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**THE INFLUENCE OF TEACHER SUPPORT SUPERVISION ON TEACHER
RETENTION IN SELECTED GOVERNMENT-AIDED PRIMARY SCHOOLS**

CASE STUDY: NAMISINDWA DISTRICT IN UGANDA

A dissertation presented to

FACULTY OF EDUCATION

in partial fulfillment of the requirements for the award of the degree

Master of Education Administrations and Management

Uganda Martyrs University
Making a Difference

UGANDA MARTYRS UNIVERSITY

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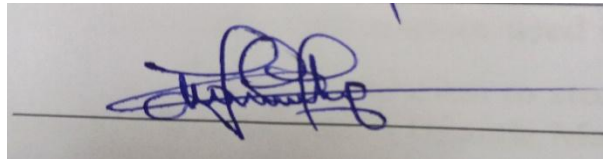
Master's Dissertation

Approval

This dissertation has been produced under my/our supervision and submitted for examination with my/our approval as the appointed academic supervisor/s.

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Date of submission: 7th September, 2025

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Master's Dissertation

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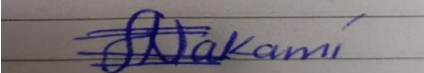
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DEDICATION

To my children kiminitisi Emmaunel, Mabonga Isaiah, Wanata Isaac, Khatete Esther and Apio Winfred for all the support they rendered to me.

Your love smiles and unspoken encouragement have carried me through every challenge. This research is dedicated to you not only as symbol of academic journey but as a reflection of the dream hold for each of you, you are my greatest blessing, my daily motivation and the research to always believe in yourselves never stop pursuing your own dreams

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May the almighty God bestow abundant blessings upon each and every one of you

ABSTRACT

This study examined the influence of teacher support supervision on teacher retention in selected government-aided primary schools in Namisindwa District. The specific objectives were to evaluate the influence of mentorship, resource support, and professional development on teacher retention. A cross-sectional design employing both quantitative and qualitative approaches was adopted. The study population consisted of 190 respondents, with a sample size of 127 determined using Krejcie and Morgan's (1970) table. Simple random and purposive sampling techniques were used. Data were collected through questionnaires, focus group discussions, and interviews. Regression analysis showed that mentoring accounted for 17.2% of the variance in teacher retention, resource support explained 34.4%, and professional development contributed 25.3%. The study concludes that teacher support supervision moderately predicts teacher retention in Namisindwa District. It recommends that the District Education Office and school administrators establish formal mentoring programs, prioritize consistent provision of teaching and learning materials, and strengthen professional development support through structured programs, including funding for further studies and regular in-service training.

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LIST OF ABBREVIATIONS

CVI	-	Content Validity Index
SPSS	-	Statistical Package for Social Sciences
NDLG	-	Namisindwa District Local Government
DEO	-	District Education Officer
PD	-	Professional Development

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This study examines the influence of support supervision on teacher retention in government-aided primary schools in Naminsindwa district. The independent variable of this study is teacher support supervision, while the dependent variable is teacher retention. This chapter outlines the background to the study, statement of the problem, research objectives, and research questions, scope of the study, significance of the study, conceptual framework, and definitions of key terms.

1.1 Background to the Study

Teacher retention globally has become a growing concern as educational institutions, much like other organizations, are grappling with increasing turnover rates. This challenge is attributed to various factors, including changing demographics, heightened global competition, and the rapid pace of technological advancements, all of which emphasize the need for a robust talent pool to assume leadership roles and drive institutional progress (Javed & Jaffar, 2019; Najam ul Hassan & Siddiqui, 2020). For schools and educational organizations, retaining talented educators is crucial for maintaining stability, fostering pupil achievement, and ensuring long-term success.

1.1.1 Historical Perspective

The retention of teachers has long been a significant concern in educational systems worldwide, as the stability and continuity of the teaching workforce are crucial for improving student outcomes and institutional development. Globally, the challenge of retaining competent teachers has persisted due to factors such as job dissatisfaction, limited career progression, poor working conditions, and inadequate support systems (Bush, 2020). In the United States, teacher attrition reached alarming levels in the 1980s and 1990s, prompting widespread reforms that included induction programs, mentorship, and professional development as strategies to boost retention (Pianta, 2011). Similarly, Australia responded to growing concerns over teacher turnover by introducing national teaching standards and performance-based feedback systems, spearheaded by the Australian Institute for Teaching and School Leadership (AITSL) from 2010 onwards (Wang et al., 2019).

In many African countries, especially after independence, the education sector faced major challenges in retaining qualified teachers due to underinvestment, political instability, and administrative inefficiencies. By the 1970s and 1980s, there was increased recognition of the need for systemic support to improve teacher retention. Countries such as South Africa and Kenya began formalizing support systems aimed at improving the teaching experience and retaining staff (Schmidt & Allsup, 2019). These included the development of in-service training, supervisory visits, and mentorship programs.

In East Africa, including Uganda, teacher retention remains a persistent issue despite various reforms. In Uganda, the introduction of Universal Primary Education (UPE) in 1997 significantly increased the demand for teachers, exacerbating retention challenges due to high workloads, inadequate pay, and limited professional growth opportunities (Omomia & Omomia, 2014). To address these issues, the government introduced support supervision structures through District Education Officers (DEOs), mentorship initiatives, and performance appraisal systems. The National Teacher Policy (2019) further institutionalized efforts to strengthen the teaching profession by emphasizing continuous professional development and structured supervision (Bush, 2020).

1.1.2. Theoretical Perspective

The study was guided by Herzberg's Two-Factor Theory (Herzberg, 1959) offers a valuable lens for examining the impact of teacher support supervision on teacher retention and, ultimately, learner retention. The theory distinguishes between motivational factors (such as recognition, achievement, and opportunities for professional growth) and hygiene factors (such as working conditions, remuneration, and administrative support). In the context of education, ineffective support supervision may contribute to the deterioration of hygiene factors manifesting in poor working conditions, lack of recognition, and minimal administrative backing—which in turn can lead to teacher dissatisfaction and hence teacher attrition. When teachers feel unsupported, undervalued, or inadequately equipped, their motivation and retention decline, adversely affecting classroom delivery. Conversely, effective support supervision—characterized by regular feedback, professional development, and a supportive leadership environment—can enhance both hygiene and motivational factors. This not only increases teacher presence and performance but also contributes to a stable and engaging learning environment for learners.

Consequently, by addressing teacher needs through structured support supervision, schools can reduce the attrition rate and improve teacher retention.

In addition, the study was also guided by the Human Capital Theory, traced to the work of theorist Theodore Schultz (1961) who stated that support supervision raises the performance of workers by imparting useful knowledge and skills, hence mentoring and professional development of workers improves future income by increasing their lifetime earnings (Becker, 1964). The theory relates to the study in a way that when Naminsindwa invest in professional development of its staff, the human capital in terms of skills levels will be improved and furthermore, which plays a great role in ensuring better performance at work and hence resulting into high teacher retention.

1.1.2. Conceptual Perspective

Teacher support supervision refers to the ongoing process by which school leaders and education officers provide guidance, feedback, and professional development opportunities to enhance teaching performance. According to Sergiovanni and Starratt (2007), supervision is “the set of activities carried out with the purpose of improving instruction,” emphasizing both the evaluative and supportive roles of school leaders. Similarly, Glickman et al. (2014) define teacher supervision as a collegial process involving professional dialogue, reflection, and coaching to help teachers grow in competence and confidence. Nakitende (2015) describes teacher support supervision as "a leadership function aimed at mentoring, monitoring, and motivating teachers to enhance classroom delivery and accountability." This implies that supervision is not limited to evaluation but includes supporting teacher morale, instructional improvement, and adherence to professional standards. When effectively implemented, teacher support supervision can create a positive working environment that fosters teacher engagement, commitment, and reduced teacher attrition rate.

Teacher retention refers to the ability of an education system or institution to retain qualified teachers over time. It is a key indicator of educational stability and institutional health. Ingersoll (2001) defines teacher retention as "the continued employment of teachers in the same school or educational system over a given period." Similarly, Guarino, Santibañez, and Daley (2006)

explain that retention reflects teachers' willingness to remain in the profession based on factors such as job satisfaction, support systems, and school climate.

According to Okurut (2012), teacher retention in Uganda is influenced by several factors including salary levels, opportunities for professional development, recognition, and the quality of leadership. When teachers are supported through ongoing supervision, they are more likely to feel valued and less likely to exit the profession.

Furthermore, research by Bennell and Akyeampong (2007) found that the absence of effective support structures, including supervision and mentorship, contributes significantly to high teacher turnover rates. This underscores the importance of institutional support in ensuring long-term teacher retention.

1.1.3 Contextual Perspective

Teacher retention in government-aided primary schools in Namisindwa District, Uganda, continues to be a significant concern, with numerous interrelated factors contributing to teacher dissatisfaction and turnover. These include high pupil-teacher ratios, inadequate infrastructure, low motivation, weak support supervision, and strained community-school relationships (Daily Monitor, 2022; Musaazi, 2010). These challenges reflect broader trends in rural education settings across Uganda, where poor working conditions and limited professional support hinder teacher commitment and long-term retention (Bennell and Akyeampong, 2007). According to a Daily Monitor Report (2022) many schools in Namisindwa District operate under severely constrained infrastructural conditions, leading to pupils studying in shifts due to a lack of classrooms. This has resulted in a pupil-teacher ratio of approximately 1:140, well above the nationally recommended 1:40. Such overcrowding places considerable strain on teachers, reduces instructional effectiveness, and contributes to burnout, which negatively affects teacher retention.

Teacher support supervision plays a pivotal role in shaping the work environment and influencing teacher retention. Glickman, Gordon, and Ross-Gordon (2014) define support supervision as a developmental process through which school leaders provide professional guidance, mentorship, and feedback to improve teaching quality. While existing literature acknowledges that support supervision in rural Ugandan districts is often irregular, under-resourced, or perceived as punitive (Musaazi, 2010), most of these assertions are based on dated

or generalized observations. There remains a gap in current, context-specific, and empirical research that directly examines how the nature and quality of support supervision influence teacher retention in rural districts like Namisindwa. In particular, private secondary schools in such areas may experience different dynamics compared to public institutions, including variations in leadership styles, supervision mechanisms, and staff motivation. This study seeks to fill that gap by investigating the relationship between support supervision and teacher retention in selected private secondary schools in Namisindwa District. It is against this background that this study is to be carried out to investigate the influence of teacher support supervision on teacher retention.

1.2 Statement of the Problem

Teacher retention remains a critical challenge in many rural districts in Uganda, including Namisindwa, where government-aided primary schools continue to experience high rates of teacher dissatisfaction, absenteeism, and turnover. Retaining qualified and motivated teachers is essential for ensuring consistent educational delivery and improved learning outcomes. However, anecdotal evidence and district-level observations suggest that teacher retention has not significantly improved in recent years (District Education Office Report, 2023).

While some interventions have been introduced including mentoring programs, resource support, and teacher professional development the extent to which these support supervision efforts influence teacher retention remains unclear. In some cases, supervision is reportedly irregular, under-resourced, or perceived as punitive rather than developmental, potentially undermining its intended impact (State of Affairs Report, 2022). For example, a 2022 study conducted in Bukhaweke Sub- County revealed that 83% of teachers expressed dissatisfaction with their positions, citing poor motivation and inadequate supervisory support as key factors affecting their morale and retention (Busitema University, 2022).

Given these concerns, there is a need for empirical investigation into how teacher support supervision influences teacher retention in this specific context. This study, therefore, seeks to examine the relationship between teacher support supervision and teacher retention in government-aided primary schools in Namisindwa District.

1.3 Objectives of the study

1.3.1 General Objective

To assess the influence of support supervision on teacher retention in Government-Aided Primary Schools in Namisindwa District

1.3.2 Specific Objectives

- i. To find out the influence of mentorship on teacher retention in selected government-aided primary schools in Namisindwa District.
- ii. To examine the influence of resource support on teacher retention in selected government-aided primary schools in Namisindwa District.
- iii. To determine the influence of professional development on teacher retention in selected government-aided primary schools in Namisindwa District.

1.4 Research Questions

- i. What influence does mentoring have on teacher retention in government-aided primary schools in Namisindwa district?
- ii. How does resource support influence teacher retention in government-aided primary schools in Namisindwa district?
- iii. What influence is the influence of professional development on teacher retention in selected government-aided primary schools in Namisindwa District?

1.5 Scope of the study

The scope of the study was as follows;

1.5.1 Content Scope

The study was limited to the influence of teacher support supervision on teacher Retention in selected government primary schools in Namisindwa district. The independent variable is teacher supervision support with dimensions of mentorship, resource support and professional development. On the other hand, the dependent variable of the study teacher retention is measured by tenure, commitment and compensation.

1.5.2 Geographical Scope

The study was carried out in Namisindwa district. The District is located in Uganda's Eastern Region, and was established on 1 July 2017, formerly part of Manafwa District as "East Bubulo County." Its headquarters are in Bupoto, about 40 km southeast of Mbale. The district is bordered by Bududa to the north, Kenya to the east and south, Tororo to the southwest, and Manafwa to the west.

1.5.2 Time Scope

The study focused on the period between 2020 and 2024, during which teacher retention has been notably low. This decline is evidenced by reduced teacher retention across schools. The selected timeframe offers a rich basis for analysis, as it encompasses significant trends that directly impact teacher performance and commitment. Furthermore, data from this period is expected to be readily available and accessible, making it feasible for the researcher to conduct a comprehensive investigation into the factors affecting teacher retention.

1.6 Significance of the study

It is hoped that the research findings might create awareness among teachers about the importance of effective support supervision in improving teacher retention. By understanding how regular and constructive supervision enhances their professional growth and job satisfaction, teachers may become more committed to their roles, ultimately benefiting both their performance and learner outcomes.

The findings of the study might be used by school administrators and district education officials to recognize the rise in support supervision and its detrimental impact on learner retention. This awareness could inform the development of stronger supervisory frameworks aimed at supporting teachers professionally, thereby enhancing their retention and improving overall school effectiveness.

Other researchers may use this study as a foundation for further exploration into the relationship between support supervision, teacher motivation, and retention. The study could help identify gaps in current supervisory practices and encourage the development of more teacher-centered models of supervision in similar rural educational contexts.

1.7 Justification of the study

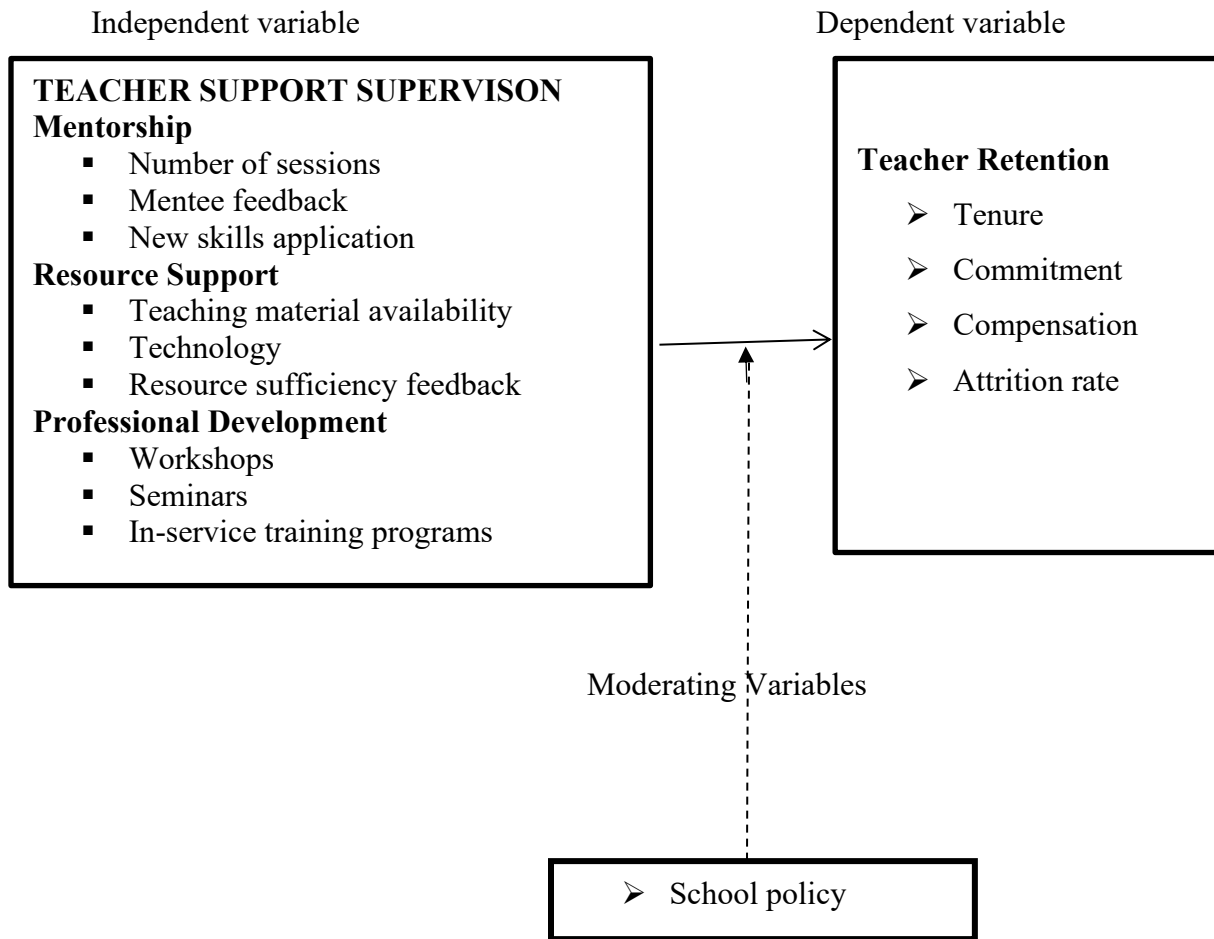
This study is essential as may help various education stakeholders understand the impact of support supervision on teacher retention and its broader implications for education quality. By examining teacher support supervision and its associated challenges, the study provides empirical evidence on how frequent teacher absences affect teacher retention in government-aided primary schools in Namisindwa District. This research aims to bridge the existing knowledge gap in the Ugandan context by demonstrating the correlation between teacher support supervision and teacher retention.

Furthermore, the study findings are instrumental for school administrators in designing and implementing targeted strategies to improve support supervision. The insights gained may assist education planners and policymakers in formulating evidence-based policies that support supervision deficiencies, thereby enhancing teacher retention. By focusing on effective teacher support, professional development, and supervision, the study contributes to strengthening accountability and school management practices, ultimately ensuring that teachers remain engaged and committed, which directly benefits pupil retention and academic success.

1.8 Conceptual Framework

A conceptual framework is a tool researchers use to guide their inquiry; it is a set of ideas used to structure the research, a sort of map that may include the research question, the literature review, methods, and data analysis (Sue, 2013). Researchers use a conceptual framework to guide their data collection and analysis. In the conceptual framework below, the independent variable is teacher support supervision and the dependent variable is teacher retention.

Fig 1.1 Conceptual Framework for the study



Source: adapted with modification from Darling-Hammond (2021)

The conceptual framework of this study is informed by Herzberg’s Two-Factor Theory of Motivation, which explains that employee retention is influenced by hygiene factors such as supervision, working conditions, and salary and motivators like professional growth and recognition. In this context, teacher support supervision is treated as a hygiene factor, conceptualized through three core constructs: mentoring, resource support, and professional development (Bush & Glover, 2014; Pianta, 2011). These are believed to directly influence the dependent variable, teacher retention, which is defined in terms of tenure (length of stay), organizational commitment, attrition rate, and compensation satisfaction (Ingersoll, 2001; Guarino et al., 2006; Skaalvik & Skaalvik, 2017). The framework posits those effective

supervisory practices when regular, supportive, and professionally enriching—can enhance teacher motivation, satisfaction, and willingness to remain in their schools. Thus, the framework guides the investigation into how the nature and quality of teacher support supervision affect teacher retention in government-aided primary schools in Namisindwa District.

1.8 Definition of key terms

Mentorship in education refers to a structured support relationship where experienced educators guide less experienced teachers to improve their professional practice, confidence, and integration into the school environment (Ingersoll & Strong, 2011).

Number of sessions: The frequency of formal mentorship meetings or engagements between mentor and mentee to support professional growth (Wang & Odell, 2002).

Mentee feedback: The reflections and responses provided by mentees regarding the usefulness and effectiveness of the mentorship process (Hobson et al., 2009).

New skills application: The extent to which mentees demonstrate implementation of knowledge or strategies gained through mentorship in their classroom practice (Ehrich et al., 2004).

Resource support refers to the provision and accessibility of essential teaching and learning materials, infrastructure, and tools that enable teachers to deliver quality education (UNESCO, 2016).

Teaching material availability: The presence and accessibility of textbooks, lesson plans, visual aids, and other instructional resources required for effective teaching (Saito et al., 2006).

Technology: The availability and use of digital tools such as computers, projectors, and internet access to enhance instructional delivery (Kozma, 2003).

Resource sufficiency feedback: Teachers' perceptions and evaluations of whether the provided materials and tools are adequate for effective teaching (OECD, 2019).

Professional development involves continuous learning opportunities, including workshops, training sessions, and in-service programs, aimed at enhancing teachers' knowledge, instructional skills, and professional growth (Darling-Hammond et al., 2017).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents related literature in line with the study objectives which include the influence of teacher support supervision on teacher retention in government-aided primary schools in Namisindwa District. The literature is mainly based on past studies done in the same line as this one.

2.1 Theoretical Review

The Human Capital Theory, originally advanced by Theodore Schultz (1961), argues that professional development enhances employee performance by equipping individuals with relevant knowledge and skills. According to Becker (1964), such development also boosts workers' future income by raising their lifetime earnings. The theory emphasizes that formal education plays a crucial role in strengthening the productive potential of society, implying that an educated population serves as a valuable resource for national development.

This means that there is the need to invest in human capital through capacity building so that productivity gains can be made or achieved, and manifested in terms of performance output. In other words, education and capacity building improves the quality of labour (Tan, 2014). There is a link between investment in professional development with workers' wages; and that in particular, this theory draws a crucial distinction between general education and firm – specific training (Gillies, 2015). The Human Capital Theory conceptualizes professional development as a form of production; however, education cannot be treated as a uniform good, nor simply as an input or output in production processes. Its value largely depends on factors such as who is educated, the type and level of knowledge or skills acquired, the duration of training, and the economic context in which the educated individuals apply their competencies (Marginson, 2019). For instance, while a wealthy society may have high demand for professionals such as art critics, securities analysts, and psychoanalysts, these roles may hold limited relevance in a poorer economy (Khainza, 2022). In relation to this study, the theory underscores that investment in teachers' professional development in Namisindwa District enhances their skill levels, which

significantly contributes to teacher retention. Thus, Human Capital Theory is particularly relevant to this research, as it provides the framework for examining the link between professional development and teacher retention.

According to Blair (2018), the assertions of Human Capital Theory remain highly questionable. In many instances, the theory lacks empirical support, is framed in overly vague terms that render it untestable, or relies on circular reasoning. Consequently, it poses limitations to a scientific understanding of income distribution, as differences in worker productivity are often too minimal to justify the extent of income inequality observed. Moreover, not all economists agree that human capital directly enhances productivity. For example, Freeman (1976) argued that human capital primarily serves as a signal of talent and ability, while actual productivity emerges later through factors such as training, motivation, and access to capital equipment. He therefore concluded that human capital should not be regarded as a direct factor of production.

2.2 Review of Related Literature

2.2.1 Mentoring and Teacher Retention

Teacher retention remains a significant challenge in education systems worldwide, with mentoring programs recognized as an effective strategy to address this issue. In Uganda, particularly in rural districts like Namisindwa, teacher turnover continues to negatively impact the quality of education. Mentoring, which pairs novice teachers with experienced mentors, provides the necessary professional support to help teachers thrive in challenging environments. Ingersoll and Strong (2011) argue that mentoring initiatives which combine emotional support with professional development play a vital role in enhancing teacher satisfaction and job performance, thereby contributing to improved retention rates. Such programs are particularly effective in addressing the sense of isolation frequently experienced by novice teachers who often lack sufficient guidance in the early stages of their careers. Similarly, Buchanan et al. (2013) observed that teachers engaged in structured mentoring were more likely to remain in the profession, as the support received helped them to manage workloads, strengthen classroom management, and gain a clearer understanding of their professional responsibilities. In the Ugandan context, Musuza (2018) examined teacher retention in rural schools and reported that those who participated in mentoring programs expressed higher levels of job satisfaction and

showed greater willingness to stay in their positions. The study underscored the importance of a supportive working environment, especially in rural settings where challenges such as inadequate pay, high pupil–teacher ratios, and limited professional development opportunities prevail. Mentoring, therefore, provides a means of alleviating these challenges by offering personalized support and fostering professional growth, which are essential for boosting teacher morale and retention.

The importance of mentoring for teacher retention is not limited to Uganda but extends across Africa. Odada (2017) studied the role of mentoring in reducing teacher turnover in Kenya, where the implementation of structured mentoring programs significantly improved teacher satisfaction and retention. Similarly, in Ghana, Amedahe (2014) emphasized that mentoring programs were crucial for new teachers in navigating the challenges of rural teaching environments, where isolation and inadequate resources are common. These studies suggest that mentoring is an effective tool for teacher retention in African countries, as it addresses both professional and personal challenges faced by teachers, particularly in remote areas.

However, research specific to Uganda’s rural districts, such as Namisindwa, remains sparse. In these areas, teachers often work in difficult conditions without adequate support, and mentoring programs are frequently underfunded or poorly structured. According to Nakitende (2015), many teachers in rural districts like Namisindwa report feeling unsupported and overwhelmed, which leads to high attrition rates. This gap in research underscores the need for context-specific studies on how mentoring can be structured and supported in rural Ugandan schools to enhance teacher retention.

While the benefits of mentoring are well-documented, the implementation of effective mentoring programs in rural Ugandan districts faces several challenges. Kiggundu and Nayimuli (2009) highlight that mentoring programs in Uganda are often hindered by limited funding, a lack of trained mentors, and logistical difficulties in pairing novice teachers with experienced ones. In Namisindwa District, where schools are often geographically isolated, the logistical challenges of organizing regular mentoring sessions are compounded by the shortage of experienced teachers who could serve as mentors. Furthermore, the high teacher turnover rates in

Namisindwa, partly due to low pay and poor working conditions, further limit the availability of experienced mentors who could provide meaningful support to new teachers.

Additionally, the lack of structured mentoring frameworks in Namisindwa schools means that many teachers do not receive the guidance they need to succeed in their roles. The State of Affairs Report (2022) notes that most schools in Namisindwa lack formal professional development programs, and mentoring is often informal or ad hoc, which diminishes its effectiveness. Without a clear, standardized mentoring system, teachers may feel unsupported, leading to frustration, burnout, and eventual attrition.

Although existing literature generally emphasizes the positive influence of mentoring on teacher retention, notable gaps remain, particularly within rural Ugandan settings such as Namisindwa District. A key gap lies in the limited research that directly examines the challenges and effectiveness of mentoring programs in government-aided primary schools in the district. Much of the Ugandan scholarship, including studies by Musuza (2018) and Birevu et al. (2015), tends to address teacher retention strategies broadly, without exploring the unique dynamics of mentoring within rural contexts.

Another gap in the literature is the lack of longitudinal studies examining the long-term impact of mentoring on teacher retention in rural districts. Jones (2016) suggests that longitudinal studies are essential for understanding the sustained effects of mentoring on teachers' career trajectories, particularly in resource-limited settings. Long-term studies could provide more robust evidence on the effectiveness of mentoring programs over time, helping policymakers design more sustainable mentoring initiatives.

Additionally, there is a need for research that explores gender-sensitive mentoring in the Ugandan context. Sifuna and Otiende (2013) point out that female teachers often face unique challenges, such as balancing work and family responsibilities, which can contribute to higher attrition rates. Gender-sensitive mentoring programs could provide tailored support to address these specific challenges, but such studies remain underexplored in Uganda's rural districts.

In Kenya, Odada (2017) studied the role of mentoring in reducing teacher turnover and found that the implementation of structured mentoring programs significantly improved teacher

satisfaction and retention. Teachers who participated in these programs received consistent guidance, emotional support, and professional feedback, which helped them overcome common early-career challenges. Odada's study highlighted that effective mentoring is especially beneficial in rural and underserved schools where teachers are more likely to experience professional isolation.

In Ghana, Amedahe (2014) emphasized that mentoring programs were crucial for new teachers navigating the challenges of teaching in remote environments. His study revealed that mentoring helped novice teachers adapt to their roles more quickly, build confidence, and manage classroom responsibilities more effectively. This support played a major role in minimizing early exits from the profession. Amedahe also noted that mentoring reduced the psychological burden experienced by teachers working under difficult conditions, making it an important strategy for enhancing teacher retention in rural Ghanaian schools.

In New Zealand, Jones (2016) argued that mentoring programs must be evaluated over time to understand their lasting impact on teacher retention. The study found that while short-term mentoring improved teacher confidence and job satisfaction, long-term retention depended on consistent, structured support systems maintained over several years. The study recommended longitudinal research to provide stronger evidence of mentoring effectiveness, particularly in low-resource settings where support mechanisms are fragile and underfunded.

2.2.2 Resource Support and Teacher Retention

Ingersoll (2022) observes that teachers with access to sufficient resources are more likely to remain in the profession, as being adequately equipped fosters greater job satisfaction and effectiveness in teaching. Similarly, Choi et al. (2021) contend that teachers' perception of support through both resource provision and opportunities for professional growth—plays a critical role in enhancing job satisfaction and influencing their decision to stay in the profession.

In Uganda, Kisambira (2021) highlights that rural schools encounter serious challenges stemming from inadequate resources, which negatively impact teacher retention. Many teachers in such settings face shortages of essential teaching materials, overcrowded classrooms, and poor infrastructure. These conditions foster dissatisfaction, lower morale, and contribute to high

turnover, as teachers often seek better-resourced schools. This problem is especially evident in Namisindwa District, where most government-aided primary schools operate under severe resource constraints, directly affecting both teacher performance and retention.

More broadly, research indicates that resource support extends beyond the mere availability of teaching materials to include access to professional development opportunities and supportive leadership. Borman & Dowling (2008) argue that professional development opportunities are essential for teacher retention. Providing teachers with continuous professional development ensures they remain engaged in their roles and feel valued in their profession. However, in rural districts like Namisindwa, access to such opportunities is often limited. Teachers in the district rarely have access to training workshops or seminars, which hinders their professional growth and reduces their satisfaction with their jobs. Without sufficient training and development, teachers may feel stagnant in their careers, leading to higher rates of attrition. This idea aligns with Darling-Hammond et al. (2020), who emphasize that ongoing professional development is critical to improving teacher effectiveness and retention.

Similarly, Darling-Hammond (2020) emphasizes that school leadership is critical in resource allocation and in creating a supportive teaching environment. School leaders who prioritize the allocation of resources and ensure that teachers are adequately supported tend to experience lower turnover rates. In Namisindwa, however, the lack of effective leadership in resource management is a key challenge. School heads are often faced with limited resources and are unable to provide the necessary support to their teachers. This lack of leadership exacerbates the issue of teacher attrition, as teachers may feel unsupported and undervalued in their roles.

Furthermore, Musuza (2021) highlights that teachers who work in well-resourced environments are more likely to remain in their positions due to the increased job satisfaction and improved teaching conditions. The study found that when schools have sufficient materials, effective leadership, and professional development opportunities, teachers are more likely to stay, thus reducing turnover. In Namisindwa, the scarcity of these resources often results in high rates of turnover, further exacerbating the problem of pupil dropout rates. This conclusion is supported by McDonald et al. (2021), who found that the availability of teaching resources was one of the most significant predictors of teacher retention, particularly in rural schools.

Additionally, Kiggundu & Nayimuli (2022) argue that resource support in the form of adequate infrastructure and a supportive school culture is essential for teacher retention. Schools with poor infrastructure, such as broken classrooms, lack of clean water, and inadequate sanitation, create an environment where teachers are less likely to stay. In Namisindwa, many schools face challenges related to inadequate facilities, which affect both teacher and pupil satisfaction. Teachers in such schools are more likely to experience burnout, leading to high turnover rates. This is consistent with the findings of Mullan et al. (2021), who found that insufficient school facilities contribute significantly to teacher dissatisfaction and higher turnover in rural schools across sub-Saharan Africa. Furthermore, Hightower et al. (2019) highlight that supportive supervision plays a key role in ensuring that teachers are able to utilize available resources effectively. Regular and effective supervision, they argue, ensures that teachers remain committed to their work and continue to improve their teaching methods, leading to higher retention rates. In Namisindwa, however, inconsistent support supervision is a contributing factor to teacher attrition. School leaders in the district often lack the training or resources to provide the kind of consistent, effective supervision that could help retain teachers.

Despite these insights, there is a scarcity of research specifically examining the impact of resource support on teacher retention in government-aided primary schools within Namisindwa District. Most existing studies focus on urban areas or secondary schools, leaving a gap in understanding the unique challenges faced by teachers in rural primary schools. Furthermore, there is limited research on the specific types of resources that are most influential in retaining teachers, such as teaching materials, infrastructural facilities, or leadership support. Future studies in Namisindwa should aim to address these gaps by exploring how different types of resource support impact teacher retention. Additionally, research should examine the role of local government and community involvement in resource allocation, as these factors are often overlooked in existing literature.

Moreover, research on resource support in teacher retention often fails to consider the role of teacher support supervision in maximizing the effective use of available resources. Kiggundu and Nayimuli (2022) argue that proper support supervision ensures that teachers use available resources effectively, thereby enhancing job satisfaction and retention. In Namisindwa, the lack of consistent supervision and support from school administrators often leads to teachers feeling

isolated and unsupported in their work. This lack of guidance further contributes to the high turnover rates in the district.

In the South African context, Kiggundu and Nayimuli (2022) emphasize that resource support, particularly in the form of adequate infrastructure and a positive school culture, is critical for teacher retention. Their study revealed that poor facilities such as dilapidated classrooms, lack of clean water, and inadequate sanitation create adverse teaching and learning environments that lower teacher morale and contribute to high attrition. Teachers in such conditions are more prone to stress and burnout, which undermines their commitment to the profession. In contrast, schools that invest in improved infrastructure and cultivate a supportive school culture are more likely to retain teachers over the long term.

In India, Mullan et al. (2021) found that disparities in school infrastructure between rural and urban settings significantly contributed to teacher dissatisfaction and attrition. Their study highlighted that the absence of basic teaching and learning resources—such as electricity, seating furniture, and teaching aids—negatively impacted teachers' ability to deliver lessons effectively and fostered feelings of neglect and professional isolation. The researchers concluded that improving physical infrastructure in schools, particularly in rural areas, is crucial in enhancing teacher satisfaction and reducing turnover rates.

Additionally, in the United States, Hightower et al. (2019) emphasized the importance of supportive supervision in enhancing teacher retention through better resource utilization. Their findings revealed that regular and constructive supervision helps teachers make effective use of limited resources, encourages innovation in lesson delivery, and builds teacher confidence. Schools where supervision is structured, consistent, and focused on teacher development tend to have lower turnover rates. In contrast, schools with weak supervisory structures often struggle to retain teachers, especially in under-resourced environments.

2.2.3 Professional Development and Teacher Retention

Professional development (PD) has long been acknowledged as a critical factor in enhancing teacher effectiveness, job satisfaction, and retention. Well-structured PD programs equip teachers with the necessary skills, knowledge, and support to navigate classroom challenges while fostering both personal and professional growth. Darling-Hammond et al. (2020) argue that continuous professional development not only improves teaching effectiveness but also significantly influences teacher retention, as adequately prepared teachers report higher job satisfaction and a stronger sense of professional fulfillment. Similarly, Guskey (2020) emphasizes that PD programs tailored to teachers' specific needs and contexts play a crucial role in sustaining long-term retention by enhancing morale and teaching quality.

A key aspect of effective professional development (PD) is its ability to meet the evolving needs of both teachers and the education system. Guskey (2020) highlights that PD should be continuous and aligned with the needs of teachers as well as the learning needs of their students to ensure relevance and effectiveness. Research indicates that PD programs focused on enhancing classroom practices—such as instructional strategies and student engagement techniques—are associated with higher teacher job satisfaction and lower intentions to leave the profession (Ingersoll, 2022). Additionally, Hodges and Macleod (2021) found that PD initiatives combining individualized learning, collaborative opportunities with colleagues, and practical application of new skills in the classroom positively influence teacher retention. Such approaches foster a sense of value and support among teachers, which is especially important in high-turnover settings, including rural and under-resourced districts.

In Uganda, professional development (PD) has been identified as a crucial factor in enhancing teacher retention, particularly in rural schools where teachers often experience professional isolation and limited support. Bamulanzeki et al. (2020) note that teachers in rural areas frequently lack access to context-specific PD programs, leading to dissatisfaction and attrition. Kisambira (2021) highlights that teachers in districts like Namisindwa often leave the profession due to insufficient opportunities for skill development and professional support. Collaborative PD approaches, which allow teachers to share experiences and strategies, have been shown to foster a sense of community, reduce isolation, and improve retention (Musuza, 2021).

PD programs that focus on leadership and management skill development also contribute to retention by increasing teachers' confidence and competence, enabling them to take on additional responsibilities within the school (Latham et al., 2020). Similarly, integrating feedback and continuous improvement mechanisms into PD helps teachers reflect on their practices, stay engaged, and remain committed to their roles (Darling-Hammond, 2020; McDonald et al., 2021). However, the effectiveness of PD is often undermined in rural Ugandan schools due to weak leadership, insufficient resources, irregular training, and limited follow-up support (Hodges & Macleod, 2021; Musuza, 2021; Guskey, 2020). These gaps contribute to high turnover, as teachers feel undervalued and unsupported.

While extensive research highlights the benefits of PD, gaps remain regarding its impact on rural primary school teachers in Uganda, with most studies focusing on urban contexts or secondary schools and emphasizing short-term outcomes. International evidence supports the value of structured and collaborative PD: in the United States, instructional coaching and peer collaboration were linked to higher teacher satisfaction and lower attrition (Kraft & Papay, 2014), while in Australia, PD programs that provide teachers with autonomy and contextual relevance foster long-term engagement and retention (Opfer & Pedder, 2019). Collectively, these findings underscore the importance of supportive, context-sensitive, and well-resourced PD programs for sustaining teacher retention, particularly in under-resourced rural districts like Namisindwa.

Similarly, in South Africa, Jita and Mokhele (2013) found that the use of teacher clusters—where educators regularly meet to discuss challenges, share teaching strategies, and conduct joint problem-solving contributes positively to teacher motivation and retention, especially in rural areas. These collaborative structures enable teachers to support each other professionally and emotionally, which is crucial in settings where teachers often feel isolated. The study recommends institutionalizing such clusters as part of national PD strategies to reduce teacher turnover in under-resourced districts.

2.4 Summary of Literature

Mentoring programs are critical for enhancing teacher retention, especially in rural districts such as Namisindwa in Uganda. By pairing novice teachers with experienced mentors, these initiatives provide professional guidance and emotional support, helping new teachers overcome isolation and navigate the challenges of their roles. Effective mentoring has been shown to

improve teacher satisfaction and performance, which in turn encourages long-term commitment to the profession. However, in Namisindwa, mentoring programs are often limited by inadequate funding, insufficient mentor training, and logistical challenges. Many of these programs remain informal and poorly structured, reducing their overall effectiveness.

Resource support is another key determinant of teacher retention. Teachers who have access to adequate teaching materials, functional infrastructure, and a supportive work environment are more likely to remain in their positions. In rural areas like Namisindwa, the scarcity of these essential resources contributes to dissatisfaction, low morale, and high turnover, as teachers struggle to manage classrooms effectively.

Professional development (PD) also plays a vital role in promoting teacher effectiveness and retention. Rural teachers frequently experience professional isolation and limited access to growth opportunities. PD programs that are context-specific, continuous, and include follow-up support can significantly enhance teacher morale and strengthen commitment to the profession. In Namisindwa, however, PD opportunities are often irregular, underfunded, and poorly integrated into school planning. The lack of consistent training and supportive leadership diminishes the impact of PD and perpetuates challenges related to teacher retention.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the research design and methodology, including the study area, target population, sampling procedures and sample size, data collection methods and instruments, measures for ensuring data quality, data management and processing, data analysis techniques, ethical considerations, and the study's limitations.

3.1 Research Design

According to Wilkinson & Bhandarkar (2005) a research design refers to a “blue-print of how a researcher intends to conduct research.” A cross-sectional design was adopted for this research. Cross-sectional design is simple and the least costly alternative use with larger area coverage (Sekaran, 2003). The cross-sectional design also allows for a wider range of the sample to be studied at the same time and more data was covered within a short period, concluded Sekaran, (2003). The cross-sectional survey design involved triangulation (using multiple data collection techniques simultaneously), that utilized both quantitative and qualitative approaches at the same time.

The quantitative approach was used to gather information for proper analysis and make appropriate inferences, generalizations, and conclusions about the population (Mugenda and Mugenda, 2010). A qualitative approach was employed to capture the information on attitudes and behavior, hence supplementing information from quantitative sources (Arya and Yesh, 2001).

3.2 Area of the Study

The research was based on government-aided primary schools in Namisindwa district. The District is located in Uganda's Eastern Region, and was established on 1 July 2017, formerly part of Manafwa District as “East Bubulo County.” Its headquarters are in Bupoto, about 40 km southeast of Mbale. The district is bordered by Bududa to the north, Kenya to the east and south, Tororo to the southwest, and Manafwa to the west.

3.3 Study Population

Bryman and Bell (2011) define a study population as the complete set of units from which a sample is drawn. In other words, it includes all individuals or elements that meet the selection criteria and from which a representative sample can be selected for detailed analysis. For this study, the population consisted of 190 participants, including 106 teaching staff, 14 head teachers and deputy head teachers, and 70 pupil leaders.

3.4 Sampling procedures

3.4.1 Sample size determination

The sample size is the number of observations needed to obtain estimates of the model's parameters that closely match the parameter values of the model in the population (Fabrigar, Porter & Norris, 2010). The researcher used the Krejcie & Morgan (1970) Table (included as Appendix) and determine the sample size for the study. Given the population of 190, the sample size is estimated at 127 respondents.

Table 3.1: Population, Sample Size, and Sampling Techniques

Category	Population	Sample size	Sampling Technique
Teachers	106	70	Simple Random sampling
Pupil's Leaders	70	47	Simple Random sampling
Head teachers and deputies	14	10	Purposive Sampling
Total	190	127	

Source: Primary Data (2025)

3.4.2 Sampling Techniques

Purposive sampling techniques

Purposive sampling is a technique that relies on the researcher's judgment to determine which individuals should participate in the study. This method was chosen because it enables the researcher to select respondents who possess specific characteristics relevant to the research objectives (McClave et al., 2005). Purposive sampling is also cost-effective, time-efficient, and capable of yielding a variety of responses that are particularly valuable for the study (Rahi, 2017;

McClave et al., 2005). In this research, purposive sampling was employed to select the head teachers and deputy head teachers.

Simple Random Sampling

The researcher used a simple random sampling technique to ensure that all participants had an equal opportunity to be included in the study. Each individual was assigned a unique number, which was placed in a container, and numbers were drawn randomly to determine the participants. This method was particularly appropriate for selecting teachers and pupils, given the large population size, as it reduced selection bias and enhanced the representativeness of the sample.

3.5 Data Collection Methods and Instruments

3.5.1 Data Collection Methods

3.5.1.1 Survey Method

The survey method entails collecting data from a selected group of respondents using structured questionnaires to obtain both quantitative and qualitative information. This approach is effective for reaching a large number of participants and yields standardized data that can be analyzed statistically (Creswell, 2014). In this study, the researcher administered structured questionnaires to teachers and school administrators to obtain information on factors influencing teacher retention, including mentoring, resource support, and professional development. The survey facilitated the comparison of responses across participants and enabled the identification of trends and relationships (Kothari, 2004; Dillman, Smyth & Christian, 2014). Data collection through the survey was conducted by the researcher, with the assistance of two trained research assistants, during the period of May to June 2025.

3.5.1.2 Interviews

Interviews were conducted with seven head teachers and seven deputy head teachers, selected purposively based on their administrative responsibilities and experience in managing teaching staff. These key informants were chosen for their in-depth understanding of school operations and challenges related to teacher retention. A semi-structured interview guide, developed by the researcher, was employed to ensure consistency across interviews while allowing flexibility in participants' responses. The guide addressed key themes, including mentoring, resource support, and professional development. Interviews were conducted by the researcher between May 15 and

June 5, 2025, with each session lasting approximately 30–45 minutes. This qualitative approach complemented the quantitative data, providing contextual insights that enhanced the overall understanding of the study’s focus areas.

3.5.1.3 Focus Group Discussion

Focus group discussions (FGDs) were conducted with selected teachers to capture a range of views and shared experiences on factors affecting teacher retention. FGDs were composed of 6–8 participants per session, grouped according to school and teaching level to ensure demographic similarity. The discussions were moderated by the researcher using a structured guide based on the study objectives. FGDs allowed participants to express their beliefs, perceptions, and attitudes through interactive discussions, revealing insights that individual methods might overlook (Bennett et al., 2017). Two FGDs were conducted in total—one for lower primary teachers and one for upper primary teachers—during the last two weeks of **June 2025**. Audio recordings were made (with participant consent) to aid in accurate data transcription and analysis.

3.5.2 Data Collection Instruments

3.5.2.1 Self-Administered Questionnaire

During the study, a standard questionnaire was used for data collection. The questionnaire was prepared, pre-tested, and standardized before the actual data collection process in the field. Questionnaires consisted of well-designed items with options for the respondents to complete by ticking or to indicate their opinion about each item. They are often used in large-scale surveys involving well-educated respondents but are also good for issues where people prefer complete privacy and anonymity (Odiya, 2009).

3.5.2.2 The Interview Guide

In developing and administering the interview guide, several guiding principles were followed to ensure the questions were effective and culturally appropriate. McNamara (2009) recommends that questions be predominantly open-ended, allowing respondents to express themselves in their own terms. Efforts were made to frame questions as neutrally as possible to avoid influencing responses. Additionally, questions were posed one at a time to maintain clarity and specificity.

Careful attention was also given to wording, ensuring that sector-specific (in this case, education) and cultural values were accurately represented and not misinterpreted.

3.5.2.3 Focus Group Discussion Guide

The Focus Group Discussion (FGD) guide is a structured tool containing interactive questions designed to steer conversations among selected participants who share specific demographic or experiential characteristics. This method is particularly effective for eliciting diverse perspectives on common issues, encouraging participants to build on each other's responses and generate rich, collective insights. The FGD guide helps the researcher maintain focus on key topics while allowing flexibility for spontaneous discussion, thus capturing both shared experiences and differing viewpoints. This tool is especially useful when exploring complex social dynamics, attitudes, or perceptions within a group, providing a depth of understanding that may not emerge from individual interviews or surveys alone. In this study, the FGD guide facilitates the gathering of qualitative data from participants with common interests related to the research objectives, enhancing the robustness and contextual relevance of the findings.

3.6 Data Quality Control Methods

3.6.1 Validity

Validity refers to the degree to which a research instrument accurately measures what it is intended to measure, ensuring that the findings reliably reflect the theoretical constructs under investigation (Amin, 2005). In this study, content validity was assessed using the Content Validity Index (CVI). The instruments were reviewed by three experts in educational research, who evaluated each item for relevance, clarity, and alignment with the study objectives. Each item was rated as either relevant or not relevant, and the CVI was calculated using the following formula:

$$\text{Average of CVI} = \frac{\text{No of items rated valid}}{\text{All the items in the questionnaire}}$$

All the items in the questionnaire

A CVI score of **0.83** was obtained, which is above the minimum acceptable threshold of 0.70 (Polit & Beck, 2006), indicating that the instrument had a high degree of content validity and was suitable for use in the study.

3.6.2 Reliability

Reliability refers to the consistency or stability of a measurement instrument across time and different contexts (Saunders et al., 2007). To ensure reliability, a pilot study was conducted in a government-aided secondary school in Mbale District, which was excluded from the main study. The pilot aimed to identify ambiguous items and refine the instruments prior to full-scale data collection. The internal consistency of the questionnaire was assessed using Cronbach's Alpha coefficient, calculated with SPSS (Version 25). The analysis produced an overall Cronbach's Alpha of 0.79, indicating an acceptable level of internal reliability (Mugenda & Mugenda, 1999). Since values above 0.70 are generally deemed acceptable, this result suggests that the questionnaire items consistently measured the same underlying construct.

3.7 Data Analysis

3.8.1 Quantitative Data Analysis

Quantitative data collected through the standardized questionnaires were first checked for completeness, coded, and entered into SPSS version 25 for analysis. Descriptive statistics, including frequency counts and percentages, were computed to summarize respondents' characteristics, such as gender, age, and education level, and presented in tables for clarity. To examine the relationships between the independent and dependent variables, Pearson's Product Moment Correlation Coefficient (r) was employed. This parametric test is suitable when both variables are continuous, measured on an interval or ratio scale, and the data meet the assumptions of linearity and normality. Pearson's correlation was used to assess the strength and direction of relationships between constructs, including mentoring, resource support, and professional development (independent variables) and teacher retention (dependent variable). A significance level of $p < 0.05$ was applied to determine statistical significance.

3.8.2 Qualitative Data Analysis

Qualitative data were analyzed according to the procedures outlined by Creswell (2013), including coding, classification, interpretation, and presentation. The analysis began with a careful review of interview transcripts to identify patterns and insights relevant to the study objectives. During coding, text segments were labeled and grouped into meaningful categories,

which were subsequently refined into broader themes representing recurring ideas across participants.

Data were then organized into thematic areas aligned with the research questions, such as institutional support, teacher experiences, and perceived barriers to retention. Interpretation involved exploring underlying meanings, connections, and relationships within and across themes, providing a deeper understanding of how the qualitative findings complemented or extended the quantitative results. The findings were finally presented narratively, with direct quotations from participants used to enhance authenticity and illustrate key themes.

3.9 Ethical Considerations

Informed consent was strictly observed throughout the study. The researcher obtained consent from all participants by presenting an official introductory letter from the University on its letterhead, formally introducing the researcher and the purpose of the study. This official documentation not only enhanced participation but also reassured respondents that the research was a legitimate university activity undertaken as part of the researcher's academic requirements. Anonymity was maintained to encourage honest and open responses, with participants assured that their identities would not be disclosed and that no names or other identifying information would be recorded. This approach created a safe environment, allowing respondents to express themselves freely without concern for personal identification.

Confidentiality was also rigorously upheld. Participants were informed that all information provided would be treated with strict confidence and that their data would be securely protected. These measures helped establish trust between the researcher and participants, supporting the integrity and reliability of the data collected.

3.10 Limitations and Delimitations of the study

One potential limitation of this study was the possibility of unresponsive respondents due to their busy schedules during business hours. Many participants were engaged in daily operational activities, which could have limited their availability to participate in the research. To mitigate this challenge, the researcher adopted a polite and respectful approach to gain respondents' attention and build rapport. The purpose and importance of the study were clearly explained, emphasizing how their participation would contribute valuable insights.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter covers the presentation of findings, analysis and interpretation of findings on the influence of support supervision on teacher retention in Government-Aided Primary Schools in Namisindwa District. The chapter begins by presenting data on response rate, demographic findings on the respondents, descriptive findings and inferential findings as per the study objectives.

4.1 Response Rate

This section served to present data on the response rate so as to ascertain if the data collected was sufficient to permit the researcher proceed with analysis. In this regard, data indicating the response rate is presented in Table 4.1 below.

Table 4.1 Response Rate

Tool	Issued	Received	Response
Questionnaire	70	68	97%
Interviews	10	8	80%
FGDs	47	38	81%
Overall	127	114	90%

Source: field data (2025)

Results in table 4.1 above reveal that out of 70 questionnaires that were issued to the respondents, only 68 were fully filled and returned forming and hence forming a response rate of 97%. Also, out of 10 intended interviews, 08 were successful forming a response rate of 80%. Equally, out of the planned 47 FGDs, only 38 were carried out forming a response rate of 81%. The overall response rate in this study was 90% and this exceeds the requirement by Holbrook, Jon, and Alison (2007), that emphatically stated that response rate lower than 54% is minimally less accurate.

4.2 Demographic Data of the respondents

The demographic data was analyzed basing on respondents' background information mainly focusing on a number of variables which included age bracket, gender, level of education and period worked with the various schools. The findings gathered are presented below.

4.2.1 Gender of the respondents

This section covers data on the gender of the respondents in terms of Male and Female.

Table 4.2 Gender of the respondents

Gender of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	35	51.5	51.5	51.5
Valid Female	33	48.5	48.5	100.0
Total	68	100.0	100.0	

Source: field data (2025)

The results presented in table 4.2 show that 35(51.5%) of the respondents were male and 33(48.5%) of the respondent were also female. This clearly indicates that the number of male participants in this study was slightly higher than that of the female and therefore the study findings were mainly obtained from the female gender. However, the number of female participants in the study was reasonable enough to clear questions as pertains to gender balance.

4.2.2 Age Distribution

This section covered data on the age distribution of the respondents who participated in this study in terms of number of years.

Table 4.3 Age Distribution

Age of respondent				
	Frequency	Percent	Valid Percent	Cumulative Percent
20 - 29 years	10	14.7	14.7	14.7
30-39 years	16	23.5	23.5	38.2
Valid 40 - 49 years	13	19.1	19.1	57.4
50 years and above	29	42.6	42.6	100.0
Total	68	100.0	100.0	

Source: field data (2025)

Findings in table 4.3 reveal that majority of the respondents 29(42.6%) were above 50 years and above, 16(23.5%) were aged between 30-39 years, 13(19.1%) were aged between 40-49 years, and 10(14.7%) were 20 – 29 years. This means that majority of the respondents were aged between 50 years and above. This implies that they are mature enough to appreciate the importance of being committed to providing effectiveness education services. And also people in this age bracket tend to be more committed and willing to take instructions from their superiors or give right instructions to subordinates.

4.2.3 Education Level

This section covered data on the education level of the respondents who participated in this study in terms of qualification. Data regarding this is presented in Table 4.4 below;

Table 4.4 Education Level

Highest Level of Education				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	29	42.6	42.6
	Diploma	24	35.3	77.9
	Bachelor's Degree	15	22.1	100.0
	Total	68	100.0	100.0

Source: Field data (2025)

The findings in table 4.4 indicate that 29(42.6%) majority of the respondents were certificate holders, 24(35.3%) had diplomas, and 15(22.1%) were degree holders. This means that majority of the respondents were certificate holders it being the minimum requirement for one to join primary level teaching. This implies that the study obtained valid findings since majority of the respondents could read and understand the questions posed to them regarding support supervision and teacher retention.

4.2 Descriptive Findings

The study used means and standard deviation to determine the perceptions of the respondents on mentoring, resource support, professional development and teacher retention in government-aided primary schools in Namisindwa district.

4.2.1 Mentoring

The first objective of this study was to find out the influence of mentorship on teacher retention in selected government-aided primary schools in Namisindwa District. Data on this variable was collected, analyzed and presented in Table 4.5 below.

Table 4.5 Descriptive Findings on Mentoring

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Mentoring in schools provides new teachers with guidance on instructional strategies	68	1	5	3.01	1.275
Effective mentoring programs in schools improve teacher confidence and help reduce early career turnover.	68	1	5	2.87	1.158
Mentors in schools offer emotional support, which helps teachers manage stress and job-related challenges.	68	2	5	3.51	.819
Structured mentoring programs foster a sense of community and collaboration among teachers in schools.	68	1	5	2.81	1.175
Mentoring enables new teachers to adapt to the school culture and understand administrative expectations.	68	1	5	3.40	.736
Mentors assist new teachers in navigating the challenges of large class sizes and limited resources in schools.	68	1	5	3.53	.801
Valid N (Listwise)	68				

Source: field data (2025)

On finding out whether Mentoring in schools provides new teachers with guidance on instructional strategies, findings presented in the table above reveal a mean of 3.01 indicating a low level of agreement with the statement and the standard deviation of 1.275 indicates a high variance in responses. The findings mean that mentoring in schools provides new teachers with guidance on instructional strategies. This implies that providing mentorship to new teachers helps them to fit into the new school system where they are just joining and this helps them to adopt faster to the new environment that they have just been introduced to. This is in line with Buchanan et al. (2013) who found that teachers involved in structured mentoring programs were more likely to stay in the profession due to the support they received in managing their workload, improving classroom management skills, and developing a deeper understanding of their roles.

An interviewee stated that;

“In my experience, while some efforts have been made to mentor new teachers, we still face challenges in ensuring that all mentors are adequately prepared to offer guidance on instructional strategies. Often, the mentoring process is informal and depends largely on the goodwill of senior staff. This creates inconsistency, and some new teachers may not receive the level of instructional support they need to thrive. If a structured mentoring framework were introduced, new teachers would greatly benefit and adopt effective teaching practices more quickly.”

Regarding the assertion Effective mentoring programs in schools improve teacher confidence and help reduce early career turnover, findings presented in the table above reveal a mean of 2.87 signifying that the respondents were disagreeing with the statement and the standard deviation of 1.158 indicates a variance in responses. The findings mean that effective mentoring programs in schools improve teacher confidence and help reduce early career turnover. This implies that teachers who are mentored tend to develop confidence which is vital in ensuring that they deliver their tasks to the required standard. The findings are in line with Musuza (2018) who stated that teacher retention in rural schools and found that teachers who participated in mentoring programs reported greater job satisfaction and were more likely to remain in their positions.

An interviewee noted that;

“I’ve observed that when a mentoring program is done well, it makes a huge difference in building confidence among new teachers. Unfortunately, such programs are rarely formalized in many schools. Without consistent guidance, some new teachers become frustrated and may leave the profession altogether. The lack of confidence stems from isolation, especially in their first term. We need to institutionalize mentoring with clear guidelines so that we reduce teacher turnover and build a more stable teaching staff.”

Concerning whether Mentors in schools offer emotional support, which helps teachers manage stress and job-related challenges, findings presented in the table above reveal a mean of 3.51 signifying that most of the respondents were agreeing with the assertion. The stated standard deviation of 0.819 indicates a close variance in responses. The findings mean that mentors in schools offer emotional support, which helps teachers manage stress and job-related challenges implying that when teachers are offered the mentoring, there is a higher possibility of them being able to deal with any challenges that come their way.

And indeed one of the interviewees said;

"This is one area where I’ve seen mentoring really help. Many of our new teachers are young and come in with a lot of anxiety. Having someone to talk to, especially a fellow teacher who has been through similar challenges, really helps them stay afloat emotionally. They feel less alone, and it becomes easier to manage classroom pressure, especially during exam periods or when dealing with difficult learners. We encourage mentors to check in regularly and provide moral support as part of our mentoring policy.”

When asked whether structured mentoring programs foster a sense of community and collaboration among teachers in schools, results as presented in the table above reveal a mean value of 2.81 signifying that the respondents were disagreeing with the statement and the standard deviation of 1.175 indicates a high variation in responses. The findings mean that

structured mentoring programs foster a sense of community and collaboration among teachers in schools. This implies that having a well-structured mentoring program within the school bring about harmony and togetherness among the various staffs and this is key towards ensuring that better performance is realized. This coincides with Kiggundu and Nayimuli (2009) who noted that mentoring programs in Uganda are often hindered by limited funding, a lack of trained mentors, and logistical difficulties in pairing novice teachers with experienced ones

An interviewee stated that;

“While we have tried to create structures around mentoring, they’re not always followed through. As a result, the sense of community that mentoring could foster is not fully realized. Many teachers still operate in silos, and without deliberate collaboration built into the mentoring system, opportunities to work together meaningfully are missed. I believe with a more structured approach like scheduled co-teaching, peer observations, and group reflections we could build a stronger professional community within the school.”

On inquiring whether mentoring enables new teachers to adapt to the school culture and understand administrative expectations, findings presented in the table show a mean score of 3.40 signifying that the respondents were agreeing to the opinion. The stated standard deviation of 0.736 indicates a close variation in responses. The findings mean that mentoring enables new teachers to adapt to the school culture and understand administrative expectations. This implies that when teachers get to quickly adopt due to the mentoring programs offered, it also becomes easy for them to appreciate the existing structure within the school and hence enabling them comfortably work. This is in line with Amedahe (2014) who stated that mentoring programs were crucial for new teachers in navigating the challenges of rural teaching environments, where isolation and inadequate resources are common

And indeed, an interviewee stated that;

“Absolutely, mentoring helps a lot in this area. Our school has its own way of doing things such as lesson planning formats, reporting lines, disciplinary

procedures, and if no one explains these, new teachers easily make mistakes. Through mentoring, they learn not just about teaching, but how to navigate the school's culture and meet expectations. We assign each new teacher a senior staff member for at least their first term, and we've seen better integration and fewer misunderstandings as a result."

When asked whether mentors assist new teachers in navigating the challenges of large class sizes and limited resources in schools, findings presented in the table above reveal a mean of 3.53 signifying that the respondents were agreeing with the statement and the standard deviation of 0.801 indicates that the respondents were closely varying in opinion regarding the same. This mean that mentors assist new teachers in navigating the challenges of large class sizes and limited resources in schools.

An interviewee stated that;

"Yes, mentoring plays a big role here. Large classes and resource shortages are everyday realities in our school. Experienced teachers can show new staff how to manage time efficiently, use group work effectively, and improvise with limited teaching materials. These are skills that cannot always be taught in college but are gained through practical experience. Mentors are vital in helping new teachers cope and adjust without feeling overwhelmed."

Focus Group discussions with pupils indicated that;

"When our new teacher came, she looked very confused, and sometimes she repeated lessons. But after talking to the senior teacher many times, she started teaching better. I think the head teacher told the older teacher to help her, and that really worked."

"Our teachers talk to the head teacher when they have problems. One teacher said that because she feels supported by the school, she decided to stay. She even told us that if she was not supported, she would have left for another school."

"Some teachers are sad when they join, but when they are helped and guided by others, they feel happy and stay longer. I think school leaders help by making sure they are not alone."

"Our teacher told us that when she joined the school, she didn't know the way things are done. But her mentor explained how to prepare lessons and manage the class. Now she's one of the best teachers we have."

"Some teachers told us that having someone to guide them when they are new is very important. One teacher said she almost left, but because of her mentor, she stayed."

4.2.2 Resource Support

The second objective of this study was to find out the influence of resource support on teacher retention in selected government-aided primary schools in Namisindwa District. Data on this variable was collected, analyzed and presented in Table 4.6 below.

Table 4.6 Descriptive Findings on Resource Support

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I believe that adequate resources are key to enhancing my teaching and pupil's success.	68	1	5	3.28	1.220
I am committed to making the most of the resources available to create an effective learning environment.	68	1	5	2.85	1.188
I strive to work creatively with limited resources to ensure quality education for all learners.	68	1	5	2.87	1.280
I appreciate any resource support provided, as it empowers me to deliver better lessons.	68	1	5	3.53	.762
I value professional development opportunities that help me utilize resources effectively.	68	2	5	3.76	.715
I believe that a well-resourced classroom supports both pupils and teacher growth.	68	1	5	3.50	.938
I am dedicated to collaborating with my colleagues and administration to secure the resources we need.	68	1	5	2.87	1.280
Valid N (listwise)	68				

Source: field data (2025)

Regarding the statement “I believe that adequate resources are key to enhancing my teaching and pupil’s success,” findings presented in the table above reveal a mean of 3.28 indicating that the respondents were agreeing with the statement and the standard deviation of 1.220 indicates a high variance in responses. The findings mean that most teacher believe that adequate resources are key to enhancing my teaching and pupil’s success. This implies that whenever necessary resources are availed to teachers, they will work more and also put I ore strength to deliver quality to the learners and hence this will impact the learners’ outcome. According to Ingersoll (2022), teachers who are provided with adequate resources are more likely to stay in the profession due to the enhanced job satisfaction that comes with being well-equipped to teach effectively.

An interviewee noted that;

"I strongly agree with this view. From experience, teachers perform better when they have access to textbooks, teaching aids, and even basic classroom furniture. When such resources are lacking, you find even the most qualified teachers struggling to deliver effective lessons. Adequate resources not only facilitate better lesson delivery but also boost learners’ engagement and academic outcomes."

Another Interviewee stated that

"In my case, I’ve seen how access to resources transforms learning. For example, when our school received science kits, the level of enthusiasm among both teachers and learners shot up. Suddenly, experiments became real rather than theoretical. Similarly, digital resources like projectors and tablets make lessons interactive and easier to grasp. Teachers get motivated when they know they can depend on reliable materials. It’s frustrating to improvise every day, but with adequate resources, teaching becomes inspiring and results-oriented."

Concerning the statement “I am committed to making the most of the resources available to create an effective learning environment,” findings presented in the table above show a mean of 2.85 signifying that the respondents disagreed with the statement. This is supported by a standard deviation of 1.188 which signify a high variance in responses. The findings mean that teachers are not committed to making the most of the resources available to create an effective learning environment. This is because the teachers are not the ones responsible for providing such resources but however, non-provision of the required resources can significantly affect the learning process. Kiggundu & Nayimuli (2022) argue that resource support in the form of adequate infrastructure and a supportive school culture is essential for teacher retention.

An interviewee stated that;

“I think the findings reflect a practical challenge. Many teachers may seem uncommitted simply because the available resources are extremely inadequate. Some may feel disheartened trying to improvise all the time without results. That said, some teachers do try to be resourceful, but we need to build a culture of ownership and innovation. Training teachers on how to maximize the little they have would be a step in the right direction, alongside increasing actual support.”

Another Interviewee stated that;

“I wouldn’t say teachers are unwilling. The truth is, making the most of limited resources can sometimes be emotionally exhausting. For instance, trying to manage 80 pupils in a class with only 15 textbooks makes it hard to sustain creativity. Yet, I know colleagues who go out of their way to photocopy materials or design improvised teaching aids from local materials. The challenge is consistency—without institutional encouragement or recognition, teachers often give up trying to be innovative with scarce resources.”

On the statement “I strive to work creatively with limited resources to ensure quality education for all learners,” findings presented in the table above reveal a mean score of 2.87 which signify that the respondents were disagreeing with the statement and the standard deviation of 1.280 indicates that the respondents were varying in their opinion regarding the same. The findings mean that teachers do not strive to work creatively with limited resources to ensure quality education for all learners implying that the absence of the necessary resources greatly affects the teachers’ ability to be creative.

An interviewee stated that;

“This is a genuine concern. Creativity in resource-limited settings requires support and motivation. While some teachers are naturally innovative, using local materials or grouping learners for peer teaching, others find it difficult without guidance or recognition. The low mean score could reflect burnout or lack of training in innovative pedagogy. We need to equip teachers with the skills to think creatively even when resources are minimal.”

An interviewee stated that:

“In my school, some teachers have shown great creativity using bottle tops for counting in mathematics or turning manila paper into visual charts. But others struggle because the workload is heavy and improvisation takes time. I believe teachers can be creative, but they need a push through training workshops, peer support, and recognition. Without these, many lose morale and just teach using the little they have, even if it’s not effective.”

On whether “I appreciate any resource support provided, as it empowers me to deliver better lessons,” findings presented in the table above reveal a mean score of 3.53 indicating that the respondents were agreeing to the statement and the standard deviation of 0.762 indicate a low spread in responses a clear indication that the majority of the respondents were agreeing. This means that teachers appreciate any resource support provided, as it empowers them to deliver better lessons. The findings imply that the teachers are always ready and willing to work with any small resources available so long as they can support them deliver their work and hence this motivates them to work. Darling-Hammond (2020) emphasizes that school leadership is critical in resource allocation and in creating a supportive teaching environment. School leaders who

prioritize the allocation of resources and ensure that teachers are adequately supported tend to experience lower turnover rates.

An interviewee stated that;

“Teachers are generally appreciative when support is provided. Even something as small as a whiteboard marker or a few textbooks can make a big difference. In my school, we’ve seen teachers become more enthusiastic when provided with ICT tools or visual aids. It’s true that even small interventions go a long way in building morale and improving lesson delivery. Appreciation for support, no matter how small, is high among our staff.”

Another Interviewee said;

“I can testify that every bit of support counts. When the district provided chalk and manila papers during one school term, our staffroom buzzed with excitement because it meant we could prepare visual aids without personal expense. Teachers often dig into their pockets to buy basic items, so when the school or government provides, it feels like a real relief. Resource support makes us feel valued, and that psychological boost translates into better teaching.”

On whether “I value professional development opportunities that help me utilize resources effectively,” findings presented in the table above show a mean of 3.76 indicating that the respondents approved the statement and the stated standard deviation of 0.715 indicates a low variance in the responses which is clear that the majority were in support of the statement. This mean that teachers value professional development opportunities that help them utilize resources effectively. This implies that resource availability can greatly help teachers to access professional development which is very critical to enhancing their performance.

"Absolutely. Teachers are increasingly recognizing the importance of professional development. It's one thing to have resources, but knowing how to use them well is another. We've had workshops on integrating ICT in teaching, and the impact was immediately visible. Teachers became more confident using laptops and projectors. Professional development opportunities equip teachers with skills they may never have gotten during training college."

An Interviewee noted that;

"In one workshop, we learned how to design low-cost teaching aids from local materials, and that training has stayed with me. Even when modern resources are unavailable, I now know how to adapt. Professional development makes the difference between a teacher who sees resources as a challenge and one who sees them as an opportunity. It shapes mindset, and that mindset is crucial in ensuring learners benefit regardless of circumstances."

Regarding the statement "I believe that a well-resourced classroom supports both pupils and teacher growth," findings presented in the table above reveal that most of the respondents were agreeing to the statement as indicated by a mean of 3.50. This is also supported by a standard deviation of 0.938 which signify a close variance in responses. The findings mean that teachers believe that a well-resourced classroom supports both pupils and teacher growth. Musuza (2021) highlights that teachers who work in well-resourced environments are more likely to remain in their positions due to the increased job satisfaction and improved teaching conditions.

An interviewee stated that;

"This is a statement I fully support. When classrooms are equipped with relevant materials such as books, charts, and lab equipment, this creates a conducive environment for both teaching and learning. Teachers can focus on pedagogy rather than improvisation, and learners become more attentive. Resourceful classrooms reduce teacher fatigue and create opportunities for more interactive lessons. It truly supports holistic growth."

Another Interviewee stated that;

"In my opinion, a well-resourced classroom transforms the whole culture of learning. For instance, when a classroom has proper seating, learning aids, and a good lighting system, both teachers and learners enjoy the space. Teachers feel more professional, learners feel more valued, and discipline issues even reduce. A conducive classroom environment motivates everyone to perform better. This growth is not just academic but also emotional, because both teachers and pupils gain confidence in themselves."

On whether "I am dedicated to collaborating with my colleagues and administration to secure the resources we need," findings presented in the table above reveal a mean score of 2,87 signifying that the respondents were disagreeing with the statement and the standard deviation of 1.280 indicates a high variation in responses. The findings mean that most teachers are not dedicated to collaborating with their colleagues and administration to secure the resources they need implying that the whole responsibility is let to the school administration to look for resources.

An interviewee stated that;

"Collaboration on resource mobilization is often weak because teachers feel it is the administration's duty. This attitude limits their involvement in initiatives like writing proposals, engaging with parents, or organizing fundraising activities. Yet, if teachers understood that collaboration could improve their teaching conditions, I believe more would participate. There is a need to shift mindsets and make resource planning a shared responsibility."

FGDs with the pupils were as follows;

"We don't have many books in our class, but our teacher uses bottle tops, sticks and charts to help us understand. She told us she learned this from another teacher who has been here longer."

"Sometimes there's no chalk or paper, but our teacher finds ways to continue teaching. She said her mentor taught her how to improvise and not give up even when there are few materials."

"Our teacher groups us when the class is too big. She says it helps her manage us better. She learned it from an experienced teacher who helped her when she had just come."

"Some new teachers complain that there are not enough teaching tools. But when they are guided by others, they learn how to manage with what is available."

4.2.3 Professional Development

The third objective of this study was to find out the influence of professional development on teacher retention in selected government-aided primary schools in Namisindwa District. Data on this variable was collected, analyzed and presented in Table 4.7 below.

Table 4.7 Descriptive Findings on Professional Development**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
I am eager to participate in professional development to improve my teaching skills.	68	1	5	3.26	1.167
I believe ongoing professional development is essential for staying updated with educational best practices.	68	1	5	3.47	.819
I value opportunities for growth that allow me to better support my learners' learning.	68	1	5	3.49	.872
I recognize that professional development enhances my confidence and effectiveness as a teacher.	68	1	5	3.56	.799
I am open to feedback and look forward to learning new strategies to improve my teaching.	68	1	5	3.53	.819
The school offers opportunities for further studies	68	1	5	2.47	.837
I see professional development as an investment in my career and my learners' success.	68	2	5	3.35	.768
Valid N (listwise)	68				

Source: field data (2025)

On whether “I am eager to participate in professional development to improve my teaching skills,” findings presented in the table above reveal a mean of 3.26 signifying that the respondents were agreeing with the statement and the standard deviation of 1.167 indicates a high variance in responses. The findings mean that most teachers are eager to participate in professional development to improve their teaching skills. This implies that when teachers show willingness to be part of professional development, this helps to have a pool of well enlightened staff who can help to push the school to greater heights since they will have a high skill set. According to Darling-Hammond et al. (2020), ongoing professional development not only enhances teacher effectiveness but also plays a significant role in improving teacher retention.

An interviewee noted that:

"In our school, many teachers express genuine enthusiasm for professional development activities. They understand that the teaching profession is evolving and that continuous learning helps them keep pace. However, the variation in eagerness may be due to differences in teaching experience or availability of time. Younger teachers are generally more eager, while older ones may be more hesitant unless incentives are provided. Still, the overall willingness shows we have a good foundation to build more CPD initiatives."

Another respondent emphasized:

"Personally, I believe professional development is a doorway to growth. When seminars or workshops are announced, most teachers sign up eagerly, even if it means sacrificing weekends. For example, during the last ICT integration training, we had almost full attendance because teachers wanted to improve their skills in digital teaching. However, I've noticed that some teachers hesitate because of workload or family commitments, which makes it seem like eagerness varies. But generally, the spirit is there—teachers want to learn and are willing to participate whenever opportunities are presented."

On whether “I believe ongoing professional development is essential for staying updated with educational best practices,” findings presented in the table above show a mean of 3.47 indicating that the respondents were agreeing to a great extent with the statement and the standard deviation of 0.819 indicate a close variance in responses. The findings mean that most teachers believe ongoing professional development is essential for staying updated with educational best practices. This implies that when teachers are ever up to date with the developments in their field, they play a great role in upholding the level of education since they will be able to teach only what is relevant. By Guskey (2020), who states that PD programs tailored to teachers' specific needs and contexts contribute significantly to long-term retention by boosting teachers' morale and teaching quality.

An interviewee noted that;

"This statement resonates with the current reality. Teachers who have attended workshops or refresher courses often return with new methods and improved confidence. For example, recent training on competency-based curriculum implementation sparked fresh teaching strategies in the staffroom. Most of my colleagues value these opportunities because they keep them informed about emerging trends and instructional methods that improve classroom effectiveness."

Another respondent added:

"I strongly believe continuous development is the backbone of modern teaching. The world is changing rapidly, and without constant exposure to new practices, teachers risk becoming outdated. In my case, training on learner-centered pedagogy completely transformed the way I deliver lessons. My students are now more engaged, and I feel more effective. Teachers who do not attend PD often struggle with new curriculum demands, so it is clear that ongoing professional development is not optional—it is essential."

On whether “I value opportunities for growth that allow me to better support my learners' learning, “findings presented in the table above reveal a mean of 3.49 signifying that the respondents were agreeing with the statement and the standard deviation of 0.872 indicates a close variation in responses. The findings mean that most of the teachers who participated in this

study value opportunities for growth that allow them to better support their learners' learning and this implies that the pupils get to benefit greatly from the professional development that the teachers undergo. Hodges and Macleod (2021) also found that PD programs that offer a combination of individualized learning, collaboration among colleagues, and the opportunity to apply new techniques in the classroom contribute positively to teacher retention.

One of the interviewees stated that;

"Teachers understand that their growth directly benefits the learners. I've observed that after training, teachers often redesign their lesson plans, integrate more learner-centered approaches, and improve how they manage classes. Those who seek growth are usually the most reflective in their practice and show marked improvement in pupil performance. It's encouraging to see this kind of commitment among the teaching staff."

Another respondent reflected:

"For me, professional growth is not just about personal development but about giving my learners the best chance to succeed. When I attended a training on inclusive education, I learned strategies for supporting learners with special needs. This changed my classroom completely—children who were previously left behind are now actively engaged. Such opportunities inspire teachers because they see real impact on their learners. That's why growth opportunities are so valued—we can directly connect them to the success of our students."

On finding out whether “I recognize that professional development enhances my confidence and effectiveness as a teacher,” findings presented in the table above reveal a mean of 3.56 indicating that the respondents were agreeing with the statement and the standard deviation of 0.799 indicates a close variance in responses. The findings mean that majority of the teachers in the schools recognize that professional development enhances their confidence and effectiveness as a teacher. This implies that whenever one gets an opportunity to further their education, they become able to speak with confidence and also work with confidence.

An interviewee stated that;

"Professional development boosts not just competence, but confidence. I've seen teachers who once feared handling technology or addressing large audiences gradually grow into mentors after attending workshops. It also helps reduce professional fatigue, as they discover new strategies that make teaching easier and more engaging. The confidence they gain is reflected in how they lead lessons, interact with learners, and even participate in school-wide initiatives."

Another respondent added:

"When I first started teaching, I struggled with classroom management and often felt insecure in front of my students. However, after attending training in classroom discipline and learner engagement, I became much more confident. Today, I lead with authority and creativity because I feel equipped. Professional development is like sharpening your tools—it makes you more effective and assures you that you are doing the right thing. Teachers who experience this confidence are more likely to stay committed to the profession."

Considering the statement “I am open to feedback and look forward to learning new strategies to improve my teaching,” findings presented in the table above show that majority of the respondents were agreeing with the statement as reflected by a mean score of 3.53. This is supported by a standard deviation of 0.819 which signify a low variance among the respondents. The findings mean that most teachers in the district are open to feedback and look forward to learning new strategies to improve my teaching.

"This is one of the most positive trends I've noticed lately. Teachers have become more open to peer reviews, lesson observations, and team teaching. They're not just willing to receive feedback—they seek it. We've institutionalized weekly departmental reflection sessions where teachers share what worked and what didn't. This culture of openness to feedback is helping to improve pedagogy across the board."

Another teacher added:

"I personally value feedback a lot because it gives me another lens through which to see my teaching. Sometimes, what you think is effective may actually not be, until someone points it out. Our school has embraced peer coaching, where colleagues observe each other's lessons and provide constructive feedback. At first, it was uncomfortable, but now it's part of our growth culture. Teachers look forward to these sessions because they learn new strategies that immediately improve their classroom practice."

On whether the school offers opportunities for further studies, findings presented in the table above reveal a mean of 2.47 which signify that the respondents were disagreeing that the school offers opportunities for further studies. This is supported by a standard deviation of 8.37 which signify a close variance I responses. The findings mean that most schools in Naminsindwa district do not offer opportunities for further studies to the teachers and this implies that the teachers have to take personal resources to get themselves go back further studies.

An interviewee stated that;

"Unfortunately, this remains a challenge in many schools across the district. Due to limited funding and lack of structured support systems, schools rarely offer direct opportunities for further studies. Most teachers who wish to upgrade their qualifications do so out of personal sacrifice. We sometimes facilitate study leave or flexible schedules, but actual financial or institutional support is minimal. That needs to change if we want sustainable growth."

Another teacher explained:

"Most of us pursue further studies entirely on our own. We pay tuition, buy materials, and juggle evening or weekend classes without any financial support from the school. While some headteachers allow study leave, there is no structured sponsorship or funding. This discourages many teachers from upgrading, yet professional growth through higher education could transform both the teacher and the learners. If schools or government provided partial scholarships or study grants, the teaching profession would be more attractive and retention would greatly improve."

On whether “I see professional development as an investment in my career and my learners' success,” findings presented in the table above reveal a mean score of 3.35 signifying that the respondents were agreeing to the statement and the standard deviation of 0,768 indicates a close variation in responses. The findings mean that most teachers see professional development as an investment in their career and their learners' success . This implies that most teachers in the district show willingness to go for further professional development at their cost for their own benefit and that of the pupils they teach.

"Yes, many teachers now view professional development not just as a job requirement but as a long-term investment. They understand that every skill acquired not only enhances their delivery but also shapes learner outcomes. Teachers who take time and spend their own resources to enroll for diplomas or degrees often come back more equipped and more committed. It's a mindset we encourage among staff through recognition and promotion opportunities."

FDGs with pupils were as below;

"Our teacher once attended a workshop and came back very excited. She used new games and songs to teach us. She told us she learned new ways to teach at the training."

"One teacher said she likes this school because the head teacher allows them to go for training. She said she's learning new methods and wants to stay because of that."

"Our teacher said if the school doesn't give chances to improve, teachers leave. She said she will stay here longer because she gets chances to learn and grow." "We saw our teacher going for training and when she returned, she used drawings and better examples. She told us it helped her a lot."

4.2.3 Teacher Retention in Namisindwa District

This section presents findings on teacher retention in selected government-aided primary schools in Namisindwa District. Data on this variable was collected, analyzed and presented in Table 4.8 below.

Table 4.8 Descriptive Findings on Teacher Retention

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Supportive leadership contributes to improved teacher retention.	68	1	5	3.22	1.582
Availability of career advancement opportunities enhances teacher retention.	68	1	5	3.41	1.341
Access to continuous professional development increases teacher retention professional development.	68	1	5	4.44	.904
Reasonable workload influences teacher retention positively.	68	1	5	3.18	1.736
Mentorship programs promote long-term commitment to the teaching profession..	68	1	5	2.88	1.653
Positive school culture and open communication foster teacher retention.	68	1	5	2.99	1.560
Valid N (listwise)	68				

Source: field data (2025)

Findings on the statement “Supportive leadership contributes to improved teacher retention” reveal a mean of 3.22, signifying that respondent agreed with the statement. A standard deviation of 1.582 indicates high variation in responses. These findings suggest that most teachers are

likely to remain in the profession when they experience supportive leadership in their schools. This implies that where good leadership exists, teacher retention is enhanced.

An interviewee stated that;

An interviewee stated that:

"Support and recognition are key drivers of teacher morale. When teachers feel appreciated—whether through verbal encouragement, fair treatment, or involvement in school decisions—they are more likely to stay. In our school, we have reduced staff turnover by creating a culture of support that includes monthly check-ins, open dialogue with staff, and recognition of teachers' efforts during assemblies and staff meetings. Teachers here know their voices matter and that they are not just cogs in the wheel. However, I am aware that this is not the case in all schools. The high variance in the survey findings reflects that in some schools, teachers are neglected, micromanaged, or excluded from decisions, which quickly kills their commitment. The role of school leadership is critical because when teachers feel respected and understood, they remain loyal even when salaries are modest."

Another interviewee added:

"A supportive leader listens and responds to teachers' concerns in real time. In my school, for example, the headteacher takes a personal interest in our welfare—whether it is about delayed salaries, workload distribution, or even personal challenges. He makes sure teachers feel secure and valued. This has built a culture of loyalty where staff rarely think about leaving, even when other institutions offer slightly higher pay. I have been in the profession for over fifteen years, and what I have realized is that many teachers leave not because of poor pay alone, but because of poor treatment from school leaders. If leadership is approachable, transparent, and protective of staff welfare, then retention becomes less of a struggle. In fact, most teachers will go the extra mile because they feel they belong."

On the statement “Availability of career advancement opportunities enhances teacher retention,” findings show a mean score of 3.41, signifying agreement among respondents. The standard deviation of 1.341 also shows a high variation in responses. These findings imply that where career growth opportunities are present, teacher retention is likely to improve.

One interviewee said:

"Career stagnation is a major demotivator for teachers. In most public schools, promotion systems are slow and unclear, which frustrates ambitious teachers who feel they have outgrown their positions. I have seen very skilled colleagues leave to join private institutions or NGOs simply because those places provide faster career advancement or specialized opportunities. Teachers want to grow, whether through administrative roles, subject specialization, or even becoming recognized as master trainers in their fields. In one instance, I watched a colleague who was extremely good at science teaching leave for a regional NGO that offered him a trainer role because he had waited for over ten years for promotion without success. Where schools or the education system creates clear pathways for growth, teachers tend to stay longer and feel more fulfilled in their roles, which reduces attrition significantly."

Another respondent echoed:

"I personally know many teachers who left teaching altogether because they felt stuck in the same position for decades with no clear signs of progress. Teachers, like any other professionals, need to see themselves advancing—not just in terms of money, but also in terms of recognition and responsibility. For example, roles like senior teacher, head of department, or deputy head are attractive career markers. Where these opportunities are transparent and accessible, teachers are motivated to put in more effort and remain loyal. But when advancement feels out of reach or is based on favoritism, frustration builds, and teachers leave. For retention to improve, career advancement must be deliberately structured and communicated clearly to teachers."

Regarding the statement “Access to continuous professional development increases teacher retention,” results show a high mean of 4.44, indicating strong agreement. The standard deviation is 0.904, reflecting close variance in responses. This shows that many teachers believe that regular training opportunities enhance their willingness to stay in the profession.

An interviewee said:

"This statement is absolutely true. Teachers who undergo regular training feel empowered, confident, and more respected in their profession. In our school, we organize quarterly in-service training and also encourage teachers to attend external workshops. I have personally attended ICT integration workshops, and I can confidently say that they rejuvenated my teaching and gave me new energy to stay in the classroom. Teachers who participate in such programs are not only more effective in delivering lessons but also more loyal to their institutions. They see themselves as growing, and that growth binds them to the profession. Without continuous professional development, many teachers stagnate, lose passion, and eventually look for other careers."

Another teacher noted:

"Continuous professional development is like oxygen for teachers—it keeps us alive in the profession. Personally, whenever I attend training, I return to class with fresh ideas and a renewed sense of purpose. It makes me feel part of a professional community where my skills are valued. Teachers who are denied training feel neglected, while those who are supported to attend training often remain committed for years. One of my colleagues once told me that she had considered leaving until she was sponsored for a short course in pedagogy. After that experience, she chose to stay because she felt the school valued her growth. This shows how powerful professional development is for retention."

On the statement “Reasonable workload influences teacher retention positively,” the findings reveal a mean of 3.18, suggesting modest agreement among respondents. The standard deviation of 1.736 reflects high variability in responses. These results imply that managing workload is crucial to improving teacher retention.

An interviewee explained:

"Workload is one of the most sensitive issues teachers face today. Many juggle too many responsibilities—from large class sizes to heavy administrative duties—leading to stress and burnout. I know of teachers who had to teach over 400 students across multiple classes, in addition to serving on committees and handling extracurricular activities. This creates fatigue and lowers morale. While some manage to cope, others quickly become frustrated and start looking for alternatives outside teaching. Schools that provide teaching assistants, implement team teaching, or distribute responsibilities fairly have much better staff retention. A manageable workload is not just a convenience; it is essential for teachers' mental health, job satisfaction, and long-term commitment."

Another respondent added:

"Teachers are human beings with limits, yet in many schools, their workload is overwhelming. I have had moments where I felt I was sacrificing my health because of the number of lessons and administrative tasks assigned. Where leadership is considerate—by balancing timetables fairly, limiting unnecessary administrative paperwork, and acknowledging the need for rest—teachers remain motivated. But where one person is expected to do the work of three, resentment grows, and attrition becomes inevitable. Workload balance is one of the biggest determinants of whether teachers stay or leave."

With regard to the statement “Mentorship programs promote long-term commitment to the teaching profession,” the findings indicate a mean of 2.88, showing disagreement. The standard deviation is 1.653, which shows high variance in responses. This suggests that while mentorship programs are viewed as potentially valuable, they are not widely effective or implemented across schools.

An interviewee remarked:

"While mentorship has the potential to improve retention, it is still undervalued or poorly implemented in many schools. In some cases, mentorship is informal and inconsistent, with new teachers left to fend for themselves. In contrast, schools that provide structured mentorship—with clear roles, regular meetings, and assigned mentors—see new teachers grow in confidence and develop a stronger commitment to teaching. For example, I once mentored a young teacher who was on the verge of leaving after her first year due to frustration. Through weekly guidance sessions, classroom observations, and emotional support, she regained her confidence and has now been with us for six years. This proves that mentorship can make a huge difference if taken seriously."

Another participant observed:

"Most schools lack institutionalized mentorship frameworks, and as a result, new teachers feel abandoned. When I joined teaching, I had to figure out everything on my own, and it was overwhelming. I almost left within the first year. Later, I was fortunate to be informally mentored by a senior colleague, which made me realize how important guidance is for retention. If schools institutionalized mentorship programs, with senior teachers guiding newcomers through challenges, the profession would be less isolating. Unfortunately, because many schools neglect mentorship, young teachers leave before they even find their footing."

Finally, on the statement “Positive school culture and open communication foster teacher retention,” the findings show a mean of 2.99, indicating general disagreement among respondents. The standard deviation of 1.560 indicates a high variance in opinions. These findings suggest that many teachers do not experience a school culture or communication structure that supports their continued service.

An interviewee emphasized:

"Clear communication and a supportive culture are often overlooked, yet they are foundational to staff retention. In schools where communication is poor or strictly top-down, teachers feel isolated and voiceless. This creates frustration and eventually drives them away. On the other hand, where there is openness, respect, and shared decision-making, the atmosphere improves, and teachers stay longer. In my school, for instance, we have weekly staff meetings where everyone is free to share ideas, and leaders actually act on our suggestions. This sense of inclusion has reduced turnover dramatically. Unfortunately, many schools still operate in rigid environments where teachers feel disconnected from leadership, which explains why the data showed disagreement on this issue."

Another respondent reinforced:

"A positive school culture is like glue that binds teachers together. In my experience, schools that encourage collaboration, transparency, and mutual respect hardly lose staff. Teachers remain because they feel part of a family. In contrast, I once worked in a school where decisions were imposed without consultation, communication was poor, and staff welfare was ignored. Within two years, more than half the teachers had left. That experience convinced me that culture and communication are just as important as pay. If schools want to keep teachers, they must create environments where teachers feel safe, respected, and heard."

4.3. Influence of Support Supervision on Teacher Retention

4.3.1 Influence of Mentoring on Teacher Retention

The study examined the influence of mentoring on teacher retention. The findings on this objective and how it affects health service delivery is presented in table 4.9 below;

Table 4.9 Influence of Mentoring on Teacher Retention

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429 ^a	.184	.172	.84603

a. Predictors: (Constant), mentoring

Source: field data (2025)

The table above reveals a model summary with an Adjusted R Square value of 0.172 using mentoring as the predictor variable. This indicated that about 17.2 % (0.172*100) changes in teacher retention are explained by mentoring while the remaining 82.8% is explained by other factors. This effect is significant, and when predicting the strength of the model, it can be concluded mentoring has a significant influence. The findings are in line with Musuza (2018) who stated that teacher retention in rural schools and found that teachers who participated in mentoring programs reported greater job satisfaction and were more likely to remain in their positions.

4.3.2 Influence of Resource Support on Teacher Retention

The study examined the influence of resource support on teacher retention. The findings on this objective and how it affects health service delivery is presented in table 4.10 below;

Table 4.10 Influence of Resource Support on Teacher Retention

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.595 ^a	.354	.344	.75278

a. Predictors: (Constant), resource support

Source: field data (2025)

Table 4.10 above reveals a model summary with an Adjusted R Square value of 0.344 using resource support as the predictor variable. This indicated that about 34.4 % (0.344*100) changes

in teacher retention is explained by resource support while the remaining 65.6% is explained by other factors. This effect is significant, and when predicting the strength of the model, it can be concluded resource support has a significant influence. This aligns with Kisambira (2021) who observed that rural schools face significant challenges due to inadequate resources, which in turn affect teacher retention.

4.3.3 Influence of Professional Development on Teacher Retention

The study examined the influence of professional development on teacher retention. The findings on this objective and how it affects health service delivery is presented in table 4.11 below;

Table 4.11 Influence of Resource Support on Professional Development

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514 ^a	.264	.253	.80383

a. Predictors: (Constant), professional development

Source: field data (2025)

Table 4.11 above reveals a model summary with an Adjusted R Square value of 0.253 using professional development as the predictor variable. This indicated that about 25.3 % (0.253×100) changes in teacher retention is explained by professional development while the remaining 74.7% is explained by other factors. This effect is significant, and when predicting the strength of the model, it can be concluded professional development has a significant influence. This idea aligns with Darling-Hammond et al. (2020), who emphasize that ongoing professional development is critical to improving teacher effectiveness and retention. Jita and Mokhele (2013) found that the use of teacher clusters where educators regularly meet to discuss challenges, share teaching strategies, and conduct joint problem-solving contributes positively to teacher motivation and retention, especially in rural areas.

4.3.4 Influence of Support Supervision on Teacher Retention

To answer the general objective, the study carried out a regression analysis and findings obtained on the support supervision on teacher retention are presented in table 4.12 below;

Table 4.12 Multiple Modal Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.609 ^a	.371	.342	.75445

a. Predictors: (Constant), professional development, resource support, mentoring

Source: Field data (2025)

The model summary in table 4.12 above using predictor professional development, resource support, and mentoring reveals that Adjusted R Square value is 0.342. This implies that 34.2% (0.342×100) variations in teacher retention is explained by professional development, resource support, and mentoring while the remaining 65.8% is explained by other factors. The findings imply support supervision has a significant contribution towards teacher retention and therefore this calls for more efforts to ensure that the level of support supervision does not backslide as this is very important in ensuring that teacher retention is realized. Hightower et al. (2019) emphasized the importance of supportive supervision in enhancing teacher retention through better resource utilization. Their findings revealed that regular and constructive supervision helps teachers make effective use of limited resources, encourages innovation in lesson delivery, and builds teacher confidence.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter covered the discussion of findings, conclusion and recommendations based on the study specific objectives which included examining the influence of mentoring, resource support and professional development in Primary schools in Naminsindwa district. The chapter also entails a section on areas for further research.

5.1 Discussion of findings

5.1.1 Mentoring and Teacher Retention

The findings reveal that mentoring has a moderate influence on teacher retention in Namisindwa District, though its implementation remains inconsistent. Quantitative results showed low agreement (mean = 3.01; SD = 1.275) regarding whether mentoring supports new teachers with instructional strategies, suggesting variation in mentoring practices, which aligns with Buchanan et al. (2013), who emphasized that structured mentoring is essential for improving classroom practice and teacher retention. Although respondents disagreed on whether mentoring builds teacher confidence and reduces turnover (mean = 2.87), qualitative data highlighted its perceived importance, supporting Musuza's (2018) view that mentoring enhances job satisfaction and retention, especially in rural settings. Emotional support through mentoring was strongly agreed upon (mean = 3.51; SD = 0.819), confirming its psychosocial value, while mentoring's role in social integration (mean = 3.40; SD = 0.736) reflects its contribution to adapting teachers to school culture, as also noted by Amedahe (2014). However, its role in fostering collaboration scored low (mean = 2.81), which corresponds with Kiggundu and Nayimuli's (2009) findings that mentoring in Uganda is often hindered by lack of formal structures and training. Overall, mentoring was found to explain 17.2% of the variation in teacher retention, indicating it is a key but not sole determinant of retention outcomes.

5.1.2 Resource Support and Teacher Retention

The findings show that resource support significantly influences teacher retention in Namisindwa District, explaining 34.4% of the variation, though gaps in resource availability and teacher engagement remain. Teachers generally agreed that adequate resources enhance teaching and

pupil success (mean = 3.28), echoing Ingersoll's (2022) assertion that well-equipped teachers experience higher job satisfaction and are more likely to stay in the profession. However, teachers showed low commitment to using limited resources effectively (mean = 2.85) and working creatively in resource-constrained settings (mean = 2.87), suggesting burnout or lack of motivation—a concern echoed by Kiggundu and Nayimuli (2022), who emphasized that supportive infrastructure is vital for retention. Despite these challenges, teachers appreciated any resource support provided (mean = 3.53), consistent with Darling-Hammond (2020), who noted that resource allocation by school leadership reduces turnover. Teachers also strongly valued professional development to improve resource use (mean = 3.76), showing a desire to enhance competence, while belief in the value of a well-resourced classroom for both teacher and pupil growth (mean = 3.50) aligned with Musuza (2021), who linked good teaching conditions to higher retention. Still, weak collaboration between teachers and administration in securing resources (mean = 2.87) reflects a gap in shared responsibility, reinforcing Kisambira's (2021) observation that inadequate resources continue to challenge rural teacher retention.

5.1.3 Professional Development and Teacher Retention

The findings suggest that professional development plays a significant role in influencing teacher retention in Namisindwa District, accounting for 25.3% of the variation observed. Most teachers expressed eagerness to participate in professional development (mean = 3.26) and acknowledged its importance in staying current with best practices (mean = 3.47), which aligns with Darling-Hammond et al. (2020), who argue that ongoing PD enhances teacher effectiveness and retention. Teachers also highly valued growth opportunities that support learner outcomes (mean = 3.49), supporting Hodges and Macleod's (2021) view that individualized, collaborative PD boosts both teacher capability and morale. Furthermore, respondents widely agreed that PD improves confidence and teaching effectiveness (mean = 3.56) and that they are open to feedback and new strategies (mean = 3.53), indicating a culture of reflective practice and continuous improvement, as encouraged by Jita and Mokhele (2013) through teacher clusters. However, a significant gap was identified in school-provided opportunities for further studies (mean = 2.47), implying that while teachers see PD as a personal and professional investment (mean = 3.35), institutional support remains insufficient. This lack of structural backing may limit long-term benefits, suggesting that enhanced school-led PD initiatives are crucial for sustaining teacher motivation and retention.

5.2 Conclusions

The following are the conclusions drawn from the study as per the stated specific objectives

5.2.1 Mentoring and Teacher Retention

The study concludes that mentoring plays a critical role in supporting newly recruited teachers in Namisindwa District. Although mentoring practices exist in most schools, they are inconsistently applied and are often informal, depending on the goodwill of senior staff rather than being a structured institutional program. Where effective mentoring is practiced, it provides new teachers with instructional guidance, emotional support, and practical insights into adapting to the institutional culture, which reduces early career stress and increases their likelihood of remaining in the profession.

The statistical evidence confirms that mentoring significantly influences teacher retention, though it accounts for only a portion of the broader retention puzzle. Other factors such as resource provision, school leadership, and opportunities for professional growth also play important roles. Therefore, mentoring should not be viewed in isolation but as part of a holistic teacher support system. This finding highlights the need for schools and education authorities to formalize mentoring programs, train mentors, and integrate mentoring into induction practices to strengthen retention outcomes in the district.

5.2.2 Resource Support and Teacher Retention

The findings demonstrate that while teachers acknowledge the importance of adequate resources for effective teaching and pupil success, systemic challenges continue to undermine their optimal use. Issues such as inconsistent provision of materials, limited teacher involvement in resource mobilization and allocation, and insufficient training on how to maximize available resources emerged as key obstacles. Despite these challenges, the study revealed that teachers highly appreciate resource support whenever it is provided, viewing it as a strong motivator that improves both morale and lesson delivery.

Moreover, the study concludes that resource support is most impactful when combined with professional development opportunities that train teachers on how to use teaching aids, ICT tools, and other instructional materials effectively. The data therefore confirms that resource

support significantly influences teacher retention in Namisindwa District. However, to fully address teacher attrition, resource provision must be embedded within broader systemic interventions, such as participatory school planning, consistent funding mechanisms, and equitable distribution of materials across schools. Without these complementary efforts, the positive impact of resources on teacher retention will remain partial and unsustainable.

5.2.3 Professional Development and Teacher Retention

The study concludes that professional development is one of the most important drivers of teacher retention in Namisindwa District. Teachers consistently highlighted its value in enhancing their instructional skills, boosting professional confidence, and equipping them with new strategies to improve learner achievement. They also emphasized that participation in professional development programs provides motivation, helps reduce burnout, and creates a sense of belonging to a learning community.

However, the study also uncovered a critical gap: while teachers express strong willingness to engage in professional development, institutional support remains limited, particularly in relation to opportunities for further studies. The absence of financial aid, study leave arrangements, or structured pathways for career advancement undermines the potential of professional development to fully achieve its retention benefits.

Overall, the study concludes that structured, consistent, and well-supported professional development programs—ranging from school-based training to opportunities for further education—are essential for improving both teacher retention and teaching effectiveness. Policymakers, school leaders, and education stakeholders should prioritize investments in continuous professional development, ensuring that programs are relevant, inclusive, and aligned with the evolving demands of education.

5.3 Recommendations

Based on the conclusions drawn from the study, the following recommendations are proposed to strengthen teacher retention in Namisindwa District:

5.3.1 Mentoring and Teacher Retention

To improve teacher retention, the study recommends that the District Education Office, in partnership with school administrators, design and implement structured mentoring programs across all primary schools. These programs should go beyond informal arrangements and include clearly defined roles and responsibilities for mentors and mentees. Elements such as peer support systems, co-teaching opportunities, classroom observation, and scheduled feedback sessions should be embedded into the mentoring framework.

Senior teachers should undergo targeted training on effective mentoring approaches, equipping them with skills to provide both emotional support and instructional guidance. Additionally, mentoring should be institutionalized as part of teacher induction processes and integrated into performance management and professional development systems. This will ensure consistency and sustainability. At the policy level, the Ministry of Education and Sports should develop guidelines that make mentoring mandatory in all government schools. Establishing a monitoring and evaluation mechanism to track the impact of mentoring programs will further help in refining practices and addressing gaps.

5.3.2 Resource Support and Teacher Retention

The study recommends that the District Education Office prioritize the consistent provision of essential teaching and learning resources such as textbooks, laboratory materials, ICT tools, and adequate classroom furniture. Clear resource allocation plans should be developed to ensure equity across rural and urban schools. To foster sustainability, schools should adopt a shared responsibility model, actively involving teachers, school management committees, and parents in resource mobilization. This can be done through participatory budgeting, school-community partnerships, and collaboration with local NGOs.

In addition, teachers should be trained through capacity-building workshops on how to maximize the use of available resources and adopt creative teaching strategies under resource-limited conditions. Recognizing and rewarding teachers who demonstrate innovation in resource

utilization, especially under constrained circumstances, will serve as a strong motivational tool. The government and donors should also explore resource pooling and redistribution mechanisms to address disparities among schools and reduce teacher frustration caused by chronic shortages.

5.3.3 Professional Development and Teacher Retention

The study strongly recommends that schools and education authorities in Namisindwa District strengthen their support for professional development (PD) by adopting a more structured and systematic approach. This should include regular in-service training programs, workshops, and continuous learning opportunities that are relevant to current curriculum reforms and pedagogical needs. Furthermore, there should be financial and institutional support for further studies, including study leave arrangements, scholarships, or cost-sharing schemes to reduce the burden on individual teachers.

School leaders should create enabling environments that promote a culture of continuous learning, peer collaboration, and openness to feedback. Establishing school-based professional learning communities (PLCs) can provide teachers with platforms to share experiences, reflect on practice, and learn from one another. Policies should be enacted at the district and national level to provide clear incentives for teachers who actively engage in professional development, including career progression opportunities, salary increments, and formal recognition.

Finally, the District Education Office should partner with teacher training institutions and professional bodies to ensure that PD programs are context-specific, practical, and aligned to classroom realities. By embedding professional development into the school system, Namisindwa District can create a motivated and skilled teaching workforce that is more likely to remain committed to the profession while delivering high-quality education to learners.

5.4 Areas for further research

Teacher support supervision and teacher retention in private primary schools in Namisindwa district

Teacher Motivation and Teacher Retention in public primary schools in Namisindwa district

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APPENDICES

Appendix I: Questionnaire

Dear respondent,

I am a student of Uganda Martyrs University pursuing a Master's degree of Education, management and Administration. I am carrying out a study "Teacher Support Supervision on Teacher Retention in Selected Government-Aided Primary Schools in Namsindwa District". You have been carefully identified as a potential person who can provide useful and reliable data that will help policymakers and implementers to improve on employee performance. The information generated will be handled with utmost confidentiality and will be used for academic purposes.

Thank you in advance for your cooperation by giving your valuable time and effort to fill the questionnaire.

Yours faithfully,

Nakami Florence
(STUDENT)

Section A: Demographics

Please tick the most appropriate answer in the corresponding box

- 1 **Gender:** 1) Male 2) Female
- 2 **Age:** 1) 20 – 29 years 2) 30-39 years 3) 30 -49 years 4) 50 years and above
- 3 What is your highest level of education?
 1) Diploma 2) Degree 3) Masters Degree

Section B: Teacher Support Supervision and Teacher Retention

Please, use the scale below to answer the questions that follows by ticking the number that corresponds to your opinion.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Section B: Mentoring

S/N		1	2	3	4	5
1.	Mentoring in schools provides new teachers with guidance on instructional strategies					
2.	Effective mentoring programs in schools improve teacher confidence and help reduce early career turnover.					
3	Mentors in schools offer emotional support, which helps teachers manage stress and job-related challenges.					
4.	Structured mentoring programs foster a sense of community and collaboration among teachers in schools.					
5.	Mentoring enables new teachers to adapt to the school culture and understand administrative expectations.					
6.	Mentors assist new teachers in navigating the challenges of large					

	class sizes and limited resources in schools.					
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Section C: Resource Support

S/N		1	2	3	4	5
1.	I believe that adequate resources are key to enhancing my teaching and pupil's success.					
2.	I am committed to making the most of the resources available to create an effective learning environment.					
3	I strive to work creatively with limited resources to ensure quality education for all learners.					
4.	I appreciate any resource support provided, as it empowers me to deliver better lessons.					
5.	I value professional development opportunities that help me utilize resources effectively.					
6.	I believe that a well-resourced classroom supports both pupils and teacher growth.					
7	I am dedicated to collaborating with my colleagues and administration to secure the resources we need.					

Section D: Professional Development

S/N	Statement	1	2	3	4	5
1.	I am eager to participate in professional development to improve my teaching skills.					
2.	I believe ongoing professional development is essential for staying updated with educational best practices.					
3.	I value opportunities for growth that allow me to better support my learners' learning.					
4.	I recognize that professional development enhances my confidence and effectiveness as a teacher.					
5.	I am open to feedback and look forward to learning new strategies to improve my teaching.					
6.	The school offers opportunities for further studies					
7.	I see professional development as an investment in my career and my learners' success.					

Section D: Teacher Retention

No	STATEMENTS	1	2	3	4	5
1	Supportive leadership contributes to improved teacher retention.					
2	Availability of career advancement opportunities enhances teacher retention.					
3	Access to continuous professional development increases teacher retention					
4	Reasonable workload influences teacher retention positively.					
5	Mentorship programs promote long-term commitment to the teaching profession.					
6	Positive school culture and open communication foster teacher retention.					

Thank you for your kind response

APPENDIX II: INTERVIEW GUIDE

Influence of Mentorship on Teacher Retention

1. How would you describe the availability and quality of mentorship programs for teachers in your school?
2. In what ways do mentorship relationships support new teachers in overcoming challenges in their early years?
3. How has mentorship impacted teachers' decisions to stay or leave the profession within your school?

Influence of Resource Support on Teacher Retention

1. What types of teaching resources are currently available to teachers in your school, and how adequate are they?
2. How do the availability or lack of resources affect teachers' job satisfaction and motivation to continue teaching here?
3. Can you describe any ways in which resource support (or its absence) has influenced teacher turnover in your school?

Influence of Professional Development on Teacher Retention

1. What professional development opportunities are provided to teachers in your school, and how relevant are they to teachers' needs?
2. How do professional development programs contribute to teachers' skills, confidence, and willingness to remain in the profession?
3. What challenges, if any, hinder the effectiveness of professional development initiatives in retaining teachers in your school?

Appendix III: Krejcie and Morgan (1970) Table for determining the sample size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	180	150	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: “N” is the population size

“S” is the sample size

APPENDIX IV: MAP OF NAMISINDWA DISTRICT

