

Professional Development Programs and Teachers' Attrition in Selected Government-Aided Secondary Schools in Mukono District, Uganda

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Abstract

The study examined the relationship between professional development programs and teachers' attrition in selected government-aided secondary schools in Mukono district, Uganda. The study was directed with three specific study objectives; i) To examine the relationship between mentoring programs and teachers' attrition, ii) To examine the relationship between career advancement opportunities and teachers' attrition, and iii) To examine the relationship between evaluation & feedback mechanism and teachers' attrition in selected government-aided secondary schools in Mukono district. The study considered a correlational research design combined with both quantitative and qualitative methods. A sample size of 60 respondents was taken into consideration comprising of school administrators and teachers from 3 selected government-aided secondary schools in Mukono district. Descriptive analysis and correlation analysis were utilized to give answers to the study phenomenon. The study exposed that there is a statistically strong negative and significant relationship between mentoring programs and teachers' attrition in selected government-aided secondary schools in Mukono district. The study also exposed that there is a statistically strong negative and significant relationship between career advancement opportunities and teachers' attrition in selected government-aided secondary schools in Mukono district. Further, the study exposed that there is a statistically strong negative and significant relationship between evaluation & feedback mechanism and teachers' attrition in selected government-aided secondary schools in Mukono district. Therefore, the study concludes that professional development programs such as mentoring programs, career advancement opportunities, and evaluation & feedback mechanism have a statistically significant association with teachers' attrition in that an increase in the different professional development programs resultantly lead to an enhancement in teachers' attrition in selected government-aided secondary schools in Mukono district. The study recommends that secondary schools' administrators should develop well-defined mentoring frameworks with clear objectives, timelines, and expectations, as well as pair experienced and high-performing teachers with new or struggling teachers to provide consistent guidance that may influence a reduction in teachers' attrition in government-aided secondary schools in Mukono district.

Keywords: Professional Development Programs, Mentoring Programs, Career Advancement Opportunities, Evaluation & Feedback Mechanism, Teachers' Attrition, and Government-Aided Secondary School.

Introduction

The study intended to explore the relationship between professional development programs and teachers' attrition in government-aided secondary schools in Mukono district, Uganda.

Historical Perspective

Globally, teacher attrition has remained a persistent challenge. High rates of early-career teacher turnover, especially in underfunded and urban schools have heightened concerns about educational equity and stability (Latham & Vogt, 2017). During the mid to late 20th century, professional development gained prominence as a strategy for improving teacher quality and student outcomes. Initial programs were often disconnected from teachers' specific needs, focusing on generic training sessions (Schreiner, Gordon & Pitsoe, 2017). In Africa and most of the developing countries, professional development programs are linked to teacher retention by emphasizing their potential to build skills, confidence, and a sense of professional identity through programs such as mentoring, coaching, and collaborative learning communities. Programs that addressed classroom management, subject-specific pedagogy, and collaboration were especially impactful tied to teacher efficacy and retention, reducing teachers' attrition (Oragwu & Nwabueze, 2018).

Theoretical Perspective

The study will be directed by the Social Cognitive Theory introduced by Ryan and Deci in 1985. The theory concentrates on self-efficacy, or the trust in one's capability to succeed, which is central to inspiration and conduct. Increased self-efficacy leads to persistence and resilience, while low self-efficacy contributes to burnout and attrition (Schunk & DiBenedetto, 2020). Marcionetti and Castelli (2022) argue that professional development programs that build teachers' self-efficacy by enhancing their skills, providing collaborative learning opportunities, and addressing classroom challenges can reduce attrition. Teachers who feel ill-equipped to handle diverse classrooms or meet curriculum demands are more probable to leave the profession and therefore, targeted professional development can mitigate these feelings focusing on boosting teachers' confidence and competence in specific areas, such as classroom management, technology integration, or differentiated instruction. Therefore, this theory was applicable to the study as it offers a linkage between professional development programs and teachers' attrition.

Contextual Perspective

The study was undertaken in selected government-aided secondary schools in Mukono district exploring the relationship between professional development programs and teachers' attrition. This case study was taken as of the limited or no studies that have been undertaken in the area in accordance to professional development programs and teachers' attrition in government-aided secondary schools. Also, Mukono district was undertaken as of the increased teacher attrition in government-aided secondary schools indicated by increased teacher mobility rates, teacher resignation, teacher turnover rates, teacher absenteeism rates, and a reduction in teacher retention (Mukono District Local Government, 2021).

Conceptual Perspective

Professional development programs refer to structured initiatives planned to improve the understanding, skills, and competencies of individuals in their professional roles. These programs are aimed at fostering continuous growth, improving performance, and ensuring that professionals, such as teachers remain

informed with the latest developments, research, and best practices in their field (Oragwu & Nwabueze, 2018). Teacher attrition refers to the phenomenon where teachers leave the profession before attaining retirement age. It involves teachers exiting the workforce either by resigning, retiring, or moving to a different profession. Attrition can be voluntary, such as when teachers choose to leave due to dissatisfaction, burnout, or better opportunities, or involuntary, such as when teachers are dismissed or do not renew their contracts (Gallant & Riley, 2019). For the case of this study, professional development programs were conceptualized in terms of mentoring programs, career advancement opportunities, and evaluation & feedback mechanism, while teachers' attrition was conceptualized in terms of teacher mobility rates, teacher resignation rates, teacher turnover rates, teacher absenteeism rates, and teacher retention rates.

Statement of the problem

The government of Uganda through the Ministry of Education and Sports has undertaken and introduced various programs focused on improving the education system and reducing teacher attrition among government schools in various districts in the country. For example, the government has made efforts to institutionalize professional development to address teacher attrition through National Professional Development Initiatives such as the Continuous Professional Development (CDP) programs and Mentorship programs introduced with the objective to provide ongoing training for teachers and to support early-career teachers in all government or government-aided secondary schools in the country (Ministry of Education and Sports, 2018).

However, regardless of all these notable efforts, teacher attrition in government secondary schools in Mukono district remains high due to low salaries, poor working conditions, and rural disparities characterized with increased teacher mobility rates, teacher resignation, teacher turnover rates, teacher absenteeism rates, and a reduction in teacher retention. Evidence indicates an increase in teacher attrition rates from 13% in 2019 to 18% in 2021 in government secondary schools in Mukono district (Mukono District Local Government, 2022). This has consequently resulted into disrupted student learning, loss of experienced teachers, administrative burden, increased workload for remaining teachers, and teachers' deficiencies in rural areas in the district. Thus, it is due to this that the current study explored the relationship between professional development programs and teachers' attrition in government-aided secondary schools in Mukono district.

Objectives of the Study

General Objective

The broad objective of the study is to explore the relationship between professional development programs and teachers' attrition in selected government-aided secondary schools in Mukono district.

Specific Objectives

1. To examine the relationship between mentoring programs and teachers' attrition in selected government-aided secondary schools in Mukono district.
2. To examine the relationship between career advancement opportunities and teachers' attrition in selected government-aided secondary schools in Mukono district.
3. To examine the relationship between evaluation & feedback mechanism and teachers' attrition in selected government-aided secondary schools in Mukono district.

Study Hypotheses

The objectives were steered by these alternative hypotheses;

Ha1: There is a significant relationship between mentoring programs and teachers' attrition in selected government-aided secondary schools in Mukono district.

Ha2: There is a significant relationship between career advancement opportunities and teachers' attrition in selected government-aided secondary schools in Mukono district.

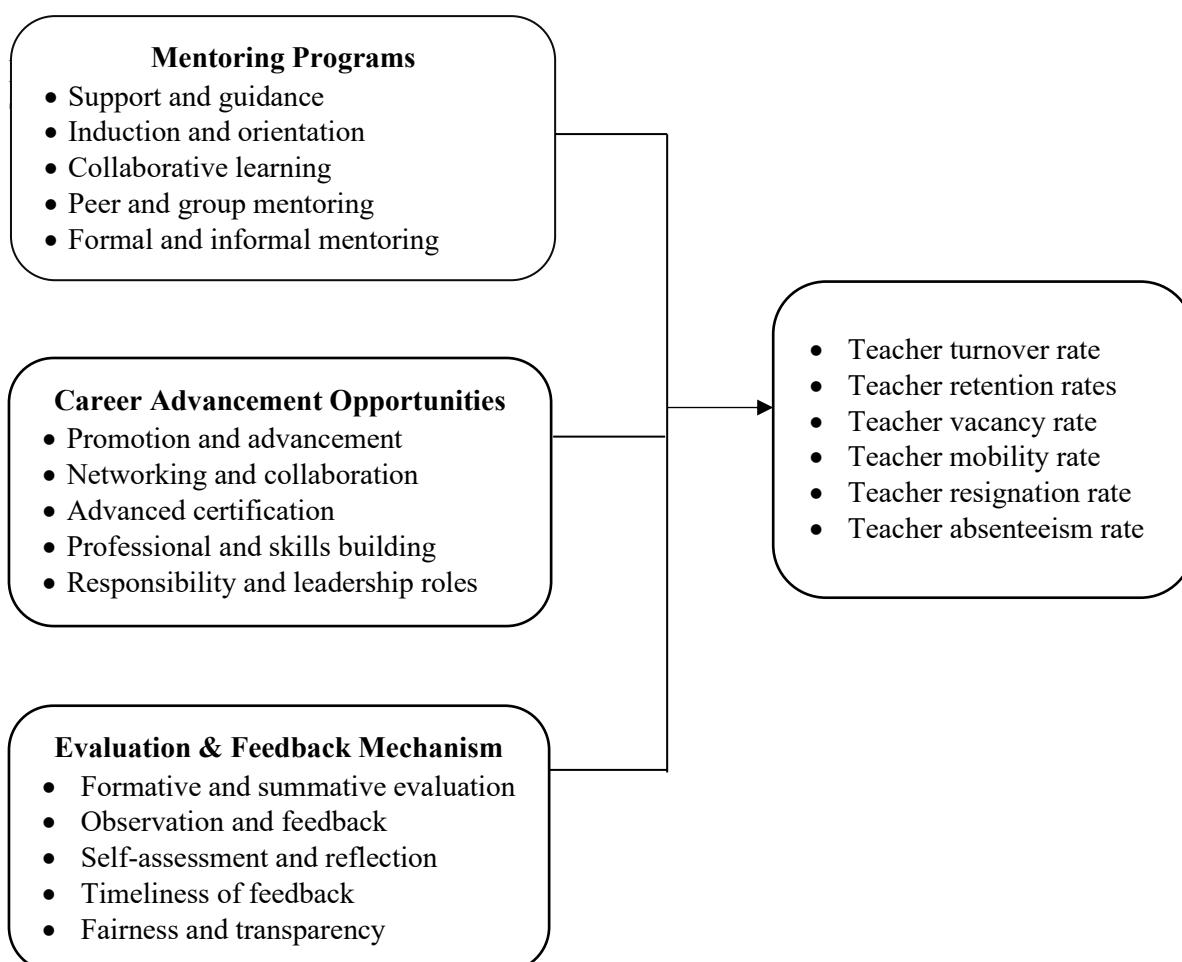
Ha3: There is a significant relationship between evaluation & feedback mechanism and teachers' attrition in selected government-aided secondary schools in Mukono district.

Conceptual Framework

The conceptual framework represents an illustrative diagram on the relationship between Professional Development Programs and Teachers' Attrition.

Independent Variable

PROFESSIONAL DEVELOPMENT PROGRAMS



Professional Development Programs and Teachers' Attrition

Professional development programs can influence teachers' attrition in both positive and negative ways. Their effectiveness depends on factors such as program quality, relevance, accessibility, and how they address broader systemic issues in the teaching profession. For instance, professional development

programs enhance teachers' knowledge and skills, equipping them to handle diverse classroom challenges effectively. When teachers feel competent and confident in their abilities, they are less probable to leave the profession due to frustration or a sense of inadequacy (Shuls & Flores, 2020). According to Booth, Coldwell, Muller, Perry and Zuccollo (2021) high-quality professional development programs often emphasize teachers' needs and aspirations, leading to increased job satisfaction. Teachers who see professional growth opportunities are more motivated and committed to their roles. For instance, mentoring and coaching programs provide teachers with personalized support, improving their sense of fulfillment, resultantly reducing teachers' attrition rates (Booth et al., 2021).

Professional development programs that offer certifications, leadership training, or pathways for promotion encourage teachers to view the profession as a viable long-term career. Career-oriented professional development programs reduce attrition by providing teachers with clear goals and advancement opportunities with the profession (Thibault, Parmentier, Geert, Isabel, Virginie & Colognesi, 2024). In addition, the authors assert that professional development programs that address classroom management, time management, or stress-coping strategies help teachers navigate the pressures of their role more effectively. Emotional and psychological support within professional development programs contributes to teacher well-being and reduce burn-out, a key factor in attrition (Thibault et al., 2024). Conversely, the authors also assert that professional development programs that are poorly designed, generic, or irrelevant to teachers' needs can lead to frustration. Teachers may feel their time is wasted, contributing to dissatisfaction and attrition. For example, programs that fail to address real-world challenges or are disconnected from classroom realities may alienate teachers, leading to increased teachers' attrition (Thibault et al., 2024).

A study by Chinyerem, Chinyere and Akachukwu (2019) found that professional development programs such as mentoring programs significantly influence teachers' attrition in public senior secondary schools in River State, Nigeria. The authors posit that collaborative professional development fosters peer networks and a sense of belonging. Teachers who feel part of a compassionate community are less expected to leave the professions (Chinyerem et al., 2019). Similarly, professional development programs that encourage collaboration among teachers also reduce feelings of isolation, particularly in challenging teaching environments which influences teachers' job satisfaction thus reducing teachers' attrition (Chinyerem et al., 2019). Additionally, Shari (2024) asserts that teachers who participate in eloquent professional development programs such as programs that provide lifelong learning opportunities often develop a stronger professional identity and a sense of purpose, which can sustain their commitment to teaching and this makes teachers feel valued, reducing the likelihood of attrition.

According to Colognesi, Nieuwenhoven and Beausaert (2020) mentoring programs play a vital role in influencing teacher attrition by offering support, guidance, and professional development opportunities, particularly for novice teachers. these programs can positively impact retention by addressing some of the key reasons why teachers exit the profession, such as lack of support, isolation, and feelings of inadequacy. The authors assert that mentors offer emotional reassurance and professional advice, reducing the stress and anxiety often experienced by new teachers. Having a mentor creates a sense of safety and belonging, helping teachers navigate challenges (Colognesi et al., 2020). The authors also affirm that teachers who feel supported are more probable to remain in the profession as mentoring helps build confidence and prevents feelings of isolation, which are common drivers of teachers' attrition (Colognesi et al., 2020).

Professional development programs which provide career advancement opportunities, such as promotions to leadership positions (e.g., head of department, instructional coach, school administrator), offer teachers

a clear career path beyond the classroom. Teachers who see potential for advancement and progression are more expected to remain in the profession (Kubitskey, Vath, Johnson, Fishman, Spyros & Park, 2022). The authors argued that when teachers feel they have the opportunity to advance in their careers, they are more motivated to stay, as it provides a sense of purpose and direction in their professional lives (Kubitskey et al., 2022). Additionally, Latifoglu (2016) postulated that opportunities for career advancement can make teaching a more attractive long-term profession by offering additional responsibilities, recognition, and financial incentives. Teachers who experience professional growth felt more valued and appreciated in their roles increasing teacher retention, which resultantly leads to a reduction in teachers' attrition.

Evaluation and feedback mechanisms as a dimension of professional development programs play a fundamental role in influencing teacher attrition, as they can either foster professional growth and job satisfaction or contribute to dissatisfaction and burnout. The way teachers are evaluated and the nature of the feedback they receive can significantly impact their choice to stay in the profession or leave (Tompkins, 2023). The author asserts that constructive evaluation and feedback can help teachers identify areas of improvement, build on strengths, and grow professionally. When feedback is specific, actionable, and focused on improvement, it can enhance teachers' skills and knowledge. More so, teachers who feel that evaluations help them grow and develop are more probable to remain in the profession as continuous professional development, supported by feedback nurtures a sense of competence and motivation resultantly reducing teachers' attrition (Tompkins, 2023). Additionally, Zang and Zeller (2016) assert that positive and encouraging feedback, especially when acknowledging teachers' hard work and achievements, boosts morale and job satisfaction. When teachers feel recognized for their efforts, it reinforces their commitment to their work, reducing attrition.

Methodology

Research Design

The study employed a correlational research design combined with both quantitative and qualitative methods. A correlational research design is concentrated on identifying whether and to what extent two or more variables are related (Kassu, 2019). Therefore, this design allowed the researcher in identifying the association between the study variables i.e., professional development programs and teachers' attrition in government-aided secondary schools in Mukono district. The mixed methods allowed the researcher to attain both quantitative and qualitative data that were employed to offer an understanding to the study.

Target Population and Sample Size

The study considered a population of 21 government-aided secondary schools in Mukono district (Ministry of Education and Sports, 2023). However, because of the time constriction the researcher targeted 3 government-aided secondary schools out of which a sample was chosen that took part in the study. The study focused on a sample size of 60 individuals that comprised of 10 school administrators and 50 teachers that were chosen from the 3 selected government-aided secondary schools in Mukono district to give both qualitative and quantitative data respectively which was utilized to give answers to the study objectives.

Sampling Procedure

The researcher utilized both purposive sampling and simple random sampling to pick individuals who took part in the study. Purposive sampling constitutes the researcher choosing respondents based on their expert knowledge to obtain in-depth information about a phenomenon (Arghya, 2012). Purposive

sampling was utilized to choose the school administrators who performed as key informants to give qualitative data. Simple random sampling allows an equal chance of selection to each of individual in the study population to be included in the study sample (Elfil & Negida, 2017). Simple random sampling was utilized to pick teachers from the various schools to take part in the study in order to offer quantitative data.

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey method offers an efficient, versatile, and scalable way to collect diverse types of data while maintaining reliability and consistency in research (Mathiyazhagan, 2013). The questionnaire survey method was vibrant so as to obtain uniform information which allowed the comparability of data utilizing easily understandable well-arranged questions. Thus, this method was employed as it allowed the researcher to attain and accumulate quantitative data from the participants in the shortest possible time.

Interview Method

An interview method is a qualitative data collection technique used to gather detailed information through direct dialogue between the researcher and respondents using unstructured pre-determined questions (Sekaran, 2013). This method allowed the researcher to enquire for in-depth information which was obtained from the key informants' (school administrators) perceptions and insights related to the study objectives.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire is a data collection instrument that consists of a standardized set of pre-determined questions designed to gather specific information from respondents (Acheung, 2014). The study utilized structured questionnaires to gather quantitative data from teachers containing closed-ended questions and pre-determined answers which were self-administered to the teachers in the selected government-aided secondary schools in Mukono district. The structured questionnaires were utilized as they required fewer time to fill and collect much information in the shortest possible time.

Interview Guide

An interview guide is a structured framework utilized by interviewers to conduct interviews systematically while ensuring flexibility constituting of open-ended questions (Sekaran, 2013). The interview guide constituted of open-ended questions which were probed to the key informants (school administrators) purposely to acquire in-depth information according to the study objectives.

Data Analysis

Quantitative data analysis allows the researcher to quantify, evaluate and apprehend a phenomenon by conducting statistical tests and descriptive statistics. The study engaged both descriptive and correlation analysis techniques in evaluating the numerical primary data gathered. Descriptive analysis was employed during the analysis of individuals' demographics shown in form of frequencies and percentages. To examine the relationship between the various study variables, Spearman's rank correlation analysis was thought of to give the empirical evidence on the study hypotheses at a 0.01 significance level. Spearman's Rank Correlation assesses the relationship between two ordinal or categorical variables (Jerrold, 2016). Furthermore, qualitative data was scrutinized using thematic analysis. Thematic analysis constituted the transformation of individuals' opinions and perceptions by the researcher into themes based on the

research questions and these were provided in form of verbatim quotations in order to complement the quantitative data generated.

Ethical Consideration

The researcher requested for an introductory letter from Islamic University in Uganda as a necessary requirement for getting permission from school authorities to carry out the study in their premises before undertaking the study. The researcher also ensured that participants voluntarily agree to take part in the study after being informed about its purpose, procedures, and benefits, including the right to pull out at any given point with no penalty attached. Additionally, the researcher protected personal data and ensured that information shared by participants was kept confidential and anonymity of data provided was ensured as an ethical factor in research.

Study Findings

The findings shown in this part constitute of descriptive statistics on the demographic composition of participants and correlation analysis to give answers to the study objectives.

Findings on the Demographic Compositions

The study explored the demographic compositions of participants who took part in the study from the selected government-aided secondary schools in Mukono district and results are shown in Table 1;

Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Female	21	42.0
	Male	29	58.0
	Total	50	100.0
Age Category	25-30 years	5	10.0
	31-35 years	14	28.0
	36-40 years	13	26.0
	Above 40 years	18	36.0
	Total	50	100.0
Level of Education	Certificate	1	2.0
	Diploma	2	4.0
	Bachelors	41	82.0
	Masters	6	12.0
	Total	50	100.0
Marital Status	Married	34	68.0
	Single	16	32.0
	Total	50	100.0
Duration of Work at the School	1-3 years	7	14.0
	4-5 years	17	34.0
	Above 5 years	26	52.0
	Total	50	100.0

Source: Primary data, 2025

The results in Table 1 indicate that majority of participants 29 (58.0%) who participated in the study were male as associated to 21 (42.0%) of their female counterparts. The study findings also shown that a bigger proportion of participants 18 (36.0%) were aged above 40 years, followed by 14 (28.0%) of participants who were aged 31-35 years, then 13 (26.0%) of participants who were aged 36-40 years, and a few 5 (10.0%) of participants were aged 25-30 years.

In addition, the study findings shown that most of participants 41 (82.0%) had attained a bachelors' level of education, followed by 6 (12.0%) of participants who had attained a masters' level of education, then 2 (4.0%) of participants who had attained a diploma level of education, and only 1 (2.0%) of participants had attained a certificate level of education. In respect to marital status, majority of participants 34 (68.0%) were married and the least proportion of participants 16 (32.0%) were single.

The study further shown that majority of participants 26 (52.0%) had worked with the respective government-aided secondary schools for a duration of over 5 years, followed by 17 (34.0%) of participants who had worked with the respective government-aided secondary schools for a duration of 4-5 years, and the least proportion of participants 7 (14.0%) had worked with the respective government-aided secondary schools for a duration of 1-3 years.

Findings on the Objectives of the Study

This section provides the findings according to the study specific objectives.

Relationship between Mentoring Programs and Teachers' Attrition in Selected Government-Aided Secondary Schools in Mukono District

The study tried to examine the relationship between mentoring programs and teachers' attrition in selected government-aided secondary schools in Mukono district. The relationship was scrutinized using Spearman's Rank correlation analysis and findings are shown in Table 2.

Table 2: Correlation Analysis on the Relationship between Mentoring Programs and Teachers' Attrition in Selected Government-Aided Secondary Schools in Mukono District

		Mentoring Programs	Teachers' Attrition
Mentoring Programs	Spearman's Correlation Coefficient	1.000	-.504**
	Sig. (2-tailed)	.	.000
	N	50	50
Teachers' Attrition	Spearman's Correlation Coefficient	-.504**	1.000
	Sig. (2-tailed)	.000	.
	N	50	50

** . 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 statistically strong negative and significant relationship between mentoring programs and teachers' attrition in selected government-aided secondary schools in Mukono district ($r = -0.504$, $N = 50$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The

findings suggest that an enhancement in mentoring programs strongly and considerably leads to a reduction in teachers' attrition in selected government-aided secondary schools in Mukono district.

In regards to mentoring programs and teachers' attrition in selected government-aided secondary schools in Mukono district, some key informants asserted that;

"...mentorship programs help new teachers adjust to the demands of the profession by offering guidance on lesson planning, classroom management, and school culture which makes teachers feel supported and this reduces early-career frustration, a major factor in teacher attrition."

(Administrator 07)

"Having a mentor allows teachers to share challenges, seek advice, and reduce stress and burnout as well as creates a supportive work environment that helps teachers feel valued and motivated, decreasing the likelihood of teacher attrition at the school."

(Administrator 01)

"Regular mentorship improves teaching skills and self-efficacy, making teachers more confident in their roles. Confident and competent teachers are more likely to stay in the profession long-term."

(Administrator 06)

"Effective mentorship programs provide clear career pathways, helping teachers see opportunities for professional advancement. Teachers who feel they have growth potential are less likely to leave for other careers."

(Administrator 03)

"...mentors help teachers navigate challenges such as student behavior issues, workload management, and administrative expectations. This guidance on work-life balance strategies prevents early burnout, a leading cause of teacher attrition."

(Administrator 07)

Relationship between Career Advancement Opportunities and Teachers' Attrition in Selected Government-Aided Secondary Schools in Mukono District

The study also tried to examine the relationship between career advancement opportunities and teachers' attrition in selected government-aided secondary schools in Mukono district. The relationship was scrutinized using Spearman's Rank correlation analysis and results are shown in Table 3.

Table 3: Correlation Analysis on the Relationship between Career Advancement Opportunities and Teachers' Attrition in Selected Government-Aided Secondary Schools in Mukono District

		Career Advancement Opportunities	Teachers' Attrition
Career Advancement Opportunities	Spearman's Correlation Coefficient	1.000	-.676**
	Sig. (2-tailed)	.	.000
	N	50	50
Teachers' Attrition	Spearman's Correlation Coefficient	-.676**	1.000
	Sig. (2-tailed)	.000	.
	N	50	50

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

Source: Primary data, 2025

The study findings in Table 3 shown that there is a statistically strong negative and significant relationship between career advancement opportunities and teachers' attrition in selected government-aided secondary

schools in Mukono district ($r = -0.676$, $N = 50$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The findings denote that a growth in career advancement opportunities strongly and considerably leads to a reduction in teachers' attrition in selected government-aided secondary schools in Mukono district.

In accordance to career advancement opportunities and teachers' attrition in selected government-aided secondary schools in Mukono district, some key informants had this to say;

"When teachers see clear career pathways, they are more likely to stay in the profession rather than seek opportunities elsewhere. Opportunities for leadership, specialization, and higher pay boost morale and professional fulfillment resultantly leading to a reduction in teacher attrition rates." (Administrator 04)

"...lack of advancement can lead to feelings of stagnation, frustration, and eventual resignation. Career progression options, such as mentoring roles, curriculum development, or administrative positions, provide new challenges and learning opportunities that keep teachers engaged in their profession." (Administrator 02)

"Many teachers leave due to low salaries and limited financial growth. Career advancement opportunities that come with salary increases, bonuses, or additional benefits help retain educators. Additionally, access to higher degrees, certifications, and professional development grants also supports long-term commitment which lead to a reduction in teachers' attrition." (Administrator 03)

Relationship between Evaluation & Feedback Mechanism and Teachers' Attrition in Selected Government-Aided Secondary Schools in Mukono District

The study further tried to examine the relationship between evaluation & feedback mechanism and teachers' attrition in selected government-aided secondary schools in Mukono district. The relationship was scrutinized using Spearman's Rank correlation analysis and results are given in Table 4.

Table 4: Correlation Analysis on the Relationship between Evaluation & Feedback Mechanism and Teachers' Attrition in Selected Government-Aided Secondary Schools in Mukono District

		Evaluation & Feedback Mechanism	Teachers' Attrition
Evaluation & Feedback Mechanism	Spearman's Correlation Coefficient	1.000	-.563**
	Sig. (2-tailed)	.	.000
	N	50	50
Teachers' Attrition	Spearman's Correlation Coefficient	-.563**	1.000
	Sig. (2-tailed)	.000	.
	N	50	50

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

Source: Primary data, 2025

The study findings in Table 4 showed that there is a statistically strong negative and significant relationship between evaluation & feedback mechanism and teachers' attrition in selected government-aided secondary schools in Mukono district ($r = -0.563$, $N = 50$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The

findings indicate that an upsurge in evaluation & feedback mechanism considerably and significantly leads to a reduction in teachers' attrition in selected government-aided secondary schools in Mukono district. In relation to evaluation & feedback mechanism and teachers' attrition in selected government-aided secondary schools in Mukono district, some key informant individuals discussed that;

"Constructive feedback helps teachers identify strengths and areas for improvement, leading to continuous growth. When evaluations focus on support and development rather than just performance measurement, teachers feel valued and are more likely to stay which reduces teachers' attrition." (Administrator 08)

"Teachers who receive meaningful, actionable feedback feel more engaged in their work and motivated to improve. Regular, positive reinforcement increases morale, making teachers feel appreciated and less likely to leave their profession or school." (Administrator 05)

"Open, two-way feedback fosters trust and collaboration between teachers and school leadership. When administrators use evaluations to support rather than punish, teachers feel more connected to their schools and are less likely to leave leading to a reduction in teachers' attrition in the different schools." (Administrator 02)

Conclusion

The study concludes that professional development programs such as mentoring programs, career advancement opportunities, and evaluation & feedback mechanism have a statistically significant association with teachers' attrition in that an increase in the different professional development programs resultantly lead to an enhancement in teachers' attrition in selected government-aided secondary schools in Mukono district.

Recommendations

The study recommends that secondary schools' administrators should develop well-defined mentoring frameworks with clear objectives, timelines, and expectations, as well as pair experienced and high-performing teachers with new or struggling teachers to provide consistent guidance that may influence a reduction in teachers' attrition in government-aided secondary schools in Mukono district.

The study also recommends that school administrators and stakeholders should simplify the process for teachers to apply for leadership roles or professional growth opportunities through ensuring equal access to advancement opportunities to all teachers, regardless of background, location, or years of experience which would increase teacher retention and reduce attrition rates in government-aided secondary schools in Mukono district.

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