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Salary Enhancement Strategy and Teacher Retention in Government Aided Secondary Schools in Masaka City

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Abstract: The study focused on investigating the relationship between salary enhancement strategy and teacher retention in government aided secondary schools in Masaka City. The study was steered by these specific objectives; i) To examine the relationship between merit based pay and teacher retention, ii) To examine the relationship between overtime pay and teacher retention, and iii) To examine the relationship between performance bonuses and teacher retention in government aided secondary schools in Masaka City. The study assumed a correlational research design with a quantitative approach. A sample of 80 people was taken into account including school administrators and teachers from 4 selected government aided secondary schools in Masaka City. Correlation and descriptive analysis were used to deliver answers to the study portent. The study showed that there is a strong positive and statistically significant relationship between merit based pay and teacher retention in government aided secondary schools in Masaka City. The study also showed that there is a moderate positive and statistically significant relationship between overtime pay and teacher retention in government aided secondary schools in Masaka City. Further, the study discovered that there is a very strong positive and statistically significant relationship between performance bonuses and teacher retention in government aided secondary schools in Masaka City. Thus, the study concludes that salary enhancement strategy such as merit based pay, overtime pay, and performance bonuses have a statistical and significant relationship with teacher retention in that an enhancement in the different salary enhancement strategies will resultantly lead to a progress in teacher retention in government aided secondary schools in Masaka City. The study recommends that the central government and the district local government should institutionalize and implement regular and periodic salary reviews and increments based on inflation, performance, and tenure as this maintains purchasing power and shows that the government values teachers' continuous service, which might resultantly lead to an enhancement in teacher retention in government aided secondary schools in Masaka City.

Keywords: *Salary Enhancement Strategy, Merit Based Pay, Overtime Pay, Performance Bonuses, Teacher Retention, and Government Aided Secondary Schools.*

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I. INTRODUCTION

The study meant at investigating the relationship between salary enhancement strategy and teacher retention in government aided secondary schools in Masaka City.

A. Historical Perspective:

Worldwide, teacher retention challenges have emerged due to teacher shortages, especially in under-resourced regions. This led to the implementation of different salary enhancement strategies so as to improve teacher retention and to attract teachers to underserved areas as well as focus on equitable distribution of teachers to address regional

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disparities. While these strategies improved access to education, retention remained a significant issue in low-income countries, where teachers often left for better-paying jobs in urban areas or other professions (Boyd, Lankford, Loeb & Wyckoff, 2018). In the African context, teacher shortages, exacerbated by low pay, heavy workloads, and lack of respect for the profession, have prompted a renewed focus on teacher retention. This has resulted into the implementation of strategies and policies aimed at improving teacher retention in schools through effective salary enhancement strategies and policies focusing on teacher well-being and work-life balance in response to burnout (Mafora, 2017).

B. Theoretical Perspective:

The study was led by the Social Exchange theory proposed by O'Brien in 1991. The theory posits that individuals evaluate their relationships based on the balance of rewards and costs. Employees are much expected to stay if they perceive that their efforts are fairly reciprocated by their organization (Ahmad, Nawaz, Ishaq, Khan & Ashraf, 2023). In the social exchange theory, salary enhancement serves as a reward that can enhance the teacher-employer relationship, ensuring that teachers feel adequately compensated for their efforts, leading to greater retention (Ahmad et al., 2023). Kamau, Muathe and Wainaina (2021) argued that if the compensation (salary) is seen as inadequate or uncompetitive compared to other sectors or regions, teachers may feel the social exchange is inequitable, leading to dissatisfaction and high turnover. As a result, this theory was embraced and used in this study as it offers a connection between salary enhancement strategy and teacher retention.

C. Contextual Perspective:

The study was undertaken in government aided secondary schools in Masaka City investigating the relationship between salary enhancement strategy and teacher retention. Masaka City was focused on as a result of increased inconsistencies in teacher retention in government aided secondary schools indicated by increased teacher mobility rates, teacher turnover rates, attrition rates, and teacher absenteeism rates (Masaka District Local Government, 2022).

D. Conceptual Perspective:

A salary enhancement strategy refers to a set of policies or practices implemented by an organization, government, or institution to increase the financial compensation or benefits provided to employees, particularly in the form of salary increases, bonuses, or allowances with the goal to improve employee retention, attract talent, and boost motivation by offering more competitive and rewarding compensation packages (Hinnant-Crawford, 2016). Teacher retention refers to the capacity of learning institutions or systems to keep teachers in the teaching profession or within a particular school, district, or region over a specific period (Paticia, Lou, Touchton, Rajni & Kiara, 2023). For the case of this study, salary enhancement strategy was broken down into merit based pay, overtime pay, and performance bonuses, while teacher retention was conceptualized in terms of distribution of teachers, teachers' turnover rate, workforce qualification, attrition rates, mobility rates, teacher stability, and teacher absenteeism among others.

E. Statement of the Problem:

In Uganda, the government under the Ministry of Education has put in practice several policies intended to improve teacher retention and enhancing the quality of education through gradual salary increases. For instance, a substantial pay rise with additional increments for secondary school teachers has been implemented in subsequent years enacted in the salary review policy with the objective to improve teacher retention in secondary schools, where there had been chronic shortages of qualified teachers, particularly in science subjects especially in government and government aided secondary schools (Ministry of Education and Sports, 2021).

Conversely, despite all the outstanding efforts, teacher retention in government aided secondary schools in Masaka City is still inconsistent categorized by increased teacher mobility rates, teacher turnover rates, attrition rates, and teacher absenteeism rates among others (Masaka District Local Government, 2022). Evidence indicates an increase in teacher attrition from 4.6% in 2019 to 5.8% in 2021 in government aided secondary schools in Masaka City (Masaka District Local Government, 2022). This has subsequently led to disrupted learning, loss of experienced teachers, increased recruitment and training expenses, increased workload for remaining teachers, and teacher shortages in rural and low-income regions. Hence, it's upon this that the study investigated the relationship between salary enhancement strategy and teacher retention in government aided secondary schools in Masaka City.

F. Objectives of the Study:

➢ *General Objective*

The overall objective of the study was to investigate the relationship between salary enhancement strategy and teacher retention in government aided secondary schools in Masaka City.

- *Specific Objectives*

✓ To examine the relationship between merit based pay and teacher retention in government aided secondary schools in Masaka City.
✓ To examine the relationship between overtime pay and teacher retention in government aided secondary schools in Masaka City.
✓ To examine the relationship between performance bonuses and teacher retention in government aided secondary schools in Masaka City.

➢ *Study Hypotheses*

The specific objectives were steered by these different alternative hypotheses;

- Ha_1:

There is a statistical and significant relationship between merit based pay and teacher retention in government aided secondary schools in Masaka City.

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- *Ha_2:*

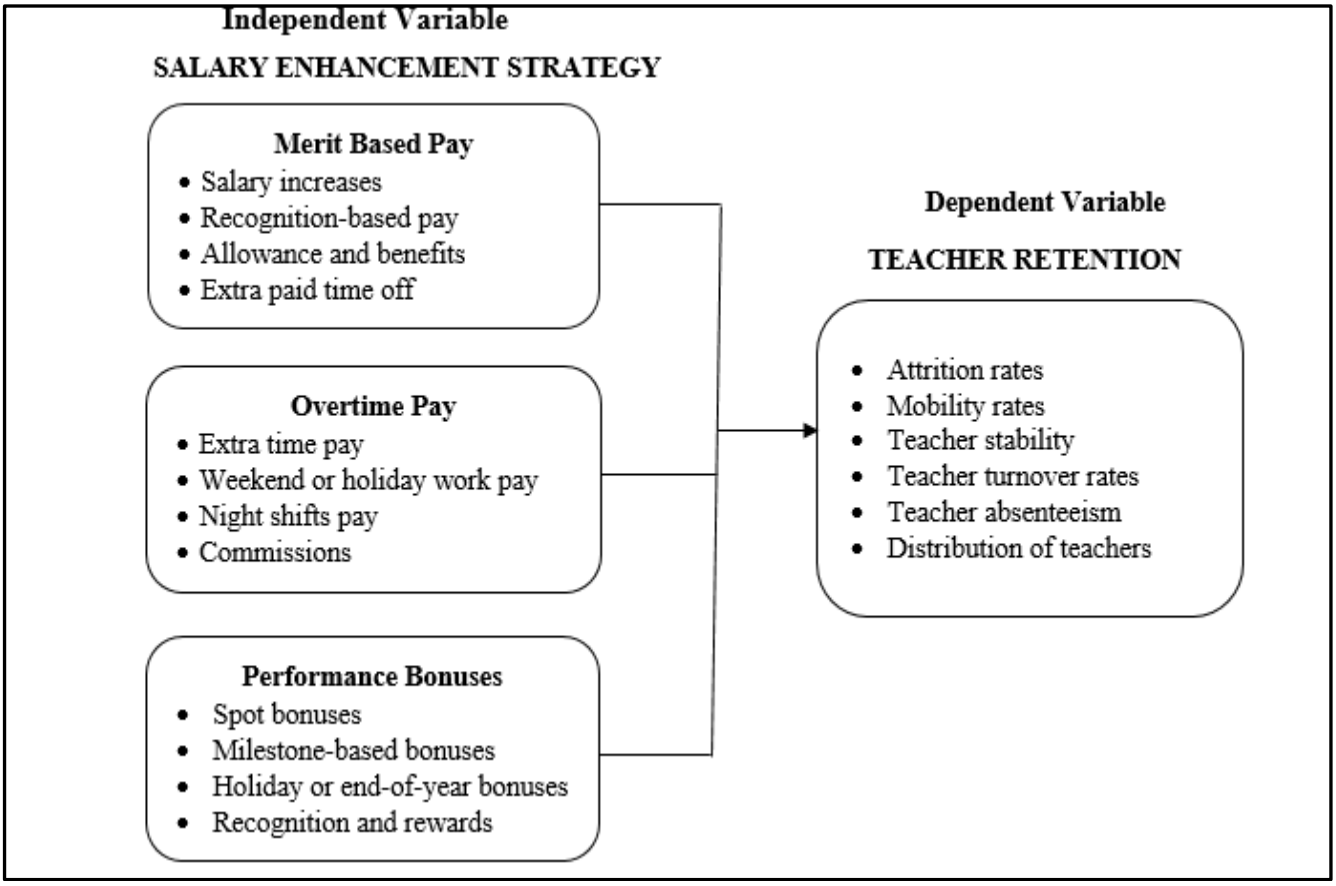
There is a statistical and significant relationship between overtime pay and teacher retention in government aided secondary schools in Masaka City.

- *Ha_3:*

There is a statistical and significant relationship between performance bonuses and teacher retention in government aided secondary schools in Masaka City.

II. CONCEPTUAL FRAMEWORK

The conceptual framework indicates a pictorial drawing on the link between salary enhancement strategy and teacher retention.



III. LITERATURE REVIEW

A. Salary Enhancement Strategy and Teacher Retention:

The salary enhancement strategy has a significant influence on teacher retention, as it directly addresses key factors that affect teachers' job satisfaction, stimulus, and choice to remain in the profession. While salary is just one aspect of the broader set of factors influencing retention, it plays a central role (Holmes, Parker & Gibson, 2019). According to Zhang and Zeller (2016) salary is essential for fulfilling teachers' basic physiological needs (e.g., food, shelter, healthcare) and safety needs (e.g., job security, financial stability). When teachers feel that their salaries are sufficient to meet these needs, they are less expected to leave their profession in search of better-paying opportunities. The authors assert that if salary is not competitive, teachers may face financial stress, leading them to seek employment elsewhere, potentially outside the education sector, where pay is higher (Zhang & Zeller, 2016).

Salary is classified as a hygiene factor. While salary alone may not motivate teachers or increase job satisfaction, inadequate or low pay can lead to job dissatisfaction and prompt teachers to leave. Inadequate salary is seen as a source of dissatisfaction, which contributes directly to higher turnover rates (DeMathews, Knight & Shin, 2022). In addition, the authors assert that by providing salary increases, especially when teachers feel their contributions are undervalued, education systems can prevent dissatisfaction and build a much stable work atmosphere, thereby improving teacher retention (DeMathews et al., 2022).

A study by Buckley, Schneider and Shang (2017) found that salary enhancement in terms of allowances, bonuses, and extra pay significantly influence teacher retention in schools in Washington, D.C. The authors posit that teachers are motivated to stay in their jobs if they are certain that their effort will lead to positive outcomes, such as salary increases. Salary enhancements tied to performance and career progression help teachers see a clear link between effort and rewards (Buckley et al., 2017). Similarly, when salary enhancements are structured in a way that rewards excellence (e.g., through performance-based pay or merit increases), teachers are more expected to be motivated to remain in the

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profession and work harder, knowing their efforts will be recognized financially thus reducing turnover rates, mobility rates, attrition rates, and teacher absenteeism (Buckley et al., 2017).

According to Bryan (2024) a higher salary is likely to improve teachers' sense of value and appreciation, increasing job satisfaction and fostering a sense of assurance to the profession. Teachers who feel adequately compensated are much probable to feel emotionally linked to their work and the students they teach. This emotional commitment leads to higher retention rates. The author also asserts that providing financial incentives like salary increases and performance bonuses to teachers who remain in their roles for a specified period can reduce attrition thus improving teacher retention (Bryan, 2024). In addition, Ansley, Houchins and Varjas (2019) argued that teachers who feel that their salaries adequately reflect their work are likely to experience higher morale. Higher salaries contribute to a reduction in stress and burnout associated with the financial pressures teachers often face, leading to better overall well-being and improved job retention.

Offering competitive salaries is essential for attracting qualified and skilled teachers, especially in contexts where there are significant teacher shortages or competition for talent from other sectors. By increasing salary levels, education systems can make teaching a more attractive profession for prospective educators. This morale boost can result in teachers feeling more engaged in their teaching practices and in their professional development, which in turn strengthens their commitment to their role and reduces turnover (Golubtchik, 2024). Additionally, Tompkins (2023) argued that higher salaries can also prevent the loss of experienced teachers, who may otherwise be drawn to other sectors offering more attractive compensation packages. Experienced teachers bring significant value to schools, contributing to educational quality and student outcomes. Ensuring they are well-compensated can help reduce the high turnover of experienced teachers.

According to Geiger and Pivovarova (2018) salary enhancement strategies play a fundamental role in the recruitment process by making teaching positions more competitive. Adequate salary increases not only help retain existing teachers but also encourage new teachers to enter the profession. Schools and education systems that offer competitive wages are more likely to attract highly skilled individuals who are committed to long-term careers in teaching. The authors argue that this is especially important in areas where there are teacher shortages, particularly in specialized fields such as mathematics, science, and languages, where higher salaries can be an effective strategy for retaining and attracting qualified teachers (Geiger & Pivovarova, 2018).

Salary enhancements can help to address the issue of teacher migration, where skilled teachers leave the country or region in search of better-paying opportunities abroad. In many countries, the issue of brain drain has been a significant problem in education sectors, particularly in developing countries. By offering competitive salaries, countries can improve teacher retention and reduce the outflow of talent (Carver-Thomas & Darling-Hammond, 2019). Similarly, salary enhancement can be a tangible demonstration of the value that society places on teachers' work. When teachers are paid well, it signals that their profession is respected and that their contributions to society are appreciated. This can elevate the status of the teaching profession, making it more attractive and prestigious, increasing teacher retention (Carver-Thomas & Darling-Hammond, 2019).

According to Clotfelter, Glennie, Ladd and Vigdor (2018) salary enhancement through merit-based pay can provide a motivational boost to teachers, especially when they feel that their efforts are being recognized and rewarded. Teachers who excel in their teaching, receive positive evaluations, or help students achieve high academic outcomes may be more satisfied with their jobs when these achievements are rewarded financially. The authors argued that teachers who feel that their hard work is being acknowledged and rewarded may experience higher job satisfaction. A well-implemented merit-based pay system can lead to greater retention among those who feel they are being compensated for their efforts and success in the classroom (Clotfelter et al., 2018).

IV. METHODOLOGY

A. Research Design:

The study assumed a correlational research design with a quantitative approach. A correlational research design accounts for examining for a connection between variables in the certain population of study (Kassu, 2019). Consequently, this research design helped the researcher in ascertaining the relationship between salary enhancement strategy and teacher retention in government aided secondary schools in Masaka City. A quantitative approach assisted the researcher to find the quantitative data that was employed to offer an understanding to the study phenomenon.

B. Target Population and Sample Size:

The study targeted a population of 14 government aided secondary schools in Masaka City (Masaka District Local Government, 2022). However, with respect to time, the researcher concentrated on 4 government aided secondary schools from which a sample was taken that was involved in the study. The study focused on a sample of 80 people which encompassed school administrators (head teachers, school deputies, and directors of studies) and teachers that were taken from the 4 selected government aided secondary schools in Masaka City to deliver the quantitative data that was employed to offer answers to the study objectives.

C. Sampling Procedure:

The researcher utilized simple random sampling to pick people who participated in the study. Simple random sampling was employed to select both school administrators and teachers from different schools to engage in the study responsible for providing quantitative data. Simple random sampling contributes an equal likelihood of selection to all

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individuals in the study population to be incorporated into the study sample (Elfil & Negida, 2017).

D. Data Collection Methods:

➢ *Questionnaire Survey Method:*

A questionnaire survey method attributes to a technique of getting information using a sequence of questions and other prompts with the objective of pulling together information from individuals (Mathiyazhagan, 2018). The questionnaire survey method was crucial to generating uniform information which assisted in data comparability using easily comprehensible structured questions. So, this method was utilized as it permitted the researcher to acquire and accumulate quantitative data from respondents in the smallest possible time.

E. Data Collection Instruments:

➢ *Structured Questionnaire:*

A structured questionnaire is a tool applied to gather information from people consisting of closed-ended answers to the questions out of which people are required to pick (Acheung, 2019). The study employed structured questionnaires to accumulate quantitative data from school administrators and teachers which consisted of closed-ended queries and encoded responses that were directly administered to the participants in various selected government aided secondary schools in Masaka City. The structured questionnaires were applied as these required fewer time and collect a great deal of information on the phenomenon under study.

F. Data Analysis:

Quantitative data analysis helps the researcher to quantify, analyze and apprehend a study concept by running statistical tests and descriptive analytics. The study engaged both the correlation and descriptive analysis techniques in studying the quantitative primary data that was gathered. Descriptive analysis was applied when assessing respondents' demographics exhibited in terms of percentages and frequencies. In line with examining the relationship between the study variables, Spearman's rank correlation analysis was applied to contribute an empirical evidence on the respective study hypotheses. Spearman's Rank Correlation evaluates for a relationship between two ordinal or nominal variables (Jerrold, 2016).

G. Ethical Consideration:

Before carrying out the study, the researcher obtained an introductory letter from the university under the research department as a requirement for acquiring permission from administrators in the various schools to undertake the study in their premises. The researcher also first requested for participant's consent to take part in the study prior to questionnaires being given to them and the objective of the study was well explained to the participants at the start of the study. Additionally, the researcher made sure that confidentiality of the participants and their information provided was considered as this is an important ethical requirement in research.

H. Study Findings:

The findings provided include the descriptive statistics on demographic composition of the respondents and correlation analysis to give answers to the study objectives.

I. Findings on the Demographic Compositions

The study evaluated the demographic compositions of the respondents from the government aided secondary schools in Masaka City and the results are provided in Table 1;

Table 1 Demographic Composition of Respondents

Demographic Composition			
Category	**Items**	**Frequency**	**Percentage**
Gender	Male	43	53.8
	Female	37	46.3
	Total	**80**	**100.0**
Age Groups	25-30 years	13	16.3
	31-35 years	20	25.0
	36-40 years	16	20.0
	Above 40 years	31	38.7
	Total	**80**	**100.0**
Level of Education	Diploma	7	8.8
	Bachelors	62	77.5
	Masters	11	13.7
	Total	**80**	**100.0**
Marital Status	Married	54	67.5
	Single	26	32.5
	Total	**80**	**100.0**
Time Worked at the School	1-3 years	13	16.3
	4-5 years	21	26.2
	Above 5 years	46	57.5
	Total	**55**	**100.0**

Source: Primary Data (2025)

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From Table 1, the results indicate that majority 43 (53.8%) of the respondents who participated in the study from selected government aided secondary schools in Masaka City were males and 37 (46.3%) of the respondents were females.

The study findings also indicate that a bigger proportion 31 (38.7%) of the respondents were aged above 40 years, followed by 20 (25.0%) of the respondents who were aged 31-35 years, then 16 (20.0%) of the respondents who were aged 36-40 years, and the least proportion 13 (16.3%) of the respondents were aged 25-30 years.

The study findings also indicate that majority 62 (77.5%) of the respondents had attained a bachelors' level of education, followed by 11 (13.7%) of the respondents who had attained a masters' level of education, and a few 7 (8.8%) of the respondents who had attained a diploma level of education.

Additionally, the study findings indicate that majority 54 (67.5%) of the respondents were married and the least proportion 26 (32.5%) of the respondents were single.

The study further indicates that majority 46 (57.5%) of the respondents had worked for over 5 years with their respective schools, followed by 21 (26.2%) of the respondents who had worked for 4-5 years with their respective schools, and the least proportion 13 (16.3%) of the respondents had worked for 1-3 years with their respective schools.

J. Findings on the Objectives of the Study:

This section provides findings on the specific study objectives.

➢ *Relationship between Merit Based Pay and Teacher Retention in Government Aided Secondary Schools in Masaka City:*

The study sought to analyze the relationship between merit based pay and teacher retention in government aided secondary schools in Masaka City. The relationship was explored using Spearman's Rank correlation analysis and the findings are presentedgiven in Table 2.

Table 2 Correlation Analysis on the Relationship Between Merit Based Pay and Teacher Retention in Government Aided Secondary Schools in Masaka City

		Merit Based Pay	**Teacher Retention**
Merit Based Pay	Spearman's Correlation Coefficient	1.000	.654**
	Sig. (2-tailed)	.	.000
	N	80	80
Teacher Retention	Spearman's Correlation Coefficient	.654**	1.000
	Sig. (2-tailed)	.000	.
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data (2025)

The study findings in Table 2 indicate that there is a strong positive and statistically significant relationship between merit based pay and teacher retention in government aided secondary schools in Masaka City (r = 0.654, N = 80, P-value = 0.000) at a 0.01 level of significance. The findings imply that an improvement in merit based pay strongly and significantly leads to an improvement in teacher retention in government aided secondary schools in Masaka City.

➢ *Relationship between Overtime Pay and Teacher Retention in Government Aided Secondary Schools in Masaka City*

The study also sought to examine the relationship between overtime pay and teacher retention in government aided secondary schools in Masaka City. The relationship was scrutinized using Spearman's Rank correlation analysis and the results are given in Table 3.

Table 3 Correlation Analysis on the Relationship Between Overtime Pay and Teacher Retention in Government Aided Secondary Schools in Masaka City

		Overtime Pay	**Teacher Retention**
Overtime Pay	Spearman's Correlation Coefficient	1.000	.421**
	Sig. (2-tailed)	.	.000
	N	80	80
Teacher Retention	Spearman's Correlation Coefficient	.421**	1.000
	Sig. (2-tailed)	.000	.
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data (2025)

The study findings in Table 3 indicate that there is a moderate positive and statistically significant relationship between overtime pay and teacher retention in government aided secondary schools in Masaka City (r = 0.421, N = 80, P-value = 0.000) at a 0.01 level of significance. The findings imply that an enhancement in overtime pay moderately but

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significantly leads to an improvement in teacher retention in government aided secondary schools in Masaka City.

- *Relationship between Performance Bonuses and Teacher Retention in Government Aided Secondary Schools in Masaka City*

The study further sought to examine the relationship between performance bonuses and teacher retention in government aided secondary schools in Masaka City. The relationship was examined using Spearman's Rank correlation analysis and the results are provided in Table 4.

Table 4 Correlation Analysis on the Relationship between Performance Bonuses and Teacher Retention in Government Aided Secondary Schools in Masaka City

		Performance Bonuses	**Teacher Retention**
Performance Bonuses	Spearman's Correlation Coefficient	1.000	.698**
	Sig. (2-tailed)	.	.000
	N	80	80
Teacher Retention	Spearman's Correlation Coefficient	.698**	1.000
	Sig. (2-tailed)	.000	.
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data (2025)

The study findings in Table 4 indicate that there is a very strong positive and statistically significant relationship between performance bonuses and teacher retention in government aided secondary schools in Masaka City (r = 0.698, N = 80, P-value = 0.000) at a 0.01 level of significance. The findings imply that an improvement in performance bonuses intensely and significantly leads to an improvement in teacher retention in government aided secondary schools in Masaka City.

V. CONCLUSION

The study concludes that salary enhancement strategy such as merit based pay, overtime pay, and performance bonuses have a statistically significant relationship with teacher retention in that an enhancement in the different salary enhancement strategies will resultantly lead to a progress in teacher retention in government aided secondary schools in Masaka City.

RECOMMENDATIONS

The study recommends that the school administrators should adjust teacher salaries to reflect the cost of living, market rates, and qualifications across different education levels as this will help retain qualifies teachers and reduce the incentive to leave the profession for better-paying jobs in government aided secondary schools in Masaka City.

The study also recommends that the central government and the district local government should institutionalize and implement regular and periodic salary reviews and increments based on inflation, performance, and tenure as this maintains purchasing power and shows that the government values teachers' continuous service, which might resultantly lead to a progress in teacher retention in government aided secondary schools in Masaka City.

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APPENDICES

➢ *Appendix I: Structured Questionnaire*

Dear respondent,
You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree …… or Disagree …….

Instructions: Please tick the most appropriate response of your choice

Section A: Demographic Characteristics of Respondents

1. What is your Gender?

1. Male ☐ 2. Female ☐

2. What is your age group?

1. 25-30 years ☐ 2. 31-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

3. What is your highest level of education?

1. Certificate ☐ 2. Diploma ☐ 3. Bachelors ☐ 4. Masters ☐

4. What is your marital status?

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1. Married ☐ 2. Single ☐ 3. Divorced ☐

5. For how long have you worked at this secondary school?

1. 1-3 years ☐ 2. 4-5 years ☐ 3. Above 5 years ☐

SECTION B: SALARY ENHANCEMENT STRATEGY

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

Instructions: Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of Salary Enhancement Strategy;

Part I: Merit Based Pay

No.	Merit Based Pay	SD	D	NS	A	SA
1.	The teachers are given a permanent increase in their base salary based on their performance at the school					
2.	The teachers are rewarded with financial incentives or gifts for their exceptional performance or achieving milestones at the school					
3.	Teachers are provided with bonuses tied to the achievement of specific, predefined goals or targets at the school					
4.	The teachers are provided with allowances and benefits for their exceptional performance at the school					
5.	The teachers with exceptional performance are given extra paid time off at the school					

Part II: Overtime Pay

No.	Overtime Pay	SD	D	NS	A	SA
1.	The teachers are given extra payment for every hour worked over the standard workweek at the school					
2.	The teachers are given extra payment specifically for work performed on weekends or public holidays at the school					
3.	The teachers are given overtime payment for teaching remedial or night preps at the school					
4.	The teachers are given commissions for extra hours taught outside the regular time table at the school					
5.	The teachers receive a fixed bonus for each overtime shift worked regardless of their base pay at the school					

Part III: Performance Bonuses

No.	Performance Bonuses	SD	D	NS	A	SA
1.	The teachers are given bonuses immediately or in real-time for exceptional performance at the school					
2.	The teachers are awarded bonuses when specific projects and milestones are achieved at the school					
3.	The teachers are given holiday season or end of the year bonuses as a reward for their contributions throughout the year at the school					
4.	The teachers are offered recognition and rewards for their exceptional performance in their duties at the school					
5.	The teachers are provided with goal-based bonuses linked to the completion of specific performance goals or objectives at the school					

SECTION C: TEACHER RETENTION

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

Instructions: Please tick where appropriate using the scale above that best describes your perception about the statements related to Teacher Retention;

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No.	Teacher Retention	SD	D	NS	A	SA
1.	There is a reduction in the number of teachers who leave the profession over a given period at the school					
2.	There in a reduction in the number of teacher who transfer from this school to another within a given period at the school					
3.	There is a reduction in the teacher turnover rates at this school and within the district					
4.	There is an increase in the number of teachers who remain at this school over a period of time					
5.	There is a reduction in teacher absenteeism and disengagement at the school					

Thank you so much for your participation and time.