Secondary Schools in Budadiri East Constituency, Sironko district as coined in the questionnaire. The key findings in relation to Stakeholder Involvement in Resource Mobilization and Teacher Retention in Private Secondary Schools in Budadiri East Constituency, Sironko district among teachers in the selected schools are presented in table 4.6 as follows:

Table 4.6: Responses on Stakeholders' Involvement in Resource Mobilization

Statement	SA	A	D	SD	Mean	Std
The school leadership actively seeks funding from external sources (e.g., donors, NGOs).	44 (35.2%)	42 (33.6%)	18 (14.4%)	21 (16.8%)	2.87	1.08
Adequate funds are mobilized to support teacher salaries and allowances.	48 (38.4%)	49 (39.2%)	10 (8.0%)	18 (14.4%)	3.02	1.02
Financial resource mobilization directly contributes to teachers' retention.	49 (39.2%)	38 (30.4%)	26 (20.8%)	12 (9.0%)	2.99	0.99
Timely payment of salaries is a result of effective financial resource mobilization.	42 (33.6%)	52 (41.6%)	23 (18.4%)	8 (6.4%)	3.10	0.92
Adequate mobilization of instructional resources encourages me to stay in the school.	39 (31.2%)	43 (34.4%)	14 (11.2%)	29 (23.2%)	2.73	1.13
My school provides sufficient instructional materials (e.g., textbooks, lab equipment) to meet my teaching needs.	45 (36.0%)	38 (30.4%)	26 (20.8%)	16 (12.8%)	2.89	1.04

Source: Primary Data, (2025)

Majority 86/125 (68.8%) of the respondents agree that school leadership seeks external funding. Whereas 39/125 (31.2%) disagree, implying mixed responses. The descriptive scores (Mean=2.87 and standard deviation (SD=1.08) were obtained on this statement. Moderate mean scores and variability indicate moderate agreement and some divergencies in perception. The mixed responses suggest that while some private secondary schools in Budadiri are actively engaging stakeholders like creditors, donors, NGOs, others may be less proactive. Schools that actively seek external support are better positioned to retain qualified teachers, reduce burnout, and foster a more stable learning environment. In the same way, the Head Teacher said..., "When resources are mobilized, teachers get better teaching materials and sometimes allowances, which improves their job satisfaction and retention." Gu et al (2019) argue that schools that effectively leverage external funding opportunities such as grants and donor support can transform their organizational capacity and culture, leading to improved teacher retention and students' outcomes.

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

Over three quarters 97/125 (77.6%) of the respondents believe that adequate funds are not mobilized to support to support teachers' salaries and allowances. Whereas 28/125 (22.4%) felt funding is sufficient. The descriptive scores (Mean=2.62 and standard deviation (SD=1.03) were obtained on this statement. Moderate mean scores and variability indicate moderate agreement and some divergencies in perception. This data reveals that while a majority of teachers perceive some structure in career development, a significant portion feel that succession planning and career growth opportunities are lacking. Teachers who see opportunities for advancement are more likely to stay and invest in the school's future while those who may feel career growth is poorly structure may seek opportunities elsewhere. The National Foundation for Educational Research (NFER) (2023) highlights that competitive teacher pay is essential for retention. Pay stagnation relative to other professions has led to increased turnover and reduced morale.

Majority 87/125 (69.6%) of the respondents believe that financial resource mobilization directly contributes to teachers' retention. Whereas 38/125 (29.8%) felt otherwise. The descriptive scores (Mean=2.99 and standard deviation (SD=0.99) were obtained on this statement. Moderate mean scores and variability indicate moderate agreement and some divergencies in perception. This data suggests that most teachers recognize the importance of financial resource mobilization in enhancing teachers' retention, though a notable portion disagrees. Similarly, See et al (2020) found that financial incentives are effective in retaining teachers, though their impact tends to be short0term unless tied to structured commitments. However, Bamba et al (2025) revealed that even when salaries are low, teachers may remain in private schools if other factors like supportive environments are present.

A strong majority of 94/125 (75.2%) of the respondents agree that effective financial resource mobilization results in timely salary payments. The remaining 31/125 (24.8%) disagree with the statement. The fact that almost over three quarters of the respondents gave a strong perception suggests financial mobilization directly influence salary timeliness. Descriptive statistics (Mean= 3.10) and (SD=0.92) were obtained in regards to this statement. The mean score indicates a generally positive perception, above the midpoint, suggesting agreement. This data suggests that most respondents recognize the importance of financial mobilization, which can be leveraged to strengthen retention strategies. If salary payments are timely and consistent, teachers may feel valued and decide to stay in schools without seeking employment elsewhere. This is in agreement with the Learning Policy Institute (2022) that emphasize that salary delays are a major contribution to teachers' attrition, especially in underfunded schools. Timely and predictable pay is essential for maintaining morale and reducing turnover.

Majority 82/125 (65.6%) of the respondents believe that that adequate mobilization of instructional resources encourages them to stay in the school. While most respondents agree, more than a quarter 43/125 (34.4%) disagree. The Mean=2.73 indicate moderate perception towards this statement. this data reveals a mixed perception about the role of mobilized instructional resources on teachers' retention. While a majority agree that adequate instructional resources encourage them to stay, the mean being slightly above the midpoint 2.5 suggest that teachers feel resources are insufficient or inconsistently provided. This is supported by Fullmind Learning Centre (2025) who emphasized that teachers are more likely to remain in schools where they have the tools needed to teach effectively. Also, according to the Learning Policy Institute (2022), access to instructional resources such as textbooks, technology, and teaching aids are key components of supportive working conditions that influence teachers' retention.

Majority 83/125 (66.4%) of the respondents believe that the school provides sufficient instructional materials. While most respondents agree, more than a quarter 42/125 (33.6%) disagree. The Mean=2.89 indicate moderate perception towards this statement. This data suggests that while a majority of teachers feel their instructional needs are being met, a significant minority express uncertainty or dissatisfaction. Whereas provision of sufficient instructional materials can enhance teacher retention, their insufficiency can hinder lesson delivery, reduce students' engagement, and increase teachers' stress, factors that directly affect teachers' retention. According to the Learning Policy Institute (2022), supportive working conditions including access to instructional materials are among the top three factors influencing teachers' retention. Similarly, a study by Oryema & Picho (2024) in Uganda found that inadequate instructional resources provision contributed to teachers' ineffectiveness and low morale in USE schools. The BOG Member said;"Resource mobilization helps us improve teacher welfare for instance, by providing accommodation and incentives which encourages them to stay."

Correlation

This section examines the existing relationship between stakeholders' involvement in resource mobilization and teachers' retention as presented in the table 4.7

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

Table 4.7: Pearson Product Moment Correlation Coefficient between Stakeholders' Resource Mobilization and Teachers' Retention in Private Secondary Schools

Variables		Resource Mobilization	Teacher Retention
Resource Mobilization	Pearson Correlation	1	.993**
	Sig. (2-tailed)		.000
	N	125	125
Teacher Retention	Pearson Correlation	.993**	1
	Sig. (2-tailed)	.000	
	N	**125**	**125**

Source: Field Data (2025). Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficients (r=0.993, n=125, p<0.01) on stakeholders' involvement in resource mobilization and teachers' retention suggest an extremely strong positive and statically significant relationship. The index 0.993 is very close to +1, suggesting that as stakeholders' involvement in resource mobilization improves, teachers' retention also increases significantly. The correlation is statistically significant at the 0.01 level, meaning there is less than a 1% chance that this result is due to random variation. The data indicates a very strong positive and statistically significant relationship between stakeholders' involvement in resource mobilization and teachers' retention in private secondary schools in Budadiri East constituency, Sironko District. The data further provides compelling evidence that effective stakeholders' involvement in resource mobilization is a cornerstone of teachers' retention. Involvement of stakeholders at all levels in resource mobilization is a strategic tool for building a stable, motivated, and committed teaching workforce. This result aligns with Mapulanga et al (2025) in Zambia who revealed that private schools with strong stakeholder engagement and resource mobilization had higher teachers' retention rates, particularly when professional development and adequate instructional materials were prioritized.This result aligns with Karimi et al (2021) who found that stakeholder engagement in monitoring significantly improved educational outcomes. Their study emphasized that participatory monitoring where stakeholders are actively involved increased teachers' engagement and retention. Similarly, still, the study aligns well with Murugi & Mugwe (2023) who emphasized that stakeholder involvement in monitoring fosters a shared vision and collective responsibility. This collaborative environment contributes to teachers' satisfaction and retention.

Objective Three: To Analyze the Relationship Between Stakeholders' Involvement in Monitoring and Teachers' Retention in Private Secondary Schools in Budadiri East Constituency, Sironko District.

In order to bring out the relationship between stakeholders' involvement in monitoring and teachers' retention, the researcher first drew on measurement of the level of stakeholders' involvement in monitoring in private secondary schools in Budadiri East Constituency, Sironko District. This was done by computing the means and standard deviations of the responses to various items. Respondents gave individual opinions according to their experience of working with the selected schools through self-reports. The responses reflected aspects of stakeholder involvement in monitoring and teacher retention in private secondary schools as coined in the questionnaire. The key findings in relation to stakeholder involvement in monitoring among teachers in the selected schools are presented in table 4.8 as follows:

Table 4.8: Responses on Stakeholders' Involvement in Monitoring

Statement	SA	A	D	SD	Mean	Std
The school regularly monitors teacher performance through lesson observations and appraisals.	51 (40.8%)	38 (30.4%)	20 (16.0%)	16 (12.8%)	2.99	1.04
Constructive feedback from monitoring activities motivates me to improve and stay in the school.	43 (34.4%)	42 (33.6%)	18 (14.4%)	22 (17.6%)	2.85	1.09
Monitoring in this school is supportive rather than punitive.	50 (40.0%)	33 (26.4%)	28 (22.4%)	14 (11.2%)	2.95	1.04

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

Monitoring outcomes are used to recognize and reward outstanding teachers.	61 (49.8%)	36 (28.8%)	16 (12.8%)	12 (9.6%)	3.17	0.98
Lack of regular monitoring of teacher performance contributes to dissatisfaction and turnover.	69 (55.2%)	23 (18.4%)	13 (10.4%)	20 (16.0%)	3.13	1.14
Constructive monitoring contributes positively to my job satisfaction.	41 (32.8%)	46 (36.8%)	27 (21.6%)	18 (14.4%)	2.77	1.01

Source: Primary Data, (2025)

A strong majority of 89/125 (71.2%) of the respondents agree that schools regularly monitor teachers' performance. This means that monitoring mechanisms like lesson observation and appraisals are actively used, for instance involving school administrators and possibly school boards. The remaining 36/125 (28.8%) disagree with the statement, which may reflect inconsistence across schools, or perceptions of ineffective monitoring practices in some schools. The fact that a relatively high agreement is recorded imply that many private secondary schools in Budadiri East constituency have embraced performance monitoring model, which is a good sign for quality assurance and teachers' retention. When monitoring is constructive and transparent. It can boost morale and professional growth, leading to better retention. But if its perceived inconsistent, it may contribute to teachers; turnover. Reddy & Dudek (2014) emphasize that teachers' progress monitoring especially through tools like classroom observations can improve instructional and behavioral management practices and these are linked to teachers' retention.

Majority 85/125 (68%) of the respondents believe that constructive feedback motivates them to improve and remain in the school. This implies that feedback mechanisms are generally perceived positively, and they play s role in teachers' motivation and retention. However, the remaining 40/125 (32%) who disagree may reflect issues in how feedback is delivered, perhaps its inconsistent, overly critical, or lacks follow-up support. The Mean=2.85 indicate moderate perception towards this statement. This data suggests that while many teachers appreciate feedback, a significant minority may find it unhelpful. This could be due to poor communication, lack oy clarity, or absence of actionable suggestions. This aligns with Neema (2025) who emphasizes that constructive feedback enhances instructional strategies and teachers' retention

Majority 83/125 (66.4%) of the respondents believe that monitoring is supportive in the school. This implies that monitoring is generally seen as developmental, aimed at helping teachers grow rather than penalizing them. However, the remaining 42/125 (33.6%) who disagree may feel that monitoring is stressful, and judgmental, which could undermine retention efforts. The Mean=2.95 suggests a moderately positive perception, leaning towards agreement. This data suggests that while some teachers feel supported by monitoring them, others may feel scrutinized, thus need for standardized monitoring protocols and consistent evaluator behavior. Similarly, Affuso et al (2023) assert that supportive monitoring fosters a sense of competence and autonomy, key driers of professional satisfaction and retention.

A very strong majority of 97/125 (78.6%) of the respondents agree that monitoring outcomes are used to reward outstanding teachers. This suggests that performance-based recognition is actively practice, which can significantly boost teachers' retention. The remaining 28/125 (22.4%) disagree with the statement, which may reflect inconsistence in reward systems. The mean 3.17 indicates a strong positive perception that monitoring leads to recognition and rewards. The standard deviation 0.98 shows moderate consistency in responses. The data suggests that recognition and rewards tied to monitoring outcome help create a supportive and aspirational environment. Teachers are more likely to stay when their efforts are seen and appreciated. Similarly, the Head Teacher said, "I suggest improving teacher welfare, including timely payment of salaries, housing facilities, and continuous professional development." Besides the BOG Member: "Retention can be improved by creating a conducive working environment, reducing workload pressure, and ensuring teachers are involved in decision-making." This is in consonance with Nyinamasiko Agnes (2021) observed that recognition systems especially those tied to measurable performance improve teacher satisfaction and reduce turnover in Kabale Municipality.

A strong majority of 92/125 (73.6%) of the respondents believe that lack of regular monitoring leads to dissatisfaction and turnover. This implies that teachers value regular monitoring because it contributes to satisfaction. The remaining 33/125 (26.4%) disagree with the statement. The mean 3.13 indicates a strong positive perception that monitoring leads to satisfaction. The

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

standard deviation 1.14 shows moderate variations in responses. The data suggests that teachers often interpret regular monitoring as a sign that their work matters. And so, without it, they may feel invisible and dissatisfied, leading to disengagement and eventual exit. This is in line with the IOSR-JRME review (2024) which highlights that inconsistent or absent monitoring can lead to feelings of neglect and professional stagnation. Teachers may interpret the lack of monitoring as a lack of institutional support, which contributes to attrition. BOG Member said…, "Monitoring shows teachers that their work is recognized and valued, but it should be supportive, not punitive, otherwise it can push them away."

Majority 87/125 (69%) of the respondents believe that constructive monitoring contributes positively to their job satisfaction. This implies that when monitoring is done well, supportively and with actionable feedback, it boosts morale and satisfaction. The remaining significant minority 45/125 (36%) disagree with the statement. The mean 2.77 suggests a moderate level of agreement. The standard deviation 1.01 indicates a moderate variation, showing that while many respondents agree, a significant minority disagree. The data reflect that teachers who receive affirming, growth-oriented feedback are more likely to feel valued and satisfied in their jobs. However, the data suggests that not all schools or stakeholders apply constructive monitoring uniformly, which may lead to disparities in teachers' retention rates. This result is supported by Arcilla (2025) who found that teachers who received high-quality, credible, and well delivered feedback reported greater job satisfaction and professional engagement.

Correlation

This section examines the existing relationship between stakeholders' involvement in monitoring and teachers' retention as presented in the table 4.9.

Table 4.9: Pearson Product Moment Correlation Coefficient between Stakeholders' Involvement in Monitoring and Teacher Retention in Government Aided Secondary Schools

Variables		Monitoring	Teacher Retention
Monitoring	Pearson Correlation	1	.994**
	Sig. (2-tailed)		.000
	N	125	125
Teacher Retention	Pearson Correlation	.994**	1
	Sig. (2-tailed)	.000	
	N	**125**	**125**

Source: Field Data (2025). Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficients ($r=0.994$, $n=125$, $p<0.01$) on stakeholders' involvement in monitoring and teachers' retention suggest an extremely strong positive and statically significant relationship. The index 0.994 is very close to +1, suggesting that as stakeholders' involvement in monitoring improves, teachers' retention also increases almost perfectly and significantly. The correlation is statistically significant at the 0.01 level, confirming that the relationship is reliable and not due to random variation. The data indicates an extremely strong positive and statistically significant relationship between stakeholders' involvement in monitoring and teachers' retention in private secondary schools in Budadiri East constituency, Sironko District. The implication here is that schools that invest in regular, supportive, and constructive monitoring are likely to experience lower teachers' turnover rates. The near-perfect correlation may suggest that monitoring as a stakeholders' involvement construct may be a single most influential factor in teachers' retention within these schools. It means that schools should recognize and prioritize involvement of stakeholders in monitoring because it has the potential of directly influencing teachers' satisfaction and commitment, which are crucial in improving teachers' retention rates. This result aligns with Karimi et al (2021) who found that stakeholder engagement in monitoring significantly improved educational outcomes. Their study emphasized that participatory monitoring where stakeholders are actively involved increased teachers' engagement and retention. Similarly, still, the study aligns well with Murugi & Mugwe (2023) who emphasized that stakeholder involvement in monitoring fosters a shared vision and collective responsibility. This collaborative environment contributes to teachers' satisfaction and retention. In an interview, Head Teacher…said, "effective monitoring provides feedback and support, which helps teachers improve and feel guided rather than abandoned, thereby encouraging them to stay."

International Journal of Current Science Research and Review
ISSN: 2581-8341
Volume 08 Issue 12 December 2025
DOI: 10.47191/ijcsrr/V8-i12-10, Impact Factor: 8.048
IJCSRR @ 2025
www.ijcsrr.org

CONCLUSION AND RECOMMENDATIONS

The study concluded that there is a perfect positive and statistically significant relationship between stakeholders' involvement in planning and teachers' retention in private secondary schools in Budadiri East Constituency in Sironko District. The study concluded that there is an exceptionally strong positive and statistically significant relationship between stakeholders' involvement in resource mobilization and teachers' retention in private secondary schools in Budadiri East Constituency in Sironko District..The study concluded that there is an extraordinarily strong positive and statistically significant relationship between stakeholders' involvement in monitoring and teachers' retention in private secondary schools in Budadiri East Constituency in Sironko District. The study recommended that the government through Ministry of Education Science and Technology should enact policies that mandate inclusive planning processes in private schools, ensuring that teachers and other stakeholders are systematically involved in decision making. Government should also develop frameworks that encourage private secondary schools to engage local communities, NGOs, and development partners in mobilizing resources for teachers' welfare and school improvement. In addition, government should create policy frameworks that promote inclusive, supportive, and non-punitive monitoring practices involving teachers, parents and community leaders.The proprietors of private secondary schools should establish formal structures that include teachers, parents, and community representatives in school planning processes (e.g. budgeting, infrastructure etc.). also, they should form dedicated teams involving teachers, parents, alumni, and community leaders to identify funding opportunities and mobilize resources collaboratively.

REFERENCES

1. Ackah-Jnr, F. R., Appiah, J., Abedi, E. A., Opoku-Nkoom, I., & Salaam, M. A. (2022). *Quality education: Critical policy considerations that impact teacher retention in schools. European Journal of Education and Pedagogy, 3*(3), 345-362.
2. Allensworth, E., et al. (2019). *Why school teachers leave: Teacher mobility in Chicago Public Schools*.
3. Carver, C., & Darling, K. (2023). Collaborative leadership and teacher engagement: A mixed-methods analysis. *International Journal of Educational Management*, *37*(2), 145–162.
4. Cells, M., et al. (2023). *Teacher retention within the first three to five years: A grounded theory approach in Chicago*.
5. Christina, A., et al. (2022). *Strategies for retaining secondary school science teachers: A case of Dodoma City, Tanzania*.
6. Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). SAGE Publications.
7. Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research* (3rd ed.). SAGE Publications.
8. Elly, J. (2023). "Stakeholder Engagement and Emotional Intelligence." *GPA Strategy Papers*, 11(2).
9. Emmanuel, F. (2015). *Effectiveness of school management in teacher retention in public secondary schools in Bagamoyo District, Tanzania*.
10. Fetters, M. D., & Molina-Azorin, J. F. (2020). *Mixed Methods Research: State of the Art and Future Directions*. International Journal of Qualitative Methods, *19.*
11. Freeman, R. E. (1983). Strategic management: A stakeholder approach. *Advances in Strategic Management, 1*(1), 31–60.
12. Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta State University.
13. Johnson, K., Tucker, J. V., & Wang, V. (2017). Monitoring and Intervention: Concepts and Formal Models. *arXiv preprint arXiv:1701.07484*.
14. Kaliny, S. (2017). *Challenges faced by head teachers in resource mobilization in secondary schools in Baringo County, Kenya*.
15. Koontz, H., & Weihrich, H. (2010) define planning as "the process of setting objectives and determining what should be done to accomplish them; it involves selecting future courses of action from among alternatives." (*Essentials of Management*).
16. Koontz, H., & Weihrich, H. (2024). *Essentials of management: An international perspective* (15th ed.). McGraw-Hill Education.
17. Kraft, M. A., & Papay, J. P. (2024). Improving teaching through support and evaluation: A developmental approach to teacher effectiveness. *Educational Leadership Review, 61*(1), 22–37.

18. Kujala, J., Sachs, S., Lehtimäki, H., Freeman, R. E., & Heikkinen, A. (2022). *Stakeholder engagement: Past, present, and future*. Business & Society, 61(5), 1136–1196.
19. Kujala, J., Sachs, S., Leinonen, H., Heikkinen, A., & Laude, D. (2022). Stakeholder engagement: Past, present, and future. *Business & Society*, *61*(5), 1136–1196.
20. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners* (5th ed.). SAGE Publications.
21. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, *50*(4), 370–396.
22. McMillan, J. H., & Schumacher, S. (2022). *Research in Education: Evidence-Based Inquiry* (8th ed.). Pearson.
23. Mellat-Parast, M. (2015). Developing a framework for evaluating quality in the higher education sector based on the service quality model: A stakeholder perspective. *Quality Assurance in Education, 23*(3), 302–320.
24. Ministry of Education & Sports (2013). DEO *Report of a Conference on Educational Administration*, Manafwa District.
25. Modisaotsile, B. M. (2012). *The failing standard of basic education in South Africa*. Africa Institute of South Africa, Policy Brief No. 72.
26. Mulkeen, A. (2010). *Teachers in Anglophone Africa: Issues in teacher supply, training, and management*. Washington, DC: World Bank.
27. Muriuki, D. M. (2020). *Factors influencing teacher retention in private schools: A case of Murang'a Diocese, Kenya*.
28. Murugi, M. R., & Mugwe, M. (2023). "Stakeholders' Involvement and School Leadership for Effective Implementation of Strategic Planning." *Journal of Research Innovation and Implications in Education*, 7(2), 277–286.
29. Namatovu, S. (2016). *Factors affecting teachers' retention in Government Aided Secondary Schools in Kampala*.
30. Namusis, J. (2024). *Teachers' needs management and retention of Generation Y teachers in primary and secondary schools in Mukono District, Uganda*
31. Namusis, R. (2021). *Teacher engagement and retention in rural public secondary schools in Uganda: A qualitative case study*.
32. Ndagire, J. (2018). *Influence of school management practices on teachers' retention in semi-rural private primary schools in Kira Municipality*.
33. Ndyabahika, T. (2019). *Leadership styles and retention of teachers in private primary schools in Bushenyi–Ishaka Municipality*.
34. Nguyen, T. D., et al. (2019). *The role of planning and collaboration in teacher retention: A meta-analysis of 120 studies*.
35. Niemi, H., Toom, A., & Kallioniemi, A. (Eds.). (2023). *Miracle of education: The principles and practices of teaching and learning in Finnish schools (2nd ed.)*. Springer.
36. Niyonsenga, E., Uwizeyimana, T., & Habumugisha, A. (2023). *Motivation factors and teacher retention in private secondary schools: A case study of Huye District, Rwanda*. Kigali Independent University.
37. Nyabahike, C. (2019). *Leadership styles and retention of teachers in private primary schools in Bushenyi–Ishaka Municipality, Uganda* (Master's thesis, Uganda Christian University). Uganda Christian University Repository.
38. Osei, G. M. (2017). Teachers in Ghana: Issues of training, remuneration and effectiveness. *International Journal of Educational Development, 26*(1), 38-51.
39. Patel, R. (2024). *The role of monitoring in teacher retention: Evidence from private secondary schools in India* (Master's thesis, University of Delhi). University of Delhi Institutional Repository.
40. Peter, S. (2013). *Strategies for the attraction and retention of teachers in hard-to-reach secondary schools: A case study of Kalangala District, Uganda*.
41. Reed, M. S. (2023). "Stakeholder Engagement: Theoretical and Methodological Directions." *Science Direct*.
42. Rosemary, M., & Maro, S. (2016). *Evaluation of retention strategies in public secondary schools in Tanzania: A case study of Dodoma Municipality*.
43. Rwanda Education Board. (2018). *Teacher development and management policy in Rwanda*. Kigali: REB.
44. Sayed, Y., & Ahmed, R. (2015). Education quality, and teaching and learning in the post-2015 education agenda. *International Journal of Educational Development, 40*, 330-338.
45. Shaoan, M. R., Namanyane, T., Feng, M., & Arif, M. (2024). *A systematic literature review on the importance of teacher recruitment and retention in global educational reform. Frontiers in Education, 9*,

46. Shella Nanangwe, N. (2019). *Training and employee retention in a public organization: A case study of Kamuli District Local Government, Uganda*.
47. Shuls, J. V., & Flores, M. (2020). *Teacher retention through support and development in high-retention districts in the United States*.
48. Smith, A., & Johnson, L. (2024). *Monitoring practices and teacher retention in private schools: A cross-national study in the USA, UK, and South Africa* (Research report). Institute for International Education.
49. Steiner, E. D., Woo, A., & Doan, S. (2024). *Larger Pay Increases and Adequate Benefits Could Improve Teacher Retention: Findings from the 2024 State of the American Teacher Survey*. RAND Corporation.
50. Whatmore, L(2012). *Raising Performance through Motivation:* Content Theories. Michael Heath Consulting.
51. *Tan* Teck Hong & Amna Waheed (2011). Herzberg's Motivation-Hygiene Theory and Job Satisfaction in the Malaysia Retail Sector: The Mediating Effect of Love of Money, *Asian Academy of Management Journal,* Vol. 16 (1), pp. 73–94.
52. Sulaiman, F., & Muhammad, M. (2024). *Strategies for Effective Resource Mobilization in Education: A Case Study of Public Schools in Sub-Saharan Africa*. Journal of Education and Development, 36(2), 104-118.
53. Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, **73**(1), 71–97.
54. Wahba, M. A., & Bridwell, L. G. (1976). Maslow reconsidered: A review of research on the need hierarchy theory. *Organizational Behavior and Human Performance*, *15*(2), 212–240.
55. Will, G. F. (1955). Equal opportunity and the education of disadvantaged youth. *Harvard Educational Review, 25*(1), 28–39.
56. William, J., et al. (2018). *Teacher demand-driven policy: Implications on retention and equity in secondary schools in Busia County, Kenya*.
57. Wister H & Kwiatek K (2019). Managing Human Resources: Productivity, Quality of Work Life and Profits, 5th Ed. New York: Mc Graw Hill.
58. World Bank. (2018). *World development report 2018: Learning to realize education's promise*. Washington, DC: World Bank.

Cite this Article: Paul, N., Asad, K.W. (2025). Stakeholder's Involvement and Teachers' Retention in Budadiri East Private Secondary Schools in Sironko District, Uganda. International Journal of Current Science Research and Review, 8(12), pp. 5963-5985. DOI: https://doi.org/10.47191/ijcsrr/V8-i12-10