

School Support Systems and Teacher Retention in Seed Secondary Schools in Nakaseke District, Uganda

**Jjethro Benedict Kazungu¹, Ssali Muhammad Bisaso²,
Nabukeera Madinah³, Matovu Musa⁴**

¹Post graduate student, Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda,

²Senior lecturer., Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.

³Assoc.Prof. Dr., Department of Public Administration, Faculty of Management Studies, Islamic University in Uganda.

⁴Assoc .Prof. Dr., Department of Educational Psychology, Faculty of Education, Islamic University in Uganda.

Abstract

This study examined the relationship between school support systems and teachers' retention in Seed secondary schools in Nakaseke District, Uganda. The study was directed specifically by three specific objectives; i) To examine the relationship between trainings and teachers' retention, ii) To examine the relationship between mentorship and teachers' retention, and iii) To examine the relationship between career development and teachers' retention in Seed secondary schools in Nakaseke District. The study embraced a correlational research design employing a mixed approach. A sample size of 50 people was selected including school administrators and teachers from the 2 selected Seed secondary schools in Nakaseke district. Both descriptive analysis and correlation analysis were utilized to offer answers to the study. The study found that there is a moderately positive and statistically significant relationship between trainings and teachers' retention in seed secondary schools in Nakaseke district. The study also found that there is a strong positive and statistically significant relationship between mentorship and teachers' retention in seed secondary schools in Nakaseke district. Further, the study found that there is a strong positive and statistically significant relationship between career development and teachers' retention in seed secondary schools in Nakaseke district. Therefore, the study concludes that school support systems such as trainings, mentorship, and career development have a statistical and significant association with teachers' retention in seed secondary schools in Nakaseke district in that an escalation in the different forms of school support systems will definitely lead to an enhancement in teachers' retention in seed secondary schools in Nakaseke district. The study recommends that school administrators and stakeholders should provide trainings and mentorship programs to both new teachers and old teachers that offer both professional and emotional support, foster growth, and encourage teachers to feel part of a supportive community as this helps to reduce burnout and increase job satisfaction, ultimately improving teachers' retention in seed secondary schools in Nakaseke district.

Keywords: School Support Systems, Trainings, Mentorship, Career Development, Teachers' Retention, and Seed Secondary Schools.

Introduction

This study aims at examining the relationship between school support systems and teachers' retention in Seed secondary schools in Nakaseke District, Uganda.

Historical Perspective

Globally, the retention of teachers has been a persistent issue throughout different periods and countries influenced by the presence or absence of strong school support systems. However, teacher retention has improved in regions where institutional support, professional development, and working conditions have been prioritized. In the late 20th century, major education reforms were influenced by globalization which saw many countries worldwide adopting strong teacher support systems focused on autonomy, continuous training, and reduced workloads, leading to high teachers' retention rates (Ackah-Jnr, Jumah & Semuah, 2022). In African and most of the developing countries, teacher shortages, exacerbated by low pay, heavy workloads, and lack of respect for the profession, have prompted a renewed focus on teacher retention. This has resulted into the implementation of strategies and programs aimed at improving teacher retention in schools through effective school support systems such as teacher incentives, continuous training, mentorship programs, career growth, and workload management strategies focusing on teacher well-being and work-life balance in response to increased teacher burnout and attrition (Menon & Brackin, 2021).

Theoretical Perspective

The study was directed by the Social Support theory proposed by Cohen and Wills in 1985. The theory emphasizes that individuals' well-being and job satisfaction are influenced by the social support they receive from colleagues, administrators, and the community (Acoba, 2024). The theory also focuses on emotional support and instrumental support provided to individuals which influences their competences and job satisfaction. In application to teacher retention, emotional support in form of encouragement from peers and administrators helps teachers manage stress and avoid burnout well as instrumental support in form of resources, mentoring, training, and professional development programs enhance teachers' competence and job satisfaction which resultantly lead to an improvement in teachers' retention in school (Rautanen, Soini, Pietarinen & Pyhalto, 2021). Thus, this theory was embraced and applied to the study as it offers a connection between school support systems and teachers' retention.

Contextual Perspective

The study was undertaken in Seed secondary schools in Nakaseke District exploring the relationship between school support systems and teachers' retention. This case study was taken into account because of the limited studies that have been carried out in the district relative to school support systems and teachers' retention in Seed secondary schools. Additionally, Nakaseke district was undertaken as a result of the increased poor teacher retention in secondary schools including seed schools revealed by increased teacher mobility rates, teacher turnover rates, attrition rates, and teacher absenteeism rates (Nakaseke District Local Government, 2022).

Conceptual Perspective

School support systems refer to the structures, resources, and policies put in place to assist teachers, students, and staff in achieving educational success and well-being. These systems are designed to create a positive teaching and learning environment by providing administrative, professional, emotional, and material support (Gunn & McRae, 2021). Teachers' retention refers to the ability of schools and educational systems to keep teachers in the teaching profession or within a particular school, district, or region over a specific period rather than leaving for another profession or early retirement (Patricia, Lou, Touchton, Rajni & Kiara, 2023). For purposes of this study, school support systems were abstracted in terms of trainings, mentorship, and career development, while teachers' retention was conceptualized in terms of distribution of teachers, teachers' turnover rate, attrition rates, teacher stability, mobility rates, and teacher absenteeism rates.

Statement of the problem

In Uganda, the government through the Ministry of Education has put in place several teacher support programs and policies aimed at improving teachers' retention and enhancing the quality of education. For instance, the National Teacher Policy launched in 2019 which provides a comprehensive framework to professionalize and standardize the teaching profession. Its objectives include enhancing teacher training, professional development, establishing clear professional standards, and improving the development and management of teachers across the education system so as to improve teachers' retention rates in all schools in the country (Ministry of Education and Sports, 2021).

Though, despite all the incredible efforts and guidelines, teachers' retention in secondary schools in Nakaseke District is still grappling categorized with increased teacher mobility rates, teacher turnover rates, attrition rates, and teacher absenteeism rates among others (Omoro & Byamukama, 2021). Evidence indicates an increase in teacher attrition rates from 5.8% in 2019 to 7.2% in 2021 in secondary schools in Nakaseke District (Nakaseke District Local Government, 2022). This has consequently resulted into disrupted learning and poor student outcomes, loss of experienced teachers, increased costs associated with new teachers' recruitment and training, increased workload for remaining teachers, and teacher shortages in rural and low-income regions. Hence, it is due to this that the current study examined the relationship between school support systems and teachers' retention in Seed secondary schools in Nakaseke District.

Objectives of the Study

General Objective

The main objective of the study is to examine the relationship between school support systems and teachers' retention in Seed secondary schools in Nakaseke District, Uganda.

Specific Objectives

1. To examine the relationship between trainings and teachers' retention in Seed secondary schools in Nakaseke District.
2. To examine the relationship between mentorship and teachers' retention in Seed secondary schools in Nakaseke District.
3. To examine the relationship between career development and teachers' retention in Seed secondary schools in Nakaseke District.

Study Hypotheses

The specific objectives were directed by the various alternative hypotheses;

Ha1: There is a statistically significant relationship between trainings and teachers' retention in Seed secondary schools in Nakaseke District.

Ha2: There is a statistically significant relationship between mentorship and teachers' retention in Seed secondary schools in Nakaseke District.

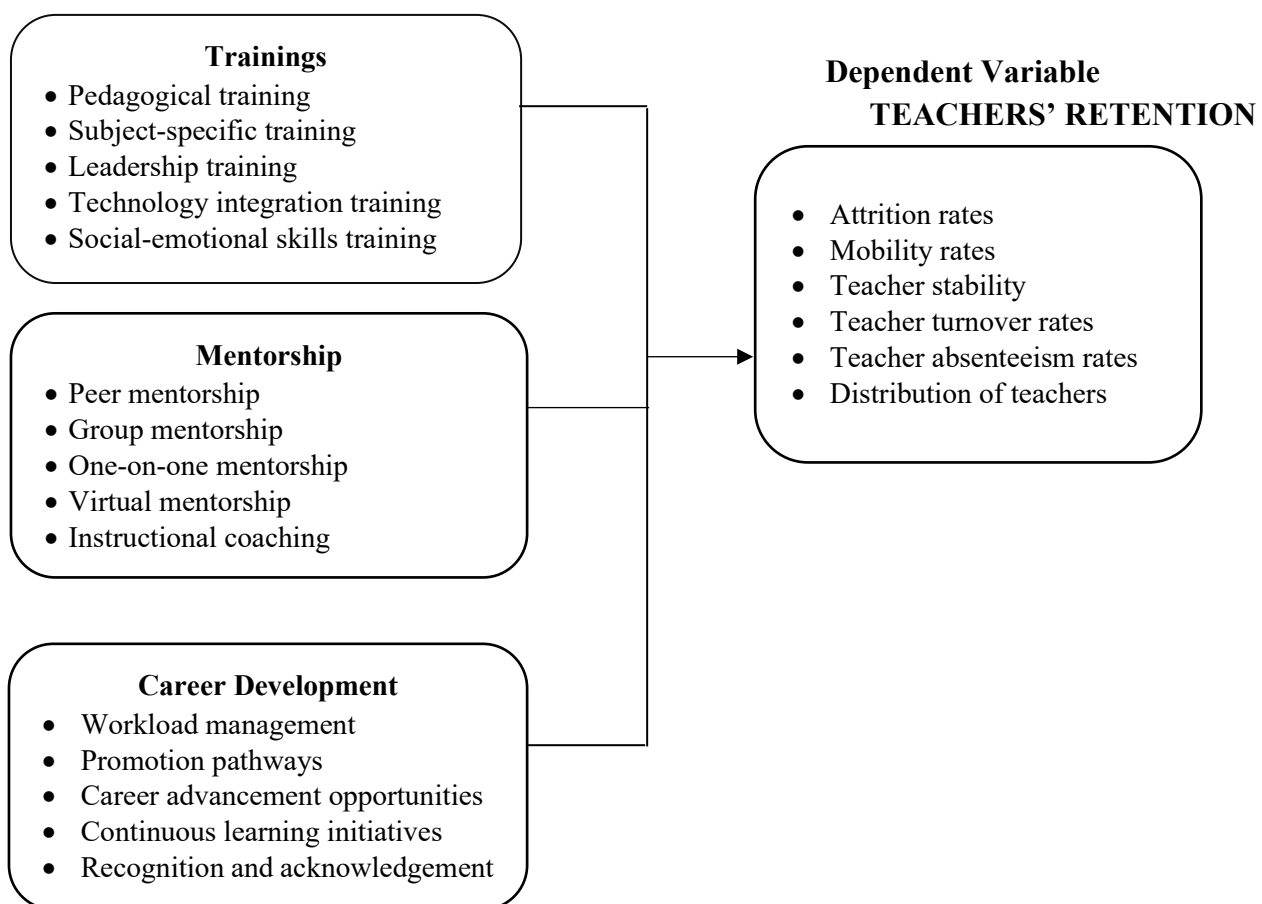
Ha3: There is a statistically significant relationship between career development and teachers' retention in Seed secondary schools in Nakaseke District.

Conceptual Framework

The conceptual framework shows a diagrammatic illustration on the association between School Support Systems and Teachers' Retention.

Independent Variable

SCHOOL SUPPORT SYSTEMS



School Support Systems and Teachers' Retention

School support systems are crucial in ascertaining whether teachers remain in the profession or leave. These systems build an atmosphere where teachers feel appreciated, supported, and inspired. When school support systems are effective, they have a direct positive impact on teacher retention (Gunn & McRae, 2021). According to Redding, Thomas and Raymond (2019) school support including ongoing professional development opportunities, such as training, workshops, and mentorship, help teachers feel

competent and confident in their role. This support encourages continuous improvement, which in turn makes teachers feel more engaged and satisfied with their careers. The authors assert that teachers who have access to career advancement opportunities are more probable to remain in the profession. When teachers feel that they can grow and advance, they are less likely to leave due to a lack of opportunities (Redding et al., 2019).

School support systems emphasize the provision of guidance on career advancement, and progression to teachers such as pursuing leadership roles, higher education, or certifications which can help teachers envision a long-term career path in education. Teachers who see clear advancement opportunities and feel supported in their career development are more likely to stay in teaching rather than seeking opportunities outside of education which resultantly leads to an improvement in teachers' retention in schools (Holmes, Morris, Dabbs & Stipanovic, 2019). In addition, the authors assert that emotional and social support within the school environment whether from colleagues, mentors, or school leaders creates a sense of belonging. Positive relationships with peers and a strong support network help teachers cope with challenges, reducing feelings of isolation, especially for newer teachers and prevents burnout thus improving teachers' retention (Holmes et al., 2019).

A study by Ofoyeju, Akpotu and Egwunyenga (2023) found that school support systems significantly influence teachers' retention in public secondary schools in Bayelsa and Delta States, Nigeria. The study revealed that by providing professional development, emotional support, manageable workloads, positive school culture, and competitive compensations, schools build an atmosphere where teachers feel treasured, supported, and encouraged to stay improving teachers' retention. The authors posit that school support systems play a pivotal role in teachers' retention in that strong school support systems contribute to job satisfaction, lower burnout rates, and a greater commitment to the profession, ultimately reducing teacher turnover, ensuring stable and effective educational environments, and improving student outcomes (Ofoyeju et al., 2023). Additionally, Mamaran, Nietes, Justol and Paglinawan (2023) assert that adequate financial support is an essential part of a school support system. Competitive salaries, benefits, and job security provide teachers with the financial stability they need to focus on their work and prevent them from seeking employment elsewhere significantly influencing teachers' retention in schools.

According to Sulit (2020) effective leadership is one of the most critical components of school support systems. School leaders who are approachable, communicative, and supportive provide teachers with the guidance and encouragement they need to succeed. Supportive administrators ensure that teachers' concerns are addressed, providing them with the necessary resources and professional respect. When teachers feel appreciated by their school leaders, they are more likely to stay committed to their work. In addition, according to Hughes, Matt and O'Reilly (2019) teachers often experience stress due to heavy workloads, long hours, and insufficient time for personal life. School support systems that focus on workload management and work-life balance help teachers manage stress and prevent burnout. The authors argued that by providing adequate planning time, reasonable student-teacher ratios, and flexible schedules, schools can help teachers maintain a healthy balance. Teachers who experience less stress and better work-life balance are more likely to remain in the profession for an extensive period (Hughes et al., 2019).

School support systems play a pivotal role in teachers' retention by addressing issues like job satisfaction, career growth, and work-life stability. When effectively designed and implemented, these systems create a positive environment that encourages teachers to remain in their role, thereby reducing turnover and ensuring continuity in the education system. Conversely, poorly designed support systems can lead to

dissatisfaction, burnout, and high attrition rates which significantly reduces and negatively affects teacher retention (Shibiti, 2019). Additionally, Lucker, Konermann and Richter (2022) argued that positive school support systems characterized by collaboration, trust, and mutual respect enhance teachers' job satisfaction. When teachers work in a setting that fosters creativity, openness, and teamwork, they are more expected to persist in the profession. The authors also assert that teachers in schools with a positive, inclusive, and collaborative support systems are more motivated and experience less stress. A supportive and positive school environment encourages teachers to stay, as they enjoy working in a fulfilling and respectful environment (Lucker et al., 2022).

A study by Lochmiller, Perrone and Finley (2024) found out that school support systems have a positive and significant relationship with teachers' retention in public schools in High-poverty settings in the United States. The study revealed that teachers are very likely to stay in schools that provide necessary teaching materials and tools that ease their work-load to eliminate stress and burnout influencing them to stay at work. The authors argued that teachers who have access to the necessary teaching materials can perform their jobs more effectively and with greater satisfaction. Adequate resources can also help teachers feel more empowered to innovate and engage students. Additionally, schools that provide teachers with the right tools and resources help prevent frustration and job dissatisfaction. Teachers who have access to adequate resources are less likely to leave due to challenges in teaching with insufficient tools (Lochmiller et al., 2024).

Methodology

Research Design

This study embraced a correlational research design employing a mixed approach. A correlational research design is focused with exploring for an association between variables in a certain study population (Kassu, 2019). Hence, this research design assisted the researcher in assessing the relationship between school support systems and teachers' retention in Seed secondary schools in Nakaseke District. A mixed approach helped the researcher to acquire both quantitative and qualitative data that was used to offer an understanding to the phenomenon under investigation.

Target Population and Sample Size

The study looked at a target population of 6 Seed secondary schools in Nakaseke district (Nakaseke District Local Government, 2022). Though, due to the time restriction the researcher looked at 2 Seed secondary schools out of which a sample was chosen to participate in the study. The study also looked at a sample of 50 people who comprised of 10 school administrators (head teachers, directors, and deans of studies) and 40 teachers selected from the 2 selected Seed secondary schools in Nakaseke district to give both qualitative and quantitative data respectively that were utilized to offer an understanding to the study objectives.

Sampling Procedure

The researcher engaged both convenient sampling and simple random sampling to choose people who took part in the study. Convenient sampling includes the researcher picking people who are readily available and easily accessible to participate in the study which was utilized to pick school administrators that performed as key informants to give the qualitative data. Simple random sampling was engaged to pick teachers from the several schools to take part in the study in order to obtain quantitative data. Simple random sampling offers an even chance of selection to every individual in the study population to be included into the study sample (Elfil & Negida, 2017).

Data Collection Methods**Questionnaire Survey Method**

A questionnaire survey method is a method of gathering information using a variety of questions and other prompts with the objective of collecting information from study participants (Mathiyazhagan, 2013). The questionnaire survey method was crucial in obtaining uniform information that allowed data comparability by use of easy to understand structured questions. Thus, this method was engaged to enable the researcher in obtaining and collecting quantitative data from participants in the possible limited time.

Interview Method

An interview method includes the utilization of unstructured questions where the researcher wants to probe for an in-depth understanding of the phenomenon under investigation (Sekaran, 2018). This method permitted the researcher to inquire for in-depth information that was generated from key informants' (school administrators) constituting of perceptions and opinions related to the study phenomenon.

Data Collection Instruments**Structured Questionnaire**

A structured questionnaire is an instrument engaged to gather information from participants containing closed-ended answers to the questions from which participants are required to pick (Acheung, 2014). The study utilized structured questionnaires to gather quantitative data from the teachers which comprised of closed-ended questions and predetermined answers and these were self-administered to the teachers in the respective selected Seed secondary schools in Nakaseke district. The structured questionnaires were utilized as they necessitate fewer time and gather a lot of information on the phenomenon under investigation.

Interview Guide

An interview guide is a research tool employed to gather qualitative information consisting of open-ended questions that are utilized to obtain participants' in-depth understandings and insights on a certain phenomenon under investigation (Sekaran, 2018). The interview guide constituted open-ended questions which were probed to the key informants (school administrators) purposively to attain in-depth information accorded to the study objectives.

Data Analysis

Quantitative data analysis allows the researcher to measure, analyze and apprehend a phenomenon by running statistical tests and descriptive analytics. The study engaged both descriptive and correlation analysis procedures in scrutinizing the quantitative primary data that was gathered. Descriptive analysis was employed when investigating individuals' demographics presented as frequencies and percentages. To investigate the relationship between the independent variables and the dependent variable, Spearman's rank correlation analysis was utilized to provide the empirical evidence on the study hypotheses at a 0.01 significance level. Spearman's Rank Correlation evaluates the association between two ordinal variables (Jerrold, 2016). Furthermore, qualitative data was scrutinized using thematic analysis. Thematic analysis includes the transformation of individuals' opinions and insights by the researcher into themes based on the research questions and these were presented as verbatim quotations in order to supplement the quantitative data generated.

Ethical Consideration

Prior to conducting the study, the researcher obtained an introductory letter from Islamic University in Uganda as a prerequisite for gaining authorization from authorities in the various schools to undertake the study in their premises. The researcher also first asked for individuals' consent to be involved in the study before questionnaires were provided to them or involved in interviews and the objective of the study was well-explained to individuals at the start of the study. Participation in the study was totally voluntary and the individuals were free to pull out at any point from the study. Furthermore, the researcher maintained confidentiality of the individuals involved in the study as well as information provided which is an important ethical consideration in research.

Study Findings

The findings in this section constitute descriptive statistics on the demographic composition of the respondents and correlation analysis to provide answers to the study objectives.

Findings on the Demographic Compositions

The study investigated the demographic compositions of the participants who took part in the study from the various selected Seed secondary schools in Nakaseke district and the results are shown in Table 1;

Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Male	23	57.5
	Female	17	42.5
	Total	40	100.0
Age Category	25-30 years	5	12.5
	31-35 years	11	27.5
	36-40 years	10	25.0
	Above 40 years	14	35.0
	Total	40	100.0
Level of Education	Certificate	2	5.0
	Diploma	5	12.5
	Bachelors	29	72.5
	Masters	4	10.0
	Total	40	100.0
Marital Status	Single	13	32.5
	Married	26	65.0
	Widowed	1	2.5
	Total	40	100.0
Period of Work at the Current School	1-3 years	7	17.5
	4-5 years	14	35.0
	Above 5 years	19	47.5
	Total	40	100.0

Source: Primary data, 2025

From Table 1, the results indicate that majority 23 (57.5%) of the respondents who participated in the study were males and 17 (42.5%) of the respondents who participated in the study were females. The study findings also revealed that a bigger proportion 14 (35.0%) of the respondents were aged above 40 years, followed by 11 (27.5%) of the respondents who were aged 31-35 years, then 10 (25.0%) of the respondents who were aged 36-40 years, and the least proportion 5 (12.5%) of the respondents were aged 25-30 years. In addition, the study findings revealed that most 29 (72.5%) of the respondents had attained a bachelors' level of education, followed by 5 (12.5%) of the respondents who had attained a diploma level of education, then 4 (10.0%) of the respondents who had attained a masters' level of education, and only a few 2 (5.0%) of the respondents had attained a certificate level of education. In regards to marital status, majority 26 (65.0%) of the respondents were married, followed by 13 (32.5%) of the respondents who were single, and only 1 (2.5%) of the respondents were widowed.

The study further revealed that majority 19 (47.5%) of the respondents had worked with the respective seed secondary schools for a period of above 5 years, followed by 14 (35.0%) of the respondents who had worked with the respective seed secondary schools for a period of 4-5 years, and the least proportion 7 (17.5%) of the respondents had worked with the respective seed secondary schools for a period of 1-3 years.

Findings on the Objectives of the Study

This section presents the findings in relation to the specific study objectives.

Relationship between Trainings and Teachers' Retention in Seed Secondary Schools in Nakaseke District

The study sought to examine the relationship between trainings and teachers' retention in Seed secondary schools in Nakaseke District. The relationship was analyzed using Spearman's Rank correlation analysis and the findings are presented in Table 2.

Table 2: Correlation Findings on the Relationship between Trainings and Teachers' Retention in Seed Secondary Schools in Nakaseke District

		Trainings	Teachers' Retention
Trainings	Spearman's Correlation Coefficient	1.000	.434**
	Sig. (2-tailed)	.	.000
	N	40	40
Teachers' Retention	Spearman's Correlation Coefficient	.434**	1.000
	Sig. (2-tailed)	.000	.
	N	40	40

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

Source: Primary data, 2025

The study findings in Table 2 revealed that there is a moderately positive and statistically significant relationship between trainings and teachers' retention in seed secondary schools in Nakaseke district ($r = 0.434$, $N = 40$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The findings imply that an increase in

trainings moderately but significantly leads to an improvement in teachers' retention in seed secondary schools in Nakaseke district.

In regards to trainings and teachers' retention in Seed secondary schools in Nakaseke district, some of the key informants asserted that;

"...a well-structured induction and training program helps new teachers transition smoothly into their roles such as an introduction to the school culture and practical support. New teachers who receive proper onboarding feel supported and better prepared for the challenges they face, which reduces stress and improves job satisfaction, thus leading to improved retention." **(Head Teacher 02)**

"Continuous training programs that focus on enhancing teachers' skills in classroom management, pedagogy, technology integration, and subject-specific knowledge help teachers gain confidence and feel competent which reduces burnout and increases job satisfaction that may lead to increased teacher retention." **(Director 01)**

"Trainings that help teachers manage stress, maintain work-life balance, and develop strategies to cope with the emotional demands of the job play a pivotal role in teacher retention. Teachers who feel supported in managing stress through workshops on mindfulness, relaxation techniques, time management, and creating a healthy work-life balance are less likely to leave the profession due to emotional exhaustion." **(Dean of Studies 02)**

Relationship between Mentorship and Teachers' Retention in Seed Secondary Schools in Nakaseke District

The study also sought to examine the relationship between mentorship and teachers' retention in Seed secondary schools in Nakaseke District. The relationship was analyzed using Spearman's Rank correlation analysis and the results are presented in Table 3.

Table 3: Correlation Findings on the Relationship between Mentorship and Teachers' Retention in Seed Secondary Schools in Nakaseke District

		Mentorship	Teachers' Retention
Mentorship	Spearman's Correlation Coefficient	1.000	.641**
	Sig. (2-tailed)	.	.000
	N	40	40
Teachers' Retention	Spearman's Correlation Coefficient	.641**	1.000
	Sig. (2-tailed)	.000	.
	N	40	40

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

Source: Primary data, 2025

The study findings in Table 3 revealed that there is a strong positive and statistically significant relationship between mentorship and teachers' retention in seed secondary schools in Nakaseke district ($r = 0.641$, $N = 40$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The findings imply that an increase in mentorship strongly and significantly leads to an improvement in teachers' retention in seed secondary schools in Nakaseke district.

In accordance to mentorship and teachers' retention in Seed secondary schools in Nakaseke district, some of the key informants had this to say;

"New and experienced teachers can face challenges that feel overwhelming. Mentorship provides a safe space for teachers to discuss their concerns, share successes, and receive advice. This emotional support can reduce feelings of isolation and stress, both of which are key factors in teacher burnout and turnover."

(Head Teacher 01)

"Having a mentor who provides encouragement, constructive feedback, and practical teaching strategies helps teachers feel more capable and supported in their roles. This enhanced sense of competence and the positive reinforcement from mentors leads to greater job satisfaction, making teachers more likely to stay in the profession." **(Dean of Studies 01)**

"Mentors often help teachers refine their teaching techniques, improve classroom management, and adapt to evolving curriculum standards. This kind of professional development not only strengthens teachers' skills but also boosts their confidence. When teachers feel like they are continually improving, they are more likely to stay in their positions and engage with the work long-term." **(Director 02)**

Relationship between Career Development and Teachers' Retention in Seed Secondary Schools in Nakaseke District

The study further sought to examine the relationship between career development and teachers' retention in Seed secondary schools in Nakaseke District. The relationship was analyzed using Spearman's Rank correlation analysis and the results are given in Table 4.

Table 4: Correlation Findings on the Relationship between Career Development and Teachers' Retention in Seed Secondary Schools in Nakaseke District

		Career Development	Teachers' Retention
Career Development	Spearman's Correlation Coefficient	1.000	.521**
	Sig. (2-tailed)	.	.001
	N	40	40
Teachers' Retention	Spearman's Correlation Coefficient	.521**	1.000
	Sig. (2-tailed)	.001	.
	N	40	40

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

Source: Primary data, 2025

The study findings in Table 4 revealed that there is a strong positive and statistically significant relationship between career development and teachers' retention in seed secondary schools in Nakaseke district ($r = 0.521$, $N = 40$, $P\text{-value} = 0.001$) at a 0.01 level of significance. The findings imply that an increase in career development considerably and significantly leads to an improvement in teachers' retention in seed secondary schools in Nakaseke district.

In relation to career development and teachers' retention in Seed secondary schools in Nakaseke district, some of the key informants argued that;

“Career development opportunities, such as advanced degrees, certifications, or specialized training, help teachers improve their teaching skills and knowledge. Teachers who feel they are continually growing professionally are more likely to stay in the profession because they see a clear pathway to becoming more effective and accomplished.” **(Director 02)**

“...teachers who have access to career development opportunities tend to feel more valued and supported by their school or district. This leads to higher job satisfaction, as teachers appreciate the investment in their ongoing education and career progression. Teachers who feel their career is advancing are less likely to become frustrated or dissatisfied with their work, which helps retain them.” **(Head Teacher 01)**

“Career development can include pathways to leadership positions, such as becoming department heads, instructional coaches, or administrators. When teachers can advance into leadership roles, they feel a sense of purpose and contribution beyond the classroom. The opportunity to grow into a leadership position can motivate teachers to remain in the profession and take on greater responsibilities.” **(Dean of Studies 02)**

“Career development is not only crucial for new teachers but also for experienced ones. Teachers who have been in the profession for several years often seek opportunities to refresh their practice, explore new areas of interest, or take on new challenges. Offering career development options like mentorship programs, collaborative learning, or sabbaticals helps retain experienced teachers who might otherwise consider leaving the profession for something more fulfilling.” **(Head Teacher 02)**

Conclusion

The study concludes that school support systems in form of trainings, mentorship, and career development have a statistical and significant association with teachers’ retention in seed secondary schools in Nakaseke district in that an escalation in the different forms of school support systems will resultantly lead to an enhancement in teachers’ retention in seed secondary schools in Nakaseke district.

Recommendations

The study recommends that the schools’ administrators should ensure the development of structured career ladders that include opportunities for professional advancement, such as becoming department heads, instructional coaches, or principals, and also offer guidance on how teachers can achieve these roles through additional training or leadership development as this would influence an improvement in teachers’ retention in seed secondary schools in Nakaseke district.

The study also recommends that school administrators and stakeholders should provide trainings and mentorship programs to both new teachers and old teachers that offer both professional and emotional support, foster growth, and encourage teachers to feel part of a supportive community as this helps to reduce burnout and increase job satisfaction, ultimately improving teachers’ retention in seed secondary schools in Nakaseke district.

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