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Teacher Career Development and Teachers' Retention among Private Secondary Schools in Sheema Municipality, Southwestern Uganda

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Introduction: Teacher retention remains a critical challenge in private secondary schools, with career development opportunities increasingly recognised as a key determinant of teacher commitment. Guided by McGregor's Theory Y and Herzberg's Two-Factor Theory, this study examined the relationship between teacher career development initiatives, specifically professional training, mentoring, coaching, and job rotation, and teacher retention in private secondary schools in Sheema Municipality, Uganda. **Methodology:** The study adopted a cross-sectional research design, employing a quantitative approach with data collected from a random sample of 136 teachers selected from a population of 208 teachers in the 13 private secondary schools in Sheema municipality. The study also collected data from a census sample of 13 head teachers and 13 deputy head teachers in the 13 selected schools to complement the data from teachers. Two separate structured questionnaires were used to gather data from teachers on one hand and head teachers and deputies on the other hand, but were aggregated during analysis. Data was analysed using Pearson correlation analysis. **Results:** The findings revealed a strong positive relationship between career development opportunities and teacher retention, indicating that teachers who perceive themselves as valued and empowered through continuous professional growth are more likely to remain in their schools. **Conclusions and recommendations:** Based on these findings, the study concludes that fostering structured and ongoing professional development enhances teacher satisfaction, loyalty, and performance, thereby reducing turnover. It recommends that school administrators institutionalise regular training programs, mentorship schemes, coaching sessions, and job rotation opportunities, while policymakers should prioritise competence management policies that promote equitable access to career development, particularly for female teachers, diploma holders, and newly recruited staff.

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INTRODUCTION

Teacher retention remains a pressing concern in education systems worldwide due to its direct influence on both short-term and long-term learning outcomes. Studies indicate that high teacher retention positively affects student achievement by improving test scores, transition rates, and reducing cohort wastage (Sakwa, 2022; Williams et al., 2022). A stable and effective teaching workforce also mitigates learning deficits and fosters consistent instructional quality. However, retaining qualified teachers is a global challenge, with shortages most pronounced in low-performing, remote, and less desirable areas (Ashiedu & Scott-Ladd, 2012; Boniface, 2016; Kamundi, 2021; la Velle, 2023; Pabla, 2014). Such shortages undermine educational quality and threaten the sustainability of schooling systems.

In Africa, the issue is particularly acute given that educational quality is closely tied to the calibre of its teachers (Stander & Stander, 2016). Across the continent, private secondary schools frequently experience high attrition rates, undermining school stability and student outcomes (Azabo et al., 2023; Boniface, 2016). Evidence from South Africa links low teacher retention to declining academic achievement (Mlachila & Moeletsi, 2019; Swanepoel & Saurombe, 2022), while research from Nigeria, Tanzania, and Kenya reports dissatisfaction with working conditions, lack of

motivation, and high turnover rates in private educational institutions (Boniface, 2016; Issa, 2014; Omindo et al., 2020). In Uganda, secondary school teacher turnover is estimated at 4.7% annually, with private schools, especially newer ones, experiencing significantly higher attrition (Azabo et al., 2023; Sol et al., 2022). Factors contributing to this trend include inadequate remuneration, limited career progression, harsh working environments, and insufficient instructional resources (Mugizi et al., 2022; Namayanja et al., 2022; Wamala & Genza, 2022).

Teacher career development is increasingly recognised as a critical strategy for improving retention. Opportunities for training, mentorship, professional growth, and competency enhancement not only increase job satisfaction but also strengthen teachers' commitment to their institutions. Theoretical perspectives such as McGregor's Theory Y (McGregor, 1960) and Herzberg's Two-Factor Theory provide valuable insights into this dynamic (Herzberg et al., 1959). Theory Y emphasizes creating supportive environments that promote autonomy, engagement, and skill development (McGregor, 1960), while Herzberg's framework distinguishes between motivators (for example, professional growth, achievement, recognition) and hygiene factors (for example, salary, job security, working conditions) as determinants of retention (Herzberg et al., 1959).

Both theories suggest that career development initiatives can serve as powerful motivators and address key dissatisfaction factors, thereby fostering long-term teacher stability (Kaushik & Gaur, 2023; Ramachandran, 2022; Salsabil & Cahyo, 2023; Venkat & Khan, 2022).

In Uganda's Sheema Municipality, a key urban centre in Western Uganda, private secondary schools face persistent retention challenges. Reports indicate that between 2009 and 2012, turnover rates in these schools averaged 23%, with some years recording peaks of 49% (Sheema Municipality Education Department, 2023). The Sheema District Education Report (2023) indicates that teacher attrition increased from 4.9% in 2015 to 8.5% in 2018, with 40%–50% of teachers in private secondary schools typically leaving before completing five years of service. If left unaddressed, this trend threatens to negatively affect both the quality of teaching and the academic progress of students. Retention patterns also vary by demographic factors such as gender, marital status, age, and educational qualifications, with diploma-holding teachers showing higher retention rates than those with advanced degrees. Although competence management practices such as performance-based rewards, participatory engagement, and career development support exist in some schools, their implementation is inconsistent and often insufficient to meet teachers' professional needs (Sheema Municipality Education Department, 2023).

Given these trends, there is a compelling need to examine how teacher career development, one dimension of competence management, affects teacher retention in private secondary schools in Sheema Municipality. Understanding this relationship can inform targeted strategies to address chronic attrition, strengthen institutional capacity, and improve educational outcomes. This study, therefore, sought to contribute empirical evidence to the limited body of literature on competence management and teacher retention in

Uganda, with a specific focus on career development initiatives in the private secondary school sector.

Scope of the Study

The study was conducted in Sheema Municipality, which is found in Sheema, one of the districts in the South Western region of Uganda. It is bordered by Bushenyi in the West, Buhweju in the North, Ntungamo in the South, Mitooma in the South West, and Mbarara District in the East. The district of Sheema is located in Western Uganda's Ankole Sub-Region. There are 12 sub-counties, 60 parishes, and 598 villages in the district. 111 Nursery Schools, 181 Primary Schools, 27 Secondary Schools, and 3 Tertiary Schools make up the District's current total of over 322 schools. Sheema Municipality was chosen because, since 2017, it has faced issues with teacher retention that require immediate attention (Sheema Municipality Education Department, 2023). The study will focus on establishing the relationship between teacher career development and teachers' retention in the selected private secondary schools in Sheema municipality. The study was carried out within a period of 5 years, from 2020 to 2024, in order to capture adequate information and understand the picture regarding competence management and teacher retention. Besides, it is believed that this is when many teachers in private secondary schools in Sheema Municipality left for greener pastures (Sheema Municipality Education Department, 2023).

Significance of the Study

The findings of this study are expected to benefit policymakers, human resource practitioners, education practitioners, and the academic community, with a particular focus on private secondary schools in Sheema Municipality. The emphasis is on teacher career development practices, including teacher training, mentoring, coaching, and job rotation as a strategy for improving teacher retention. For policymakers, the

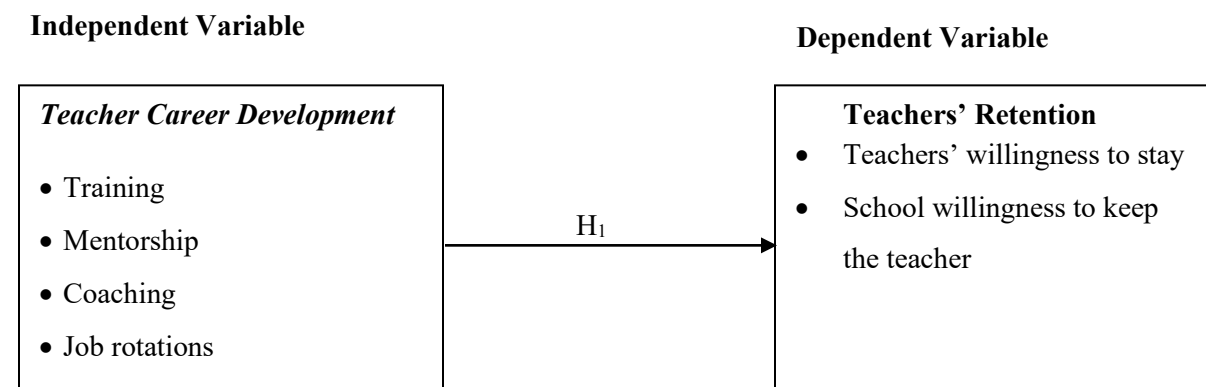
study provides evidence to guide the formulation of policies that promote structured teacher career development programs in private secondary schools. By showing how initiatives such as training, mentoring, coaching, and job rotation enhance teacher satisfaction and commitment, the findings can support policy frameworks aimed at reducing attrition and building a stable teaching workforce. Human resource professionals in the education sector can draw on this study to design and implement targeted career development interventions. The evidence will help them understand how investing in professional growth opportunities through continuous training, structured mentoring programs, coaching for skill enhancement, and job rotation for role enrichment can improve teacher motivation and reduce turnover. For school leaders and administrators, the study offers practical strategies for integrating career development into daily school operations. Insights from the findings can guide the creation of professional development plans that not only build teacher competencies but also foster loyalty, job satisfaction, and long-term retention. This study contributes to the scholarly literature on human

resource management in education by providing empirical evidence on the role of teacher career development in retaining educators. By focusing on training, mentoring, coaching, and job rotation, it fills a gap in research on the specific career development practices that are most effective in the Ugandan private secondary school context.

Conceptual Framework

The study focused on teacher career development as the independent variable and teachers' retention as the dependent variable. Teacher career development was operationalised into teacher training, teacher mentoring, coaching, and job rotations, while teachers' retention was measured in terms of teachers' willingness to stay and school willingness to keep the teacher. In the analysis, the study intends to establish the relationship between each of these constructs and teachers' retention in private secondary schools in Sheema Municipality. The study assumes a relationship between teacher career development and teaching staff competitiveness, but whether this relationship is significant or not was confirmed by the correlation analysis in the results section.

Figure 1: Conceptual Framework Showing the Relationship between Teacher Career Development and Teacher Retention



Source: Adopted from the literature (Hafizi et al., 2022)

LITERATURE REVIEW

Career development is widely acknowledged as a strategic tool for enhancing employee retention, often framed as a mutually beneficial arrangement

for both employers and employees (Wane, 2016). According to Al-sharafi et al. (2018), equipping employees with skills that support career advancement not only improves their competencies

but also fosters loyalty toward employers who invest in their growth. Similar arguments are made by Nagarathanam et al. (2018), who note that career development initiatives can also function as a recruitment advantage, attracting high-calibre candidates who value professional growth opportunities.

A substantial body of research links career development with employee retention across various sectors. For instance, Nagarathanam et al. (2018) found a statistically significant relationship between career promotion strategies and retention in the Qatari aviation industry, while Karimi (2017) reported that training and development positively influenced retention in Kenya's insurance sector. Comparable findings were observed in Yemen's telecommunications companies (Al-sharafi et al., 2018), Nigeria's banking sector (Abba, 2018), and Kenya's county governments (Mule et al., 2020), where career development initiatives correlated strongly with workforce stability. Studies in the hospitality sector across Kenya (Sitati et al., 2016), Indonesia (Dewi & Riana, 2019; Pratiwi & Sriathi, 2017), and other regions (Herachwati & Rachma, 2018) further reinforce the positive association. However, these studies differ in scope and context. Sectors like aviation, telecommunications, and banking often have structured, resource-intensive development programs and competitive remuneration packages, conditions that may not exist in education. Moreover, cultural and economic differences such as those between Qatar, Yemen, Nigeria, and Uganda limit the direct applicability of their findings to teacher retention in Ugandan private secondary schools.

While many studies support a positive link between career development and retention, Al-sharafi et al. (2018) provide a counterpoint by finding that in Yemen's telecom sector, career advancement itself did not significantly affect retention, though training did. This suggests that not all career development components have equal impact, and contextual factors may determine their

effectiveness. Similarly, Neupane (2015) showed that coaching and mentoring in the UK hospitality industry improved employee and organisational performance, but did not directly address retention. These findings indicate that career development strategies may need to be tailored to sector-specific motivators.

Some studies emphasise that career development interacts with other determinants of retention, such as the work environment and organisational commitment. For example, Pratiwi & Sriathi (2017), Irhamahayati et al. (2018), and Putra & Rahyuda (2016) found that positive physical and non-physical work environments enhance retention, while Sari & Dewi (2020) observed that the combination of career development, organisational commitment, and work environment yielded stronger retention outcomes. Organisational commitment, in particular whether affective, continuance, or normative, has been shown to significantly influence retention (Nguyen et al., 2014; Ramalho Luz et al., 2018; Rose & Raja, 2016).

Although prior research broadly supports the role of career development in retention, most studies have been conducted outside Uganda and outside the education sector. Many were situated in resource-rich or corporate environments where career pathways and incentives differ markedly from those in private secondary schools. Moreover, limited attention has been given to specific career development practices such as teacher training, mentoring, coaching, and job rotations, which may be particularly relevant in education due to the intrinsic motivations and professional fulfilment associated with teaching. The absence of empirical studies in Ugandan private secondary schools, especially in Sheema Municipality, presents a contextual gap that this study seeks to address.

METHODOLOGY

Research Design

The study adopted a cross-sectional design, a research methodology that involves observing and collecting data from a population at a single point in time (Abduh et al., 2022; Puspa Zuleika & Legiran, 2022). The design aimed to analyse the link between independent and dependent variables by observing all subjects simultaneously and determining the relationship between cause and effect clearly (Yoshimura et al., 2004). This design has been widely used and found to be valuable for testing hypotheses about these associations. The design exploited a quantitative approach based on statistical inferences to draw conclusions on the relationship between teacher career development and teachers' retention among private secondary schools in Sheema district, Southwestern Uganda. This approach was used because it gives findings that are objective and based on facts than opinions, hence reliable for decision making.

Study Population and Sample Size

The study population consisted of 234 teaching staff in the 13 private secondary schools in Sheema Municipality (Sheema Municipality Education Department, 2023). Head teachers and deputy head teachers were counted among the teaching staff despite playing a managerial role at the school level. This is because they are also involved in leadership competence development programs through

training, mentoring, coaching, as well as job rotations across schools. Likewise, the retention issue not only affects teachers but also the head teachers and their deputies (Sheema Municipality Education Department, 2023).

The sample size comprised 162 respondents, including 136 teachers, 13 head teachers, and 13 deputy head teachers in the 13 private secondary schools in Sheema Municipality. The sample size for each category of respondents was determined using the Krejcie & Morgan table of sample size determination (Krejcie & Morgan, 1970). The study employed simple random sampling to select teachers and census sampling to select head teachers and their deputies, since all these sampling techniques have been widely used in sampling for quantitative studies. Simple random sampling is a probability sampling technique where every individual is selected at random and solely by chance, meaning that every subset of k individuals has the same chance of being selected for the sample as every other subset of individuals, and that every individual has the same chance of being selected at every stage of the sampling process (Latpate et al., 2021). Whereas simple random sampling is appropriate for larger study populations, census sampling is appropriate for smaller populations where every subject within the study population is selected to participate in the study. The population and respective samples are presented in Table 1 below;

Table 1: Population and Sample Size

Category of respondents	Population	Sample Size	Sampling techniques
Head teachers	13	13	Census sampling
Deputy Head teachers	13	13	Census sampling
Teachers	208	136	Simple Random Sampling
Total	234	162	

Data Collection Methods and Tools

The study contacted respondents for first-hand data using the survey method involving the use of a questionnaire. The questionnaire method employed a set of questions printed in a prearranged order

(Einola & Alvesson, 2021). In order to ensure that respondents provide accurate answers, questionnaires safeguarded respondent confidentiality and anonymity. The questionnaire's coding, scaling, and general design, along with the

way the variables are categorised and worded, all work to lessen study bias (Kmetty & Stefkovics, 2022). Respondents were motivated to supply precise and thorough information as a result, and they subsequently supplied trustworthy and relevant data. For the sake of accuracy, the surveys only included closed-ended questions that use Likert's five-point rating system.

The researcher used self-administered questionnaires (SAQs) as a tool for collecting data. Respondents' opinions were gathered for the study through self-administered questionnaires, which were separated and items paraphrased to suit different categories of respondents: teachers, head teachers, and their deputies, but maintained the meaning for easy triangulation of data from the three categories. The SAQs enabled the researcher to quickly and economically cover a large population. SAQs are also very appropriate for the target respondents because of their high levels of English proficiency. The SAQ was used since it gives respondents more time to complete the questionnaires, which they had for a while after the researcher left them with them. To facilitate administration, most of the instrument's questions

were closed-ended or had options. The Likert scale was used to collect opinion data.

Data Quality Control

The tool was provided to supervisors to help evaluate whether the items are relevant or irrelevant. The researcher calculated the content validity index after rendering a decision. The tool's content validity index (CVI) was tested as the ratio of the number of items rated valid to the total number of items in each construct, and all the CVIs for each construct of competence management and teachers' retention in general were found to be at least 0.70, an indicator that the instrument is valid as advised by (Shi et al., 2012).

To assess the reliability of the instruments, the Statistical Package for Social Sciences (SPSS) Cronbach's Alpha coefficient technique was used. The questionnaire was modified until the alpha value, which is the suggested reliability value for studies in education, is at least 0.70 for each construct of competence management and teachers' retention in general, as shown in Table 2 below (Arifin, 2018).

Table 2: Validity and Reliability of Research Instruments

Test	Teacher Career Development	Teacher Retention
Content Validity Index	0.833	0.909
Cronbach's Alpha	0.954	0.954
Average	0.894	0.932

Source: *Pilot Study Results, 2023*

Data Analysis

To examine the effect of Competence Management on teachers' retention, a multiple linear regression analysis was run using teacher engagement, career development and rewards and recognition as predictor variables and teacher retention as the dependent variable. The relationship (R) between Competence Management and teachers' retention was determined from the regression model summary, the influence was determined from the coefficient of determination (R-square) in the model

summary, while its significance was determined from the probability value (p-value) on the Analysis of Variance (ANOVA) table. The predictive power of different dimensions of Competence Management on teacher retention was determined from the beta value (Beta) and test-statistic (t) on the table of coefficients, while the significance was determined by the individual probability values (p-values). Higher beta and test statistics values predict a higher effect, while p-values less than the critical value (0.05) show a significant effect.

Ethical Considerations

The researcher acquired approval from BSU's Faculty of Education, Arts and Media Studies. An introductory letter was obtained from the Dean of the Same Faculty, which was used to obtain permission from the head teachers of selected schools. The BSU-REC also reviewed and granted ethical approval before going for data collection. Furthermore, the researcher endeavoured to honour the participants' time by avoiding any disturbances and, above all, by maintaining the ethical norms

essential for social science research concerning the participants as well as the broader public. In any case, private information and situations where respondents did not want to disclose their names were respected with considerable integrity.

RESULTS

Biodata of the Respondents

The biodata of the respondents is presented in Table 3 below;

Table 3: Respondents' Biodata

Respondents' biodata		Frequency	Percentage (%)
Gender	Male	95	67.9
	Female	45	32.1
	Total	140	100.0
Marital Status	Married	76	54.3
	Single	64	45.7
	Total	140	100.0
Age	Below 30	79	56.4
	30-45	61	43.6
	Total	140	100.0
Academic Qualification	Diploma	23	16.4
	First degree	114	81.4
	Others	3	2.1
	Total	140	100.0
Number of years working	Below five years	61	43.6
	5-10	70	50
	Over 10	9	6.4
	Total	140	100.0

Source: *Primary data, 2024*

The majority (67.5%) of the teachers in private secondary schools in Sheema municipality are males, while 32.1% are females. The gender imbalance could indicate underlying factors that affect teacher retention differently for men and women. The low percentage of female teachers might signal challenges in recruiting and retaining female teachers. Identifying and addressing gender specific issues is important to attract and retain a more balanced teaching staff.

The majority (54.3%) of the teachers in private secondary schools in Sheema municipality are married, while 45.7% are single. Married teachers are likely to be more integrated into the local community, which can influence their commitment to the school, thereby improving their retention. Married teachers might be more likely to seek stable, long-term employment to support their families. Married teachers may also prioritise work-life balance due to family responsibilities, which could affect their job satisfaction and overall performance. Therefore, by creating a stable work

environment with opportunities for growth and work-life balance, schools may retain married teachers for longer periods, reducing the need for frequent hiring and training of new staff.

The majority (56.7%) of the teachers in private secondary schools in Sheema municipality are still young, below 30 years of age, while only 43.6% are aged 30-45 years. Young teachers may have less experience and could benefit from targeted competence management. Young teachers often seek career advancement. This means that if private schools in Sheema municipality offer clear paths for career growth, it can enhance retention. Schools may need to invest more in training and career development initiatives to build their competencies and help them adapt to the teaching environment.

The majority (81.4%) of the teachers in private secondary schools in Sheema municipality have a first degree, 16.4% have a diploma, while 2.1% have others. With the majority of teachers holding a bachelor's degree, the baseline educational competence is relatively high. However, teachers with a bachelor's degree may have higher expectations for professional growth and job satisfaction. If these needs are not met, there could be a higher turnover, especially if other schools or sectors offer better opportunities for advancement or professional development. To retain highly educated teachers, private schools must offer competitive salaries and benefits, offer opportunities for career advancement and ensure the continued engagement of teachers.

The majority (50%) of the teachers in private secondary schools in Sheema municipality have spent 5-10 years working in the school. About

43.6% have spent below 5 years, while only 6.4% have spent above 10 years. Such a long tenure typically indicates job satisfaction, a supportive work environment, or a lack of better opportunities elsewhere. However, if teachers have already spent 5-10 years in the same school, they might start considering new opportunities for career advancement or change. This period can be a critical point where schools need to focus on re-engaging teachers and offering them career advancement opportunities within the school in order to retain these teachers.

Correlation Analysis

This section presents the correlation analysis conducted to examine the strength and direction of the relationships between teacher career development and teacher retention in private secondary schools in Sheema Municipality. Teacher career development (X) was assessed using constructs such as Teacher Training (X_1), Mentoring (X_2), Coaching (X_3), Job Rotation (X_4), while Teacher Retention (Y) was measured through teachers' willingness to stay (Y_1) and the school's willingness to retain the teacher (Y_2). Pearson correlation analysis was used to determine the direction and strength of the relationships between the career development indicators and the retention constructs. Interpretation of the correlation coefficients followed the conventional approach, where values near +1 suggest strong positive relationships, values near -1 indicate strong negative relationships, and values around 0 imply no linear relationship. Statistical significance was assessed to confirm the reliability of the observed correlations.

Table 4: Teacher Career Development and Teacher Retention

Pearson Correlation	X ₁	X ₂	X ₃	X ₄	X	Y ₁	Y ₂	Y
Teacher Training (X ₁)	1							
Mentoring (X ₂)	.778**	1						
Coaching (X ₃)	.624**	.700**	1					
Job rotation (X ₄)	.669**	.645**	.606**	1				
Teacher Career Development (X)	.862**	.882**	.854**	.865**	1			
Teacher's willingness to stay (Y ₁)	.664**	.581**	.467**	.560**	.647**	1		
School's willing to retain teacher (Y ₂)	.501**	.457**	.515**	.446**	.553**	.687**	1	
Teacher Retention (Y)	.662**	.585**	.513**	.565**	.664**	.978**	.824**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2024

The results presented in Table 4 indicate a statistically significant and strong positive relationship between teacher career development and teacher retention in private secondary schools in Sheema Municipality ($r = 0.664^*$, $p < 0.05$). All the constructs of teacher career development, teacher training, mentoring, coaching, and job rotation, demonstrated a significant correlation with both teachers' willingness to stay and schools' willingness to keep teachers with Pearson correlation coefficients ranging from $r = .446^{**}$ to $r = .664^{**}$, all significant at a 95% confidence level ($p < 0.05$). This suggests that exposing teachers to diverse roles enhances their commitment and retention, affirming the critical role of continuous professional development. The overall correlation between teacher career development and retention was high ($r = .647^{**}$) with teachers' willingness to stay and moderate ($r = .553^{**}$) with school's willingness to keep the teacher, reinforcing the argument that career growth opportunities such as training, mentorship, coaching, and job rotation significantly influence teachers' decisions to remain in the profession and schools' commitment to retaining them. These findings affirm the hypothesis (H_a) that there is a significant relationship between teacher career development and teacher retention in private secondary schools in Sheema Municipality and reject the null hypothesis (H_0). This implies that there is investment in teacher career development that contributes positively to sustaining a stable and motivated teaching workforce in private secondary schools in Sheema Municipality.

DISCUSSION OF FINDINGS

The findings of this study contribute to the growing body of literature on career development and teacher retention, providing evidence that continuous professional development, including job rotation, coaching, mentorship, and training, plays a critical role in retaining teachers in private secondary schools in Sheema Municipality. The findings reveal a statistically significant positive relationship between career development opportunities, such as training, mentorship, coaching, and job rotation, with teacher retention in private secondary schools in Sheema Municipality. These results suggest that career development opportunities play a vital role in enhancing teachers' willingness to stay in the profession and schools' commitment to retaining them. These findings align well with previous studies, such as Wane (2016), which revealed that career development is a "win-win" situation, enhancing employee retention by developing skills that increase their loyalty and job satisfaction. The significant positive relationship between job rotation and retention indicates that exposing teachers to diverse roles not only enriches their professional experiences but also strengthens their commitment to both their careers and their institutions.

These findings are also consistent with Al-sharafi et al. (2018), who emphasise that career development initiatives such as coaching and mentorship increase employee satisfaction and retention. The role of coaching and mentorship in teacher retention is

particularly critical, as it provides a supportive structure that guides teachers in their professional growth, thereby fostering a sense of belonging and commitment. These results also corroborate those of Karimi (2019), who found that career development positively impacts staff retention in organisations. Overall, the findings underscore the central role of engagement in career development programs as a key determinant of teachers' decisions to stay in their schools, a conclusion that mirrors the findings of Nagarathanam et al. (2018), who found that career development strategies are linked to worker retention. These findings also underscore the need for private secondary schools in the region to invest in comprehensive career development programs to sustain a stable and motivated teaching workforce. The strong positive relationship between career development and retention is consistent with previous research, while also highlighting the unique context of private secondary schools in Sheema Municipality, Uganda.

The findings of this study align closely with the principles of McGregor's Theory Y and Herzberg's Two-Factor Theory, offering valuable insights into how competence management programs, such as teacher career development, influence teacher retention. The strong positive correlations between career development opportunities and teacher retention in this study support the notion that teachers, when given autonomy, trust, and opportunities for professional growth, are more likely to remain in their positions. McGregor's Theory Y, which assumes that employees are self-motivated and thrive when empowered, is reflected in the teachers' increased retention as they engage in job rotation, coaching, and mentorship. These developmental initiatives foster a sense of competence and autonomy, crucial elements in Theory Y that encourage teacher retention through empowerment. Additionally, Herzberg's Two-Factor Theory emphasises that factors related to competence and self-improvement serve as motivators, while aspects like job security and pay address hygiene needs. In this context, the study's

findings suggest that career development strategies, which focus on enhancing teachers' competencies, align with Herzberg's motivators, leading to increased job satisfaction and retention. Thus, both theories underscore the importance of creating an environment that encourages teachers' self-development and involvement in decision-making, contributing significantly to their psychological and professional retention in private secondary schools in Sheema Municipality.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study has provided significant understanding into the relationship between career development opportunities and teacher retention in private secondary schools in Sheema Municipality. The findings indicate that career development initiatives, including professional training, mentorship, coaching, and job rotation, play a crucial role in improving retention rates. The study also found that teachers who perceive themselves as valued and empowered through these initiatives are more likely to stay in their positions, supporting the principles of McGregor's Theory Y and Herzberg's Two-Factor Theory. These theories highlight the importance of competence development and self-improvement in motivating teachers, leading to higher job satisfaction and reduced turnover. Overall, fostering an environment that prioritises competence management not only enhances teacher performance but also contributes to long-term retention, which is essential for the stability and growth of educational institutions.

Recommendations

Schools should prioritise the establishment of structured and continuous professional development programs. These can include regular training sessions, workshops, coaching, and job rotation opportunities, all aimed at enhancing teachers' skills and competencies. By doing so, schools will empower teachers to take ownership of their professional growth, ultimately improving

retention. Private secondary schools should adopt competency management practices that focus on assessing and improving teachers' career development skills in a holistic manner. Regular competency assessments should be conducted, followed by targeted development programs based on individual needs. This approach will not only improve teaching quality but also demonstrate a school's investment in its teachers' careers, fostering loyalty and retention.

Policy Implications

The results could influence educational policymakers to prioritise competence management that promotes continuous professional career development at school. Policies might be developed to ensure that all schools have in place activities that promote continuous professional career development at school, especially for female teachers, diploma holders, and newly recruited teachers.

Study Limitations and Suggested Areas for Further Study

The study was conducted among only private secondary schools, and the results may not be generalised to government-aided schools due to differences in reward systems and career advancement opportunities. The study was only conducted in Sheema municipality, and the results may not be taken as conclusive for other areas. The researcher encourages further research to explore the relationship between competence management and teacher retention from other geographic contexts by considering not only private schools but also government-aided schools in other districts other than Sheema to verify the accuracy of the results.

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