

A PHENOMENOLOGICAL STUDY ON TEACHER PERCEPTIONS OF THE INFLUENCE
OF GOVERNANCE ON TEACHER RETENTION IN UGANDAN PRIVATE PRIMARY
CHRISTIAN SCHOOLS

by

Jomo Z.M. Thomas II

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University

2021

A PHENOMENOLOGICAL STUDY ON TEACHER PERCEPTIONS OF THE INFLUENCE
OF GOVERNANCE ON TEACHER RETENTION IN UGANDAN PRIVATE PRIMARY

CHRISTIAN SCHOOLS

by Jomo Z.M. Thomas II

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University, Lynchburg, VA

2021

APPROVED BY:

James Swezey, Ed.D., Committee Chair

Antionette Stroter, Ph.D., Committee Member

ABSTRACT

The purpose of this hermeneutic phenomenological study was to answer the following central research question, “what are teachers’ perceptions of the effects of governance on teacher retention in private primary Christian schools in Uganda?” The theoretical model that guided this study was an integrated model comprising distributed leadership and transformational leadership and its relationship to governance influences on teacher retention. The study utilized a hermeneutic phenomenological methodology for data analysis. The selected participants were comprised of 13 teachers from four approved Christian primary school sites located in the Wakiso district of Uganda. The primary data collection methods were individual questionnaires, in-depth individual interviews, and a focus group interview. Specific towards hermeneutic phenomenology, the collected information was coded for themes, and then those themes were interpreted to provide a detailed description of the teachers’ perceptions of governance and its influence on retention in primary Christian schools in Uganda. The researcher utilized NVivo 11 qualitative data analysis software to assist with thematic coding and organization. This research discovered evidence that private primary Christian schoolteachers in Uganda are passionate individuals who deeply care about their work quality and are greatly influenced by their governance use of transformational and distributed leadership methods. This influence extends to their retention desires.

Keywords: leadership theory, motivation theory, teacher retention, governance, Christian schools

Dedication

I want to dedicate this dissertation to my God, with hope that all those that read this work will find some encouragement in your presence and power, and that you alone will get the Glory!

To my wife Timika Thomas, my children, and my extended family. Thank you for supporting me through this journey. Your sacrifice and love through this process has been invaluable. As you have encouraged me, I pray that you were inspired to push through your challenges and pursue your dreams to the fullest.

I especially want to dedicate this accomplishment to my mother, Janise Mitchell. You demonstrated an unwillingness to quit in your pursuit of completing your degree when I was in high school. Your example of perseverance as you took the bus from home to work and from work to school, braving the winter elements in Detroit, MI, has been the silent driving force in my educational pursuit. Thank you so very much!

Lastly, I dedicate this dissertation to all the educators at every level that I have experienced along the way. To my ecclesiastical family, lifelong friends, and coworkers for all the support and time you poured into me. I am the sum total of your love, wisdom, and knowledge. This accomplishment belongs to us all.

Acknowledgments

I would like first to acknowledge my Lord and Savior, Jesus Christ. All knowledge and understanding of life are from him and through him. It is by his will and through his will that all things have been accomplished. It is my sincere hope that GOD, through my Lord Jesus Christ, will allow me to use every ounce of acquired knowledge in humility and Wisdom for the glory of his kingdom.

I want to acknowledge my wonderful wife, Timika Thomas! Thank you for your patience, your longsuffering, your grace, and many times over your mercy. I know this process has been a lot and that you have sacrificed more than I probably recognize. I am so glad that God blessed me with you and gave you to me to have you as my wife!

I want to thank and acknowledge my chair Dr. James Swezey. I appreciate how you have guided me through this process. You always knew how much time to give between phone calls, when to call, and when to share a word of wisdom or provide that extra push. Finally, to Dr. Antionette Stroter, my coach, my encouragement, guide, and my dissertation Linus blanket. I don't get through this without you. When I was frustrated or just plain confused, you were always there for me. "Don't overcomplicate it," as you often would say.

.

Table of Contents

ABSTRACT	3
Dedication	4
Acknowledgments	5
List of Figures	12
List of Abbreviations	13
CHAPTER ONE: INTRODUCTION	14
Overview.....	14
Background.....	15
Historical Context.....	15
Social Context.....	17
Theoretical Context	18
Situation to Self.....	21
Personal Experience	21
My Calling as Pastor-Teacher.....	22
My Calling as Christian Counselor	22
My Calling as a Christian Missionary Worker	22
Philosophical Assumptions.....	23
Problem Statement	26
Purpose Statement.....	27
Significance of the Study.....	28
Research Questions.....	29
Central Research Question.....	29

Sub-Question 1.....	30
Sub-Question 2.	30
Sub-Question 3.....	30
Definitions	31
Summary.....	32
CHAPTER TWO: LITERATURE REVIEW	34
Overview.....	34
Theoretical Framework.....	35
Distributed Leadership	36
Transformational Leadership.....	38
Related Literature	41
Human Motivation.....	45
Motivational Factors and Teacher Retention.....	49
Job Satisfaction	50
Pay and Compensation	50
Job Security.....	51
Teacher Self-Efficacy and Collective Teacher Efficacy	52
Uganda Governance and Leadership.....	53
Educational Environmental Challenges	54
Teachers Retention and Attrition Uganda.....	60
Summary.....	66
CHAPTER THREE: METHODS	68
Overview.....	68

Design	68
Research Questions	71
Central Research Question:.....	71
Setting	72
Participants	73
Procedures.....	74
The Researcher's Role.....	75
Data Collection.....	77
Questionnaires.....	77
Interviews.....	79
Focus Groups	84
Data Analysis.....	87
Trustworthiness	89
Credibility.....	89
Dependability and Confirmability	89
Transferability.....	90
Ethical Considerations	90
Summary.....	91
CHAPTER FOUR: FINDINGS.....	92
Overview.....	92
Participants	92
Alonzo	97
Bryan	97

Bill	98
Mary.....	99
Robert.....	99
Harry.....	100
Kellie	100
Simon.....	101
Alice.....	101
Ruth	102
Jose'	102
Janise	103
Jessie.....	103
Results.....	104
Theme Development.....	105
Research Question Responses.....	125
Central Research Question.....	125
Summary.....	131
CHAPTER FIVE: CONCLUSION	133
Overview.....	133
Summary of Findings.....	133
Discussion.....	135
Theoretical Findings	136
Empirical Findings.....	140
Implications	144

Theoretical.....	145
Empirical.....	146
Practical.....	148
Delimitations and Limitations.....	149
Recommendations for Future Research.....	150
Summary.....	151
REFERENCES.....	154
APPENDIX A: IRB APPROVAL LETTER.....	174
APPENDIX B: ADMINISTRATOR RECRUITMENT LETTER.....	175
APPENDIX C: TEACHER RECRUITMENT LETTER.....	177
APPENDIX D: TEACHER RECRUITMENT FLYER.....	179
APPENDIX E: CONSENT FORM.....	180
APPENDIX F: SCHOOL SITE INTERNET PERMISSION LETTER.....	183
APPENDIX G: QUESTIONNAIRE.....	184
APPENDIX H: INDIVIDUAL INTERVIEW QUESTIONS.....	186
APPENDIX I: FOCUS GROUP QUESTIONS.....	188

List of Tables

Table 2.1 <i>MoES Teacher Attrition Rates</i>	65
Table 4.1 <i>Participant Demographic Overview from PPCSS</i>	93

List of Figures

<i>Figure 2.1</i> Distributed leadership theoretical model example	37
<i>Figure 2.2</i> Transformational and distributed leadership model example	40
<i>Figure 2.3</i> Maslow hierarchy of needs.....	46
<i>Figure 2.4</i> Herzberg model of motivation.....	48
<i>Figure 4.1</i> Uganda vs. USA school level's comparison chart1.....	96
<i>Figure 4.2</i> Uganda vs. USA school level's comparison chart 2.....	96
<i>Figure 4.3</i> Frequency of thematic codes.....	106
<i>Figure 5.1</i> Systemic influence of governance on teacher experiences	137

List of Abbreviations

Emotional Intelligence (EI)

Ministry of Education and Sports (MoES)

National Center for Education Statistics (NCES)

Private Primary Christian School Setting (PPCSS)

Uganda National Teacher Union (UNATU)

Universal Education Policy or (USP)

Universal Primary Education (UPE)

CHAPTER ONE: INTRODUCTION

Overview

The initiation of Universal Primary Education (UPE) in the African country of Uganda in 1997 created an increase in overall school attendance, and according to Ejuu (2012), the government has not been able to recruit and educate enough people to fill the needed teaching positions to keep up with the demand. At the time of the article, Ross (2013) communicated that Uganda possesses one of the world's youngest populations, with approximately 52% of its 35 million population under the age of 15. In fact, "twelve-year old outnumber 16-year-olds, and there are twice as many 6 years old's as there are 10 years old's" (Ross, 2013, p. 40). Grogan (2009) stated that teacher retention is a real challenge in Uganda due to the overwhelming student population, an increase in class size, poor pay, and very few opportunities for in-service or continued teacher educational training.

The importance of this research was to gain an understanding from the voice of teachers as they described the phenomenon of how governance influenced their personal decisions to continue working in the primary Christian educational environment. This research should serve as a building block to give district personnel, school administrators, and teachers valuable insight into how various teachers perceive and view the effects of multi-level system leadership or governance on teacher retention. Chapter One continues with the following sections: background, situation to self, problem statement, purpose statement, significance of the study, research questions, and the definitions of terms used in this study. Chapter One concludes with a focused summary of the entire chapter.

Background

Teacher retention in the educational arena is not a new phenomenon. The literature revealed that teacher retention has been a problem within the United States and other countries around the world for quite some time (Borman & Dowling, 2008; Reeves & Lowenhaupt, 2016). Teacher retention challenges intensified in areas of high poverty, where teacher salaries were traditionally lower, and the student to teacher ratios were higher (Whipp & Geronime, 2015). As a result of intensified globalization of commerce there is an increased importance and need for equitable educational learning for all people groups (Wood, 2008). “One of the major goals of the United Nations’ Millennium Development is to reduce the number of uneducated African youth” (Grogan, 2009, p. 183). Uganda, like other sub-Saharan African countries, struggled to maintain qualified and capable teachers in the classrooms (Pryor, Akyeampong, Westbrook, & Lussier, 2012; Urick, 2016). Geiger and Pivovarova (2018) listed working conditions as one of the major influences on whether teachers remain at a school or in the field of teaching. According to the MoES (2019) report on school health, issues such as malaria, HIV, poor drinking water, and dilapidated building structures consistently existed within the school environments in Uganda. The MoES (2017) education abstract and MoES (2019) health on schools report revealed that many of the aforementioned challenges were present in both government and private NGO schools.

Historical Context

As a country, Uganda in 2007 was the first sub-Saharan African country to adopt a free secondary education policy known as the Universal Secondary Education or USE (Chapman, Burton, & Werner, 2010). As a result of the USE policy, primary school student enrollments increased from 2.8 million to 7.6 million between 1997- 2004 (Chapman et al., 2010; Ejuu,

2012). As a result of USE, net enrollment rates for primary schooling increased from an overall average enrollment of 62.3% in 2000 to 91.4% for girls and 95.3% of boys in 2007 (Chapman et al., 2010). The overall student enrollment increased by 171% during this time; however, the number of teachers and schools only increased by 41%. The overall school enrollment grew faster than new teachers could be recruited and trained, schools built, and textbooks procured and distributed (Chapman et al., 2010). Primary school headteachers were faced with burgeoning enrollments, declining teacher qualifications, and higher teacher workloads; therefore, maintaining morale was a challenge (Chapman et al., 2010). While access to education increased, educational quality suffered and teacher burnout and teacher retention issues impacted the dreams of a high-quality functioning educational system (Omoeva & Gale, 2016). Administrators found while examining possible leadership resistance to the USE policy that most headteachers supported the idea of USE policy; however, a vast majority of headteachers stated having concerns of the policies effectiveness (Chapman et al., 2010).

The USE policy appears to be more important for what is expressed than what is produced. Even though a majority of headteachers in this study do not think the policy is being implemented successfully, they overwhelmingly continue to believe USE is a good policy. Results suggest that resistance to USE is not philosophical; it is grounded in personal insecurities. (Chapman et al., 2010, p. 81)

In their study on the influence of headteachers on teachers' perceptions concerning in-service training, Kalule and Bouchamma (2014) argued that leadership, administrators, and supervisor's self-efficacy regarding teacher training may be tied to teacher's perceptions of whether teacher trainings are beneficial. This was important because teachers' perceptions about

leadership and in-service training were often strongly connected with teacher retention challenges (Kalule & Bouchamma, 2014; Perryman & Calvert, 2019).

Social Context

Teacher retention challenges have negative impacts on organizational culture (Podolsky, Kini, Darling-Hammond, & Bishop, 2019). The inability for schools or districts to retain qualified teaching personnel has ripple effects that impact fiscal stability, employee morale, and most importantly student achievement (Geiger & Pivovarova, 2018; Glazer, 2018; Young, 2018). Teaching in the United States, and in most parts of the world, is a regulated industry typically requiring higher levels of education or certifications (Guarino, Santibañez, & Daley, 2006). This increases the challenges of finding and retaining qualified candidates (Perryman & Calvert, 2019). School districts and environments that have the most difficulty recruiting and retaining qualified teachers are generally low economic and urban areas, rural regions, indigenous and third world countries (Ávalos & Valenzuela, 2016; Guarino et al., 2006; Podolsky et al., 2019). These environments commonly have fiscal resource challenges, coupled with the inability to retain qualified teaching staff, leading to increased monetary challenges (Guarino et al., 2006; Podolsky et al., 2019). Financial struggles and limitations are contributing factors to teacher retention issues (Ávalos & Valenzuela, 2016).

Several studies have linked teacher retention and student achievement (Gaikhorst, Beishuizen, Zijlstra, & Volman, 2015; Harrell, Thompson, & Brooks, 2019; S. Young, 2018). The loss of qualified teachers to a school or school district negatively impacts the quality of education that schools or districts can provide (Young, 2018). Teacher retention impacts internal morale (Geiger & Pivovarova, 2018) which has negative effects on teacher self-efficacy and collective teacher efficacy (Türker, 2016). Teacher self-efficacy and collective efficacy are both

positive antecedents to teacher retention and health school environments (Geiger & Pivovarova, 2018; Yost, 2006).

Healthy schools and healthy communities have been anecdotally and statistically connected (Chiu & Chow, 2015). A negative view of teachers as a profession tended to be present when a society possessed teacher retention challenges (Geiger & Pivovarova, 2018; Urick, 2016). There was a positive correlation to teacher retention, healthy school culture, and positive student achievement (Kraft, Marinell, & Shen-Wei Yee, 2016). Overwhelmingly, research supported a strong correlational effect between educational attainment and higher levels of literacy, resulting in lower child mortality rates (Gakidou, Cowling, Lozano, & Murray, 2010). Educational attainment has been linked to good citizenship and improved economic functioning (Crowley & Swan, 2018). Communities with higher levels of education even at the high school level were associated with higher work participation and had less health-related absences from work (Hoff et al., 2018). The successful completion of lower level education such as elementary, primary, secondary, and high school led to increased participation in higher education (Atherton, 2014; Doggett & Wat, 2010).

Theoretical Context

The English word *governance* comes from the root word “*govern*” which is derived from the ancient Greek word *kubernetes* which means helmsman or steersman, and figuratively to guide or govern ("Online etymology dictionary," 2001). According to (Coward, 2010; Smith, 2017) the term governance has been used in multiple ways and, despite various attempts for researchers to establish a consistent definition, there remains no one dominate definition. According to Klijn (2008) what has been established is that governance is everywhere, and it occurs at different levels: from small to medium sized enterprises, within larger organizations,

and in both regional and national systems (Coward, 2010; OECD, 2016). School leaders and teachers work in environments that are shaped by governance that create and distribute educational procedures and policy. In this study, governance is defined as a governmental or organizational structural system composed of multiple participants working together in networks for the purpose of establishing policy and procedures with economic and management oversight with the goal of delivering and providing improved access to those services while facilitating economic growth (Fukuyama, 2013; Smith, 2017). Educational governance is defined as the array of diverse and complex approaches used by an educational governing system for the purpose of designing, funding, and managing education within an organizational context with the goal of benefiting the learners associated with the organization and the wider society (Coward, 2010; OECD, 2016).

Over the past several decades, there has been a shift in how leadership interaction is viewed. Initially, leadership paradigms emphasized mechanical and structural modalities but now many institutions have adopted a more well-rounded systems approach (Burke, 2011; Steinke, 2006). Historical research on leadership has, for the most part, recognized that leadership does not happen in a vacuum, instead leaders are emotively and socially connected to the people and the organizations where they lead (Friedman, 2011; Parkay, Anctil, & Hass, 2014). The amount of studies on leadership and their impact have been studied immensely over the years. A myriad of approaches to leadership within the educational setting has proven to be effective in multiple studies (Daniëls, Hondeghem, & Dochy, 2019; Gumus, Bellibas, Esen, & Gumus, 2016; Liu & Hallinger, 2018; Munro, 2017). Educational leadership has been a process of influencing all stakeholders, administrators, and teachers (Hallinger, 2013). Leadership in education is not necessarily limited to a single person. The process of influencing leads to an

effective learning climate that all stakeholders (such as pupils, teachers, parents, government, and society) experience as an added value (Gumus et al., 2016). Leadership in education has been identified as a major link to positive school climate and a contributing factor towards teacher retention (Kraft et al., 2016; Kurland, 2019). As a theoretical framework to understanding the influence of governance on teacher retention in Christian primary schools, two leadership models were selected including transformational leadership and distributed leadership.

Transformational leadership is a change orientated framework comprised of a list of behaviors that contribute to change (Valeriu, 2017; Wiyono, 2018). Transformational leadership looks at leadership from a broad-based approach in that it combines both trait and skill theories in its construct of leadership (Hargett-Neshyba, 2014). Transformational leadership has been identified as an effective leadership method and style in the field of education (M. Anderson, 2017; Wiyono, 2018). The five dimensions of transformational leadership are listed below.

- Idealized influence (attributed)
- Idealized influence (behavioral)
- Individual consideration
- Inspirational motivation
- Intellectual stimulation (Young, 2013)

Transformational leaders inspire collaboration through shared vision and motivation (Thomas, Tuytens, Devos, Kelchtermans, & Vanderlinde, 2018). Transformational leadership has been shown to increase collaboration and teamwork (Eisenberg, Post, & DiTomaso, 2019), increase job-satisfaction (Thomas et al., 2018), and had mediating effects on employee retention to include teachers (Mugizi, Tumuhaiseand, Samanya, & Dafiewhare, 2019; Para-González, Jiménez-Jiménez, & Martínez-Lorente, 2018).

Distributed leadership in this study is the methodology of how governance and leadership owners distribute their leadership power and influence across their systems of oversight (Gumus et al., 2016; Harris, 2008). Distributed leadership, like transformational leadership, is a collaborative model and seeks to empower identified team members by sharing knowledge, resources, and power (Devos, Tuytens, & Hulpia, 2014; García Torres, 2019). Organizations and leadership that utilized distributed leadership methodology demonstrated increases in team collaboration and communication (Devos et al., 2014). Distributed leadership in the educational arena has been positively connected with decreases in job-dissatisfaction and increases in teacher retention (Cannatelli, Smith, Giudici, Jones, & Conger, 2017; García Torres, 2019).

Situation to Self

As a researcher, I understand that I brought my own set of presuppositions, assumptions, and opinions into the study, which had an influence on me as the researcher. According to Creswell and Poth (2018), one of my goals as a qualitative researcher was to be aware of these biases and assumptions, and openly acknowledge their influence and existence by writing about them in my studies. In this hermeneutic phenomenological qualitative research study, my philosophies and theories served as frameworks for this study (Creswell & Poth, 2018; van Manen, 2016a).

Personal Experience

I possess a diversified academic educational background. My entrance into the academic field of education is from a heterogenous learning model. My calling as a Christian and pastor has led me on the journey of earning several educational degrees including business, leadership, counseling, theology, and education. These academic platforms, under the power of the Holy

Spirit, have aided me in the pursuit of fulfilling the high calling of Christ Jesus within a missional context.

My Calling as Pastor-Teacher

In my relationship with Jesus Christ, I am charged to follow what is commonly known in Christian circles as the “Great Commission,” in Matthew 28:18-20. This section of scripture communicates that all Christians are empowered and required to go into all the known world and facilitate the action of making disciples in the name of Jesus. The task further requires the training of these disciples about what Jesus has taught us in our relationship with Him through His word. Further, as an individual who has accepted the calling as pastor/shepherd, the skill of teaching is a requirement for those serving in the office of elder or overseer, according to II Timothy 2:24. As a Christian, I embraced this biblical directive, and I; therefore, completed advanced educational learning studies in Christian theology, earning a Master's Degree in Theology.

My Calling as Christian Counselor

My degree in counseling marriage and family therapy is where I had my first professional and formal experience as a teacher. First was providing psychoeducational courses to both youth and adults in various subject matters ranging from substance abuse to parenting classes. Later in life, I would have the opportunity to serve as an adjunct faculty teacher at the University of Phoenix in the graduate counseling program and the undergraduate human services program. Then lastly, providing training and continuing education courses for experienced behavioral health professionals.

My Calling as a Christian Missionary Worker

To live out the Christian calling and fulfill the “Great Commission,” in 2015, my spouse and I were collaborating with a ministry partner name Caritha Roybal on a project she was leading to start a primary school in Uganda, Africa. Midway through the project, Dr. Caritha Roybal made her physical life transition as she physically succumbed to breast cancer. During this time, my wife and I were praying about the ministry. After spending time in prayer, I felt lead to continue the work and assumed the role of board president. Since serving as the president of the Dr. Caritha Education Foundation, I have taken several mission trips to Uganda which have amplified my appreciation and desire to understand and strengthen teachers, with an emphasis on our primary school in Uganda. Teachers in Uganda experience many of the same challenges that teachers in the United States and around the world face but have challenges that are situationally unique to their cultural context. While researching education and the factors that contribute to successful learning institutions, I began to see a connection between the challenges in the Uganda educational system and teacher retention.

Philosophical Assumptions

All researchers bring with them a set of assumptions. In hermeneutical phenomenological qualitative research, as a part of the research journey, these assumptions are embraced (Crowther, Ironside, Spence, & Smythe, 2016). According to Creswell and Poth (2018), there are four major philosophical assumptions: ontological, epistemological, axiological, and methodological which influence all researchers’ world views. In addition to philosophical frameworks researchers, according to Creswell and Poth (2018), view their philosophical frameworks through an interpretive lens. As a researcher, I openly shared and acknowledged how these frameworks and assumptions influenced me and my thinking and how they were a part of my interpretive framework.

Social constructivism is the guiding lens of my philosophical framework. Social constructivism seeks to understand people in the environment in which people live and work (Creswell & Poth, 2018). As the researcher, my goal was to understand and interpret the world of teachers in Uganda and the role that governance has on their retention in Christian primary schools. In social constructivism, the researcher's goal is to make an interpretation of their findings as they are also shaped by the researcher's experiences (Creswell & Poth, 2018). Ontological assumptions focus on the nature and characteristics of reality (Creswell & Poth, 2018). My ontological assumptions towards this study acknowledged that within the sphere of life, there exist multiple realities, and what motivates or drives one teacher to continue teaching may be different from person to person. Utilizing an interview process for individual participants, I was able to capture various realities and then collectively sum together each person's background and cultural experiences.

The principal aim of epistemological assumptions is to understand what knowledge is and how knowledge claims can be verified (Creswell & Poth, 2018). My personal beliefs concerning knowledge is that there are two spheres of knowledge. The first sphere is spiritual knowledge which comes from God by way of spiritual revelation and is only imparted to man by God through their knowledge in Jesus Christ. Spiritual knowledge is limited to only those who have a relationship with God through Christ Jesus. "The natural person does not accept the things of the Spirit of God, for they are folly to him, and he is not able to understand them because they are spiritually discerned." (1 Corinthians 2:14, English Standard Version). The second sphere is general knowledge that is available and common to all men, knowable through the works and creation that God has made. Man is limited in the ways of knowing, understanding, and rationalizing the world that God has created. The manifestation of this knowledge has different

depths and breaths in each individual and cultural systems. As the researcher, I had to acknowledge that my understanding of the phenomena had limits. In addition, I had to acknowledge that my understanding of the problem, situation, or event was primarily drawn from my relationship with the participants. My goal, as the researcher, was to build rapport with the research participants which increased my knowledge and understanding of how governance influenced teacher's desires to remain in Christian primary schools.

Axiological assumptions acknowledge the roles of values in this study (Creswell & Poth, 2018). I recognize the part my Christian values played a role in my research and how the elements of my various educational degrees and philosophies influenced my values for work and education. As the researcher, I had to understand that even though I was researching teachers in Christian settings, our views of Christian values and how they were applied may have been different. My role in this hermeneutical phenomenological study was to understand, interpret, and express authentically the teacher's values in my writing.

According to Creswell and Poth (2018), methodological assumptions address the procedures that I used. In this study, I utilized a hermeneutic phenomenological method. According to van Manen (2016b), one of the primary goals of the hermeneutic phenomenological researcher is to pull out people's perspectives working through their methods of communication to bring into light an accurate interpretation of their values and beliefs. This methodology fits into my belief systems as I believe that individuals as participants house and construct their own opinions and realities, and how researchers can reveal their truths and constructs through relationship and communication.

Problem Statement

In response to the teacher shortage problem in Uganda, a growing number of Christian private primary schools took root to attempt to alleviate the burdens of the overcrowded government schools (Ross, 2013). The problem was that Uganda had teacher retention challenges within their educational system (MoES, 2019), and private school teachers, while less in population than their government teacher counterparts had as high, and sometimes even higher, turnover percentages (MoES, 2019). There was a sizeable amount of research literature on teacher retention in government and public schools (Geiger & Pivovarova, 2018; Harrell et al., 2019; Perryman & Calvert, 2019); however, literature that directly related to retention in Christian based schools was very sparse (Achuff, 2018). This is important because low teacher attrition and retention have negative systemic effects in a school and its community (Whipp & Geronime, 2015). The systemic effects include lower collective teacher self-efficacy, reduced student achievement scores, and a reduced sense of competence and trust from the community (Cansoy & Parlar, 2018; Ronfeldt, Loeb, & Wyckoff, 2013). Research literature that focuses explicitly on school-level leadership and how it influences teacher retention is also widely available in both the United States and other continents (Kraft et al., 2016; Mancuso, Roberts, & White, 2010). Additionally, there are few research studies on teachers experience and perceptions regarding teacher retention in Uganda. Teacher retention and attrition is a subject of interest in the United States and many other countries around the world because it is widely recognized that challenges in teacher retention greatly impact student achievement (S. Young, 2018); therefore, more research literature was needed to provide additional insight into this critical topic specific to Uganda. This qualitative study on the 13 teachers which possessed a

minimum of three years of teaching experience in private primary Christian schools has extended the overall literature on teacher retention.

Purpose Statement

The purpose of this hermeneutic phenomenological study was to understand and interpret teacher's perceptions of the effects of governance on teacher retention in private primary Christian schools in Uganda. For this research study, teacher retention has been defined as a teacher's desire coupled with the willingness to continue serving in the capacity of teacher education regardless of the teaching grade or teaching location without factoring in age-appropriate retirement, sickness, or death (Geiger & Pivovarova, 2018). As a guide for my study, two leadership theories were selected, transformational leadership and distributed leadership.

Transformational leadership focuses more on the style of the individual leader and emphasizes how a leader motivates their team towards a shared vision or purpose (Eisenberg et al., 2019). Transformational leadership is one of the more popular and more researched leadership models in education (Gumus et al., 2016). Transformational leaders possess charisma, are empathic, supportive, and stimulate and increase employees intellectual thinking; therefore, increasing creativity and workplace motivation (Thomas et al., 2018). Multiple studies have demonstrated the positive correlation between teacher retention and positive work motivation and experience (Harrell et al., 2019; Reeves & Lowenhaupt, 2016).

Distributed leadership is a leadership methodology that focuses on how leadership governance distributes its authority and influences across their systems of oversight (Gumus et al., 2016; Harris, 2008). As a theory, distributed leadership emphasizes the ability of governance systems to foster collaboration among its entire system as a way to effectively coordinate work

and solutions to organizational problems (Gumus et al., 2016; Harris, 2008; Mancuso et al., 2010). Distributed leadership has been researched in educational settings and has demonstrated positive influence in matters concerning system collaboration, improved communication, and job satisfaction, which influence teacher retention rates (Daniëls et al., 2019; Devos et al., 2014).

Significance of the Study

The significance of this study is that it adds to the overall body of literature on teacher retention. Teacher retention, as a subject matter, is an identified problem in multiple countries and cultural contexts (Fong, 2018; Perryman & Calvert, 2019; Winnard, 2017). This study seeks to understand how governance as a multi-level leadership system influences teachers' perceptions concerning retention. Leadership models and modalities have been shown to have either positive or negative influence on teacher retention (Daniëls et al., 2019; Gumus et al., 2016). Transformational and distributed leadership are both described as team and group leadership models (Anderson, 2017; Gumus et al., 2016). The research lens on governance and multi-level leadership in a systems context which utilizes transformational and distributive leadership models as theoretical frameworks has facilitated both empirical and theoretical knowledge growth. Both transformational and distributed leadership models have been utilized in understanding how leadership influences job-satisfaction, collaboration, communication and teacher retention (García Torres, 2019; Thomas et al., 2018).

In the broader context, this study reveals common elements that support or refute factors related to teacher retention in similar environments (Podolsky et al., 2019). The study may help reduce unhealthy teacher attrition and increase teacher retention within the Uganda private and government public school settings (MoES, 2017; Mugizi et al., 2019). Teacher retention, when lowered, is associated with increased educational access and increased student achievement

(Ronfeldt et al., 2013). A study by Gakidou et al. (2010) showed how improved educational access decreased child mortality in over 175 countries in a longitudinal study conducted between 1970 and 2009.

Lastly, and of most importance, this study aimed to empower various key stakeholders vested in the success of the Ugandan educational system and the overall improvement of the society at large. The educational system in Uganda faces numerous environmental contextual challenges which have negatively impacted its educational system (MoES, 2019). My intention is that the research data be utilized to consider how teacher's perceptions can be used to improve practice and performance in local and private schools located in Uganda and other sub-Saharan African countries facing similar challenges (MoES, 2019).

Research Questions

This study sought to answer one central research question, and three research sub-questions regarding the essence of the participants' lived experiences and their desire to continue in their current positions as teachers in primary Christian schools in Uganda. The central research question was designed to support the phenomenological foundation of the study. Phenomenology seeks to show forth the lived experiences of individuals who have experienced a similar phenomenon (Creswell & Poth, 2018).

Central Research Question

What are teachers' perceptions of the effects of governance on teacher retention in private primary Christian schools in Uganda? In this study on management's influence on Uganda's private and public schools, Crawford (2017) stated, "the most important interventions for improving school quality are around pedagogy and governance" (p. 570). Distributed leadership's primary emphasis is on the ability of governance to facilitate effective leadership at

multiple levels (Cannatelli et al., 2017). Crawford's (2017) research on private school leadership did not discriminate on the types of private school, and according to MoES (2017) report, there are several types of private schools in Uganda including those that identify as Christian. This study seeks to understand how governance affects Christian schoolteachers in Uganda

Sub-Question 1

What are teachers' perceptions on the effects of the MoES leadership on teacher retention in private primary Christian schools in Uganda? The MoES serves as one of Uganda's major social service delivery systems; it is responsible for several government programs including UPE and USE (MoES,2017). According to Daniëls et al., (2019) and Devos et al., (2014) effective administrative management has a positive influence on teacher retention. Transformational and distributed leadership models support organizational communication by promoting shared leadership by promoting shared vision and personnel empowerment (Gumus et al., 2016; Thomas et al., 2018).

Sub-Question 2.

What are teachers' perceptions on the effects of district level leadership on teacher retention in Uganda? Governance, as defined by (Fukuyama, 2013; Smith, 2017), is a multilevel leadership platform. District-level leadership influences teacher motivation, workplace experiences, and teacher retention (Geiger & Pivovarova, 2018). Both transformational and distributed leadership theories address issues of workplace motivation connected to working conditions, which are influenced by multilevel administration (García Torres, 2019; Wiyono, 2018).

Sub-Question 3

What are teachers' perceptions on the effects of school level leadership on teacher retention in Uganda? Multiple studies identify principals/headteachers as the primary leadership influence at the school level regardless of the learning level (Fong, 2018; Geiger & Pivovarova, 2018; Mancuso et al., 2010). School-level leadership is connected with teacher retention, motivation, and work environment perceptions (Lambersky, 2016; Young, 2018).

Transformational and distributed leadership models have been linked in the research with facilitating positive workplace environments which contribute to higher job satisfaction and teacher retention (Daniëls et al., 2019; Kurland, 2019).

Definitions

1. *Distributed leadership* – The methodology of how governance and leadership owners distribute their leadership power and influence across their systems of oversight (Gumus et al., 2016; Harris, 2008).
2. *Educational Governance* – The array of diverse and complex approaches used by a governing educational system for designing, funding, and managing education within an organizational context to benefit the learners associated with the organization and the wider society (Coward, 2010; OECD, 2016).
3. *Governance* – a governmental or organizational structural system composed of multiple participants working together in networks for the purpose of establishing policy and procedures and providing economic and management oversight with the goal of delivering and providing improved access to those services while facilitating economic growth (Fukuyama, 2013; Smith, 2017).

4. *Social Learning Theory* – American psychological theory popularized by behaviorist Albert Bandura, which theorizes that positive and negative reinforcers shape human behavior within the context of societal social relationships (Miller, 2011).
5. *Teacher Attrition* – The rate in which teachers exit from the field of education within a given year regardless of the reason (Borman & Dowling, 2008).
6. *Teacher Collective Efficacy* - Similar to self-efficacy as theorized by Bandura but emphasizes how teachers see themselves and their performance from the collection of the whole not just as individuals (Kalule & Bouchamma, 2014).
7. *Teacher Self-Efficacy* – A teacher and their personal beliefs in their skills to accomplish the desired task of teaching (Bandura, 1997).
8. *Transformational Leadership* - Leadership that, through the use of charisma, individual attention, influences, shared vision, and intellectual growth as a means of guiding subordinates to strive collectively to achieve goals for the good of the organization (Bass & Avolio, 1992b).

Summary

Teacher attrition and retention challenges are a complex set of issues which impact almost every educational setting to varying degrees (Borman & Dowling, 2008). The negative impact of teacher turnover as influenced by unhealthy teacher attrition has repercussions which systemically impact society at various levels (Podolsky et al., 2019). The negative impacts of teacher turnover include reduced learning opportunities, reduced literacy and readings rates, and increased child mortality rates (Gakidou et al., 2010). Uganda, like many other nations, is struggling to address the issue of teacher retention (Mugizi et al., 2019). As a developing nation, with an infant educational system, these challenges can seem insurmountable (Crawford, 2017; Wood, 2008). The purpose of this hermeneutical phenomenological study was to understand and

interpret teacher perceptions of what influences teachers to continue teaching at private primary Christian schools in Uganda. The theories which guided this study were transformational and distributed leadership as they describe how leadership in the workplace positively influences factors that lead to increases in teacher retention (Kurland, 2019; Rizwan et al., 2017). The goal of this study was to empower various key stakeholders vested in the success of the Ugandan educational system and the overall improvement of the society at large. It is the intent that the resulting research data be utilized to improve practice and performance in local and private schools located in Uganda and possibly other sub-Saharan African countries facing similar challenges.

CHAPTER TWO: LITERATURE REVIEW

Overview

Teacher attrition is a problem in many parts of the world including the United States, Canada, Australia, the European Union, and Africa (Geiger & Pivovarova, 2018; Harrell et al., 2019). According to (Ingersoll, Merrill, Stuckey, & Consortium for Policy Research in, 2014) from 1988-2008, there was a 34% increase in the number of beginning teachers who left the teaching profession. A review of the literature revealed that attrition could be caused by an array of problems including classroom management (Kelchtermans, 2017), poor pedagogical preparation (Ingersoll et al., 2014), opportunities for better salary (Kelchtermans, 2017) and leadership issues (Perryman & Calvert, 2019). Within the context of working environments, employee attrition is normal; however, excessive attrition is problematic, especially in the field of education because many capable teachers have left the profession (Sutcher, Darling-Hammond, & Carver-Thomas, 2019). The reason that excessive attrition is a problem is that excessive or unhealthy attrition effects the quality of education in schools (Perryman & Calvert, 2019).

A review of the literature on teacher retention found that there was a generous amount of research on teacher retention on public and international schools in most parts of the world (Fong, 2018; Whipp & Geronime, 2015). In sub-Saharan Africa, a survey of 60% of education unions (reported attrition rates of primary teachers were at 44%, which demonstrates the severity of the teacher shortage in this part of Africa (Symeonidis, 2015). The current research literature on teacher retention specific to Uganda is relatively sparse; therefore, there is a need for research addressing the attrition and retention of teachers who service schools in the country of Uganda. Attrition is a problem that affects both public and private schools; however, not all schools

struggle equally with high attrition rates; public and private schools have different issues as it relates to attrition and retention (Achuff, 2018; Amoako, Dartey-Baah, & Sokro, 2019). The literature on teacher retention for Christian private schools is also not as readily available as literature on public or government schools (Achuff, 2018). A large number of private schools have come into existence in the Republic of Uganda with the hopes of alleviating some of the educational burdens from government schools in Uganda (Ross, 2013). More research is needed to understand how these private institutions are faring, specifically, the educational institutions which identify as Christian. To address this concern, I am proposing a hermeneutic phenomenological study on teacher's perceptions of the influence of governance on teacher retention at private Christian primary schools in Uganda. In this section, the theoretical framework is discussed and the scholarly literature on issues and trends related to teacher retention around the world will be disclosed. Uganda's educational challenges specific to governance issues that have impact and influence on teacher retention will be described and this section is followed by the summary.

Theoretical Framework

As a theoretical framework, to understanding the influence of governance on teacher retention in Christian primary schools, two leadership models are used to explain this research including transformational leadership and distributed leadership. Leadership, as theory and model, is one of the key contributing factors of teacher retention challenges (Mugizi et al., 2019; Perryman & Calvert, 2019). Leadership styles and methods have been shown to influence job-satisfaction (García Torres, 2019), increase communication and work collaboration (Wiyono, 2018), improve overall work environments (Kurland, 2019), and reduce teacher retention (Mugizi et al., 2019).

Distributed Leadership

As a theory, distributed leadership disapproves of the traditional top-down hierarchical leadership designs. Distributed leadership emphasizes the ability of governance systems to foster collaboration among its entire system as a way to effectively coordinate work and solutions to organizational problems (Gumus et al., 2016; Harris, 2008; Mancuso et al., 2010). Spillane, Halverson, and Diamond (2004), in their seminal work on distributed leadership, stated that a distributed perspective on leadership implies that both social context and inter-relationship activity is a shared resource and that they are both an integral part of the leadership development activity. So, this means that leadership is a social-relational construct, much like social learning theorists propose that human development takes place through the environment, and the relationships we have with others (Bandura, 1977). It also implies that distributed leadership is systemic and dynamic in its operation.

In the research literature, distributed leadership is also used as a synonym for shared or other empowerment leadership theories that focus on delegation, participative, and empowering leadership behaviors (Daniëls et al., 2019; Meuser et al., 2016). Distributed leadership has been found to effectively facilitate collaboration amongst peers and workgroups (Cannatelli et al., 2017; García Torres, 2019). Schools and organizations that possess higher levels of workplace collaboration tend to demonstrate a more positive workplace culture (Devos et al., 2014) and an increase in both teacher self-efficacy and collective efficacy (Cansoy & Parlar, 2018). They also show decreases in job dissatisfaction (Edinger & Edinger, 2018; García Torres, 2019) and lower teacher retention challenges in the workplace (García Torres, 2019; Geiger & Pivovarova, 2018; Masum et al., 2016). García Torres (2019) study utilized hierarchical linear modeling to investigate the relationships between distributed leadership, professional collaboration, and

teachers' job satisfaction in U.S. schools. García Torres (2019) also found that when the researchers accounted for other individual school variables, teacher's perceptions toward job satisfaction drastically increased as associated with the increase in professional collaboration when mediated by distributed leadership (see Figure 2.1).

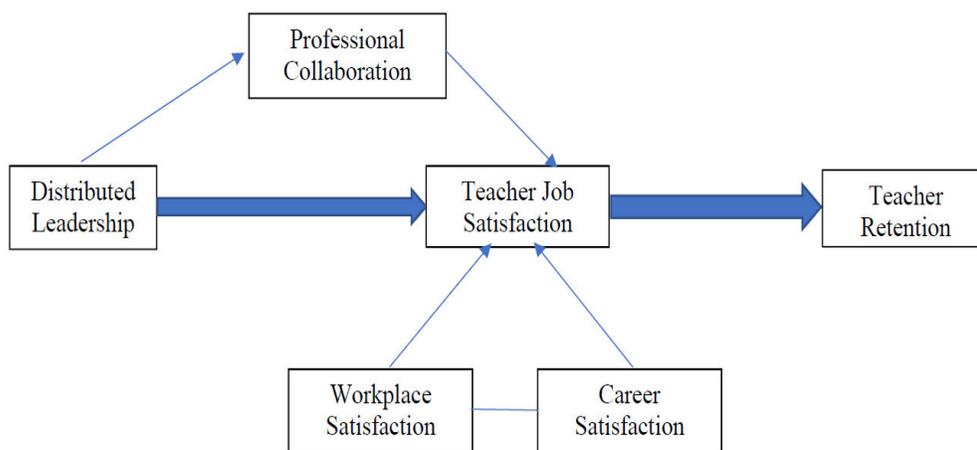


Figure 2.1. Distributed leadership theoretical model example

Most research on distributed leadership has been conducted in the area of education (Gumus et al., 2016); however, other disciplines with complicated governance systems, such as health care, have also researched the effectiveness of distributed leadership. In his quantitative study, Okpala (2020) analyzed 12 different countries health care systems using access from several electronic databases. The results from his research concluded that the health care systems with greater ease of access had several main features of distributed leadership. He identified these as leadership coalitions among members of primary health care teams, a collective approach to decision-making, and shared accountability. Okpala (2020) study goes on to say that the use of distributed leadership within the health care systems of governance

significantly reduced communication and knowledge barriers within their networks. This increase in shared knowledge was identified as one of the mediating effects of distributed or shared leadership.

Transformational Leadership

Transformational leadership's genesis as a theory can be traced back to James Burns's work on political leaders (Burns, 1978). Later, the approach was adapted by Bruce Avolio and Bernard Bass to identify the behaviors of successful business leaders (Warrick, 2011).

Transformational leaders seek to focus on inspiring followers to commit to a shared vision and goals for an organization or unit. Leaders that demonstrated transformational leadership skills or behaviors, challenged their personnel or staff to be more innovative problem solvers by developing the employee's leadership capacity through supportive coaching and mentoring.

Transformational leadership, according to Valeriu (2017), is defined as leadership that occurs when the leader stimulates the interest in both colleagues and followers to view work from a new and exciting perspective. Transformational leadership generates an awareness of the mission or vision of the organization and develops colleagues and followers to higher levels of ability and potential (Thomas et al., 2018). Leadership studies have shown that leaders who exhibited high levels of emotional intelligence and transformational leadership behaviors were described as visionaries, inspirational, expressive, influential, motivating, and advancing the performance of the organization (Hargett-Neshyba, 2014). Further studies confirmed that transformational leadership positively influences organizational performance through collaborative learning (Para-González et al., 2018). In their research, Choi, Goh, Adam, and Tan (2016) demonstrated that empowerment acted as a mediating effect for transformational leadership and its influence on job satisfaction in nursing staff. Employee empowerment was not only a definite antecedent for

enhancing job satisfaction but also mediated the relationship between transformational leadership and job satisfaction among nursing staff (Choi et al., 2016). Thomas et al. (2018) sampled 292 first-year primary-school teachers, and their results demonstrated principles that showed that the transformational leadership model was directly related to teachers possessing positive job attitudes. Also, transformational leadership, when utilized by the principal, was indirectly associated with teacher's positive attitudes concerning professional collegial support and teachers' self-efficacy. Teacher self-efficacy and workplace environment, as demonstrated by collegial support were both predictors of educational environments that have positive teacher retention (Fong, 2018; Perryman & Calvert, 2019). This success has been studied in both Christian and secular educational institutions (Hargett-Neshyba, 2014; Tang, Yin, & Nelson, 2010; Valeriu, 2017; Wasberg, 2013).

Aas and Brandmo (2016), recognize transformational leadership as a shared leadership model whose purpose is to create change through bottom-up actions. This supports the premise that transformational leadership is related to leadership models like distributed leadership that focus on collaboration (Anderson & Sun, 2017a). Both (Anderson & Sun, 2017a). Daniëls et al. (2019) acknowledged that transformational leadership and distributed leadership share several similar traits. Carson, Tesluk, and Marrone (2007) found that a supportive team environment, which, when comprised of the group shared purpose, social support, and group voice, are antecedents that mediated distributed or shared leadership. These traits are also traits associated with transformational leadership (Tse & Chiu, 2014; Wiyono, 2018). Also, Carson et al. (2007) noted that having an individual leader who demonstrated supportive coaching was also an element of both transformational and distributed leadership. Carson et al. (2007) supports the premise that the traits of transformational leadership are also present in the application of

distributed leadership. The distinction between the two is that distributed leadership is identified more as a team level or system leadership methodology, while transformational leadership is identified more as an individual leadership style (Anderson & Sun, 2017b; Daniëls et al., 2019). Transformational leadership, as the style, embodies many of the characteristics necessary for leaders to be effective at implementing distributed methodologies and practices (Anderson & Sun, 2017a; Daniëls et al., 2019); thus, one could argue that a transformational leadership style will precede distributed leadership methodology, as seen in Figure 2.2.

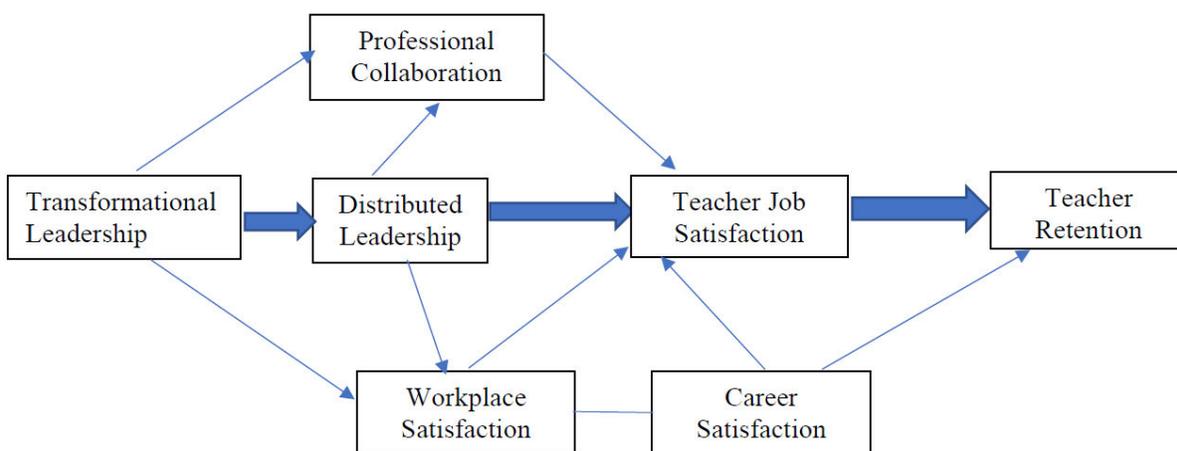


Figure 2.2. Transformational and distributed leadership model example

Lastly, transformational leadership and distributed leadership have been shown to improve job satisfaction (García Torres, 2019; Para-González et al., 2018). Improvements in job satisfaction have a positive mediating effect on workplace retention in teachers (Rizwan et al., 2017; Roch & Sai, 2016). Schools and school districts with higher levels of teacher satisfaction are typically healthier and they tend to have lower teacher retention challenges than schools and school districts that have problematic workplace issues (Harrell et al., 2019; Perryman & Calvert, 2019).

Related Literature

The English word “governance” comes from the root word “govern,” and is derived from the ancient Greek word “Kubernetes,” which means helmsman or steersman and figuratively means to guide or govern (“Etymonline,” 2020). According to (Coward, 2010; Smith, 2017), the term governance is used in multiple ways, and despite various attempts for researchers to establish a consistent definition, there remains no one dominant definition. What we do know is that governance is everywhere according to Klijn (2008), and it occurs at different levels from small to medium-sized enterprises, within larger organizations, and in both regional and national systems (Coward, 2010; OECD, 2016). School leaders and teachers work in environments that are shaped by governance, which create and distribute educational procedures and policy. For this study, governance is defined as a governmental or organizational structural system composed of multiple participants working together in networks to establish policy and procedures, the skeletal system; thus, provides social, economic, and management oversight to deliver services that provide improved access to services that facilitate economic growth (Fukuyama, 2013; Smith, 2017). Educational governance has been defined as the array of diverse and complex approaches used by a governing educational system for designing, funding, and managing education within an organizational context to benefit the learners associated with the organization and the wider society (Coward, 2010; OECD, 2016).

Educational policy and procedures are generated from the culturally dominant government and political philosophies of the day (OECD, 2016). The interrelationship between philosophy and policy shapes both the overall organization of education and the operational practices and procedures of all staff in the educational institutions (Bell & Stevenson, 2015). An understanding of the nature of policy and how political ideology shapes policy and how policy

helps to define education at national, collegiate, and local school levels can help school leaders to develop effective responses to policy and policy shifts. Organizational governance and leadership have also been connected to job-satisfaction and dissatisfaction (Edinger & Edinger, 2018; Herzberg, Mausner, & Snyderman, 1993; Rizwan et al., 2017; Shann, 1998). Job satisfaction is intricately connected to human motivation in the workplace (Herzberg et al., 1993; Maslow, 1943), and both are considered antecedents or factors in teacher retention (Alegre, Mas-Machuca, & Berbegal-Mirabent, 2016; Edinger & Edinger, 2018). Organizational governance's primary responsibility is to shape and to dispense policies that will shape corporate cultural practices; thus, we can see how all forms of governance and governing bodies impact work culture and traditions, which then influences workplace motivation, and by natural digression influences retention in the workplace (Alfayad & Mohd Arif, 2017).

Over the past several decades, there has been a shift in how leadership interaction is viewed. Initially, leadership paradigms emphasized mechanical and structural modalities, but now many institutions have adopted more well-rounded systems of approach towards managing and leading (Burke, 2011; Steinke, 2006). Historical research on leadership has, for the most part, recognized that leadership doesn't happen in a vacuum, that leaders are emotively and socially connected to the people, and to the organizations where they lead (Friedman, 2011; Parkay et al., 2014). The number of studies on leadership and its impact has been studied immensely over the years, and a myriad of approaches to leadership within the educational setting has proven to be effective in multiple studies (Daniëls et al., 2019; Gumus et al., 2016; Liu & Hallinger, 2018; Munro, 2017). Educational leadership is a process of influencing all stakeholders, administration, and teachers (Hallinger, 2013). Leadership in education is not necessarily limited to a single person. The method of inspiring often facilitates a more effective

learning climate that all stakeholders (such as pupils, teachers, parents, government, and society) experience as an added value (Gumus et al., 2016). Leadership in education has been identified as a significant link to positive school climate and a contributing factor towards teacher retention (Kraft et al., 2016; Kurland, 2019).

Since York-Barr and Duke (2004) published their seminal review on teacher leadership, it has continued to draw considerable attention in the field of education (Wenner & Campbell, 2017). Teacher leadership as a theory is girded by two main principles, first as professionals' teachers possess specialized expertise which, when harnessed appropriately, can enhance decision-making and classroom practice. Second, sharing leadership with teachers expands school leadership capacity (Bush, 2015). Teacher leadership development expands teacher abilities and skills in a way that they improved both self-efficacy and collective efficacy amongst teachers (Türker, 2016). The practice of teacher leadership within schools has been demonstrated to improve team collaboration and positively improve the working environment within school settings (Bush, 2015; Reeves & Lowenhaupt, 2016; Thomas et al., 2018). Bush, Abdul Hamid, Ng, and Kaparou (2018) state that there are definite links between teacher leadership and distributed leadership, in part because teachers are often the individuals whom leadership is distributed to within the local school arena.

Servant leadership is a people oriented approach that focuses on ethical and modest use of power (Dutta & Khatri, 2017). Lee, Lyubovnikova, Tian, and Knight (2020) pointed out that proponents of servant leadership contend that the model of leadership is conceptually distinct from other major leadership theories primarily due to the emphasis placed on ethics and behavioral integrity. Anderson and Sun (2017a) identify 12 distinct dimensions of servant leadership; altruistic calling, persuasive mapping, courage, agape love, emotional healing,

forgiveness, humility, covenant relationships, behaving ethically, authenticity, creating value for community, and accountability. Servant leadership has been positively linked to leaders who demonstrate high levels of emotional intelligence (Barbuto, Gottfredson, & Searle, 2014; du Plessis, Wakelin, & Nel, 2015). Cerit (2009) revealed there to be a strong positive relationship between school principals who utilized servant leadership and teachers job satisfaction. In fact, Cerits' (2009) study concluded that servant leadership is a significant predictor of teacher job satisfaction. Servant leadership, when demonstrated by educational leaders, has been shown to have a positive influence on teacher's self-efficacy and collective efficacy (Anderson & Sun, 2017a; Lee et al., 2020). Leaders who utilize servant leadership also had healthier working environments and higher levels of teacher job satisfaction (Cerit, 2009; Dutta & Khatri, 2017). Teacher job satisfaction was a strong predictor and antecedent to teacher retention (Dutta & Khatri, 2017; Rizwan et al., 2017).

The research literature on emotional intelligence (EI) has overwhelmingly recognized the skill or trait as an antecedent to effect leadership (Barbuto et al., 2014; West, 2016). EI can be viewed as a subset of social intelligence and defined as the ability of an individual to monitor one's feelings and emotions with the added ability to appropriately discriminate amongst those feelings to maturely guide one's thinking and actions (Jacques, 2002). This trait, and or knowledge, according to West (2016), has been shown to enhance a person's or leader's self-awareness, self-management, social awareness, and relationship management skill sets. Like a performance athlete who gets in what's commonly called "the zone," where in the experience that the process slows down, similarly those who have higher levels of EI, their thinking slows down, reducing or mitigating higher levels of anxiety and thus improving the overall decision-making ability of the individual (Gunkel, Schlaegel, & Taras, 2016). EI has demonstrated a

positive correlation on effective leadership in the academic setting (Tang et al., 2010), in contexts where conflict resolution and mediation skills are required (Adesina, 2012). Finally, the research also suggested that EI was positively correlated with effective leadership practices in Christian arenas (Gliebe, 2012; Valeriu, 2017). Cultural competency, which identifies a person's ability to work well in environments with diverse populations effectively, has also been identified as an area correlated with higher levels of EI (Benazir, Devipriya, & Sripirabaa, 2014; Gardenswartz, Cherbosque, & Rowe, 2010). However, not everyone believes that the research on EI is creditable enough for it to be embraced as a legitimate research-based methodology and strategy. In her article, Waterhouse (2014b) communicated that the data on EI is conflicting and lacking in empirical evidence. She also argued that EI has not sufficiently been differentiated from personality or standard IQ. If her comments are looked at critically, it would seem that what is needed is more research on the exact effects and validity of EI regardless of what field or setting it is applied. These statements further the importance of using EI in research studies as there are still doubters and detractors to its scientific value for developing and training educational leaders.

Human Motivation

One influential human motivational theory in management and organizational behavior is Abraham Maslow's five-stage hierarchy of needs model (Acevedo, 2018). Maslow developed the hierarchy of human needs model to explain how humans develop over their lifespan, and how people satisfy their personal needs as necessitated by the five-stage development model (Maslow, 1943). The five stages are:

- physiological - air, food, water, sleep
- safety - security, employment, salary, health

- love - belongingness, friendship, family
- esteem - confidence, self-esteem, respect
- self-actualization - morality, creativity, problem-solving

Maslow's hierarchy of needs was designed in the shape of a pyramid (see Figure 2.3) with the primary and most fundamental of humans' needs beginning at the bottom. Maslow's model suggests that lesser human needs such as physiological, safety, and love/belonging, must be achieved and maintained in sequential order, starting from the bottom of the pyramid, before higher demands such as esteem and self-actualization, can manifest themselves.



Figure 2.3. Maslow hierarchy of needs

Herzberg (1993) introduced his motivational model in 1959 as a theory of how to understand and positively influence workplace motivation and job-satisfaction and workplace retention. Initially, Herzberg developed his theory for United States businesses (Witzel. 2006); however, Alfayad and Mohd Arif (2017) noted that Herzberg's approach has been utilized in educational research around the world. Herzberg's theory suggests that workplace productivity is influenced by several factors that fall into two major categories called motivational factors and

hygiene factors (Herzberg et al., 1993). These factors (see Figure 2.4) either increase or decrease workplace job-satisfaction, which positively or negatively influence workplace motivation and ultimately affects workplace productivity (Herzberg et al., 1993).

Several studies have linked workplace productivity and job satisfaction to teacher retention (Reeves & Lowenhaupt, 2016; Richardson, Karabenick, & Watt, 2014; Winnard, 2017). Hygiene factors are categorized as organization policy, supervision and co-workers' relationships, pay, job security, and working conditions, which typically lead to a decrease in job satisfaction, and they do not, play a role in increasing job-satisfaction (Herzberg et al., 1993). Hygiene factors are categorized as extrinsic motivators (Emiroglu, Guneyli, & Burgul, 2017); whereas the motivational factors identified as recognition, achievement, promotion, growth, work, and responsibility may lead to an increase in job satisfaction. They do not; however, lead to a reduction in the level of job dissatisfaction (Herzberg et al., 1993). These factors are typically categorized as intrinsic motivators (Emiroglu et al., 2017).

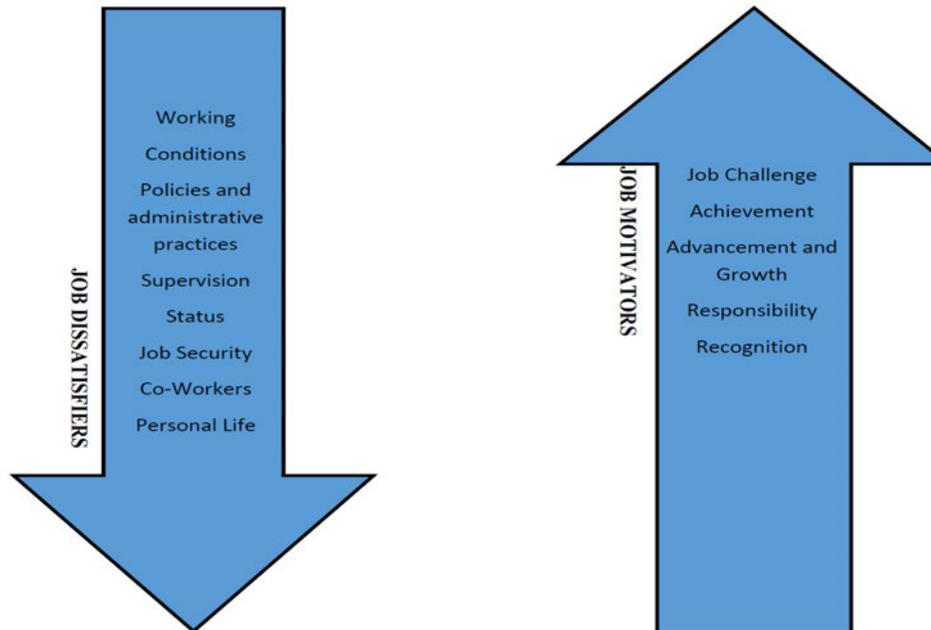


Figure 2.4 Herzberg model of motivation

In their article, Geiger and Pivovarova (2018) addressed how working conditions influenced teacher retention. They also identified several factors on Herzberg's list such as compensation, promotion, co-worker relationships, and in-service training, all as factors that influence whether a teacher will remain in the field of education. Other articles, such as Mancuso et al., (2010) and Perryman and Calvert (2019) addressed issues such as leadership, management, and governance issues as factors contributing to teacher retention. They demonstrated that Herzberg's factor list is found throughout the research literature on teacher retention even when his motivational model is not the emphasis of the research or theoretical model.

In their mixed-method study, Geiger and Pivovarova (2018) collected data information on 37 Arizona public schools from over 1400 teachers over three academic years. The study

found that schools where teachers rated their working conditions as more satisfactory, had lower attrition rates regardless of the social-economic status of the students. Harrell et al. (2019) conducted a study on 76 urban math and science teachers in the United States where they studied to understand the influence student demographics and workplace environment had on teacher attrition. Their findings concluded that student body demographics had little to no effect on teachers transferring from the district or leaving teaching altogether. However, their study did find that teachers were 45% more likely to transfer districts or leave the field of teaching as a result of poor workplace environment issues, which included student to teacher ratio and student disciplinary issues (Harrell et al., 2019). Harrell et al. (2019) study supported the use of Herzberg's motivational theory, which communicated that workplace environment issues are contributing factors in work motivation and job satisfaction which affect teacher retention. Ross (2013) observed that the teacher to student ratios were a challenge in Uganda's primary and secondary government schools, leading one to a plausible conclusion that student to teacher ratio's is one of the mediating factors to teacher retention challenges in Uganda. As it stands presently, there is very little research available on private NGO schools in Uganda which makes the goal of understanding teacher retention from the perspective of private primary school teachers in Uganda even more needed.

Motivational Factors and Teacher Retention

“Teacher job satisfaction remains an uppermost concern for school systems. Satisfaction is considered a linchpin driver of teacher motivation and a prerequisite for implementing effective retention strategies to stem the attrition rate that exacerbates the teacher shortage” (Kapa & Gimbert, 2018, p. 159). Herzberg et al. (1993) list of motivational factors identifies several intrinsic motivational factors connected with teacher retention in the research literature.

These included teacher recognition, increase work responsibility, workplace achievement, and the opportunity for career growth. Also, there is a connection with each aforementioned intrinsic motivator with improving teacher self-efficacy and collective self-efficacy, which are seen as indicators of schools with higher levels of teacher retention (Lambersky, 2016; Liu & Hallinger, 2018).

Job Satisfaction

According to Masum et al. (2016), job satisfaction is defined as the level of peacefulness that someone experiences from their work and how their feelings concerning work influence performance. “Teacher job satisfaction remains an uppermost concern for school systems. Satisfaction is considered a linchpin driver of teacher motivation and a prerequisite for implementing effective retention strategies to stem the attrition rate that exacerbates the teacher shortage” (Kapa & Gimbert, 2018, p. 159). In the same way, job dissatisfaction, which is the opposite of job satisfaction, had negative underpinnings associated with teacher retention (Edinger & Edinger, 2018). In several studies, teachers indicated that dissatisfaction was an essential reason in their decision to change schools or leave the field of teaching (Edinger & Edinger, 2018; Jeon & Wells, 2018; Rizwan et al., 2017). High turnover was often a signal for a troubled educational environment within the school and was often one of the primal causes of adverse work environments (Roch & Sai, 2016). In their study, Jeon and Wells (2018) collected data from 84 early childhood and early head start teachers, where after controlling for teacher factors like age, race, marital status, educational attainment, and program types, they found that teachers’ perceived workplace satisfaction predicted individual turnover.

Pay and Compensation

Pay and compensation may be considered a sub-category under workplace conditions or leadership, according to Geiger & Pivovarova, 2018. Its place amongst issues in teacher retention in the research is consistently noted (Podolsky et al., 2019). Kersaint, Lewis, Potter, and Meisels (2007) study demonstrated that those teachers who exited the field of teaching place significantly more weight on financial responsibilities than teachers who remained in the field of education. These findings suggest that those that leave teaching due to pay or compensation may have found better paying positions or positions with similar pay but less responsibility and stress (Borman & Dowling, 2008). Kersaint et al. (2007) also note that teachers are less likely to leave over salary issues as opposed to other workplace challenges. This supported the literature that suggested that teachers tend to be more intrinsically motivated than extrinsically motivated (Achuff, 2018; Reeves & Lowenhaupt, 2016). This also supported Herzberg's two theory model, which communicated that there are multiple factors, both intrinsic and extrinsic, which facilitated workplace productivity, motivation, and ultimately retention in the workplace (Emiroglu et al., 2017).

Job Security

A study by Faremi (2017) assessed the relationship between teacher retention and job security in private secondary schools in Ogun State, Nigeria. The study, which included survey information from 200 teachers and the school principals, considered the teaching and learning infrastructure. It also evaluated the method used to recruit teachers, the factors responsible for high teacher turnover, and teachers' retention strategies employed by private secondary schools (Faremi, 2017). All the areas evaluated fall under both school governance and working conditions (Geiger & Pivovarova, 2018; Winnard, 2017). The study results communicated that there were several severe infrastructure challenges in some of the schools. These challenges

included issues in the areas of minimal schoolbooks, no library, basic amenities, classrooms and building issues, worker's salaries, availability of staff rooms and health facilities, as well as provisions of potable water supply to the school were grossly inadequate of these basic amenities in some schools (Faremi, 2017). However, Faremi (2017) also reported that there were many other schools where the infrastructure was at least adequate. One challenge area that all the schools had in common was that there were just a few schools that had modern school libraries conducive for reading and learning. The study also showed that very few of the selected schools had access to the internet. Faremi (2017) suggested that the lack of basic amenities in these schools may have been due to inadequate funding of the school by the owner-managers. These findings line up with noted challenges to teacher retention as noted by Geiger & Pivovarova (2018) and Harrell et al., (2019) and as it relates to working conditions noted by Kelchtermans (2017) and Podolsky et al., (2019).

Teacher Self-Efficacy and Collective Teacher Efficacy

As a theory, self-efficacy is rooted in cognitive, social theory, or social learning theory, which explains how thinking constructs are acquired and maintained (Bandura, 1997; Cansoy & Parlar, 2018). The way individuals perceive or build their social constructs impacts how people understand themselves, specifically about life work and tasks (Abbassi & Aslinia, 2010; Bandura, 1997). Advocates of social learning theory maintain that people's perception of themselves at work has sizable impact on their level of personal resiliency, ability to perform under duress and overall performance, this term increased workplace motivation, performance and improves teacher retention (Alfayad & Mohd Arif, 2017; Cansoy & Parlar, 2018). Teacher self-efficacy, according to Cansoy & Parlar (2018), refers to teachers' perceptions regarding their performance and their beliefs or judgments about their roles in improving student

learning. Teacher self-efficacy is a teachers' personal opinions of their ability to select, plan, and implement activities to enhance the quality of education. "It can thus be concluded that teacher self-efficacy is teachers' beliefs that, given the right efforts, they can yield results in improving student learning, and uncover and improve students' potential" (Cansoy & Parlar, 2018, p. 553). Teacher self-efficacy has been linked to teacher motivation and teacher retention in multiple studies as it often improves teacher recognition, increases in workplace responsibility and opens doors for higher career achievement (Kapa & Gimbert, 2018; Lambersky, 2016; Richardson et al., 2014).

Collective efficacy can be understood as a group's collective belief in its conjoint competencies to organize and execute the courses of action required to produce a given level of achievement (Bandura, 1997). Collective efficacy works dynamically, producing group resiliency, strength and confidence as a result of the collective whole (Bandura, 1977; Cansoy & Parlar, 2018). Collective teacher efficacy is how teachers perceive their working environment, its strengths, and its ability to help the individual actuate and perform their job in an effective and skilled way (Sandoval, Chaloo, & Kupczynski, 2011). The work environment which influences collective efficacy specifically for teachers includes peer group, local leadership, administrative leadership to include municipal leadership and parents (DuFour & Eaker, 1998). These relationships, as they work together in the teacher's workplace environment, help facilitate a healthy work environment that improves teacher retention outcomes (Geiger & Pivovarova, 2018; Harrell et al., 2019; Perryman & Calvert, 2019).

Uganda Governance and Leadership

Uganda, a former colony of Great Brittan, achieved independence as a Nation in 1962 (Chapman et al., 2010; Tembe, 2006), As a country, Uganda was the first African country to

adopt a free secondary education policy, also known as universal education policy or USE (Chapman et al., 2010). “English, the official language, is currently used in administration, courts of law, commerce and industry, and commands considerable respect and prestige. To be educated in Uganda means being able to speak English” (Tembe, 2006, p. 857).

One of the significant challenges that teachers face in Uganda is that in many homes, English is the second language spoken. This dynamic impacts the students’ ability to practice the fundamentals of the English language in an emersion type environment. In addition to the lack of exposure to practice conversational English language usage, the educational schools in the system have inferior access to appropriate reading literature including appropriately stocked libraries (Ejuu, 2012; MoES, 2019). Uganda teachers face problems with obtaining consistent and cost effective in-service training necessary to remain academically relevant (Ejuu, 2012; Wamala & Seruwagi, 2013). Insufficient in-service training and a host of work environmental challenges have placed a substantial burden on teachers, which has created attrition challenges. Governance, leadership, and administrative oversight and teacher relationships have significant implications in teacher retention and are the subject of much research (Khalifa, 2012). Lastly, a study by Young (2018) highlighted how governance and administration could have either a positive or negative impact on teacher retention.

Educational Environmental Challenges

In their address, the MoES (2019) stated that “a conducive learning environment is crucial for the increase and sustainable enrollment, attendance, retention, performance, progression in attainment at all levels of the education system” (p. 3). They go on to define school health as.

The strategies, activities offered by, in, or in association with schools that are designed to promote learners' physical, emotional and social wellbeing/development...Therefore, school health is multi-dimensional and covers a wide range of parameters critical to the wellbeing of learners in and out of schools. (p. 2)

This suggests that the department of MOES understands that a healthy school environment is necessary not only for the success of the students but also for the health and prosperity of teachers. In addition, their definition of school health supports our overall systemic understanding of governance and its importance in facilitating a healthy work environment for teachers and students.

There are several environmental challenges listed by the MoES (2019) that teachers serving in both the government and private school settings in Uganda are having to endure in the workplace. These include the overwhelming prevalence of health diseases such as HIV/AIDS; malaria, tuberculosis; Cholera; Hepatitis B; and STD's such as syphilis and gonorrhoea. This supports the premise that there is a high probability that many of these issues are also prevalent amongst the teachers since these challenges are occurring in their working environment. Thus, we can expect from the research that it affects their motivation, job satisfaction, and; therefore, may negatively impact teacher retention and attrition in some form (Geiger & Pivovarova, 2018; Whipp & Geronimo, 2015).

The number of diseases that exist among learners within the communities surrounding many of the education institutions make it difficult to achieve quality in sustained learning outcomes. Ugandan school-going children were affected by several common diseases including malaria 25.4%, diarrhoea 23%, skin infections 18%, cough 15.2%, flu 11.6%, and typhoid 6% (MoES, 2019). These diseases have had a significant negative impact on student's educational

attainment due to illness, school attendance, learning capacity, and achievement. Lower academically performing schools also tend to have teachers who reported lower self-efficacy (Ortaçtepe & Akyel, 2015) and schools with lower collective efficacy (Sandoval et al., 2011). Lower self-efficacy and collective efficacy in teachers has been linked to lower teacher retention (Harrell et al., 2019). Overwhelmingly, research supports a robust correlational effect between educational attainment, higher levels of literacy, and lower child mortality rates (Gakidou et al., 2010). In addition, teacher retention challenges in a society could be viewed as a negative perception about teaching as a profession (Geiger & Pivovarova, 2018; Urick, 2016). Teacher retention has also been positively correlated to healthy school culture and positive student achievement (Kraft et al., 2016). Healthy schools and healthy neighborhoods and communities have long been both anecdotally and statically connected (Chiu & Chow, 2015)

HIV and AIDS. According to MoES (2019), an estimated 87,236 adolescents age 10 to 19 years are living with HIV. The number for girls is higher and represents 49,503 cases compared to their male counterparts who represent 37,734 cases. MoES (2019) reported that a total of 28,674 learners enrolled in primary education and 5,154 learners in secondary schools were living with HIV. MoES (2019) stated that 2,365 teachers in primary education and 451 at the secondary level reported living with HIV. Students and teachers with untreated HIV and AIDS saw their health status worsen and dramatically impact their ability to attend school (MoES, 2014). Also, these learners and teachers are subjected to high levels of stigma and discrimination which affects their ability to concentrate which may lead to a decrease in participation in the educational process at their respective levels.

Malaria. Malaria in Uganda is very high among children under the age of five, according to the annual Ministry of Health report in 2017 (Faremi, 2017). School health data

revealed that 25.4% of school-age children are stricken with malaria annually and about 61% of those cases reportedly become fatal as a result of complications (MoES, 2019). School attendance has been significantly impacted as a result of malaria and its effects were more pronounced in the rural areas of Uganda which have limited access to preventative interventions such as mosquito treated mosquito nets (MoES, 2019; MoH, 2017). The school health-related issues caused by malaria did not just adversely impact learners; they also affected teachers. In fact, malaria was the leading cause of absenteeism by teachers, especially during the rainy season (MoES, 2019). Additionally, malaria was the single most deadly disease amongst youth below 16 years of age (MoES, 2019; MoH, 2017).

Poor nutrition and physical activity. Nutrition related problems among school age children include anemia, hunger, stunted growth, being underweight, and being overweight (MoES, 2019). MoH(2017) reported that 53% of children beginning at the preschool age were anemic. MoES (2019) communicated that anemic students faced problems such as low energy and decreased cognition. This led to poor school attendance and academic achievement (MoES, 2019). These issues contributed negatively to student's psychological wellbeing and increased their risk for other diseases. These challenges also created increased pressure on teachers' who were often measured both internally and externally on student achievement and learning progress (Geiger & Pivovarova, 2018; Young, 2018). Self-efficacy and teacher collective self-efficacy tended to be lower amongst teachers in lower-performing schools (Geiger & Pivovarova, 2018; S. Young, 2018).

Lack of school feeding programs. The inability of schools to provide adequate feeding interventions presented a major health challenge to the delivery of quality education and training (MoES, 2019). MoH (2017) communicated that 66% of learners at the primary level were not

eating at school, and other reports communicated that 41% of urban children were more likely to receive school meals than 32% of their rural counterparts. This challenge alludes to the fact that without the proper nutrition to support and sustain healthy biological growth, it is practically impossible for students to consistently concentrate and participate in-class activities. These challenges often lead to increased school absenteeism, thereby contributing to high levels of school dropouts experienced in Uganda (MoES, 2019). These school system related challenges have been consistently related to teacher retention issues in districts within the US where poverty is prevalent (Whipp & Geronime, 2015). Environmental problems that negatively impacted teacher retention were frequent not just in Uganda, but in other places of the world including other sub-Saharan Africa Countries (Ruff, 2016).

Poor sanitation and hygiene challenges. Poor sanitation and hygiene were one of the leading causes of waterborne and sanitation related diseases within Uganda schools (Anderson & Sun, 2017a; MoES, 2019). Hygiene issues faced in Uganda schools included diarrhea diseases, worm infections, and other types of skin infections in school age children (MoES, 2019). Hygiene and sanitation issues negatively impacted the learning environment in schools, particularly those in rural areas, which often lacked clean drinking water (Morgan, Bowling, Bartram, & Lyn Kayser, 2017). In many rural schools, the children drank water from the streams where the water was not boiled or treated, often resulting in many illnesses (MoES, 2019). Most schools in rural Uganda were without handwashing facilities, and where facilities did exist, they were often inadequate in both quality and quantity (Morgan et al., 2017).

In 2016, government supported primary schools reported that 73% of the schools had a safe water supply; however, only 34% of primary schools had access to handwashing facilities (MoES, 2019). The pupil bathroom ration was relatively high at 71:1, and most of the existing

restrooms lacked proper privacy specifically for adolescent girls. Menstruation among school age girls was at approximately 80%, and about 56.4% of school age girls have experienced their first menstrual period (MoES, 2019). Access to disposal sanitary towel was 52%, and reusable pads were used by 1.6% of school age girls. In 2016, menstrual related school absenteeism was reported at 26%, making it one of the leading causes of absenteeism amongst school age girls (MoES, 2019). Pupil absenteeism had an impact on student learning outcomes, which were connected to teacher efficacy, which was directly related to teacher retention (Harrell et al., 2019; Young, 2018).

Inappropriate Transportation System for Learners. School transportation for students was a significant risk factor posing imminent health challenges to the learning community in Uganda (MoES, 2019). A large portion of school-based transportation was manifested through the use of inappropriate transportation methods such as motorcycles, commonly known as “boda bodas” which are used to transport students as young as four years of age to school at as early as five am in the morning (MoES, 2019). A large number of Uganda’s did not own motor vehicles, and bus transportation in Uganda was reported as very challenging. Roughly 70% of Uganda’s citizens walk to work (Janusz, Kesteloot, Vermeiren, & Van Rompaey, 2019). Students can travel as far as five miles, by foot, to get to school, and it was reported that Uganda didn’t have a formal transportation system (Janusz et al., 2019), making school transportation challenging, especially for younger school age children in primary school. Again, these challenges were not just felt by the individual family; transportation issues impacted student absenteeism and tardiness having a systemic effect on both government and private schools (Janusz et al., 2019), and without question, these issues created negative results on the teaching staff (Podolsky et al., 2019; Young, 2018).

Dangerous and Harmful School Infrastructure and Resources. A number of potentially hazardous objects and other materials existed in and around schools that put students and teachers lives at risk in Uganda (MoES, 2019). Many schools in rural parts of Uganda reported having concerns about poor electrical work to include exposed and downed wiring, fences with sharp razor wires, and bushes in and around school premises which are reported breeding grounds for snakes, mosquitoes, and other vectors that carry diseases (MoES, 2019). The existence of these objects and other issues are unfortunate, and in order to facilitate a safer and more conducive learning environment for students and teachers, they will need to be eliminated.

School Fires. MoES (2019) communicated that the schools in Uganda have had a long history of dealing with fire outbreaks as a result of arsonist attacks, lightning sparks, electrical circuiting, and accidental fires. According to MoES (2019) between April 2008 and March 2009, the police registered 95 school fire incidents around the country. Law enforcement established that most of the fires within this period had been deliberately started by arsonists (MoES, 2019). These types of environmental issues have raised tensions in schools and are responsible for creating workplaces where the ability to solely concentrate on education becomes secondary. Working conditions for teachers have a significant influence on teachers and their desire to stay at a school or remain in the field of education altogether (Geiger & Pivovarova, 2018).

Teachers Retention and Attrition Uganda

The MoES (2014) reported that, based on survey questions on teachers' professional satisfaction surveys provided in 2012, 47% of teachers stated that they were dissatisfied with their jobs overall. The MoES (2014) stated that 59% of teachers would change their profession,

if given the opportunity, and that the rate of job dissatisfaction amongst primary government schoolteachers reportedly was as high as 78%. Mugizi et al. (2019) reported in their regression analysis that was conducted on teachers in private primary schools in Uganda that their research revealed that transformational leadership had a significant positive relationship with retention of teachers. This supported other research findings on the validity of transformational leadership as an effective educational leadership model (Eisenberg et al., 2019; Thomas et al., 2018). MoES (2014) found that roughly 71% of teachers working in schools where the headteacher had less than 15 years of seniority were dissatisfied in their jobs, compared to only 57% of teachers whose headteachers had greater than 15 years of experience. In the data collected by the MoES (2014) on job satisfaction and dissatisfaction, it found that headteacher leadership and supervision ranked fourth as a source of job satisfaction. Edinger and Edinger (2018), Herzberg et al. (1993), and Maslow (1943) all validated the importance of human motivation with job satisfaction and teacher retention.

The MoES (2014) survey explored eight major sources of primary teacher's career satisfaction including professional recognition, interpersonal relationships/social activities with colleagues, salary, benefits, opportunities for professional growth, working conditions, regular performance assessments, and quality of headteacher leadership and supervision. The data collected by MoES (2014) revealed that there was no significant relationship between teachers' satisfaction and most of the reported socio-demographic characteristics, including gender and marital status. In their report, only age was significantly related to the level of job satisfaction. The MoES (2014) study reported that job satisfaction, on average, overall decreased with an increase in age. However, almost all the teachers' professional characteristics were related to some level of teacher job satisfaction or dissatisfaction. The MoES (2014) collected data on the

professional characteristics of teachers. They found that there was a difference in job satisfaction based on academic qualifications, teachers holding O' Levels as their highest educational qualification reported being the most satisfied with their job as educators when compared to teachers with lower levels of education. Fifty-percent of teachers with high job satisfaction were most likely to hold an O' Level certificate compared to 41% of dissatisfied teachers with lower levels of education. According to MoES (2014) teachers with less than five years of experience were the most satisfied of all the teachers surveyed. When examining the relationship between job satisfaction and length of service, the same pattern emerged for age; the less experienced a teacher possessed, they reported higher levels of satisfaction (55%) compared to teachers with more than 20 years of experience who reported being satisfied with work only 40% of the time. Teachers with low job satisfaction were more likely to be members of the Uganda National Teacher Union (UNATU) (MoES, 2014). Sixty-one percent of UNATU members were reportedly dissatisfied, compared to 54% of non-union members.

The evaluation of teacher satisfaction by the MoES (2014) indicated that salary was the central factor affecting teachers' level of satisfaction. Salary had a higher weight in explaining job dissatisfaction at 55% than job satisfaction at 43%. The importance of salary to job satisfaction was further highlighted when compared with the linkage between overall teacher revenues and job satisfaction and dissatisfaction levels. The MoES (2014) found that the rate of dissatisfaction decreased with higher salaries, and the rate of satisfaction increased with higher salary levels. The figure shows a 69% dissatisfaction rate among teachers earning a wage below 300,000 Ugandan Shillings, which decreased to 54% for those earning a salary above 350,000 Ugandan Shillings. The same pattern is apparent when analyzing additional revenue, job dissatisfaction rates drop from 60% for those with added income under 50,000 Ugandan

Shillings to 51% among teachers who possessed extra revenue (MoES, 2014). Consequently, the research also found that the reverse was true for job satisfaction rates. Job satisfaction increased among teachers with higher additional income, from 40% to 49% (MoES, 2014). After salary, the next two main factors that influenced job satisfaction were opportunities for professional growth and professional recognition (MoES, 2014). Survey results concluded that roughly 12% to 13% of Ugandan teachers believed these factors to be their primary source of satisfaction, whereas 10% to 8% respectively see them as the leading cause of job dissatisfaction (MoES, 2014). One surprise from the study was that working conditions was only selected between 3% and 4% of the surveyed teachers as their primary source of satisfaction/dissatisfaction. Working conditions are in the research literature and are generally considered to be a critical factor in teacher job satisfaction, dissatisfaction, and teacher retention (Harrell et al., 2019; Rizwan et al., 2017).

One of the significant conclusions of the research conducted by MoES (2014) was that most of the teachers surveyed, approximately 84% would like to resign from teaching within the next two years. Sadly, only 16% of primary teachers reported that they would like to remain in the teaching profession. The MoES (2014) study further exposed that 37% of dissatisfied teachers wanted to resign within a year as compared to just 6% of satisfied teachers. The desire to abandon teaching as a profession is; therefore, six times higher among dissatisfied teachers than among satisfied teachers. The factors that determine teachers' levels of job satisfaction are multiple (Alegre et al., 2016; García Torres, 2019). Altering teachers' working conditions, such as compensation and their professional environment, can generate diverse satisfaction levels, which may lead to higher levels of teacher retention according to several studies (Harrell et al., 2019; Mugizi et al., 2019; Rizwan et al., 2017).

According to the latest report from MoES (2017), the total number of reported teachers in Uganda was 207,238 of which 129,018 (62.3%) were serving in government schools, and the other 78,220 (37.7%) teachers were working in private schools. The MoES (2019) stated that of the 8,840,589 pupils in primary schools within Uganda, 66% have adequate sitting and writing spaces. The data also indicated that the adequacy of sitting and writing space were higher in private schools (74%) when compared their government school counterparts which were at 66% (MoES, 2017). This information continues to support that both government and private schools have issues with space allocation, a feature directly related to schools being overcrowded.

While the government has endeavored to consistently supply instructional materials, mainly textbooks in schools, (MoES, 2017) data communicates that English as a subject has the highest number of books with every grade having between three or four students sharing a textbook in primary school. Between seven to four students share one math textbook in classes primary one thru three, while in grades primary four to seven, its number ranges between three and two students per math textbook. Social studies have the most significant shortage of books among the basic subjects with a ratio of one to 24 pupils per textbook in primary one and one to 18 in primary two. From grade primary two to primary seven, the ratio ranges between eight and three books per student. While the textbook ratios tend to improve with the advancement in upper primary, the reality is that the goal of one textbook per student per subject is still quite far away (MoES, 2017).

Table 2.1

MoES Teacher Attrition Rates

Reason for Leaving	Government			Private			Overall		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Died	210	89	299	164	127	291	374	216	590
Dismissed	54	42	96	787	556	1,343	841	598	1,439
Prolonged Illness	208	144	352	155	193	348	363	337	700
Reason Unknown	294	108	402	1,179	1,068	2,247	1,473	1,176	2,649
Other									
Resigned	114	56	170	907	723	1,630	1,021	779	1,800
Retired	580	222	802	154	115	269	734	337	1,071
Transferred to a non-teaching post	68	30	98	315	279	594	383	309	692
Transferred to another teacher post	6,271	3,700	9,971	1,306	1,175	2,481	7,577	4,875	12,452
Grand Total	7,799	4,391	12,190	4,967	4,236	9,230	121,766	8,627	21,393

The MoES (2019) data collection (Table 2.1) on teacher attrition and retention as of 2017 communicated that private school teachers, while less in population, have as high or higher numbers in many of the categories. Private school's attrition number of 9,230 to 78,220 teachers means that they are losing approximately 11% of their teachers annually. Given that Uganda

reportedly has one of the youngest populations in the world (MoES, 2019), which continues to grow, the question is whether the demand for new teachers can keep up with the population growth.

Summary

Chapter Two discussed various aspects that relate to this study of governance and its influence on teacher retention at private Christian primary schools in Uganda. A review of the literature revealed that leadership was a major contributing factor which influences teacher retention rates in the U.S and around the world (Urlick, 2016; Winnard, 2017). Further research supported the use of both transformational leadership and distributed leadership and leadership methodologies, which have a positive influence on educational environments, which mitigates teacher retention issues (García Torres, 2019; Thomas et al., 2018). This section revealed that the literature supported that teacher retention challenges are multifaceted and are almost always connected to problems in the work environment and leadership decisions (Geiger & Pivovarova, 2018; Ruff, 2016). Uganda schools have a plethora of workplace and environmental challenges that are correlated to high levels of teacher retention in other parts of the world (Geiger & Pivovarova, 2018; MoES, 2019; Ruff, 2016). However, there was a lack of research on teacher retention specifics as it related to Uganda public and private schools. Transformational leadership and distributed leadership have been determined useful, as leadership and theoretical models have not been utilized together as a research paradigm in the educational sector of Uganda. This study on teacher retention has added to the existing literature on both transformational leadership and distributed leadership and their influence on teacher retention. It is expected that this research may benefit both Uganda and other sub-Saharan regions. It may also help those looking to expand their knowledge and understanding of teacher retention and its

challenges from a global perspective. Finally, the research may fill a gap in the research literature by providing a detailed description of what it means to be a primary school teacher at a private Christian school in Uganda and the influence of governance on retention for those teachers.

CHAPTER THREE: METHODS

Overview

The purpose of this hermeneutical phenomenological study was to discover how teachers in Uganda perceive governance and its influence on teacher retention at private primary Christian schools. Phenomenology is the study of experiences. The aim of phenomenology is the understanding the essence of human beings' lived experiences (Frisen, Henriksson, & Saevi, 2012). Van Manen (2016b) stated precisely that, “hermeneutic phenomenology is a human science which studies persons.” As a qualitative research method, hermeneutic phenomenology aims to bring to light the shared lived experiences of individuals surrounding a specific phenomenon (p. 6).

This chapter began by providing a brief history of phenomenology while highlighting hermeneutic phenomenology's uniqueness and why hermeneutic phenomenology was an appropriate design for this research topic. This chapter continues with the research questions which guided this study. A description of the research setting followed with depicting the participants from whom this researcher collected the data. Next, I described the steps and procedures taken to conduct the study to include the researcher's role in the research and the methodology by which the themes were generated and utilized to create the descriptive and interpretable findings. The chapter further discusses how I maintained trustworthiness, credibility, dependability, and confirmability during my research. Lastly, transferability and ethical considerations were examined related to the study and then concluded with a summary.

Design

As the researcher, I aimed to examine the lived experiences of Ugandan private primary school teachers and their experience with their local governance and how their perceptions of

those interactions influenced their desire to remain teachers. Qualitative research seeks to address problems that focus on the meaning of social and human issues experienced by individuals or groups (Creswell & Poth, 2018). “Qualitative research starts with assumptions and the use of interpretive/theoretical frameworks which informs the research study” (Creswell & Poth, 2018, p. 8). Phenomenology as a qualitative research methodology seeks explicitly to understand and interpret the essence of individuals' lived experiences (Creswell & Poth, 2018; Frisen et al., 2012).

As a qualitative method, phenomenology's origins begin with Edmond Husserl (van Manen, 2016a). Husserl began his career as an instructor of physics and mathematics before the field of philosophy caught his gaze after attending Franz Brentano's lectures (van Manen, 2016a). By the time he died, Husserl had amassed more than 40,000 pages of writings and notes specifically on phenomenology (van Manen, 2016a). According to van Manen (2016a), Husserl's texts are still being translated as they were considered dense and challenging to solve. Husserl defined his phenomenology as descriptive and transcendental, where the person looks to understand the essence of the meaning of the experience without interpreting, explaining, or translating that which is now known through the experience (Husserl, 2017; van Manen, 2016a). Thus, the purpose of descriptive or transcendental phenomenology is to describe a phenomenon as a distinct entity separate from the context in which it exists. The researcher must then bracket off their personal experiences, biases, and expertise regarding the phenomenon (Bynum & Varpio, 2018).

As the researcher, I utilized hermeneutic phenomenology. According to Bynum and Varpio (2018), three features of hermeneutic phenomenology distinguish it from transcendental phenomenology other qualitative methodologies: (a) its interpretive nature and focus on lived

experience, (b) the inclusion of researcher experiences in the processes of data collection and analysis, and (c) the dynamic, thoughtful process of reflecting and writing that guides data analysis; therefore, hermeneutic phenomenology aims to describe the meaning of a phenomenon and understand the contextual forces that shape it (Bynum & Varpio, 2018). In this study, I explored teachers' perspectives as they describe their understanding of how governance (which possesses multiple levels of leadership) influenced teacher retention in Uganda Christian primary schools. Uganda is a country in East Africa, where cultural practices are unique to their living environment. The teachers in Uganda speak a different English dialect than what is spoken in the United States. The cultural and language differences required this researcher to hone in on the hermeneutic nuances of the Ugandan culture as expressed through their language dialect (Frisen et al., 2012). The use of hermeneutic phenomenology provided this researcher with an appropriate research methodology to obtain the necessary cultural understanding needed for a correct interpretation of the teacher's lived experiences. Employing hermeneutic phenomenology allowed this researcher to access rich contextual data and capture the deeper layers of the human experiences as it was lived. Hermeneutic phenomenology specifically helped uniquely grasp the phenomena as it was expressed uniquely through the participant's language to obtain a mature, comprehensive understanding of the participants' lived experiences (Crowther et al., 2016).

The participants that engaged in this study were teachers who facilitated learning in a private Christian primary school, and each school setting had both local, district, and government level governance. Utilizing a hermeneutic phenomenological design with interviews, questionnaires, and group interviews helped me, as the researcher, to facilitate discussions to allow the teachers to freely express their perceptions and experiences with their governance in

their contextual environment (van Manen, 2016a). This methodology aided in this researcher's ability to correctly understand and accurately interpret how the teachers lived experiences influenced their individual desires and perceptions around teacher retention (van Manen, 2016b). Utilizing hermeneutic phenomenology allowed me, as the researcher, to acknowledge my own past experiences and existing knowledge as embedded in and as essential to the interpretive process. Rather than me bracketing off my personal experiences, biases, and expertise regarding the researched phenomenon (which is general practice required in transcendental phenomenology), I will openly reflect on, and attend to my subjectivity during the data collection and analysis, while simultaneously adhering to the hermeneutic tradition and achieving reflexivity (Bynum & Varpio, 2018; van Manen, 2016b).

According to van Manen (2016a), hermeneutical phenomenology is always retrospective, not introspective, intending to be recollective in that it seeks reflection on human experiences that have already been lived. As a science, hermeneutic phenomenology is systemic and fluid and does not adhere to a strict set of analytical techniques (Bynum & Varpio, 2018). "It revolves around a dynamic interplay among multiple research activities that starts with identifying an interesting phenomenon that directs our attention towards lived experience" (Bynum & Varpio, 2018, p. 253).

Research Questions

Phenomenological questions are manifested from our everyday lives, which cause us to think about the essence of life.

This study sought to answer the following research questions:

Central Research Question: What are teachers' perceptions on the effects of governance on teacher retention in private primary Christian schools in Uganda?

Sub- Question 1: What are teachers' perceptions of MoES leadership's effects on teacher retention in private primary Christian schools in Uganda?

Sub- Question 2: What are teachers' perceptions of district-level leadership's effects on teacher retention in Uganda?

Sub- Question 3: What are teachers' perceptions of school-level leadership's effects on teacher retention in Uganda?

Setting

This study focused on understanding how governance as leadership influences retention amongst Christian schoolteachers in Uganda. For this study, the researcher needed to obtain data from Christian teachers who live and teach at private Christian schools in the Country of Uganda. The settings chosen for this study were private primary Christian schools located in the Wakiso district of Uganda. All of the selected participants were from PPCSS from the Wakiso district; this helped ensure that all the participants had the similar shared experiences necessary for a hermeneutical phenomenological study (Creswell & Poth, 2018). The four selected school sites all service primary-age students and thus provided the 13 teachers who met the selection criteria. Each of the schools follow the Republic of Uganda standards for school leadership and has one administrator and one headteacher per the MoES standards (MoES, 2013). Each school possessed approximately eight to ten primary teachers, depending on the overall size of the school. Also, each of the selected schools reported to the same district-level leadership.

This researcher made several missional trips to the area and has a good rapport with the district-level leaders within the Wakiso district. According to Marshall and Rossman (2016), access to sites that the researcher is familiar with eases building rapport, which is often needed to get participants to feel comfortable enough to share intimately during interviews. Besides, this

researcher is familiar with the area and understands the school's local culture and makeup, which, according to Marshall and Rossman (2016), creates a closeness that makes a subjectivity that can significantly increase the quality of the qualitative data. This researcher does not have any supervisory, financial, or political influence with the district leaders or school leadership. This researcher did not have any relationships with the teachers that were selected. The pseudonym for the local Private Primary Christian School Site is (PPCSS). Each participant was provided an alias once the participant voluntarily signed the consent.

Participants

Criterion sampling was used for choosing the participants of this study. According to Creswell and Poth (2018), criterion sampling is an appropriate method for phenomenological studies so that the researcher can focus on those who have experienced a phenomenon. Criterion sampling provided this researcher with the best opportunity to produce a hermeneutic analysis, which detailed the phenomenon that more profoundly connected the reader to the participant's lifeworld (Bynum & Varpio, 2018).

Phenomenological studies have various sample sizes, according to Creswell and Poth (2018). For this study, 13 schoolteachers were selected from the PPCSS. This study's research requirement exceeds the minimum standards of 10 participants set by Liberty University (University, 2018). Each schoolteacher was a minimum of 25 years of age and possessed the minimum requirements to provide educational services at the level that they were instructing per the MoES academic criteria. In addition, each schoolteacher had a minimum of three years of experience teaching. The 13 PPCSS teachers recruited were sufficient to achieve thematic saturation (Creswell & Poth, 2018). Thematic saturation was achieved when the researcher gathered adequate data to the point that no new patterns emerged (Creswell & Poth, 2018).

Procedures

Before conducting this study, this researcher secured approval to conduct the research from the Institutional Review Board (IRB) (see appendix A) for the approval letter. Once I secured IRB approval, I e-mailed the lead school administrators of the PPCSS located in Uganda and explained my study. My goal was to inquire about possible participants who met the research criteria requirements.

Once I secured the approval of the lead school administrators (see appendix B), I e-mailed the lead school administrator at the PPCSS the teacher recruitment letter (see appendix C), the teacher recruitment flyer (see appendix D) and the teacher consent form (see appendix E). The forms were also available for those teachers who did not have access to email (see appendix C), inviting them to participate in the study. I then attached the participant consent form that thoroughly explained the research and why they were chosen to participate (see appendix E). The consent form had instructions for participants to sign indicating that they agreed to participate in the study. They understood that they might withdraw from the study at any time without any explanation or fear of penalty from the school or education foundation. I then scheduled times to meet with each participant by web-video to review and collect the participant consent forms. Once I received the participant's consent form via mail, each participant was provided the questionnaire form (see appendix F) to complete. All questionnaire data were compiled utilizing survey monkey. After each participant answered the questionnaire, I scheduled one-on-one interviews via Zoom web-video.

Due to the COVID-19 pandemic outbreak, as the researcher, I had to make different arrangements to ensure that the participants and I would have appropriate access to one another. Once IRB approval was secured, international travel restrictions had still not been lifted, and this

researcher had to conduct all communication electronically via wireless communication and the internet. To assist research participants who had challenges with internet access that has taken place in Uganda as a result of the COVID-19 world pandemic, the Caritha Roybal Jr. School agreed to allow research participants who did not have access to the internet at their schools or personally to have access to their internet to participate in face-to-face video communication with me as the researcher. None of the administrators or teachers employed at the Caritha Roybal Jr. school participated in the research study. The school was selected because it is located within the Wakiso district, the same district as the other potential school settings. This researcher does have a relationship with the Caritha Roybal Jr. School, as I serve as the board president. For this research, I secured a letter from the board vice-president approving my use of the school's internet resources for this independent research study (see appendix G). Lastly, a focus group interview was scheduled and conducted with those who desired to participate. Pseudonym names were utilized to protect all participants' identities. Data were triangulated using the three forms of data collection including the questionnaire, interviews, and a focus group, to understand the phenomenon's essence.

The Researcher's Role

In the late fall of 2017, I completed my first missionary journey to the country of Uganda. I was accompanied by my wife, my youngest son, my two dear friends who are also board members with me at the Dr. Caritha Education Foundation. The site was initially started by my wife and Dr. Caritha, who succumbed to her battle with cancer. Shortly after the death of Dr. Caritha, I was approached by my wife about the possibility of assuming the leadership role at the foundation. After much prayer and talking with the school principal in Uganda, I accepted the calling to continue the missional work. The goal of the education foundation was to create self-

sustainable low-cost educational opportunities for Ugandan families. Our primary responsibilities are raising funds and providing leadership and governance to the lead administrator. The school is owned by the foundation, which is organized as a United States-based non-profit organization. All positions held at the foundation are currently voluntary, and none of the executive board members receive any salary or pay. The foundation empowers the school's director/lead administrator to operate the school's day-to-day functions with guidance from the board. In addition to serving as the board president, I also have oversight over several churches located in Uganda, and the lead administrator is a minister at one of the churches. I have made several trips to the school in Uganda and have met all the current teaching staff. At this time, I have not built any personal one-on-one relationships with any of the teachers outside of our missional visits. The school operates and is organized as a private Christian school, and many of the teachers view me as an ecclesiastical leader because I serve as an overseer of several churches in Uganda.

The Caritha Roybal Jr. School is located in the Wakiso District, and no teachers from the school were solicited for this research project to remove any potential biases on the researcher's part. This researcher possessed no prior relationships with the schools that were solicited for the research study. This researcher has previously met the District Superintendent and has contact with the District Superintendent on Facebook. This researcher acknowledges that his Christian experiences and beliefs can bias his vantage point of the possible participants. Also, this researcher's experiences in Uganda's country have also made him susceptible to biases driven by his Western Culture world view. The researcher gathered all data utilizing email, zoom, and Facebook messenger. Several teachers used the Caritha Roybal Jr. School for internet access necessary for communication during this study.

Data Collection

Data for this study were collected to answer the proposed research questions. All data collected was securely stored in a password-protected folder. Rather than relying on a single data source, hermeneutic phenomenological research classically gathers multiple forms of data. Data types include questionnaire, interviews, and a focus group. There is a review of all of the data sources so that the data can be understood and organized into categories or themes that cut across all of the data sources (Creswell & Poth, 2018). Triangulation is the act of bringing more than one source of data to bear on a single point; utilizing multiple data gathering points can significantly enhance a study's usefulness for other settings (Marshall & Rossman, 2016). For this study, I used a questionnaire survey, individual interviews, and a focus group interview to obtain the data necessary. After the data were collected, it was analyzed for emergent themes and meaning. Data collected from these methods were the catalysts in assisting this researcher in understanding the phenomenon of leaderships' influence on teacher retention at a PPCSS located in Uganda.

Questionnaires

The questionnaire's purpose was to gather information such as age, gender, years of teaching experience, and level of education. This information allowed the researcher access to cultural knowledge that is personal and enhances the interview process's richness (Marshall & Rossman, 2016). According to Marshall and Rossman (2016), questionnaires can be valuable in qualitative studies to learn and understand the division of characteristics, attitudes, and beliefs of a particular people group. Participants also answered several open-ended questions in writing. The written response created a miniature written narrative on the participant's experiences as teachers. The questions drew from the transformational and distributed leadership principles the

same as the individual questionnaire. Van Manen (2016a) notes that written narratives can be essential sources of data in phenomenological research. The written description solicited from the personal interview questions assisted with research validity by triangulating the various responses to similar problems (Creswell & Poth, 2018; Marshall & Rossman, 2016). Each participant completed the consent form (see appendix E) before being provided the questionnaire (see appendix G). Each participant utilized survey monkey to complete the questionnaires. To ensure clarity and validity, this researcher had a peer-review panel review the questionnaire. This peer-review panel consisted of two veteran US-based teachers and two Ugandan teachers who did not participate in the study. Revision to the survey was made based upon the panel's recommendations. The questionnaires were available in both a word document format and an online format through survey monkey. The IP address to access the online questionnaire was provided to the participants in the individual teacher recruitment letter. Collected questionnaire data were kept in a secured password-protected file.

1. What are the reasons you entered the field of teaching?
2. How have your original purposes for becoming a teacher changed or deepened since you started teaching?
3. How would you describe your ideal career growth path as a teacher?
4. What is your experience with how the current educational leadership systems influence career growth as a primary teacher?
5. If you were leading the educational system you are in what changes would you make that you believe would increase teacher retention at the primary level?
6. Explain what it would require for you to reach your full potential as a primary teacher in your educational system?

Questions one through four assisted this researcher in establishing rapport between the researchers and the participant. The questions are designed to be non-threatening and provide a means by which the interviewee can open-up to the interviewer (Marshall & Rossman, 2016).

Question number one addressed how the participant decided to become a teacher. The question is important to understand the differences in experiences from participant to participant.

Questions five through six allowed the participant to express in writing their perceptions surrounding their organizations and the governance of their organizations motivate, encourage and facilitate career growth. Motivation, personal encouragement, and career support are key elements that define organizations that govern using transformational and distributed leadership (Bass & Avolio, 1992a; García Torres, 2019).

Interviews

“Qualitative researchers rely quite extensively on in-depth interviewing” (Marshall & Rossman, 2016, p. 211). Interviews allow the researcher to acquire large amounts of data quickly, and they assist the researcher with understanding the meanings that everyday activities hold for people (Marshall & Rossman, 2016). Interviews allow the researcher to create an oriented, strong, rich, and deep meaning of shared lived experiences, which is the essence of phenomenological studies (van Manen, 2016b). The goal of this research is to utilize a semi-structured interview methodology. According to Creswell and Poth (2018), this method allows the researcher to have both organization and spontaneity. A semi-structured approach enables the participants to express themselves freely apart from the researcher’s perceived ideas (Marshall & Rossman, 2016).

To ensure clarity and validity, this researcher had a peer-review panel review the interview questions. This peer-review panel consisted of two veteran U.S.-based teachers and three veteran Ugandan teachers who did not participate in the study. Revisions were made based

upon the panel's recommendations, and the pilot interviews were conducted with a small sample of Ugandan-based teachers who did not participate in the study.

Before each interview, the researcher explained the purpose of the interview and assured the participants of the confidentiality of their information and identity by assigning each participant a pseudonym. Interviews via the internet utilized web-based video technology. Each interview was recorded using the video recorder provided in the Zoom-based software technology. Zoom allowed for both video and audio recordings. All audio recordings were transcribed and analyzed for patterns and themes.

For the one-on-one interviews, participants answered questions that described their experiences with various levels of Ugandan leadership-governance and how these experiences influence their decisions to remain as teachers. The questions were guided and drawn from elements derived out of both distributed leadership and transformational leadership. Leadership is a major contributing factor towards teacher retention (Mugizi et al., 2019; Urick, 2016). Several questions were developed using Frederick Herzberg's two theory motivational model as a guide for the questions. Herzberg's work focused on workplace motivation which has been proven to be primary drivers that either alleviate teacher turnover or facilitate teacher retention (Fong, 2018; Kelchtermans, 2017; Perryman & Calvert, 2019). According to Herzberg et al. (1993), there are two significant workplace motivations, hygiene and motivation factors. According to Witzel (2006), hygiene factors help reduce workplace disgruntles when they are present, but as a general rule, they do not increase motivation or job satisfaction. Motivation factors increase workplace motivation or productivity, but do not directly influence employee disgruntles or complaining (Herzberg et al., 1993). Witzel (2006) concluded that both groups needed to be presently working together to obtain the best work environment with employees'

maximum motivational effort. Herzberg's theory has been validated in multiple studies that demonstrate the value of hygiene factors and motivational factors to workplace satisfaction and job retention (Thomas, 2013; Whipp & Geronime, 2015). Questions one thru 12 facilitate participants discussing their experiences with leadership factors associated with distributed and transformational leadership. Questions 13 thru 15 are directly associated with Herzberg's motivation factors.

Semi-structured open-ended interview questions (see appendix H).

1. How would you describe the MoES leadership practices?
2. How would you describe your district leadership practices?
3. Describe your headteacher's leadership style?

Questions one through three were designed to facilitate conversation about vision, mission, and core values, critical in identifying factors of both transformation and distributed leadership (Daniëls et al., 2019; Meuser et al., 2016). According to (Bass & Avolio, 1993; García Torres, 2019), organizations that demonstrate distributed and transformational leadership as their dominant leadership models and traits clearly communicate and share their vision, mission, and values throughout their systems. The ability to communicate the company's vision, mission, and values is often present in those who are employed with the organization being able to express them organically in their conversations (Anderson & Sun, 2017a; Bass & Avolio, 1993). Organizations where information is more openly shared and information is readily accessible, have lower levels of job dissatisfaction, and higher levels of job satisfaction (García Torres, 2019). Job satisfaction has been identified as a mitigating deterrent in the efforts to reducing teacher retention (Mugizi et al., 2019; Perryman & Calvert, 2019).

4. What ways do you believe the MoES demonstrates appreciation for you as a teacher?

5. What ways do you believe the local level leadership demonstrates appreciation for you as a teacher?

Questions four and five aimed at soliciting responses that allowed the researcher to see how the teachers view their organization's care for them as individuals. An identifying factor of both transformational and distributed leadership is that both methodology and a model facilitate relational benevolence and appreciation (García Torres, 2019; Spies et al., 2018). Schools and organizations where teachers perceive the work environment as appreciative and supportive have lower teacher turnover levels (Perryman & Calvert, 2019; Podolsky et al., 2019).

6. How do you view the interaction between the MoES, district-level leadership, and school-level leadership?

The goal of question 6 was to facilitate a meaningful conversation around the education governance system's facilitation of information and responsibility. In short, the overarching goal of both distributed and transformational leadership is to increase collaboration amongst the various levels that exist within its structures (Anderson & Sun, 2017a). Systems which are more open and have fewer barriers or restrictions to sharing information have lower retention challenges than environments with more restrictive management and leadership styles (Daniëls et al., 2019; Eisenberg et al., 2019).

7. What are your feelings about your responsibilities within your current school settings?
8. In what ways does the school-level leadership support your growth and development as a teacher?
9. What are your thoughts about the current school policies and whether they support your role as a teacher?
10. Describe your relationship with your peers?

11. Explain how having the ability to practice your faith at work influences your desire to stay in the field of teaching?

Questions seven thru eleven were designed to facilitate communication that guided the teacher's perception concerning their work environment. Multiple studies link work environment to teacher job satisfaction and workplace retention (Geiger & Pivovarova, 2018; Harrell et al., 2019). Key elements of healthy working conditions which also facilitate healthy teacher retention are leadership and teacher collaboration (García Torres, 2019), collaboration with peers (DuFour & Eaker, 1998; García Torres, 2019), and coaching and mentorship (Fong, 2018; Rizwan et al., 2017). Peer relationships are critical elements within job satisfaction and dissatisfaction (Alfayad & Mohd Arif, 2017; Herzberg et al., 1993). Job-satisfaction and job-dissatisfaction are both antecedents and key drivers to reducing teacher retention (Alegre et al., 2016; Alfayad & Mohd Arif, 2017). The ability to freely express one's faith or religion in the workplace has been demonstrated to be a predictor of job-satisfaction and workplace retention (Madera, King, & Hebl, 2012). Both distributed leadership and transformational leadership have been recognized as leadership models that help facilitate and contribute to antecedents for work environments which contribute to lower rates of job-dissatisfaction, higher rates of job-satisfaction, both of which influence teacher retention rates (Eisenberg et al., 2019; García Torres, 2019; Kurland, 2019; Para-González et al., 2018).

12. How does the MoES and its practices influence your desire to continue teaching?
13. In what ways does the district leadership and its practices influence your desire to continue teaching?
14. In what ways does the school-level leadership influence your desire to continue teaching?

Questions 12 thru 14 allowed the teacher to discuss how influential the governance system at multiple levels inspires their desires to remain as teachers in their current system. Leadership's teacher retention role is well documented (García Torres, 2019; Kurland, 2019; Mugizi et al., 2019). With a clear understanding that governance and leadership are primary antecedents to contributing factors in teacher retention (Devos et al., 2014; Dutta & Khatri, 2017; Goleman, Boyatzis, & McKee, 2002). Both distributed leadership and transformational leadership are styles and methodologies of leadership which have been proven to mediate the adverse effects of teacher turnover, thus minimizing teacher retention issues individually and systematically (Daniëls et al., 2019; Eisenberg et al., 2019; García Torres, 2019; Thomas et al., 2018).

15. What are your thoughts feelings about your salary?

Question 15 addresses one of the more challenging issues related to teacher retention within educational circles around the world (Geiger & Pivovarova, 2018). This challenge concerns the impact of salary or pay on teachers' desires to remain in the field of education (Geiger & Pivovarova, 2018). Accordingly, research findings suggest that teachers who leave the teaching profession because of pay or compensation typically do so because they find better-paying positions or positions with equal pay with less responsibility and stress (Borman & Dowling, 2008). The MoES (2014) reported that teacher pay was a major contributing factor to teacher job-dissatisfaction within the Uganda teaching profession. According to the research literature, job-dissatisfaction is a key contributor to teacher retention issues (Geiger & Pivovarova, 2018; Perryman & Calvert, 2019). All interview data, both individual and focus group, were audio and video recorded, transcribed, and kept secure.

Focus Groups

Focus groups are beneficial in a qualitative study because they allow the researcher to gather large amounts of information quickly from participants. The focus group interview helped this researcher increase credibility through data triangulation (Marshall & Rossman, 2016). According to (Marshall & Rossman, 2016), utilizing focused questions within a group of peers should create a supportive, open environment where variant opinions on the interview question topics can be discussed. Once the researcher completed the one-on-one interviews, each participant was invited to participate in a 1 ½ -hour focus group interview (see appendix I) for questions. Nine of the 13 individuals (seven men and two women) voluntarily participated in the focus group interview. All interview data, both individual and focus group, were audio and video recorded, transcribed, and kept secure. This researcher utilized six questions adapted from the individual questionnaire.

1. How do your current leadership structures support teacher growth and retention at the primary level?
2. What is your experience with your district leadership and their support of primary school teachers?
3. In what ways can school-level leadership bring stability to the field of primary educators?

Group interview questions one thru three-mirror questions four thru six in the individual interview questions. They aimed to solicit responses that allow the research to see how the teachers view their organization's care for them as individuals. An identifying factor of both transformational and distributed leadership is that both methodology and a model facilitate relational benevolence and appreciation (García Torres, 2019; Spies et al., 2018). Schools and organizations where teachers perceive the work environment as appreciative and supportive have lower teacher turnover levels (Perryman & Calvert, 2019; Podolsky et al., 2019).

4. What is your experience with the MOES and its support of primary school teachers?
5. How do you view the interaction between the MoES, district-level leadership and school-level leadership?

Questions four and five helped this researcher facilitate group conversation aimed at soliciting responses about how the teachers view their organization's care for them as individuals. An identifying factor of both transformational and distributed leadership is that both as methodology and a model facilitate relational benevolence and appreciation (García Torres, 2019; Spies et al., 2018). Schools and organizations where teachers perceive the work environment as appreciative and supportive have lower teacher turnover levels (Perryman & Calvert, 2019; Podolsky et al., 2019).

6. What are your thoughts and feelings concerning the teacher's salary?

Group question six mirrored the individual semi-structured question 15, which addressed the teacher's salary. Teacher's salary is one of the more complicated research issues addressing teacher retention (Geiger & Pivovarova, 2018). This challenge concerns the impact of wages or pay on teachers' desires to remain in the field of education (Geiger & Pivovarova, 2018). Accordingly, research findings suggest that teachers who leave the teaching profession because of pay or compensation typically do so because they find better-paying positions or positions with similar pay with less responsibility and stress (Borman & Dowling, 2008). The MoES (2014) reported that teacher pay was a major contributing factor to teacher job-dissatisfaction within the Uganda teaching profession. According to the research literature, job-dissatisfaction is a key contributor to teacher retention issues (Geiger & Pivovarova, 2018; Perryman & Calvert, 2019).

Data Analysis

The purpose of this hermeneutic phenomenological research was to obtain a descriptive analysis of the lived experiences of the teacher in primary Christian schools' perceptions of how governance influences teachers' perceptions concerning teacher retention. In my study, I used data analysis recommendations specific to the hermeneutic phenomenological method as expressed by (van Manen, 2016a). Hermeneutic phenomenological methods are not a set of a well-defined structured system. The purpose of this hermeneutic phenomenological research was to gather a deep rich descriptive analysis of the lived experiences which allows the researcher to unearth or obtain a thematic analysis of the lived experience using the textual transcriptions (van Manen, 2016b).

Thematic analysis refers to the process of recovering structures of meanings that are embodied in dramatized in human experience represented in a text. In human science research, the notion of theme maybe best understood by examining its methodological and philosophical character...In exploring themes and insights, we can treat texts as sources of meaning at the level of the whole story; at the level of the separate paragraph; and at the level of the sentence, phrase, expression, or single word. (van Manen, 2016a, pp. 319-320)

Van Manen (2016a) describes three approaches to thematic analysis: (a) holistic, (b) selective, and (c) detailed. According to van Manen (2016b), using the holistic method, the researcher generates a theme based on an entire data section. As the researcher, I accomplished this by looking at the textual description of the participants' experiences from a macro perspective. Then, I searched for common themes that arose from the phenomena and then conveyed my interpretive understanding of the experience. "Expressing the fundamental or

overall meaning of a text is a judgment call” (van Manen, 2016b, p. 94). It was important for this researcher not to make assumptions of general meaning based on idiosyncrasies found in the textual data while using this analysis approach (van Manen, 2016b). This researcher focused his analysis on selective portions of the text to utilize the particular method, using selected sentences and phrases from the text (van Manen, 2016a). As the researcher, I was looking for phrases that stood out and were repetitive to capture an understanding of experiential themes that existed through the interpretation of the phenomena (van Manen, 2016a). Lastly, the detailed method required the hermeneutic phenomenological researcher to engage in a line-by-line analysis of the textual data (van Manen, 2016b). Again, the researcher looked for thematic expressions in each sentence, sentence clusters and phrases, searching diligently to understand and interpret the phenomenological meaning that exists in the text (van Manen, 2016a). For this research project, all three methods of thematic analysis were incorporated. As the researcher, I concluded that this was necessary because of the various cultural nuances within the Ugandan cultural and how they potentially varied from this researcher from a different country. This researcher utilized a professional transcriptions service to assist in the audio to text transcription of the collected data. Each transcription was read several times to assist with obtaining thematic analysis utilizing one of all three of the data analysis methods described by (van Manen, 2016b). The researcher also used NVivo 11 qualitative data analysis software to assist me with thematic coding and organization. However, the researcher acknowledges and agrees with van Manen (2016a) that despite computer programs' availability, analyzing thematic meaning using phenomenological methods was very much a complex and creative process.

Trustworthiness

It was vital, as the researcher, that I considered the importance of trustworthiness related to the design and data analysis of this study. I achieved trustworthiness as a researcher by obtaining the appropriate credibility measures, transferability, dependability, and confirmability (Marshall & Rossman, 2016). The following sections address how I maintained trustworthiness during this study.

Credibility

Credibility refers to the extent to which the findings accurately describe reality, and according to (Creswell & Poth, 2018); Marshall and Rossman (2016) are equal to validity. Creswell and Poth (2018) communicated that several methods were used to establish research credibility that is embedded within the corroboration data through triangulation (Marshall & Rossman, 2016). First, this researcher collected multiple data sources to include a questionnaire, two sets of interviews, one with individuals, and one group to arrive at the phenomenon's essence. This researcher provided participants with copies of the research study by using the process of member checking. The participants and this researcher, utilizing email and video chat, discussed their individual experience's descriptive and analysis as recorded in the text. This researcher sought out and elicited the participants' thoughts and modified sections based on participant input to ensure participant views were accurately reflected as this helped facilitate authenticity and accuracy. Research findings were peer-reviewed before publication. A total of three peers reviewed the research.

Dependability and Confirmability

“Dependability refers to the constancy of the data over similar conditions, and Confirmability refers to the researcher's ability to demonstrate that the data represent the participants' responses and not the researcher's biases or viewpoints” (Cope, 2014, p. 90). Due to

phenomenological studies' unique nature, this researcher cannot guarantee that this study's results can be replicated. However, this researcher has provided a detailed audit trail represented in other researchers' procedures to follow as recommended by (Creswell & Poth, 2018). This researcher has made every attempt to make plain his biases and ensure that all participants had equal opportunity to provide feedback before the final manuscript was submitted and published to ensure that their views are adequately reflected free from this researcher's biases (Creswell & Poth, 2018).

Transferability

Transferability refers to how the study's findings can be applied to other groups or settings (Cope, 2014). In this study, I utilized the method of triangulation to increase the transferability of the research. Triangulation is the method of capturing data from multiple sources, along with capturing demographic information on the subjects, enhancing the transferability of a qualitative study and others (Cope, 2014). This researcher utilized three methods of data collection, one to one interview, a group interview, and a questionnaire. Each of the data collection methods used, one to one interview, group interview, and the interview questionnaire, replicated several questions, which increased the ability for me as the researcher to address thematic inconsistencies and improve the measure of transferability (Marshall & Rossman, 2016)

Ethical Considerations

In qualitative studies, the researcher acts as a human instrument within the study (van Manen, 2016a). This intimate interaction makes it essential for researchers to take serious research practice ethics. This researcher has addressed several ethical considerations to include, including confidentiality and responsibility. Confidentiality was addressed in multiple ways.

Pseudonyms were used for all sites and individuals involved in the process. All information remained private and confidential throughout the process as required by the Institutional Review Board. Informed consent was obtained by each participant. Participants participated in member checking and will receive feedback on the research results as a form of recognition and gratitude for their participation. Throughout the research, sensitivity was maintained to promote dignity and respect (Marshall & Rossman, 2016; van Manen, 2016a).

Summary

In this chapter, I explained the logistics of using a qualitative design for this study. I described the type of participants that were recruited to participate in this study. Triangulation was achieved by utilizing a questionnaire, one-on-one interviews, and a focus group interview. Each of these data sources allowed me, as the researcher, to understand the participants' perspectives on how leadership influences their desire to continue in the teaching field. This chapter also discussed strategies used to analyze data from a hermeneutical phenomenological approach. The researcher utilized NVivo, a computer qualitative analysis software, to assist with quantifying and generating themes to analyze the data. I addressed trustworthiness, such as credibility, dependability, confirmability, and transferability, to address how this researcher-maintained validity of this research study. Ethical care was discussed to explain the steps taken to ensure the participants' confidentiality. My study sought to provide a deep and rich understanding of the lived experiences teachers' perceptions of the effects of governance on teacher retention in private primary Christian schools in Uganda. My study may help increase current and future leaders in Uganda and potentially worldwide the systemic impacts of governance as leadership has on teachers' desires to continue as educators.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this hermeneutic phenomenological study was to discover how teachers in Uganda, through their lived experiences, perceive governance and its influence on teacher retention at private primary Christian schools. To accomplish this goal, the study sought to answer the following central research question: What are teachers' perceptions of the effects of governance on teacher retention in private primary Christian schools in Uganda? In this study, I recruited 13 primary school teachers. The teachers in this study were all employed in private educational schools that identified as Christian. Each teacher worked in a private school located within Uganda's Wakiso school district. A description of each participant is presented in this chapter.

A process consistent with the hermeneutical phenomenological approach was used in this study. The data shared has been carefully read and analyzed accordingly. Research evidence was gathered from semi-structured interviews, questionnaires, and a focus group interview, and was examined and grouped into themes. Themes were developed based on commonalities shared by the participants. This chapter presents the resulting themes of the data analysis. The chapter concludes by addressing the central and guiding questions of my study. Participant evidence is used to answer the questions my study posed. Finally, a summary of this chapter is presented.

Participants

This section of research data was primarily gathered from the questionnaire data. The purpose of the questionnaire data was to provide demographic and background data from the participants, which would add context to their persons. Table 4.1 below is a depiction of the participants who were recruited for the study.

Table 4.1

Participant Demographic Overview from PPCSS

Participant Name	Gender	Age Range	Marital Status	Education Level	Teaching Experience at PPCS	Years at PPCS	Current Instruction Level
Alonzo	Male	25-30	Single	Bachelors	5-9 yrs.	5-9 yrs.	Upper Primary (P.6-P.7)
Bryan	Male	25-30	Single	Certificate	10-15 yrs.	10-15 yrs.	Middle Primary (P.4-P.5)
Bill	Female	25-30	Married	Diploma	5-9 yrs.	3-4 yrs.	Middle Primary (P.4-P.5) Upper Primary (P.6-P.7)
Mary	Male	25-30	Single	Certificate	3-4 yrs.	3-4 yrs.	Lower Primary (P.1-P.3)

Robert	Male	25-30	Married	Diploma	5-9 yrs.	3-4 yrs.	Middle Primary (P.4-P.5)
Harry	Female	25-30	Married	Certificate	5-9 yrs.	3-4 yrs.	Upper Primary (P.6-P.7)
Kellie	Female	25-30	Other	Certificate	5-9 yrs.	3-4 yrs.	Lower Primary (P.1-P.3)
Simon	Female	25-30	Married	Certificate	3-4 yrs.	1-2 yrs.	Middle Primary (P.4-P.5)
Alice	Female	25-30	Married	Certificate	3-4 yrs.	1-2 yrs.	Lower Primary (P.1-P.3)
Ruth	Male	25-30	Married	Certificate	3-4 yrs.	3-4 yrs.	Lower Primary (P.1-P.3)
Jose'	Female	25-30	Single	Certificate	3-4 yrs.	1-2 yrs.	Middle Primary (P.4-P.5)

Janise	Male	25-30	Single	Certificate	5-9 yrs.	3-4 yrs.	Middle Primary (P.4-P.5)
Jessie	Male	25-30	Single	Certificate	3-4 yrs.	1-2 yrs.	Upper Primary (P.6-P.7)

Five of the 13 participants were female (38%), and eight were male (62%), six participants communicated that they were married (46.15%) and six communicated that they were single (46.15%), and one expressed other (7.69%). All 13 participants shared that they were between 25 and 30 years of age, making the age set homogeneous. In individual interviews, participants revealed their absolute value age, but this was not reported for anonymity. This researcher can say that the participants were of different ages though they all fell into the same age range. Educationally, ten participants (76.92%) possessed a certificate level in education or teaching, two (15.38%) a diploma, and one (7.69%) had a bachelors' degree in education or teaching. The majority of the teachers interviewed obtained the minimum level of educational credentials necessary to provide primary level instruction. Below figures 4.1 and 4.2 provide additional information for how the Ugandan school structure compares to the United States school structure. Figure 4.2 specifically identifies the level of education required for the certificate level of education, diploma level of education, and the bachelor's level of education.

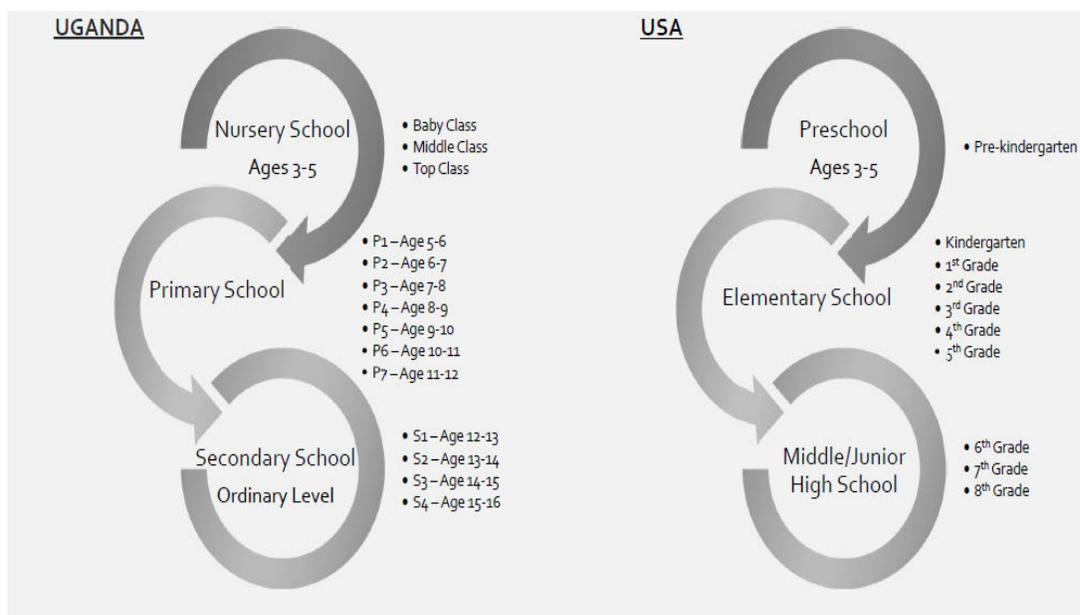


Figure 4.1. Uganda vs. USA school level's comparison chart 1

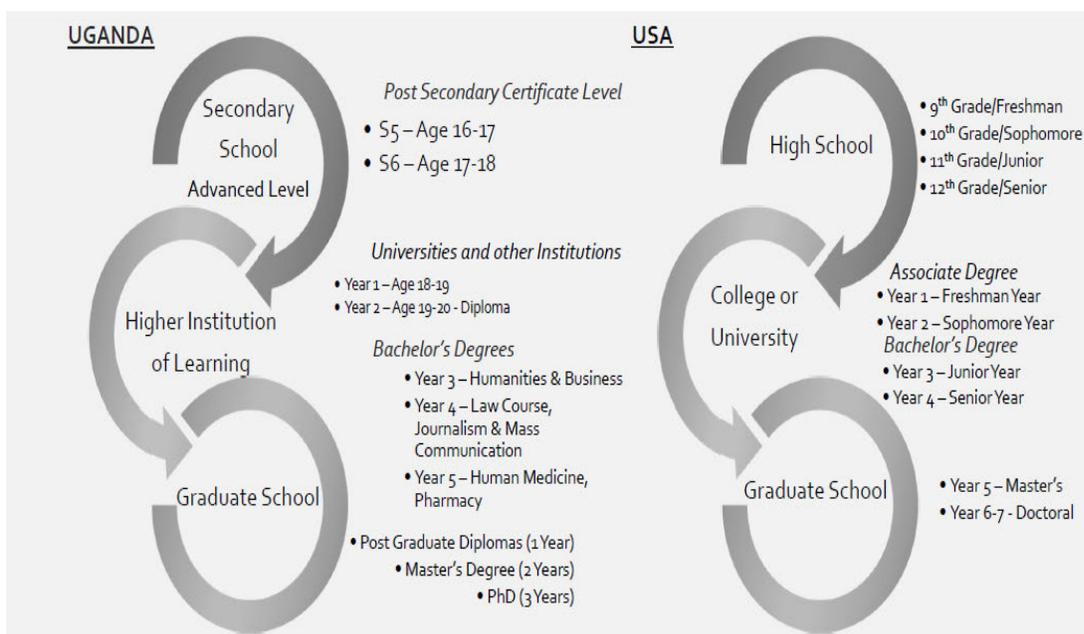


Figure 4.2 Uganda vs. USA school level's comparison chart 2

Six participants communicated that they had been teaching in PPCSS three to four years (46.15%) and six communicated that they had been teaching five to six years (46.15%) of experience, and one communicated that they had 10-15 years (7.69%) of experience. Of the 13

participants, four teachers reported being at their current school between one and two years (30.77%), seven three to four years (53.85%), one five to nine years (7.69%), and one 10-15 years (7.69%). Lastly, only two (15%) of the 13 teachers reported having teaching experience in government schools. This section continues with each participant's narrative from the data gathered primarily from the questionnaires with additional supplemental information supplied from both the individual and group interviews.

Alonzo

Alonzo identifies as a single male who is between 25-30 years of age. He is from a farming community located in the lower southeast section of the country, where he reported that he was raised in a Christian home. Alonzo possess a bachelor's degree in Education. When asked why he became a teacher, he communicated, "Teaching is something I liked most ever since I was young, so it was out of passion...methods used by my teachers during my time were limited and difficult, so my intention was to develop possible simple methods to my learners which am doing currently" (Alonzo, personal communication, August 14, 2020). Alonzo communicated that his passion or desire for teaching has continued to grow since entering the profession, stating after teaching for several years, I am still passionate about the job. I continue to work at developing methods that make impacting students more effective. Alonzo has been teaching at the primary educational level between 5-9 years, with his primary teaching experiences being P.4-P.7.

Bryan

Bryan is a single male who is in between 25-30 years of age. He communicated that he is a native Ugandan and stated, "I was born in a humble family of peasants in Mbarara District southwestern region of Uganda I was born in a Christian family who gave me an opportunity to

be a good Christian too” (Bryan, personal communication, August 13, 2020). Bryan is the second youngest of 11 siblings. Bryan has spent the last 10 years teaching at the same Christian private primary school. He currently holds a teaching certificate in education. He primarily teaches grades P.1-P.4. When asked why he entered the teaching field, Bryan stated, “To help my community...” there was a shortage of teachers in my community when I was growing up, and I wanted to help reduce literacy (Bryan, personal communication, August 13, 2020). “I also wanted to get a job after my studies since the teaching profession was on high demand by then” (Bryan, personal communication, August 13, 2020). The teaching course was more affordable for my parents than other classes. When asked the question, what is your experience with how the current educational leadership systems influence career growth as a primary teacher? Brian communicated, “My school leadership has tried to give support to teachers in possible areas but the higher leadership in the ministry of education does not care about the private teachers which affects our performance” (Bryan, personal communication, August 13, 2020).

Bill

Bill is a married man between the ages of 25-30. He has a diploma in Educational studies. Bill communicated that he was from the Butebo district, where he was raised with his seven sisters and two brothers. Bill proudly shared that he is from the Bakalijoko clan and that their clan tribal totem is the giraffe. “I like our family because we work together” (Bill, personal communication, August 14, 2020). Bill has between 5-9 years of teaching experience and has been at his school for 3-4 years. He has experience teaching all grades at the primary level and currently teaches grades P.4 – P.7. Bill stated the reason he entered the field of teaching was “to offer voluntary education service to my community and to improve their education standards” (Bill, personal communication, August 14, 2020).

Mary

Mary is a single female from Eastern Uganda in a district called Kamuli. Mary reported being from a Christian family who is from the Musoga tribe. Mary has a certificate of education in primary teaching and has three to four years of teaching experience, all at her current school. Mary teaches what is called lower primary grades P.1-P.3. Mary communicated that she entered the field of education because while pursuing advanced educational options, money was a problem. She had to divert her focus to teaching and academic courses since they didn't require advanced credentials. Mary said that it gives her the best employment opportunities at the level of education that she could afford. Since entering the field of education or becoming a teacher, my passion for teaching had deepened because in large part because of the various experience and opportunities that the field of education had provided to me that I wasn't aware of when I first entered the field (Mary, personal communication, August 17, 2020). When asked about this, Mary specifically spoke about the various training opportunities that she has experienced, which have allowed her to collaborate with other teachers and professionals in education.

Robert

Robert is a married man from the Eastern area of Uganda. He communicated that his family is from the Amugwere tribe and the Muraraka clan. Robert has earned a diploma in education and has been teaching in the range of five to nine years. Robert has been at his current school, a private primary school for three to four years and communicated that he has two years of teaching experience at government schools. Robert reported having primary teaching experience at each grade level P.1-P.7 but is currently teaching P.4-P.5. Robert communicated the reason he entered the field of education was that "Teaching is a respectful profession and I loved it since childhood. It was my future dream" (Robert, personal communication, August 14,

2020). Robert communicated that he believes for him to reach his full potential as a teacher. He would like to see changes in the curriculum and greater financial support, which would allow him to further his education.

Harry

Harry is married who's reported age was between 25-30. Harry identified as a Christian and wrote that his hometown is Kumi- Ngora, which is located in the Eastern part of Uganda. His family hails from the Itesot tribe. Harry graduated with his teaching certificate in 2012. Harry has been teaching at his current school between 3-4 years. He currently teaches grades P.6-P.7. Harry communicated that it was always his vision and a personal dream to be a teacher. Harry expressed that his passion for teaching has deepened since he started teaching, and his current school setting has helped in that endeavor. When asked about his experience with how the current educational leadership systems influence career growth as a primary teacher? Harry expressed that "The higher leadership has not set a minimum salary/ wage scale for private teachers, and this has given room to private employers to exploit their teachers" (Harry, personal communication, August 13, 2020). He would articulate that he believes this has hurt teacher retention in Uganda. Harry communicated to reach his full development as a teacher would require leadership to increase their respect for teachers, as evidence by more reasonable pay.

Kellie

Kellie is a female aged 25-30. She was born into a Muslim family from Masaka district, which is located in central Uganda. Kellie has earned a certificate in education. She reported having experience teaching grades P.4-P.5 and is currently teaching grades P.1-P.3. Kellie has been teaching in private primary schools between five to nine years and reported being at her current school from three to four years. Kellie communicated that she initially entered education

because it was the most affordable school option for her. It offered her the best opportunity to link into other professions. Kellie communicated that over the years, she has become more dedicated and focused on being a teacher, and it has allowed her to take care of herself and her siblings.

Simon

Simon is a married man between the ages of 25-30. He communicated that he is from northern Uganda in a district called Lira. He excitedly expressed at the time of the interviews that he and his wife are expecting their first child soon. Simon has a certificate in education and has been teaching at the primary level for three to four years and has been at his current school for one to two years. He has experience teaching P.6 and P.7 but is currently teaching P.4 and P.5 grade levels. Simon expressed, “I entered this field with an aim of building my nation through providing education services. To also act as a role model to young people in my community” Simon, personal communication, August 15, 2020). Simone communicated that his passion and love for teaching have increased as he has witnessed his students having academic success.

Alice

Alice is a married woman with one young child and is between the ages of 25-30. She is from Bulamu, Masaka district, which is considered central Uganda. Alice stated that she is from a God-fearing Christian family that has been through a lot. Alice currently teaches lower primary grades P.1-P.3 and has been teaching in the range of three to four years and has been teaching at her current location between one to two years. Alice communicated that becoming a teacher was not originally her goal or desire. Alice stated that her parents forced her to take the courses because it was the college career they could afford. Alice communicated that things

were tough for her; however, through her interactions with the children and experiencing them, she has developed a love for teaching. Alice shared that being at her current school has helped as they have been instrumental in sending her to participate in teaching seminars which have helped her increase her skill set as a teacher.

Ruth

Ruth is a married 25-30 years of age female from a small Christian family from the Buikwe district located in central Uganda. Ruth has a primary teaching certificate and has experience teaching grades P.1-P5, which are lower and middle primary grades. Ruth is currently teaching lower primary grades P.1-P3. Ruth reported teaching at her current school for three to four years, which is also equal to her overall years of teaching experience. Ruth communicated that her reasons for becoming a teacher “First of all, it was my dream, secondly some of my relatives were already teachers so there was some kind of family influence and desire. I also wanted to groom and train the children in my community” (Ruth, personal communication, August 14, 2020). Ruth went on to communicate about her experience since becoming a teacher stating that since I entered the profession, my few things have changed some, I expect to have a big impact much, but I feel as though my results have been small. I believe this to be true because there is little attention and support given to teachers, little pay, and there is diminished respect in the community for teachers as well.

Jose’

Jose’ is a single male born into a Christian family located in the Mukono district in the central part of Uganda. Jose reported that he was within the age range of 25-30 years and had a certificate in education. Jose’ loves teaching and has been teaching for three to four years and at his current school in the range of one to two years. Jose’s experience as a teacher has been

concentrated on the middle primary grade level where he teaches grades P.4.-P.5. Jose' communicated that teaching was not his first career choice, but his parents encouraged him to enter the field. However, despite that, I love my profession have become more competent with my increased love for teaching. Jose' stated that one of his primary goals and dreams is to increase his level of education and earn his bachelor's degree in teaching. Saturday, August 15, 2021.

Janise

Janise is a single female whose reported age is between 25-30 years. Janise is from Kamuli district, which is located in eastern Uganda. Janise communicated that she comes from a Christian family, but they didn't go to church often, but as she has grown and matured in her love for God, this is an area of her life that she has become very consistent. Janise has a certificate in education and has been teaching for five to nine years and has been at her current school for three to four years. Janise's teaching experience has been concentrated at the middle primary level, which is grades P.4-P.5. Janise stated that the reason she became a teacher "I was inspired by my teachers and I decided to join the field because I loved what my teachers were doing" (Janise, personal communication, August 15, 2020). Janise reported that as she has become more experienced and skilled and her passion for teaching has only deepened. When discussing her growth as a teacher and what she believed would allow her to maximize her full potential, Janise communicated "Upgrading from a certificate to a master's degree would be a great turning point towards reaching my full potential" (Janise, personal communication, August 15, 2020).

Jessie

Jessie is a single male aged 25-30 born initially in Rwanda to a Christian family. Jessie communicated that his family eventually relocated to Uganda and initially settled in the Tooro district, specifically in the Kyenjojo and Bunyoro areas. His family moved, and they began living in the Buganda district, specifically Mubende. We lived here for several years, and this is where I started my primary education attending St. Andrea Kaggwa- Mazooba (Mubende) (Jessie, personal communication, August 14, 2020). After completing my secondary level education, I began pursuing my education as a teacher, taking Buloba PTC courses as an In-Service Student. As an in-service student, I teach at school, and I take college courses during the semester breaks after the end of every term (Jessie, personal communication, August 14, 2020). Jessie has currently earned a Certificate in educational studies and has stated that he would like to continue studying to upgrade to the bachelor's level. Jessie has three to four years of teaching experience and has been at his current school for one to two years. Jessie is experienced at teaching middle primary (P.4-P.5) and was currently teaching the upper primary level (P.6.-P.7).

Results

Hermeneutic phenomenological research aims to capture the essential meaning of an experience (van Manen, 2016b). "The meaning or essence of a phenomena is never simple or one-dimensional. Meaning is multi-dimensional and multi-layered" (van Manen, 2016, p. 78). According to van Manen (2016), capturing and communicating a thematic understanding of an experience is not a rule-bound process. According to van Manen (2016), themes are the guiding post that gives clarity and objectivity to the phenomena' expression. They are stars in the night, there reductionistic and they help us understand the lived experience (van Manen, 2016). My study has provided a rich deep understanding of what it means to be a private primary school teacher in Uganda, specifically within the Wakiso district, by analyzing three different data

sources and condensing them into understandable themes. The next section will discuss how the following themes developed organically in my study.

Theme Development

This researcher read the text several times to connect with the experiences of the participants. The selective thematic approach was utilized as this researcher highlighted statements and phrases that occurred most often (van Manen, 2016b). The researcher grouped and coded the participant's answers into NVivo software. The participants' responses were organically grouped into three categories based on how they answered the questions within the research questionnaire, semi-structured interview questions, and focus group questions. The three major categories were MoES, District Leadership, and School Level Leadership. These categories were utilized when the research participants' answers and experiences were positive towards the three primary leadership governance groups. The three major thematic categories also aligned with the research questions. A second thematic group was then categorized with the same headings labeled Negative MoES leadership, Negative District Leadership, and Negative School Leadership. The negative participant experiences were categorized under these sections as the participant answered the semi-structured interview questions, questionnaire, and focus group questions. The subgroups categories evolved and were coded within NVivo software based on the participants' experiences of how they answered the research questions. The coded subgroups which emerged were vision and mission, value and appreciation, collaboration, and compensation and pay. These subgroups also align with the central tenants of this researcher's theoretical models of collaborative and transformational leadership. The subthemes were also coded under positive or negative depending on the participant's experiences. A thematic

hierarchy chart was generated utilizing the NVivo software based on the frequency of the selected text's coding (see Figure 4.3).

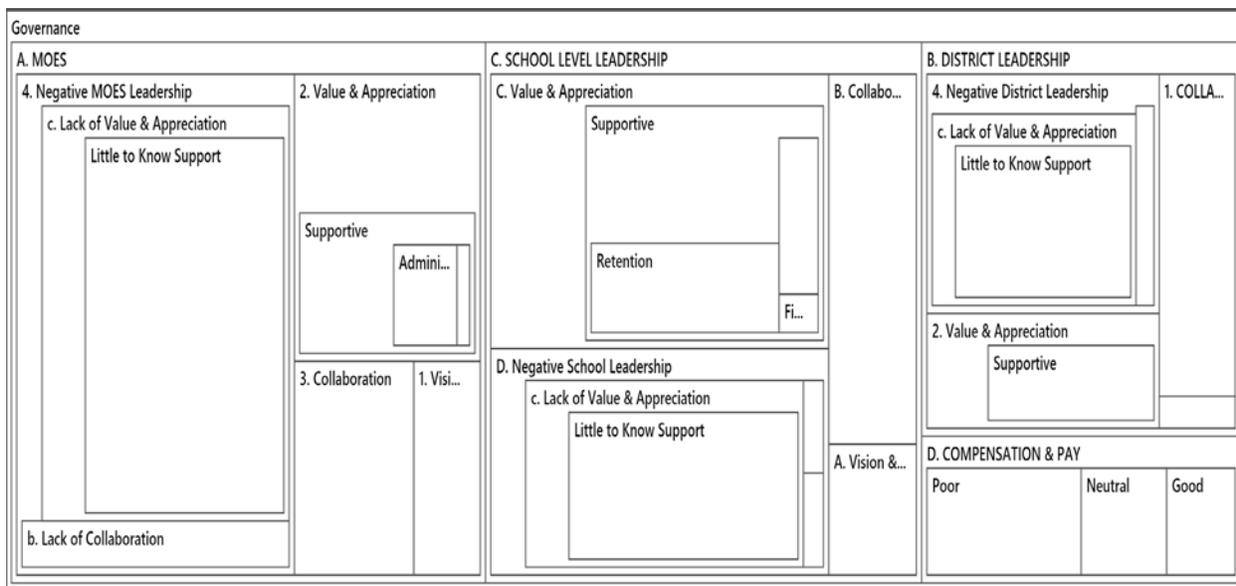


Figure 4.3. Thematic frequency of Codes

Small boxes represent the major themes within each central thematic area (A. MoES; B. District leadership; C. School-level leadership; D. Compensation and pay). The box's size is equivalent to the number of times the participants experiences were coded to generate the theme or sub-theme. The numbers and letters located in the picture are inconsequential and represent how this author aligned the themes in outline form. From this hierarchy structure, several themes and sub-themes emerged as bulleted below, which will be explained.

- Two Major Negative Themes
 - Lack of Value and Appreciation as underscored by little to no support whether fiscal and or administrative
 - Low Pay and financial issues
- Two Major Positive Themes
 - System Collaboration

- Positive Work Environment

Lack of value and appreciation. Private primary teachers at Christian schools reported that one of their primary experiences with being a teacher in Uganda was that they were not appreciated and valued by the government and society. This particular theme occurred most frequently and was prominent in some form of communication expressed by each participant in variant ways throughout the various interview processes. When asked directly about value and appreciation, Alice, during her interview, stated about the MoES,

I don't believe they (MoES) demonstrate true appreciation to us, in spite all the good that we do, you can see that during this pandemic we as the private school teachers, we don't get anything. So, if they (MoES) appreciated us they would be helping us, they would have sent some financial assistance this way. Instead, the private teachers are here in our houses left to survive and fend for ourselves, no one is going to help us, so no I don't think, and I don't believe that they demonstrate appreciation for us as private school teachers (Alice, personal communication, August 14, 2020).

In her one-on-one interview, Ruth expressed her thoughts about how teachers in the private schools are treated communicating,

We are not considered much. Most especially I've discovered in this pandemic of corona virus, private teachers you see them crying yet there is something the ministry of Education can do for them. You can see teachers, they rent houses, they have demands, so the ministry would have come in and at least try to help us. Now, our respect in the community is going, we are nothing at this time in the community because people see us as failures to pay our bills as negative, they are saying being a teacher is not a good job; it

is not a good career according to the public. (Ruth, personal communication, August 14, 2020)

Bryan stated during the focus group, “the higher leadership in the ministry of education does not care about the private teachers, which affects our performance.” (Bryan, personal communication, August 29, 2020).

During his interview, Simon expressed his issues with MoES and the district-level leadership's lack of value and appreciation. He communicated what they could do to show a greater appreciation and value towards teachers in the private sector. “To appreciate me as a teacher, the government should start funding private schools and start offering tuition discounts and scholarships for private teachers who want to go back to school to increase their skills.” He also stated it’s not just with money; “they can show us that we are appreciated by increasing the number of free training and workshops that they offer, especially in the poorer areas of our country because many of the private schools have financial struggles and these no-cost workshops would make a big difference in the skill development of the teachers. This is how they could show us that they appreciate us” (Simon, personal communication, August 15, 2020).

Jessie, when asked during his one-to-one interview about how his experience in general as a private school teacher in a Christian setting, stated,

the private schools especially, we've not really been considered as teachers and many people now have very much despised us... they say the career is of those who do not have work to do, the lost sheep at times” they say so. We are despised we've been portrayed as those in the profession who did not study this is why we teach at private schools. (Jessie, personal communication, August 14, 2020)

Lack of value and appreciation school-level leadership. This experience was reported as present by some teachers at the local school level as well. Alonzo, when answering one of the questions on the questionnaire about his perspectives on leadership and what could be different, he stated the following, “The current school leadership does not focus much on the welfare of teachers who are totally demotivated in classes and this has highly affected the of the learners” (Alonzo, personal communication, August 14, 2020). Harry stated during his interview about his school-level leadership.

I believe he's still lacking when it comes to motivation, because the motivation is only in word. What I mean when I say this, is the way he attempts to motivate is he just says thank you, thank you, or greet you. Thank you is not enough. Thank you sometime is only word when there is no action behind the words. When this is the only way you attempt to motivate, then I don't think that type of motivation can consistently work. When you tell someone thank you, I think you need to put some action or works with it. (Harry, personal communication, August 13, 2020)

Simon expressed his frustration about school-level appreciation by stating the following. Another thing what the school owners have to do, they need to be appreciative. How? They have to value teachers (Simon, personal communication, August 15, 2020).

Mary, in her focus group response on appreciation and respect at the local school level, stated, “one of the things that I have experienced is that respect doesn't flow both ways. You need to respect people regardless of their title or position. One example of how I have experienced this is that headteachers tend to hire teachers with deficient skill levels. Once they are promoted, they tend to disrespect others who are not where they are” (Mary, personal communication, August 29, 2020).

Little to no support. The lack of value and appreciation manifested itself strongly as a phenomenon of little to no support as communicated by the teachers. They believed that governance as the leadership had provided them with very little support as private primary school teachers. As a group, this missing support came as administrative failures and, even more prominently, fiscal or financial aid. This was expressed explicitly concerning the MoES and included, to a lesser extent, the district-level leadership. When the question was asked explicitly concerning how private primary school teachers what their experience with was being or feeling supported by the MoES. Bryan communicated the following during his focus group participation as it related to the MoES.

Together with the district leadership, I am mostly negative, the fact is it has not performed to our expectations, because there are very many loopholes that are in place that are discouraging to us as private educators. For example, I can talk about the amount of money for COVID relief that was supposed to be given to private school teachers there has been no real confirmation as to whether we shall get it, at this time may of us believe that is just an empty promise, but we are just going to wait, but we are not expecting much. (Bryan, personal communication, August 29, 2020)

Alonzo stated in focus group communication as it relates to private institutions, “I think the government should be more actively involved and intervene more since there is no difference between those students who go to private schools versus government schools; they are all Ugandans.” He also stated that,

However, the private institutions, they have to take care of themselves, then also, when it comes to learning materials, the government institutions, the Ministry of Education, it looks at only the government institutions and leaves alone the private institutions

...meaning that if you are operating in a private school, and you cannot afford to get those material or things for the children or for your teachers the school goes without.

(Alonzo, personal communication, August 29, 2020)

Bryan, during his interview, communicated the following working conditions are not favorable in many private schools. It is the government's responsibility to intervene and see the welfare of the teachers. This also includes, in my opinion, the wages and other things we are supposed to have for the school to operate appropriately. The MoES and leadership should intervene, they should be connected to what goes on in private school, and there should be guidelines protecting the teacher. “Yeah, so they can remain in the system and they can enjoy their career” (Bryan, personal communication, August 13, 2020).

When interviewed, Robert discussed the MoES and addressed what he believed to be a lack of administrative support for the private school sector. He stated, “there are poor infrastructures; what I mean when I say infrastructures, I mean the roads and the physical building structure itself the school they are not acceptable. The MoES and leadership should be addressing these issues because when these things backfire, they impact the academic standard” (Robert, personal communication, August 14, 2020).

Kellie communicated during an individual interview that she felt as though the district was nonsupportive by not following through administratively on essential issues such as teacher registration, stating,

According to my experience, at the district level they introduced teacher’s registration, and they told us to register our documents from the Primary Leaving Examinations (PLE). But the district did not follow up... This was a disadvantage for us in private schools...because they did not follow up to see the number of fake teachers which are

within the country or the district, and therefore they don't know the exact number of teachers who are in the district. (Kellie, personal communication, August 14, 2020)

Alonzo discussed the same topic during the focus group about his experience with district-level leadership and support, communicated the following,

On the issue of the district leadership, me I think there is where they are not doing enough because when it comes to the institutions you find that they are more interested in the government institutions compared to private institutions. For example, the inspectors or the district educational officer will be more interested in visiting the government schools than the private schools, whereby according to me this is not proper because although some children may be in a government schools, and others in a private school, they all still remain the children of the country. (Alonzo, personal communication, August 29, 2020)

Lack of fiscal support. Within the context of a lack of value and respect as demonstrated through little to no support, a lack of budgetary and financial support was one of the underlining experiences private primary Christian schoolteacher discussed. When answering the question of how does your current leadership structures support teacher growth and retention at the primary level while in the focus group; Alonzo stated in the focus group interview that,

while our current leadership (MoES) is making attempts to help, their programs don't benefit the vast majority of teachers, specifically in the private sector. They are trying to encourage academic upgrading by providing scholarships. Still, the scholarships are very small, and most teachers don't earn enough to take advantage of the scholarship discounts. (Alonzo, personal communication, August 29, 2020)

Bryan express his feelings in the focus group concerning the MoES, stating,

There is no way that the (MoES) can improve the welfare of the teachers when it has not put a minimum wage in place... the amount that teachers are making is not reasonable for our profession, the pay that we receive is discouraging to most teachers and it typically leads to teachers leaving the field and going into other sectors. (Bryan, personal communication, August 29, 2020)

Jessie communicated, while participating in the focus group, the other issue is salary, and wages are not favorable, especially to the private institutions. Once someone has joined the teaching profession, the compensation that they start with is not equal to those in other fields, so it discourages others from entering the field (Jessie, personal communication, August 29, 2020).

Mary stated when answering the same question concerning the focus group saying about the MoES, that one of the negatives of the MoES, especially at the local level in primary private Christian schools, "is at times they have very little resources" (Mary, personal communication, August 29, 2020).

Robert communicated during the focus group,

So, the ministry is trying to improve on infrastructures. This is whereby the government is trying to build new structures, this is mostly done in government schools. However, this does not apply to the private teachers. Most of the private schools are not helped by the government, so that one has not helped us. (Robert, personal communication, August 29, 2020)

Simone in the focus group addressed an area of non-support by both the MoES and the district level, stating,

We don't have balanced education. When you see the performance of children in village schools and in town schools or town dwellers, you find there's a gap there. You find

children in towns; they're performing somehow better. But when you go to village schools, you find the best person getting 18 aggregate. So, there is no balanced education. There's variation in the service being given. So, they are concentrating in urban centers, not in villages. Thereby they're not managing it well. So, they're not giving quality service, they're not making thorough supervision, to make sure that all citizens of Uganda get quality education. (Simon, personal communication, August 29, 2020)

Low pay and financial issues. This specific area dealing directly with low wages and other financial supports for teachers was also interwoven throughout a lot of the discussion with the teachers. It was a strong undercurrent as to why private primary school teachers reported not feeling valued and supported within Uganda's educational sector. The primary difference between low pay and fiscal financial issues versus a lack of fiscal support is that the first has to do with the teacher's individual experiences with their pay and overall compensation. The latter address what the teachers' experiences and beliefs are concerning how the governing system manages or supports education financially as an institution. Mary communicated about salary and teacher compensation during her interview,

Another thing is that the salaries have to be fair. There has to be fair payments given to private teachers. I mean, you can't be working for very many hours and paid less. You can get salary that cannot reach all your needs, where you will be like working for nothing, you just living a life of just working without meeting all your needs, and in addition the salaries have to come in time. (Mary personal communication, August 14, 2020)

Harry stated during the focus group,

My feelings about my salary are negative. That is the salary that is given to me, is very little whereby I can't even keep up my expenditures that I have to operate when comes to educating my children. So, it impacts me taking care of my accommodations, such as feeding my family and other things. In this area things are not well, so the feelings about my salary are negative. (Harry, personal communication, August 29, 2020)

In a more concise manner, Robert expressed his feelings about his salary and compensation in the focus group. "My salary is negative, my reason for this is that I earn little money compared to the expenses that I have, so for me I would say I see my salary as a negative" (Robert, personal communication, August 29, 2020). Bill stated negative feelings about his salary during the focus group and said once I take care of my children's things, there is minimal left (Bill, personal communication, August 29, 2020).

Simon's response during the focus group to the question concerning salary and compensation was,

Since teachers are the nation builders, we need to be supported. As far as my salary and compensation is concerned, my salary is not only little, but less, so I am not really content where I am. I just pray that God will add more to me through the generosity of my director. (Simon, personal communication, August 29, 2020)

Alonzo addressing the question in the focus group, stated,

I think when it comes to this issue of salaries, private school teachers have been lagging behind. What you find is that those who are employed in a government school and they have the same qualifications as I do, they are earning something reasonable compared to what we earn in private school... it is because the government is not really concerned about the private school teachers... this has discouraged people from working as private

school teachers. They say why should I go to school and work 12 hours a day and earn such little money when I can open my own small business and get the same pay. (Alonzo, personal communication, August 29, 2020)

Jose' expressed in his interview; I don't feel that I get paid enough where I am. I have been teaching now for a while, and when I look at what I make in comparison to other teachers, it relatively less, and Janise communicated, I spend a lot of time working in the classroom above and beyond at times. Still, I get paid very little (Jose personal communication, August 15, 2020).

System collaboration. During my communication with the teachers about their experiences as private primary Christian schoolteachers within Uganda's educational governance system, they communicated that there were some positive experiences. One area of strength for the governing system was seen is in its ability to be collaborative at various levels.

Alonzo gave his opinion on this during the focus group stating,

These three entities, they, have always tried to work together because first of all, their goal is to be unified and they try to always make sure they achieve it. First of all, the Ministry of Education has always issued the guidelines and these guidelines are brought to the district level. That is, to the district Education officers, the inspector of schools and other people at district level, whereby when they get this information, they don't keep the information to themselves. They call upon the teachers of all the schools, both private and the government, they hold regular meetings, they discuss what has come up from the Ministry and then for them, after getting that information, of course now they will be bringing it down to their schools. Meaning that the head teachers are getting that information from the district level, as they implement those guidelines with their teachers in the schools. (Alonzo personal communication, August 29, 2020)

Simon was also very positive about how the MoES, and district-level leadership communicate with one another. He expressed the following about his experience during the focus group session,

So, it means they are working hand-in-hand to make sure that education is being improved. So, another thing also, the Ministry of Education, in collaboration with the private schools, they are coming up with the idea that if we want to open a school, you need to be a teacher it is not just school is not to be operated like a business, but it should be something educative that bring up the knowledge... Everything being passed from the Ministry of Education, it is sent down to private schools and government schools, and it is the district to implement. So, this means both sides are not lagging behind. They're using the same approach, or they are following the same rules. They are sharing the same ideas. So that is also what I have as far as the interaction of the Minister of Education and Sports, with the schools in the district and the private schools. (Simon, personal communication, August 29, 2020)

Robert stated concerning collaboration between the MoES, district, and local level during the focus group,

I think that the Ministry is following up, through the district officials up to school levels. They try to find out whether we are implementing the new curriculum and the new ideas brought by the Ministry. Also, the Ministry is trying to look for new teaching materials, and new methods of teaching so that we uplift the standard. So, I would say that there is a good relationship between the Ministry plus the district up to the school level. (Robert, personal communication, August 29, 2020)

The thoughts were somewhat similar during the individual interviews as well.

Bryan started the following when asked about his experience concerning the communication between the three groups. There is a connection because there are guidelines between the Ministry of Education that are connected to the district level, then to the school administration (Bryan, personal communication, August 13, 2020).

When Bill was interviewed individually, he expressed his positive experience with collaboration in governance in the following way.

In my opinion, I would say that the implementation process is effective due to the partnership. The ministry decides what is they want to do; the district inspectors and the district education officers make sure they implement what the ministry has decided. They do this by effectively communicating this down to the lower levels by making certain that the administrators and the head teacher know what the MoES is looking to accomplish. (Bill, personal communication, August 14, 2020)

Jessie stated when the individual interviewed and asked the question about communication between the three systems,

There is an interaction taking place among the ministry of education at the national level, the district level and the local level or the school level, in this form that once rules are released from the national level, of course there is a follow-up that is taken by the district level of leadership and this district level of leadership in the school sector, it also tries to put it in action to the school level. And of course, it is followed up from national to the local level. And in this course, there is communication, there are no rules that can be put in place and followed or obeyed without these an official follow-up. So, there is a follow-up that is made from the national level to the local level in the education sector.

That means that the three are interacting. (Jessie, personal communication, August 14, 2020)

When interviewed, Kellie reported communication from mostly a positive context as well communicating; I see them generally working well together. The ministry sends inspectors to the schools to visit and to monitor the progress. They ask for teachers' papers (Academic documents), they ask for the learning aids, and they ask if you are following the requirements. The ministry also attempts to monitor or inspect the buildings. This is how I see the relationship between the MoES, district-level leadership, and our school. (Jessie, personal communication, August 15, 2020).

Positive work environment. The last central theme which was identified during the interview with the teachers was that they all worked in what they defined as a mostly positive work environment. Three specific areas of the work environment were emphasized during the interviews. First, was the relationship that many of the teachers shared with their headteachers, the second was the one they shared with their peers, and last was their ability to have freedom of worship expression at their place of employment. While there were negatives reported concerning every level of governance, it was apparent from the discussion that the vast majority of the teachers communicated positively concerning their relationships with their peers and their headteachers.

Headteacher relationship. When looking at retention as a whole and specifically with teachers, a person's relationship with their immediate supervisor was high on the list as one of the significant contributors to employee retention. Teachers in Ugandan private schools were no different in their responses. It was very apparent that how they valued their direct leader was influential on their continued desire to teach.

Robert communicated in one of his questionnaire responses the following, addressing his current school leadership “The current leadership has helped teachers have a good relationship with learners which has resulted in good performance of pupils.” He went on to communicate during his one-on-one interview about his headteacher; my head teacher's leadership style is right in my opinion, she is a good role model, she encourages us to be moral leaders that look to shape the future (Robert, personal communication, August 09, 2020).

Alonzo described his head teacher’s leadership as engaging during his interview. He tries to guide us and follows up with us about what we need. I appreciate how he sits with us and allows us to plan things out together. When he assigns me responsibilities, he fully empowers me to do the work. Lastly, we also have a say in the development and implication of policies and procedures; as a leader, he has been very inclusive (Alonzo, personal communication, August 14, 2020).

Bryan’s experience with headteacher leadership was captured in his interview as follows “I can describe her as a person who wants you to develop, the way she communicates is very encouraging... so I have spent 10 years with my head teacher, I can describe her as a person who is considerate” (Bryan, personal communication, August 13, 2020).

When individually interviewed, Simon expressed his experience with his headteacher in the following way, and I like the way she leads. Let’s say there is a concern and she needs to speak with you; she doesn’t just call you and start yelling and arguing with you; she calls you, brings in, and discusses things with you professionally. She doesn’t use her position to bully you or push you around (Simon, personal communication, August 15, 2020). What is even more important is that,

she appreciates the work of teachers. Some people are not appreciative even if you do something great or good, some people they don't know how to be appreciative, but she appreciates the effort you are putting in to improve on the standard of school, no matter how small. (Simon, personal communication, August 15, 2020)

She also encourages us as teachers to get new ideas from other schools. She's not jealous when it comes to other private schools. She enables us to get new approaches to handling learners and doing research with our friends (Simon, personal communication, August 15, 2020).

Alice also expressed a fondness for her headteacher's leadership and communication during her interview. Our headteacher does well; he helps us in many things. If you need guidance, he can guide you. If there is anything you need to be successful, he tries to give it to you, including providing extra education materials and sending us to workshops. He does help us a lot (Alice, personal communication, August 14, 2020).

Positive peer relationships. The other area of healthy work relationships experienced by most teachers was positive relationships with their peers. The experience was reported positively by every teacher, whether they discuss value and support or workplace collaboration.

Janise expressed the following during her interview about her experience with her peers at work,

My relationship with my peers at work is very good because we cooperate, and we pretty much do everything together. If you have a challenge in class, for example, let's say a student or a child doesn't understand or is not catching on to things quickly, you go ask another teacher what to do? Such as how are they learning in your class? How do you

instruct him or her? Once we share with each other we are now able to apply the same knowledge so that that child can better understand. (Janise, personal communication, August 15, 2020)

Bryan revealed in his one-on-one interview concerning his experience with his peers,

There is a strong relationship because we are always together. We live in the same community; we always resolve any issues we have with one another. In case of a simple, simple disagreement, we can sit down in a meeting and fix anything. (Bryan, personal communication, August 13, 2020)

Robert's experience with his co-workers was also positive as he communicated during his interview; my relationship with my peers and fellow teachers is good from my point of view. We have what I call teamwork, whereby when one of my co-teachers or I is sick, we can stand in the gap and cover for one another. Our relationship is good, and it is positive from my vantage point. (Robert, personal communication, August 14, 2020)

Harry provided an excellent robust response when discussing his relationship with his co-worker at school, stating the following during his interview,

, "My relationship with my fellow teachers is good because we work together and collaborate in different ways. You can call him or her, and they will come and help you with your learning materials. We do it together; you can find even when it comes to marking exams, you can call your fellow teacher and assist them in grading, and when you need help, they will also be there for you. We enjoy working together. (Harry, personal communication, August 13, 2020)

Janise was very complimentary of her experience with her colleagues at work, stating in her interview the following,

With my fellow teachers, my relationship is good because we are very friendly. An example is in primary one, primary two, primary three we have to do PE (Physical Exercise). When we are having PE, we are all working together to demonstrate a friendly attitude as an example for the children, we emphasize being friendly to each teacher we are working with. Another way in which we collaborate and work well together is if I or another teacher is having challenges instructing in a particular subject let's say mathematics, if there is another teacher who strong at teaching mathematics I can go and ask that teacher to assist me with my teach content, so that I can be better as teacher for my students. So, the relationship with my peers is a good one. (Janise, personal communication, August 14, 2020)

Freedom of worship. In their individual interview questions, teachers were asked how having the ability to express their faith influenced them. The experiences that the teacher described in this question were overwhelmingly positive. Although the interviewees rarely mentioned the term retention, it was clear from the participants that they viewed working in an environment where they could freely express their faith as a fundamental reason for their workplace longevity. It was a positive part of the work culture.

Harry expressed his experience of working in a Christian school during his interview in the following way,

I am encouraged to continue working at my school because it is a place that we are really spiritually fed. At work, we have a time where we get to get into the word of God; we are taught the word of God, together with the children. Even personally I share the word of God with the children, so that one has kept my relationships growing stronger and stronger along with my desire This increases my desire to stay at the school despite the

challenges because I find that you are working with those who love God and his Word.
(Harry, personal communication, August 14, 2020)

Kellie was unique as she identified as a Muslim while working in a Christian school. She discussed that she still was supported and allowed to have time for prayer. This expression of worship at work was very much a retention issue for her. Kellie communicated, “It is so encouraging to be there because we have departmental heads, we also have a head of the Muslim department. We get to take the children for prayers on Fridays” (Kellie, personal communication, August 15, 2020).

Jessie stated during his one-on-one interview that being able to be at a Christian school and express his faith specifically was paramount, saying,

I am glad I'm given time to practice my faith this is a main reason I stay there. If it was like limited and not given that opportunity to practice my faith specifically as a Christian would say, I would not stay. But because I am given that opportunity, I not only appreciate it, it helps me to stay. (Jessie, personal communication, August 14, 2020)

When Ruth was discussing this during her interview, her response demonstrated the same positive resolve about the importance of having the freedom worship expression specifically as a Christian communicating,

For me, in the school where I am teaching now, they allow me to practice my faith and being a Christian I am encouraged because we have activities like preaching and fellowships for every denomination on every Friday, so for me this kind of freedom which has been given to everybody in the school has influenced me to stay there and I don't want to go anywhere because of that freedom given to me to worship at work.
(Ruth, personal communication, August 14, 2020)

Research Question Responses

The current research study was designed and executed with a central research question. The central research question was accompanied by three sub-questions that helped to fully formulate my study and gain a thorough understanding of how governance influences private primary school teachers in Uganda's perceptions on teacher retention. This section provides a final summary that details the connections between the participants' responses and the research questions. The answers in this section bear the participants' essence through textural descriptions of the phenomenon as captured in the research questions.

Central Research Question. What are teachers' perceptions on the effects of governance on teacher retention in private primary Christian schools in Uganda? Participant's responses delivered a vibrant and rich story of teachers and their leadership influences on retention in private primary Christian school settings. The participants expressed several major themes discussed in the previous section which supported various ideas associated with the theoretical context model of transformational leadership and collaborative leadership. The theoretical context properties and what contributes negatively or positively to teacher retention are both directly and indirectly expressed in the teacher's narratives. The answer to the research question is best captured in the statement pessimism with hope. The data gathered from the research questionnaires, individual interviews, and focus group interviews provided both positive and negative experiences with governance, with the overarching experience being that of discontent. This discontent was principally expressed by a belief and feeling of not being valued, as defined earlier in the themes section.

Three subsequent research questions were asked to add clarity and depth to central research question of how governance (multi-level systemic leadership) influenced teacher

retention. Each sub-question sought to answer the three main levels of governance within the Ugandan education hierarchical system.

Sub- Question 1. What are teachers' perceptions on the effects of MoES leadership on teacher retention in private primary Christian schools in Uganda? The MoEs represent the Ugandan central government's oversight of education and sports. This is considered the first or top layer of leadership in the leadership system hierarchy. The study participants expressed mixed views of their central government's leadership, making their experience at best ambivalent. For example, when asked about their feelings about the MoES as leadership, participants gave a mixture of good and bad responses; the negative responses were slightly higher with 108 negative leadership references compared to 97 positive leadership references. For example, Mary stated during the focus group interview,

The Ministry of Education has made the curriculum very clear; it has simplified the work for the teachers, and it has also made it easier for the children to understand the content better. This one of the lone things motivating me as a teacher to teach the children, because they can understand, so I would say that this is definitely influencing me and others to remain in the field (Mary, personal communication, August 29, 2020).

Robert communicated in the focus group conversation the following sentiments, which captured the overarching ambivalence that the other participants expressed towards the MoES.

So, the ministry is trying to improve on infrastructures. This is whereby the government is trying to build new structures, this is mostly done in government schools. However, this does not apply to the private teachers. Most of the private schools are not helped by the government (Robert, personal communication, August 29, 2020).

In his one-to-one interview, Bryan expressed that he believes that the MoES should intervene more often in the private sector, he stated “there should be more guidelines protecting the teachers... if this was done more teachers would enjoy their career as teachers” (Bryan, personal communication, August 13, 2020).

Sub- Question 2. What are teachers’ perceptions on the effects of district-level leadership on teacher retention in Uganda? The participants had some difficulty expressing themselves as they addressed this area of leadership. The most apparent challenge was the overlapping connection that existed between the MoES and the district leadership. The reality is that the district level leadership is a sub-component of the MoES, so the experiences with the MoES are equal to their experiences with the district and vice versa. With that being said, the study participants provided enough textual descriptive evidence that the district level leadership was its own entity, and many of the experiences, positive or negative, were unique to that area of the leadership system. The participant's experiences, while a mixture of both positive and negative, made clear from the textual descriptive data that the participants considered their district-level leadership experiences to be more negative in context.

During the communication with participants, one significant positive experience attributed to the district-level was the interactive communication between the MoES, district level, and school-level leadership. Alonzo, when detailing his experiences with district governance and the inter-collaboration with the other levels of leadership stated in his interview,

To me, I think they have tried to work together. For example, the Ministry of Education, have people on the ground, like the district education officer, and the inspector of schools. They always make sure they communicate. If there is some information to pass on to teachers, they organize meetings on district levels, they call the head teachers.

Then the head teachers they also bring that information to us at the school level. There is always that interaction (Alonzo, personal communication, August 14, 2020).

Robert echoed similar sentiments during his interview where he communicated, “There's a good relationship between the school and the district level.” Harry likewise stated during his individual interview “Yeah, I see them working together in this way, you find the top leaders of the district coming up to our school” (Robert, personal communication, August 14, 2020).

However, as stated, the vast majority of the district's experiences were negative, and these experiences were expressed mainly during the focus group interviews. Bryan communicated during the focus group the following concerns when discussing district-level leadership with his peers.

The district leadership does try to assist however my there is a lot of negative. The reason being, when they come, for instance inspectors district education officers (DEOs), as one of the participants has stated, they really limit the number of things they address at the school level, they only look at the surface stuff. They don't go deep to see how much the teachers are earning, or the care that the teachers are receiving by the school or what type of workload is on the teacher things like that. Because right now they are only focused on how they help the teachers instruct or teach, and not how they help the institution have more stability. For me this is important and an area of failure because if you don't help the institution you are not really helping the one rendering the service in that institution. So, in my opinion they don't go deep enough into the welfare of the teachers, this is how I see it (Bryan, personal communication, August 29, 2020).

During the focus group, Victor stated that he doesn't believe that the district leaders do enough for the private institutions. He expressed his frustration concerning his perception of favoritism towards government schools.

The issue in my opinion with the district leadership, I think is that they are not doing enough when it comes to the private institutions you find that they are more interested in the government institutions compared to private institutions. The DEO inspectors are more interested in visiting the government schools than the private schools, this is not proper because although some children may be in a government schools, and others in a private school, they all still remain the children of the country. So, I think here they should be a greater balance the way the district cares for the government institutions and the way they care for the private institutions. But for them, they are more interested in government institutions than the private institution. For example, when MoES introduces something new there is something new and the district knows, it always goes to the government institutions first, then eventually to the private institutions, we come much later. In my experienced we are always left behind as private schools. (Victor, personal communication, August 29, 2020)

During the focus group, Harry stated that he felt as if the DEO's were being bribed (Harry, personal communication, August 29, 2020). Robert described them as "brutal" in their touch or approach to how they communicated with private schools' headteachers (Robert, personal communication, August 29, 2020). Jessie expressed concerns about how the district leadership was servicing the more rural areas of Uganda. The selection of new teachers wanting to get into government schools was filled with bribery (Jessie, personal communication, August 29, 2020).

Sub- Question 3. What are teachers' perceptions on the effects of school-level leadership on teacher retention in Uganda? The last sub-research question addressed the school level of supervision or governance. Overwhelmingly, this area had a more positive experience expressed by the participants. As a leader, the headteacher was unanimous a positive shared experience in the participants' daily lives. Bryan captured these sentiments during his interview communicating, "So the ten years I've spent with my headteacher, I can describe her as a person who is considerate" (Bryan, personal communication, August 13, 2020).

When being individually interviewed, Jessie was also very complimentary of his experience with his headteacher's leadership, expressing the following,

My head teacher is a very good man, and his leadership style is very democratic and peaceful for the entire time I've worked for him this is why I've stayed with him. He is a man who is very social and friendly. For example, when we sit in a meeting, he allows us to freely express our opinions and discuss them with him, and he will try to compromise or find common ground. Also, in the same way if there are nay worries or any queries that anyone has, he presents them, then as the headteacher tries to solve them, so his leadership methods we at the school all try to copy and model after him, because he has not led us wrong thus far. (Jessie, personal communication, August 14, 2020)

The three major negatives in school-level governance was compensation, pay, and accommodations. The negative pay, compensation, and accommodation issues were often seen contextually as a lack of value or respect from the participant's experiences.

Harry, while addressing this concern in the focus group, communicated, I think with the leadership of the school, how can it bring stability? The leaders should look at continued motivation, not just as they have been handling it with verbal praise only, but also

improving how they show motivation by giving everything needed. When it comes to payment of teachers, they should give them their payment on time, and they should look to raise their wages (Harry, personal communication, August 29, 2020).

Simon communicated during the focus group about his thoughts concerning pay and accommodations and its impact on feeling appreciated when he stated,

Another thing what the school owners have to do, they need to be appreciative. How, they have to value teachers, some private school or some directors, or some headteachers of private schools, they make a practice excluding teachers without paying them. A teacher teaches for only two months, they don't pay them, they chase them away, then bring another teacher, they teach for one month, for a term, they don't pay, and then they chase them away. The cycle repeats itself so that they can get away with not paying a teacher. (Simon, personal communication, August 29, 2020)

Summary

This chapter presents the themes generated and founded on the data collection from the 13 participants. I started the chapter by giving participants' data collected from the questionnaire and then provided a rich description of each participant. This section was followed by data results collected from the three sources; questionnaire, individual one-on-one interviews, and focus group interviews completed with the participants. The data was sorted, and several themes emerged. The identified themes that developed consisted of two major negative themes: a lack of value and appreciation as underscored by subthemes of little-to-no support, low pay, and fiscal and financial issues. There were also two major positive themes: high levels of collaboration between all three levels of governance and a positive work environment, supported by the three subthemes of positive headteacher experience, positive peer interaction, and freedom of worship.

A detailed description of each was presented and supported by participant's statements and quotes. Lastly, this chapter answered the central and subsequent research questions directing this study. As a result, my study found evidence that private primary Christian schoolteachers in Uganda are passionate individuals who deeply care about their work quality and are greatly influenced by their governance and its structure. This influence extends to their retention desires.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this hermeneutical phenomenological study was to understand teacher's perceptions of the effects of governance on retention in private primary Christian schools in Uganda. Teacher retention is an identified problem in countries and cultural contexts around the world, including Uganda. By examining how governing systems influence teachers' desires to remain in education from my study, I hoped to provide guidance and insight into this challenge for leaders, stakeholders, and future leadership. This chapter starts with a summary of the findings and continues by addressing the research findings in light of the relevant literature and theory. In addition, the theoretical, empirical, and practical implications of this study are presented as well. The chapter concludes with a presentation of the study's delimitations, limitations, and future research recommendations.

Summary of Findings

My study's central research question was what are teachers' perceptions on the effects of governance on teacher retention in private primary Christian schools in Uganda? The research revealed that teachers who teach at the primary level in private Christian schools are passionate about their calling as teachers. The research also revealed that teachers possess a deep love for their country, and collectively they desire to see their country transformed positively through their educational endeavors. While the participants expressed hope in the academic governance system, they mainly communicated ambivalence and feelings of frustration and, at times, despair. The participants experiences of ambivalence, frustration and despair had a more negative influence on teacher retention than positive as seen in the discussed research literature. The central research question was supported by three sub-questions that explored governance

within the MoES, district level, school level leaders, its effects on the teachers, and its influence on retention.

Sub-question one asked, what were teachers' perceptions of MoES leadership's effects on teacher retention in private primary Christian schools in Uganda? The participants reported a mixture of positive and negative experiences with the MoES. The participants mixed experiences with the MoES largely created feelings of ambivalence and resentment. These feelings were principally attributed to the belief that the MoES lacked authentic value and appreciation for private school teachers. The lack of value and appreciation was driven by the perceived inequity and inequality of pay received by private school teachers as compared to their government counterparts. These experiences of not feeling valued and pay inadequacy are key identifiers of schools and educational systems which have retention problems.

Sub-question two asked, what were teachers' perceptions of district-level leadership's effects on teacher retention in Uganda? Much like the MoES, the participants communicated feelings of ambivalence concerning their experiences with district level leadership. The chief concern facing the district level leadership in Uganda's Wakiso district, as reported by the participants, was that the district operated with a spirit of inconsistency and bias within the district leadership ranks. These reported experiences by the participants are factors which contribute to school districts and educational institutions which have issues retaining teaching faculty.

Sub-question three asked, what were teachers' perceptions of school-level leadership's effects on teacher retention in Uganda? As with each of the previous sub-questions, sub-question three was a collection of positive and negative experiences as presented by the participants; however, the participants overall experiences with their school level leadership was

overwhelmingly positive in comparison to their overall reported negative experiences with the MoES and district leadership. The area's that stood out most in the experience of the participants were the positive relationships that they reportedly possessed with their headteacher's and their positive relationships with their co-workers. These reported positive experiences support previous literature which suggested that a positive workplace environment can serve as a dominant factor in working toward the reduction of workplace turnover and thus mitigating teacher retention challenges.

In conclusion, all three levels of governance, the MoES, district level, and school-level leadership, struggled in some way to consistently facilitate an experience that communicated to the teachers that they were valued and appreciated. In addition to not feeling valued or appreciated by each of the governance areas, participants were consistently disgruntled and frustrated as it related to pay and compensation. This theme was an experience at all three levels of governance. The participants expressed that there were positives in their educational system of governance as well. The two areas that stood out in the participants' experiences were the intersystem of communication between all three governance levels and the positive work environment.

Discussion

This hermeneutic phenomenological study aimed to understand and interpret teacher's perceptions of the effects of governance on teacher retention in private primary Christian schools in Uganda. The hope was to improve the overall experience that teachers have with their governance systems, resulting in a healthy increase in teacher retention. Present-day and future educational systems of governance may discover valuable insights from the experiences of the 13 participants. The expectation is that existing and future academic governance systems will learn from the participants' experiences and utilize the gained insights to improve the workplace

environment's overall quality. This improvement in the teacher work experience should naturally lead to improved educational instruction by teachers and higher learning outcomes.

Theoretical Findings

This study utilized both transformation and distributed leadership as a vehicle to examine how governance influenced teacher retention for private primary school teachers in Uganda. In this study, I assumed that an integrated methodology of transformational and distributed leadership would facilitate a more positive experience for teachers with their educational governing bodies leading to teachers having a greater desire to continue teaching in their environments. This study also assumed that the leadership persuasion was systemic, meaning that each leadership level possessed both an individual influence and an interrelation group influence which would contribute to the teacher's overall experience within their system of educational governance (see Figure 5.1). Each area of governance has its own individual identity while being systemically linked to each other. Likewise, each circle in the figure influences teachers' experiences both individually and collectively. While not the topic of discussion or the focus of this study, it should be assumed that the teacher's experiences affect each area of governance individually and systematically.

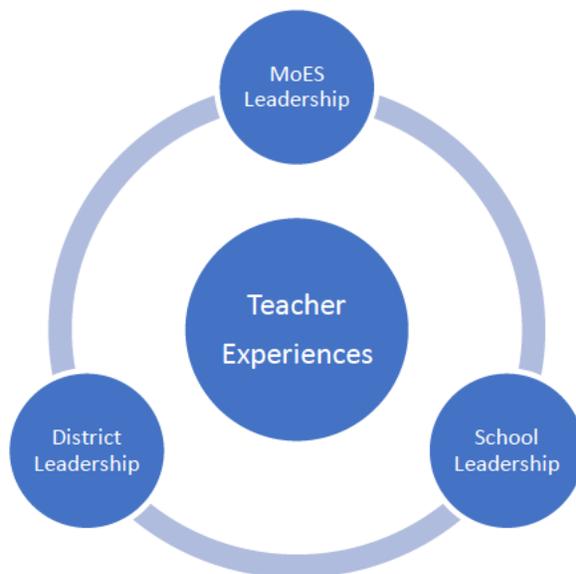


Figure 5.1. Systemic influence of governance on teacher experiences

This study concluded that both transformational and distributed leadership properties were present within each leadership level and the system as a whole. The study also revealed that when transformational and distributed leadership practices were current, there were positive effects. Where transformational and distributed leadership properties were missing or inconsistently demonstrated, the teacher's experiences were negative.

Consistent with distributed and transformational leadership, the MoES, district, and school level leadership levels utilized collaborative communication methods that facilitated positive experiences for the participants. A common feature of distributed leadership and transformational leadership is that they significantly reduced communication and knowledge barriers within their networks (Daniëls et al., 2019; Okpala, 2020). Transformational and distributed leadership also lead to increases in collaboration and team building which have mitigating effects of retention losses. In short, a significant feature of both distributed and transformational leadership is shared communication within the system (Anderson & Sun, 2017a). The participants in the study identified collaborative communication as positive

attributes of their system of governance during both individual and group interview data gathering.

Alonzo highlighted how the three entities of governance demonstrated features of collaborative leadership, stating the following,

These three entities they have always tried to work together because first of all, their goal is always one and they always try to make certain they achieve it. First of all, the Ministry of Education issues the guidelines, and these guidelines are brought to the district level. That is to the district Education officers, the inspector of schools, and other people at the district level, whereby when they get this information, they don't just keep it to themselves. They call upon the teachers of all the schools, both private and the government, they hold regular meetings, they discuss what has come up from the Ministry and then for them, after getting that information, of course now they will be bringing it down to their schools, meaning that the headteachers are getting that information from the district level, as they implement those guidelines with their teachers in the schools. They also try to follow-up frequently.

During the focus group, Simon identified that collaborative leadership features were actively present within the governance system with his statement.

Everything being passed from the Ministry of Education is sent down to private schools and government schools, and it is implemented by the district. So, this means that all sides are trying to work together. They're using the same approach and attempting to follow the same rules. They are sharing the same ideas. So, this is what I have as far as the interaction of the Minister of Education and Sports, with the schools and the district and the private schools.

Transformational and collaborative leadership features were also identified as operating at the school level as well. Headteachers appeared to foster healthy working environments that produced workplace collaboration between themselves and the participants and their peers. Overall, the study results showed that there were healthy workplace relationships between the participants and their peers. I have already identified collaboration as a critical component of transformational and collaborative leadership, but healthy work relationships between leaders and teachers and between teachers as peers are also tenants and attributes of both transformational and collaborative leadership (Devos et al., 2014; Thomas et al., 2018). A few examples of how the participants experienced these leadership principles were expressed during the data collection.

Bill communicated that his headteacher inspired him to work with purpose and that she has the staff and his admiration because of her desire to want everyone to succeed. Alonzo stated that, “my peers and I are involved in many of the policy decisions at our school.” In addition, Alonzo also expressed that he feels empowered to do his job and fulfill his responsibilities.

While transformational and collaborative leadership were positively manifested in inter-departmental communication and a healthy work environment, participants still reported an overwhelming experience of not feeling valued or appreciated. The teachers’ experiences demonstrate that while a system may have positive transformational and collaborative leadership elements, there can still be gaps of application within the system. These application gaps may help foster a negative belief and experience by the teachers that they were not valued and appreciated in their governance system. According to the research, transformational leadership and collaborative leadership were seen to have positive effects on teacher self-efficacy, value,

and application (García Torres, 2019; Para-González et al., 2018). Positive self-efficacy and workplace value and appreciation are antecedents to decreases in job dissatisfaction and increases in job satisfaction (Rizwan et al., 2017; Roch & Sai, 2016). Job satisfaction is positively linked to teacher retention while job dissatisfaction facilitates negative retention results (Harrell et al., 2019; Perryman & Calvert, 2019).

Empirical Findings

The teachers' collected experiences in this study addressed features within the existing research about teacher retention. As discussed in the literature review in Chapter Two, there is a myriad of factors that influence teacher retention. My study supports a variety of previous findings within the literature while also adding to the body of empirical literature on how leadership as governance affects teachers in private Christian school settings. The utilization of a hermeneutic phenomenological approach helped create a deep rich description of what it is like to be a teacher in a private primary school located in Uganda. More specifically, this study helps fill a gap in the literature by addressing governance as a leadership system and how governance influences teacher retention in Uganda, a country located in the sub-Saharan region of Africa. This research provides new perspectives into this role within an educational environment where the research literature was sparse.

The influence of leadership. The collective experiences of the teachers unequivocally communicated the importance of governance as leadership. The study validated several main premises concerning the importance of leadership to teacher retention within the workplace. First and quite simply, the importance of governance as leadership to teachers' experience and their overall desire to be teachers and remain teachers was affirmed by almost all literature on leadership's importance to employees and teachers as employees. The teachers' and headteachers'

relationships played a significant role in the teachers' positive perspectives of the overall leadership system (Daniëls et al., 2019; Gumus et al., 2016; Liu & Hallinger, 2018; Munro, 2017). This study also affirmed that leadership within the educational governance is systemic and that various parts of the whole system have interplay with one another, with each part strengthening one another, and have diminishing effects on one another (Gumus et al., 2016; Kurland, 2019). This research added to the literature in this area by specifically addressing the systemic impact of governance in Uganda's sub-Saharan country. It also uniquely addressed the private school sector, which also has a measure of embeddedness within a more extensive public school system. Lastly, the data gave credence to the importance of the headteacher and teacher relationship. Throughout the research literature, the importance of principal or headteacher leadership styles has been documented as one of the most potent mitigating forces to improve schools' work environment and reduce teacher retention.

Christian leadership. The participants unanimously communicated that their ability to practice their faith while in the work environment was an essential element. Several participants stated that it was paramount to their decisions concerning retention. The data on Christian leadership within a non-Christian work environment was lacking. Still, this study did confirm the practice of faith, such as prayer and other aspects of worship, are essential to job satisfaction (LaBarbera & Hetzel, 2016). The results of this study add to the body of literature by increasing our understanding of how Christian leadership influences the workplace environment in a general way, and in a more specific way, on how it affects the work environment for teachers working in Christian school settings. Lastly, it strongly suggests that Christianity and faith in the workplace can mitigate other negatives in the work environment and diminish job dissatisfaction or increase job satisfaction.

Human motivation. The research from this study also validated previous findings that suggest that the successes or failures in a work environment are underpinned by the science of human motivation (Acevedo, 2018; Rasskazova et al., 2016). In this study, both Abraham Maslow's hierarchy of needs and Herzberg's theory of motivation can be seen manifesting themselves in and throughout the governance environment and within the lives of the participants. The study's findings supported that the participants were motivated and influenced by leadership governance's behaviors, actions, and policy decisions. The study further supported that this influence was both linear and systemic. The leadership influence also varied in degrees and depth as described by the individuals according to their experiences.

Maslow's theory of human motivation. What was clear from this study is that the top four needs of Maslow's pyramid (see Figure 1.) physiological needs, safety needs, social needs, and esteem needs were all glaring challenges within the Ugandan educational governance system as experienced by the participants. As defined by Maslow, these hierarchical needs were described as mostly linear with some overlapping principles (Acevedo, 2018; Maslow, 1943). An area of added value demonstrated by this study of human motivation utilizing Maslow's theory is that each area of need does not have to be met at full or maximum capacity for the other needs on the pyramid to be addressed. Also, each area of need can be negatively impacting pyramid growth upward while supporting development at the same time. Systemically while physiological needs support safety needs, safety needs are building and supporting physiological needs. A good example is that many of the participant's physiological needs, such as food to eat and a place to sleep, were met through their safety needs of employment and a salary. However, the participants' safety needs were overwhelmingly reported as lacking and in need of serious improvement, which also had negative bearings on the teachers' life experiences and how they

viewed the systems of governance of Uganda. What is suggested is that if these lower hierarchical needs are not met at an equitable and sustainable level, this may negatively influence teachers and retention.

Herzberg's theory of workplace motivation. Herzberg's theory of motivation in the workplace was also evidenced in the study. In brief, Herzberg's theory communicates that both workplace dissatisfaction and workplace satisfaction can both be present in the work environment at the same time and that they are both influenced by variant factors (Herzberg et al., 1993). When reviewing the study results, this is clearly seen from the teachers' ambivalence or mixed experiences. An example of this is where it was noted previously in the results section that the teacher's feelings concerning the MoES were mixed. The research revealed that there were 108 negative responses compared to 97 positive responses referencing the MoES governance. Further, the study supported other findings that identified both the working environment and compensation as workplace motivators. As motivators, salary and working environment both play a part in increasing job satisfaction and decreasing job dissatisfaction (Harrell et al., 2019; Herzberg et al., 1993; Masum et al., 2016). This study added to the literature regarding how Herzberg's theory of job satisfiers and job motivators are distinguished in various cultures. The study was conducted in Uganda, a sub-Saharan African culture, Herzberg's original research was drawn from a Western European culture, most notably in the United States. What was not as clear, and even somewhat difficult to ascertain, was if Herzberg's original list of job satisfiers operated as job satisfiers in the Ugandan cultural context. Some job dissatisfiers on Herzberg's list might have been acting as job motivators, while some job motivators were serving as job dissatisfiers due to the differences in the cultural context. The study provides leadership researchers in all fields with a different cultural lens to view human

motivation models and precisely how to understand Herzberg's model of human motivation at work.

Teacher self-efficacy and collective teacher efficacy. The participants in Uganda expressed both individually and collectively that their perception of self-worth and value as teachers was in question within their community. The study further demonstrated the importance of positive communication from leadership concerning the value and respect it has for its workforce. The reported fiscal and administrative challenges experienced within the governance system help facilitate shortages in teacher aids and resources, which had many participants questioning their effectiveness as teachers. As discussed in the literature review, self-efficacy and collective efficacy are essential antecedents to increasing teacher retention (Kapa & Gimbert, 2018; Lambersky, 2016; Richardson et al., 2014). The reported experiences of not feeling valued or respected may have grave consequences on teacher instructional quality and learning outcomes. This study helps support the overarching importance that governance systems have at producing messaging that resonates and galvanizes its stakeholders and communities to communicate that teacher's matter. In Uganda, the reality is that there is a teacher shortage. Private schools are helping carry the weight. This should inspire the educational governance system, namely the MoES, to look at new and creative ways of supporting academic partners including the private sector. The feeling of support may have immeasurable effects on teacher confidence across the board. Previous research may have an impact on lowering teacher retention rates and potential increases in learning outcomes.

Implications

This study has wide-ranging implications for educational leadership systems, regardless of their structural level. Findings from this research have theoretical, empirical, and practical

functions. This section discusses how the research findings are pertinent to these sections, and recommendations are provided for current and future educational leadership systems.

Theoretical

This study illustrates the theoretical frameworks utilized in this research. The leadership models of transformational leadership and collaborative leadership were the theoretical models that guided my study's lens on how governance influenced teachers' experiences around teacher retention. This research demonstrated that leadership at all levels of educational governance systems affects how teachers experience their work environments and that those experiences can affect whether teachers will remain in the field of education.

The study participants communicated that transformational leadership and collaborative leadership elements were evidenced in their educational governance system at all three leadership levels. As stated earlier in this chapter, the participants' experiences also established that each leadership level in the Ugandan academic governance system demonstrated variant degrees of transformational and distributed leadership. This suggests that if the transformational and collaborated leadership model's positive traits were the Ugandan educational governance system's goal, their application appears intermittent and lacking consistency. A significant characteristic of transformational leadership and collaborative leadership is good communication that builds team support and produces an inclusive environment. The participants communicated an overall negative experience with the governance system related to feeling value and appreciation. Theoretically, if the Uganda educational governance system's goal is to reduce teacher retention rates, they would need to improve their leadership application. An intentional, appropriate and consistent application of transformational and collaborative leadership could greatly benefit that end. Lastly, and most importantly, this study has implications for

headteacher and principal leadership. In the study, despite all the participants' challenges, one area of significant strength was each participant's relationship with their headteacher. It was evident that each headteacher possessed transformational and collaborative leadership qualities described by the participants richly. This supports the value that the direct leader or supervisor has on the employment relationship and how it can influence employee retention. Many of the participants appeared committed to their schools and their calling as teachers as they experienced a headteacher who was equally committed to them. This suggests that even when the larger educational leadership systems are immature or struggling to provide the support desired, the front-line level leadership still carries a powerful influence within the working environment.

I recommend that further studies utilizing qualitative and quantitative research methodologies be conducted looking into transformational leadership and collaborative leadership intersectionality within multi-level educational leadership systems. It is further suggested that further research be conducted which explores the impact of model fidelity has on the effectiveness of transformational leadership and collaborative leadership when utilized in schools, school districts, and larger educational systems. Lastly, I recommend that this study be replicated with private schools and, if possible, in government schools throughout the Uganda educational system. These studies may help strengthen both the theoretical literature concerning the understanding of transformational leadership and collaborative leadership. It may also improve practice methodologies for those looking to utilize transformational leadership and collaborative leadership at the academic systemic level.

Empirical

Empirical implications extend to leaders and stakeholders in all places that desire to positively improve teachers' working conditions and increase teacher retention rates across the

world. Many teachers worldwide are faced with a double bind, as they are challenged with needing to have a positive attitude concerning the work they do as educators while existing in educational systems that don't tangibly and consistently communicate value support. This study demonstrated and advocated that the participants were significantly impacted by the structures that govern them and, specifically, are prone to feelings of frustration and doubt about the importance of their jobs as teachers. The challenges faced and experienced by the participants would, in many accounts, be cause to consider thinking about entering other professions. A significant question is if these participants were in another environment where their occupational choices were more generous in scope and had the potential for greater earning capacity and respect, would they continue as teachers?

The value of applied faith in the working environment cannot be underestimated in its contribution to the participants' experiences in this study, nor the role it played in their continued commitment to their work environments, despite the vast opposing cultural challenges they reportedly experienced. Empirically, this study adds to the research data of the importance of faith in the workplace and speaks explicitly to Christianity's practice and its mitigating effects on teacher retention.

This study allows proponents of social learning theory, and other human motivation theories such as Maslow and Herzberg, the opportunity to explore a cultural context with different variables that have not research saturation. Lastly, this study provides an outside western culture lens for Ugandan researchers and stakeholders to consider as it boldly addresses its wide array of academic challenges.

I recommended that future researchers look at how western European behavioral motivation models are viewed and applied in other cultural contexts. There was a shortage of

literature on human behavioral motivation models addressing teacher motivation and retention in Africa's sub-Saharan regions, including Uganda. It would be incredibly beneficial for future researchers to focus their educational studies on this region. These studies should include both Abraham Maslow's and Herzberg's workplace motivation theories.

Lastly, studies looking into the influences of Christianity and faith in the work environment explicitly targeting effects on retention would be valuable. Understanding how such practices as prayer have on facilitating healthy workplace environments would be most beneficial for future researchers given the wide-reaching cultural significance Christianity and other religious traditions have on people's general functioning and state of being.

Practical

There are practical implications from this study for educational governance systems, individual leaders, and community stakeholders. First and foremost is the very nature of dignity and respect. All human beings desire and, to some extent, need to have individual and community value. Teachers, as a community and as individuals, need to know that their jobs and their work matter. How leaders and their systems communicate and demonstrate the importance of teachers to the community is vital. Educational governance systems must find ways to have a communication methodology to express both intangible and tangible support for educators. In the uniqueness of the Ugandan academic governance system, there has to be a coming together of significant government decision-makers and community stakeholders to work at a solution that effectively bridges the government learning system with the private system. This is vital since, from the researcher's vantage point, both sides are dependent on one another to achieve their goal of making education a universal priority.

Practically, the central government needs to present a clearer picture of the role the MoES plays in the country's economic decisions. It appears that the MoES receives an unfair amount of blame for governmental economic conditions that are most likely addressed under another ministry. The example that comes to mind is the participants' frequent complaints concerning what they believe to be an inequality of pay for the services that they render to the society in which they live. This area appears outside the MoES scope, but it did play a factor in the participants feeling not valued or appreciated. This could ultimately lead itself to negatively impacting the overall educational standard if a large portion of private school teachers are demotivated based on a perception the governance is not fiscally concerned for their wellbeing.

This researcher recommends that the various stakeholders, including the Ugandan government, MoES, and private institutions, create collaborative task forces which look at ways to improve their systemic collaboration and support provided to non-government private schools

Delimitations and Limitations

This study possessed several purposeful delimitations. First, this study used a hermeneutical phenomenological research design to capture the essence of the participants' experience. The research participants had to be a minimum of 25 years of age with at least three years of teaching experience. This study focused on how teachers in private primary Christian school settings were affected by their experiences with governance and how those experiences influenced them as it related to teacher retention. The settings were purposefully selected because they were all located within the same school district and selected schools identified as Christian private schools. This investigation aimed to understand how leadership influenced teacher retention.

This study also contained several limitations. First, this study may be limited to the area that was studied. Teachers were recruited who were located in the Wakiso school district located in the country of Uganda. Uganda is a developing nation located in the sub-Saharan region of

Africa. It has many cultural differences that may not apply to other parts of the world to include Africa. Second, the participants in this study were recruited from private schools which identified as Christian in scope. This limits the range of generalities that may be drawn from the study. Lastly, hermeneutic phenomenology's interpretive nature has embedded within the scope of the research some of this researcher's biases and experiences from being a board member of a private Christian primary school located within the same district participating schools. As stated in the methodology section, no teacher from that school participated in this study, but this researcher does have an emotional connection to the area.

Recommendations for Future Research

In deliberation of the study findings, limitations, and the delimitations placed on the study, future research that may benefit the education arena would replicate this study within the other educational districts in Uganda. While the study's emphasis was on private primary Christian schools, it would be of great value to stakeholders if the study was replicated in private schools without prejudice and government schools, including secondary schools.

The study showed that while teachers were discouraged by their educational governance system experiences, their motivation to work did not align perfectly with the various human behavioral models such as Maslow and Herzberg. More research is needed within the sub-Sharan region to determine measurable differences in motivational factors based on cultural context and demographics utilizing Maslow's hierarchy of needs and Herzberg's workplace motivation theory.

Lastly, the data revealed that the participants had various emotional experiences with the educational governance system. The educational governance system's leadership might consider quantitative, qualitative, and mixed-method studies that delve deeper into how leadership is

learned, applied, and experienced both within the leadership culture as a group and throughout all its subordinates.

Summary

Teacher retention challenges have been a source of concern in many countries around the world. The challenges facing teachers are daunting and, at times, can appear to be unmanageable. Teachers have to deal with fiscal and budget issues, workplace environment concerns, standardized testing mandates, challenges with receiving community value and support for their work, leadership and governance struggles, and lastly, lower pay for other professions requiring higher levels of education. These challenges existed in Uganda's country as well, where teacher hiring rates have failed to keep up with teacher attrition rates. This study sought to understand the challenges of teacher retention from a fresh cultural perspective. I did this by describing the phenomenon of how governance influenced teachers' personal decisions to continue working as private primary Christian schoolteachers in the country of Uganda's Wakiso district.

Utilizing a utilizing a hermeneutic phenomenological approach, this study helped illuminate how the Ugandan educational governance system influenced teachers' perceptions on retention in Uganda's Wakiso district. This research used two leadership theories in the theoretical framework, transformational leadership and collaborative leadership, and hermeneutical interpretive methods to analyze the data. My study enlisted 13 primary school teachers from private Christian schools located within Uganda's Wakiso district. I utilized three sources to collect my data including a survey, individual interviews, and a focus group. These three data sources collected from the 13 participants established a robust triangulated methodology that captured the participants' essence of the teacher's experience in the Wakiso

district. As mentioned in chapter four, I was able to code and develop themes and sub-themes through the data. In this research study, four major themes were developed along with several subthemes. The major themes were divided into two groups, a positive theme group and a negative theme group. The two major negative themes were lack of value and appreciation and low pay and financial issues. The two positive themes were system communication and a positive work environment.

This study sought to answer four research questions, one central question, and three sub-questions. The central research question asked the teachers' perceptions of the effects of governance on teacher retention in private primary Christian schools in Uganda? Each sub-question looked to answer the central research question at Uganda's three governance levels, MoES, district-level leadership, and school-level leadership. The study found that while all the participants reported positive experiences, the teacher's experiences with Ugandan educational governance systems was reportedly more negative than positive. To be more precise, the participants' experience with the academic governance system could be categorized as ambivalent. The answers to the research questions also concluded that their governance and structure greatly influence private primary Christian schoolteachers in Uganda, and this influence extends to their retention desires.

As noted earlier, several implications can be drawn from this study. Theoretically, the research supports the critical effect that all leadership levels have on influencing whether teachers continue in the field of education. It validates that leadership has systemic properties and; therefore, is not just linear in its impact. Theoretically, it also adds to the breadth and depth of both transformational leadership and collaborative leadership as it was utilized in this research as a pair in a fresh cultural contextual setting.

Empirically, the study validates that the challenges facing teachers in Uganda and around the world are vastly similar. While this can be seen as a negative, it should also be a sign of hope. When resolutions to similar problems are found in one environment, the success may transfer more readily to another contextual setting. It also creates opportunities for more research as the study helps shed new light on how motivational factors from one cultural context may or may not be transferable to another cultural context.

Lastly, practically the study reaffirms the fundamental importance of value and respect. It suggests that this basic human need and desire can be a significant relational catalyst to improving and strengthening many leadership and workplace challenges. Education administrations should possess leadership models and theories which embrace philosophical and practical applications that emphasize creating healthy environments guided by trust and respect.

REFERENCES

- Aas, M., & Brandmo, C. (2016). Revisiting instructional and transformational leadership. *Journal of Educational Administration*.
- Acevedo, A. (2018). A personalistic appraisal of Maslow's needs theory of motivation: From "humanistic" psychology to integral humanism. *Journal of business ethics*, 148(4), 741-763. doi:10.1007/s10551-015-2970-0
- Achuff, R. A. (2018). *A phenomenological study on motivational factors toward the longevity of Christian school teachers*. (10809476 Ed.D.), Liberty University, Ann Arbor. Retrieved from <http://ezproxy.liberty.edu/login?url=https://search.proquest.com/docview/2050640891?accountid=12085>
- Adesina, O. J. P. (2012). Emotional intelligence, locus of control and conflict handling skills as predictors of non-violent behaviour among university students in south-western nigeria. *Ife Psychologia*, 20(2), 31-38.
- Alegre, I., Mas-Machuca, M., & Berbegal-Mirabent, J. (2016). Antecedents of employee job satisfaction: Do they matter? *Journal of Business Research*, 69(4), 1390-1395. doi:<https://doi.org/10.1016/j.jbusres.2015.10.113>
- Alfayad, Z., & Mohd Arif, L. S. (2017). Employee voice and job satisfaction: An application of Herzberg two-factor theory. *International Review of Management and Marketing*, 7(1).
- Amoako, G. K., Dartey-Baah, K., & Sokro, E. (2019). Factors influencing teaching as a career choice in both public and private universities in Ghana. *Journal of Applied Research in Higher Education*, ahead-of-print(ahead-of-print). doi:10.1108/JARHE-07-2018-0163

- Anderson, M. (2017). Transformational leadership in education: A review of existing literature. *International Social Science Review*, 93(1), C1.
- Anderson, M. H., & Sun, P. Y. T. (2017a). Reviewing leadership styles: Overlaps and the need for a new 'full-range' theory. *International Journal of Management Reviews*, 19(1), 76-96. doi:10.1111/ijmr.12082
- Anderson, M. H., & Sun, P. Y. T. (2017b). Reviewing leadership styles: Overlaps and the need for a new 'full-range' theory. *International Journal of Management Reviews*, 19(1), 76-96. doi:10.1111/ijmr.12082
- Atherton, M. C. (2014). Academic preparedness of first-generation college students: Different perspectives. *Journal of College Student Development*, 55(8), 824-829.
- Ávalos, B., & Valenzuela, J. P. (2016). Education for all and attrition/retention of new teachers: A trajectory study in Chile. *International Journal of Educational Development*, 49, 279-290. doi:<https://doi.org/10.1016/j.ijedudev.2016.03.012>
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, N.J.: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy : the exercise of control*. New York: W.H. Freeman.
- Barbuto, J. E., Gottfredson, R. K., & Searle, T. P. (2014). An examination of emotional intelligence as an antecedent of servant leadership. *Journal of Leadership & Organizational Studies*, 21(3), 315-323. doi:10.1177/1548051814531826
- Bass, B., & Avolio, B. (1992). *Organizational description questionnaire: Sample set, manual, instrument, scoring guide*: Mind Garden, Inc.
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112-121.

- Bell, L., & Stevenson, H. (2015). Towards an analysis of the policies that shape public education: Setting the context for school leadership. *Management in Education, 29*(4), 146-150. doi:10.1177/0892020614555593
- Benazir, Y., Devipriya, V., & Sripirabaa, B. (2014). The emotional intelligence among managers in multinational companies. *International Journal of Management Research and Reviews, 4*(7), 777-783.
- Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research, 78*(3), 367-409. doi:10.3102/0034654308321455
- Burke, W. W. (2011). *Organization change: Theory and practice*. New Delhi, India: Sage Publications.
- Burns, J. M. (1978). *Leadership* New York: Harper & Row
- Bush, T. (2015). Teacher leadership: Construct and practice. *Educational Management Administration & Leadership, 43*(5), 671-672. doi:10.1177/1741143215592333
- Bush, T., Abdul Hamid, S., Ng, A., & Kaparou, M. (2018). School leadership theories and the Malaysia education blueprint: Findings from a systematic literature review. *International Journal of Educational Management, 32*(7), 1245-1265. doi:10.1108/IJEM-06-2017-0158
- Bynum, W., & Varpio, L. (2018). When I say ... hermeneutic phenomenology. *Medical Education, 52*(3), 252-253. doi:10.1111/medu.13414
- Cannatelli, B., Smith, B., Giudici, A., Jones, J., & Conger, M. (2017). An expanded model of distributed leadership in organizational knowledge creation. *Long Range Planning, 50*(5), 582-602. doi:https://doi.org/10.1016/j.lrp.2016.10.002

- Cansoy, R., & Parlar, H. (2018). Examining the relationship between school principals' instructional leadership behaviors, teacher self-efficacy, and collective teacher efficacy. *International Journal of Educational Management, 32*(4), 550-567.
doi:doi:10.1108/IJEM-04-2017-0089
- Carson, J. B., Tesluk, P. E., & Marrone, J. A. (2007). Shared leadership in teams: An investigation of antecedent conditions performance. *The Academy of Management Journal, 50*(5), 1217-1234. doi:10.2307/20159921
- Cerit, Y. (2009). The effects of servant leadership behaviours of school principals on teachers' job satisfaction. *Educational Management Administration & Leadership, 37*(5), 600-623.
doi:10.1177/1741143209339650
- Chapman, D. W., Burton, L., & Werner, J. (2010). Universal secondary education in Uganda: The head teachers' dilemma. *International Journal of Educational Development, 30*(1), 77-82. doi:https://doi.org/10.1016/j.ijedudev.2009.08.002
- Chiu, M. M., & Chow, B. W.-Y. (2015). Classmate characteristics and student achievement in 33 countries: Classmates' past achievement, family socioeconomic status, educational resources, and attitudes toward reading. *Journal of Educational Psychology, 107*, 152-169. doi:10.1037/a0036897
- Choi, S. L., Goh, C. F., Adam, M. B. H., & Tan, O. K. (2016). Transformational leadership, empowerment, and job satisfaction: the mediating role of employee empowerment. *Human resources for health, 14*(1), 73. doi:10.1186/s12960-016-0171-2
- Cope, D. G. (2014). Methods and meanings: credibility and trustworthiness of qualitative research. *Oncology Nursing Forum, 41*, 89+.

- Coward, R. (2010). Educational governance in the NHS: a literature review. *International Journal of Health Care Quality Assurance*, 23(8), 708-717.
doi:<http://dx.doi.org/10.1108/09526861011081840>
- Crawford, L. (2017). School management and public-private partnerships in Uganda. *Journal of African Economies*, 26(5), 539-560. doi:10.1093/jae/ejx021
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (Fourth ed.). Thousand Oaks, CA: Sage.
- Crowley, R., & Swan, K. (2018). What kind of economic citizen?: An analysis of civic outcomes in U.S. economics curriculum and instruction materials. *Education Sciences*, 8(3), 95.
doi:10.3390/educsci8030095
- Crowther, S., Ironside, P., Spence, D., & Smythe, L. (2016). Crafting stories in hermeneutic phenomenology research: A methodological device. *Qualitative Health Research*, 27(6), 826-835. doi:10.1177/1049732316656161
- Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review*, 27, 110-125.
doi:<https://doi.org/10.1016/j.edurev.2019.02.003>
- Devos, G., Tuytens, M., & Hulpia, H. (2014). Teachers' organizational commitment: Examining the mediating effects of distributed leadership. *American Journal of Education*, 120(2), 205-231. doi:10.1086/674370
- Doggett, L., & Wat, A. (2010). Why PreK for All? *Part of a special issue: Early learning*, 92(3), 8-11.
- du Plessis, M., Wakelin, Z., & Nel, P. (2015). The influence of emotional intelligence and trust on servant leadership. *SA Journal of Industrial Psychology*, 41(1), 1-9.

- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work; Best practices for enhancing student achievement*
- Dutta, S., & Khatri, P. (2017). Servant leadership and positive organizational behaviour: the road ahead to reduce employees' turnover intentions. *On the Horizon*, 25(1), 60-82.
doi:10.1108/OTH-06-2016-0029
- Edinger, S. K., & Edinger, M. J. (2018). Improving teacher job satisfaction: The roles of social capital, teacher efficacy, and support. *The Journal of Psychology*, 152(8), 573-593.
doi:10.1080/00223980.2018.1489364
- Eisenberg, J., Post, C., & DiTomaso, N. (2019). Team dispersion and performance: The role of team communication and transformational leadership. *Small Group Research*, 1046496419827376. doi:10.1177/1046496419827376
- Ejuu, G. (2012). Implementing the early childhood development teacher training framework in Uganda: Gains and challenges. *Journal of Early Childhood Research*, 10(3), 282-293.
doi:10.1177/1476718X12437114
- Emiroglu, O., Guneyli, A., & Burgul, N. S. (2017). Motivational sources of teachers in a developing country. *Revista de Cercetare si Interventie Sociala*, 57, 51-66.
- Etymonline. (2020). Retrieved from <https://www.etymonline.com/search?q=govern>
- Faremi, M. F. (2017). An assessment of teacher retention on job security in private secondary schools in Ogun state, Nigeria. *Bulgarian Journal of Science and Education Policy*, 11(2), 279-293.
- Fong, H. W. B. (2018). Factors influencing retention of gen y and non-gen y teachers working at international schools in asia. *The Educational Forum*, 82(1), 59-67.
doi:10.1080/00131725.2018.1379578

- Friedman, E. H. (2011). *Generation to generation: Family process in church and synagouge*. New York, NY: The Guilford Press.
- Frisen, N., Henriksson, C., & Saevi, T. (2012). *Hermeneutic phenomenology in education: Method and practice*. AW Rotterdam, The Netherlands: Sense Publishers.
- Fukuyama, F. (2013). What is governance? *Governance*, 26(3), 347-368.
doi:10.1111/gove.12035
- Gaikhorst, L., Beishuizen, J. J., Zijlstra, B. J. H., & Volman, M. L. L. (2015). Contribution of a professional development programme to the quality and retention of teachers in an urban environment. *European Journal of Teacher Education*, 38(1), 41-57.
doi:10.1080/02619768.2014.902439
- Gakidou, E., Cowling, K., Lozano, R., & Murray, C. J. L. (2010). Increased educational attainment and its effect on child mortality in 175 countries between 1970 and 2009: a systematic analysis. *The Lancet*, 376(9745), 959-974. doi:https://doi.org/10.1016/S0140-6736(10)61257-3
- García Torres, D. (2019). Distributed leadership, professional collaboration, and teachers' job satisfaction in U.S. schools. *Teaching and Teacher Education*, 79, 111-123.
doi:https://doi.org/10.1016/j.tate.2018.12.001
- Gardenswartz, L., Cherbosque, J., & Rowe, A. (2010). *Emotional intelligence for manaaging results in a diverse world: The hard turth about soft skills in the workplace*. Boston, MA: Davies - Black.
- Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher retention. *Teachers and Teaching*, 24(6), 604-625. doi:10.1080/13540602.2018.1457524

- Glazer, J. (2018). Learning from those who no longer teach: Viewing teacher attrition through a resistance lens. *Teaching and Teacher Education, 74*, 62-71.
doi:<https://doi.org/10.1016/j.tate.2018.04.011>
- Gliebe, S. K. (2012). Emotional intelligence in christian higher education. *Christian Higher Education, 11*(3), 192-204. doi:10.1080/15363759.2010.515477
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: realizing the power of emotional intelligence*. Boston, MA: Havard Business School Press.
- Grogan, L. (2009). Universal primary education and school entry in Uganda. *Journal of African Economies, 18*(2), 183-211. doi:<https://academic.oup.com/jae/issue>
- Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research, 76*(2), 173-208.
- Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2016). A systematic review of studies on leadership models in educational research from 1980 to 2014. *Educational Management Administration & Leadership, 46*(1), 25-48. doi:10.1177/1741143216659296
- Gunkel, M., Schlaegel, C., & Taras, V. (2016). Cultural values, emotional intelligence, and conflict handling styles: A global study. *Journal of World Business, 51*(4), 568-585.
doi:<https://doi.org/10.1016/j.jwb.2016.02.001>
- Hallinger, P. (2013). Reviewing reviews of research in educational leadership: An empirical assessment. *Educational Administration Quarterly, 50*(4), 539-576.
doi:10.1177/0013161X13506594
- Hargett-Neshyba, R. M. (2014). *An examination of the relationship between emotional intelligence and transformational leadership of Texas superintendents*. (3623018 Ed.D.),

- Lamar University - Beaumont, Ann Arbor. Retrieved from
<http://ezproxy.liberty.edu/login?url=https://search.proquest.com/docview/1548328684?accountid=12085>
- Harrell, P. E., Thompson, R., & Brooks, K. (2019). Leaving schools behind: The impact of school student body and working conditions on teacher retention and migration *Journal of Science Teacher Education*, 30(2), 144-158. doi:10.1080/1046560X.2018.1538300
- Harris, A. (2008). Distributed leadership: according to the evidence. *Journal of Educational Administration*, 46(2), 172-188. doi:10.1108/09578230810863253
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1993). *The motivation to work*. New Brunswick, NJ: Transaction Publishers.
- Hoff, R., Corbett, K., Mehlum, I. S., Mohn, F. A., Kristensen, P., Hanvold, T. N., & Gran, J. M. (2018). The impact of completing upper secondary education - a multi-state model for work, education and health in young men. *BMC public health*, 18(1), 556-516. doi:10.1186/s12889-018-5420-y
- Husserl, E. (2017). *Ideas: General introduction of pure phenomenology* Eastford, CT: Martino Fine Books.
- Ingersoll, R., Merrill, L., Stuckey, D., & Consortium for Policy Research in, E. (2014). *Seven trends: The transformation of the teaching force. updated April 2014. CPRE Report. #RR-80*. Retrieved from
<http://ezproxy.liberty.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED566879&site=ehost-live&scope=site>
- Jacques, F. J. (2002). *An examination of the relationship between self-differentiation and transformational leadership, through the lens of emotional intelligence*. (NQ77018

Ph.D.), University of Calgary (Canada), Ann Arbor. Retrieved from ProQuest
Dissertations and Theses Global

- Janusz, K., Kesteloot, C., Vermeiren, K., & Van Rompaey, A. (2019). Daily mobility, livelihoods and transport policies in Kampala, Uganda: A hägerstrandian analysis. *Tijdschrift voor economische en sociale geografie*, *110*(4), 412-427.
doi:10.1111/tesg.12349
- Jeon, L., & Wells, M. B. (2018). An organizational-level analysis of early childhood teachers' job attitudes: Workplace satisfaction affects early head start and head Start Teacher Turnover. *Child & Youth Care Forum*, *47*(4), 563-581. doi:10.1007/s10566-018-9444-3
- Kalule, L., & Bouchamma, Y. (2014). Teacher supervision practices and characteristics of in-school supervisors in Uganda. *Educational Assessment, Evaluation and Accountability*, *26*(1), 51-72. doi:10.1007/s11092-013-9181-y
- Kapa, R., & Gimbert, B. (2018). Job satisfaction, school rule enforcement, and teacher victimization. *School Effectiveness and School Improvement*, *29*(1), 150-168.
doi:10.1080/09243453.2017.1395747
- Kelchtermans, G. (2017). 'Should I stay or should I go?' Unpacking teacher attrition/retention as an educational issue. *Teachers and Teaching*, *23*(8), 961-977.
doi:10.1080/13540602.2017.1379793
- Kersaint, G., Lewis, J., Potter, R., & Meisels, G. (2007). Why teachers leave: Factors that influence retention and resignation. *Teaching and Teacher Education*, *23*(6), 775-794.
doi:https://doi.org/10.1016/j.tate.2005.12.004

- Khalifa, M. (2012). A re-new-ed paradigm in successful urban school leadership:Principal as community leader. *Educational Administration Quarterly*, 48(3), 424-467.
doi:10.1177/0013161x11432922
- Klijn, E.-H. (2008). Governance and governance networks in Europe. *Public Management Review*, 10(4), 505-525. doi:10.1080/14719030802263954
- Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal*, 53(5), 1411-1449. doi:10.3102/0002831216667478
- Kurland, H. (2019). School leadership that leads to a climate of care. *International Journal of Leadership in Education*, 22(6), 706-730. doi:10.1080/13603124.2018.1529818
- Lambersky, J. (2016). Understanding the human side of school leadership: Principals' impact on teachers' morale, self-efficacy, stress, and commitment. *Leadership and Policy in Schools*, 15(4), 379-405. doi:10.1080/15700763.2016.1181188
- Lee, A., Lyubovnikova, J., Tian, A. W., & Knight, C. (2020). Servant leadership: A meta-analytic examination of incremental contribution, moderation, and mediation. *Journal of Occupational and Organizational Psychology*, 93(1), 1-44. doi:10.1111/joop.12265
- Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in china: Testing a mediated-effects model. *Educational Administration Quarterly*, 54(4), 501-528. doi:10.1177/0013161x18769048
- Madera, J. M., King, E. B., & Hebl, M. R. (2012). Bringing social identity to work: the influence of manifestation and suppression on perceived discrimination, job satisfaction, and turnover intentions. *Cultural Diversity and Ethnic Minority Psychology*, 18(2), 165-170.
doi:10.1037/a0027724

- Mancuso, S. V., Roberts, L., & White, G. P. (2010). Teacher retention in international schools: The key role of school leadership. *Journal of Research in International Education, 9*(3), 306-323. doi:10.1177/1475240910388928
- Marshall, C., & Rossman, G. B. (2016). *Designing qualitative research*
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370-396. doi:10.1037/h0054346
- Masum, A. K. M., Azad, M. A. K., Hoque, K. E., Beh, L.-S., Wanke, P., & Arslan, O. (2016). Job satisfaction and intention to quit: an empirical analysis of nurses in Turkey. *PeerJ, 4*, e1896.
- Meuser, J. D., Gardner, W. L., Dinh, J. E., Hu, J., Liden, R. C., & Lord, R. G. (2016). A network analysis of leadership theory: The infancy of integration. *Journal of Management, 42*(5), 1374-1403. doi:10.1177/0149206316647099
- Miller, P. H. (2011). *Theories of developmental psychology* (5 ed.). New York, NY: Worth Publishers.
- MoES. (2013). *Guidelines for establishing, licensing, registering and classification of private schools/institutions in Uganda*. Kampala Uganda: Ministry of Education and Sports
Retrieved from
<http://www.education.go.ug/data/mreports/81/GUIDELINES%20FOR%20ESTABLISHING,%20LICENSING,%20REGISTERING%20AND%20CLASSIFICATION%20OF%20PRIVATE%20SCHOOLS/INSTITUTIONS%20IN%20UGANDA.html>.
- MoES. (2014). *Teacher issues in Uganda: A shared vision for an effective teachers' policy*. Kampala: MoES.

- MoES. (2017). *Education Abstract*. Kampala Uganda: Ministry of Education and Sports
Retrieved from <http://www.education.go.ug/wp-content/uploads/2019/08/Abstract-2017.pdf>.
- MoES. (2017). MoES About the ministry. Retrieved from
<http://www.education.go.ug/#eluid49b9abd>
- MoES. (2019). *A regulatory impact assessment (RIA) report for the national school of health policy*. Kampala Uganda: Ministry of Education and Sports.
- MoH. (2017). *Adolescent health risk behaviors in Uganda: A national cross sectional study*.
Kampala Uganda The Republic of Uganda
- Morgan, C., Bowling, M., Bartram, J., & Lyn Kayser, G. (2017). Water, sanitation, and hygiene in schools: Status and implications of low coverage in Ethiopia, Kenya, Mozambique, Rwanda, Uganda, and Zambia. *International Journal of Hygiene and Environmental Health*, 220(6), 950-959. doi:<https://doi.org/10.1016/j.ijheh.2017.03.015>
- Mugizi, W., Tumuhaiseand, G., Samanya, B., & Dafiewhare, A. O. (2019). Leadership styles and retention of teachers in private primary schools in Bushenyi-Ishaka Municipality, Uganda. *Open Journal of Leadership*, 8(4), 167.
- Munro, J. H. (2017). *Roundtable viewpoints: Educational leadership*: McGraw-Hill Education.
- OECD. (2016). *Educational research and innovation education governance in action: Lessons from case studies*. Paris, FRANCE: Organization for Economic Cooperation & Development.
- Okpala, P. (2020). Increasing access to primary health care through distributed leadership. *International Journal of Healthcare Management*, 1-6.
doi:[10.1080/20479700.2020.1719463](https://doi.org/10.1080/20479700.2020.1719463)

- Omoeva, C., & Gale, C. (2016). Universal, but not free: Household schooling costs and equity effects of Uganda's Universal Secondary Education policy. *International Journal of Educational Development*, 50, 41-50. doi:<https://doi.org/10.1016/j.ijedudev.2016.05.007>
- Online etymology dictionary. (2001). Retrieved from <https://www.etymonline.com/>
- Ortaçtepe, D., & Akyel, A. S. (2015). The Effects of a professional development program on english as a foreign language teachers' efficacy and classroom practice. *TESOL Journal*, 6(4), 680-706. doi:[doi:10.1002/tesj.185](https://doi.org/10.1002/tesj.185)
- Para-González, L., Jiménez-Jiménez, D., & Martínez-Lorente, A. R. (2018). Exploring the mediating effects between transformational leadership and organizational performance. *Employee Relations*, 40(2), 412-432. doi:[doi:10.1108/ER-10-2016-0190](https://doi.org/10.1108/ER-10-2016-0190)
- Parkay, F. W., Anctil, E. J., & Hass, G. (2014). *Curriculum Leadership Readings for Developing Quality Educational Programs* (10th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- Perryman, J., & Calvert, G. (2019). What motivates people to teach, and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies*, 1-21. doi:[10.1080/00071005.2019.1589417](https://doi.org/10.1080/00071005.2019.1589417)
- Podolsky, A., Kini, T., Darling-Hammond, L., & Bishop, J. (2019). Strategies for attracting and retaining educators: What does the evidence say? *education policy analysis archives*, 27, 38. doi:[10.14507/epaa.27.3722](https://doi.org/10.14507/epaa.27.3722)
- Pryor, J., Akyeampong, K., Westbrook, J., & Lussier, K. (2012). Rethinking teacher preparation and professional development in Africa: an analysis of the curriculum of teacher education in the teaching of early reading and mathematics. *Curriculum Journal*, 23(4), 409-502. doi:[10.1080/09585176.2012.747725](https://doi.org/10.1080/09585176.2012.747725)

- Reeves, T. D., & Lowenhaupt, R. J. (2016). Teachers as leaders: Pre-service teachers' aspirations and motivations. *Teaching and Teacher Education, 57*, 176-187.
doi:<https://doi.org/10.1016/j.tate.2016.03.011>
- Richardson, P. W., Karabenick, S. A., & Watt, H. M. G. (2014). *Teacher motivation : Theory and practice*. London, United Kingdom: Routledge.
- Rizwan, M., Asad Afzal, H., Shahid, A. U., Rizwan Qaiser, D., Nauman, A., & Jawad, S. (2017). Antecedents of job turnover in educational sector of Pakistan. *International Journal of Organizational Leadership, 6*(1), 89-101.
doi:<http://dx.doi.org/10.19236/IJOL.2017.01.07>
- Roch, C. H., & Sai, N. (2016). Charter school teacher job satisfaction. *Educational Policy, 31*(7), 951-991. doi:10.1177/0895904815625281
- Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal, 50*(1), 4-36. doi:10.3102/0002831212463813
- Ross, E. (2013). The role of small NGOs: Building quality international education. *Harvard International Review, 35*(1), 40-44.
- Ruff, R. R. (2016). The impacts of retention, expenditures, and class size on primary school completion in Sub-Saharan Africa: A cross-national analysis. *International Journal of Education Policy and Leadership, 11*(8). doi:10.22230/ijepl.2016v11n8a606
- Sandoval, J. M., Challoo, L., & Kupczynski, L. (2011). The relationship between teachers' collective efficacy and student achievement at economically disadvantaged middle school campuses. *i-Manager's Journal on Educational Psychology, 5*(1), 9.
- Shahzad, S., Hukamdad, Ali, R., & Saeed, S. (2016). The effects of teachers' lexical competency on students learning outcomes. *Journal of Research in Social Sciences, 4*(2), 91.

- Shann, M. H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, 92(2), 67-73.
doi:10.1080/00220679809597578
- Shirin, A. V. (2015). Is servant leadership inherently Christian? *Journal of Religion and Business Ethics*, 3(1)
- Smith, R. F. I. (2017). Governance. *South Asia: Journal of South Asian Studies*, 40(2), 323-326.
doi:10.1080/00856401.2017.1294236
- Spies, L. A., Gray, J., Opollo, J. G., Mbalinda, S., Nabirye, R., & Asher, C. A. (2018). Transformational leadership as a framework for nurse education about hypertension in Uganda. *Nurse Education Today*, 64, 172-174.
doi:https://doi.org/10.1016/j.nedt.2018.02.009
- Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). Towards a theory of leadership practice: a distributed perspective. *Journal of curriculum studies*, 36(1), 3-34.
doi:10.1080/0022027032000106726
- Steinke, P. L. (2006). *Healthy congregations: A systems approach*. Herdon, VA: The Alban Institute.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *education policy analysis archives*, 27, 35. doi:10.14507/epaa.27.3696
- Symeonidis, V. (2015). The status of teachers and the teaching profession: A study of education unions' perspectives. *Brussels: Education International, Research Institute*.
- Tang, H.-W. V., Yin, M.-S., & Nelson, D. B. (2010). The relationship between emotional intelligence and leadership practices: A cross-cultural study of academic leaders in

- Taiwan and the USA. *Journal of Managerial Psychology*, 25(8), 899-926.
doi:doi:10.1108/02683941011089143
- Tembe, J. (2006). Teacher training and the English language in Uganda. *TESOL Quarterly*, 40(4), 857-860. doi:10.2307/40264317
- Thomas, C. R. (2013). *The effect of teacher-support programs on teacher attrition in a rural pre-kindergarten through twelfth grade public school system.* (3557776 Ed.D.), Walden University, Ann Arbor. Retrieved from <http://ezproxy.liberty.edu/login?url=https://search.proquest.com/docview/1346230994?accountid=12085>
- Thomas, L., Tuytens, M., Devos, G., Kelchtermans, G., & Vanderlinde, R. (2018). Transformational school leadership as a key factor for teachers' job attitudes during their first year in the profession. *Educational Management Administration & Leadership*, 48(1), 106-132. doi:10.1177/1741143218781064
- Tse, H. H. M., & Chiu, W. C. K. (2014). Transformational leadership and job performance: A social identity perspective. *Journal of Business Research*, 67(1), 2827-2835.
doi:<https://doi.org/10.1016/j.jbusres.2012.07.018>
- Türker, K. (2016). A model to explain teacher leadership: The effects of distributed leadership model, organizational learning and teachers' sense of self-efficacy on teacher leadership. *Egitim ve Bilim*, 41(183).
- University, L. (2018). Qualitative disseration template. Lynchbug, VA: Liberty Univeristy.
- Urick, A. (2016). The influence of typologies of school leaders on teacher retention: A multilevel latent class analysis. *Journal of Educational Administration*, 54(4), 434-468.
doi:10.1108/JEA-08-2014-0090

- Valeriu, D. (2017). The significance of emotional intelligence in transformational leadership for public universities. *Euromentor Journal*, 8(1), 35-51.
- van Manen, M. (2016a). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. New York, NY: Routledge.
- van Manen, M. (2016b). *Researching lived experience: Human science for an action sensitive pedagogy* (Second ed.). New York, NY: Routledge.
- Wamala, R., & Seruwagi, G. (2013). Teacher competence and the academic achievement of sixth grade students in Uganda. *Journal of International Education Research*, 9(1), 83.
- Warrick, D. D. (2011). The urgent need for skilled transformational leaders: Integrating transformational leadership and organization development. *Journal of Leadership, Accountability and Ethics*, 8(5), 11-26.
- Wasberg, G. D. (2013). *Differentiation of self and leadership effectiveness in Christian clergy: A mixed methods study*. (Doctoral Dissertation), Capella University, Ann Arbor. Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3602885)
- Waterhouse, L. (2014a). Multiple intelligences, the mozart effect, and emotional intelligence: A critical review In F. W. Parkay, E. J. Anctil, & G. Hass (Eds.), *Curriculum Leadership: Readings for developing quality educational programs* Upper Saddle River, NJ: Pearson
- Waterhouse, L. (2014b). Multiple intelligences, the mozart effect, and emotional intelligence: A critical review *Curriculum Leadership: Reading for Developing Quality Educational Programs*. Upper Saddle River, NJ: Pearson
- Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership:A review of the literature. *Review of Educational Research*, 87(1), 134-171.
doi:10.3102/0034654316653478

- West, J. L. (2016). An analysis of emotional intelligence training and pastoral job satisfaction. *Journal of Pastoral Care & Counseling*, 70(4), 228-243. doi:10.1177/1542305016680629
- Whipp, J. L., & Geronime, L. (2015). Experiences that predict early career teacher commitment to and retention in high-poverty urban schools. *Urban Education*, 52(7), 799-828. doi:10.1177/0042085915574531
- Winnard, N. J. (2017). *The role of divisional principals in teacher retention in east African international schools*. (10618167 Ed.D.), University of Southern California, Ann Arbor. Retrieved from <http://ezproxy.liberty.edu/login?url=https://search.proquest.com/docview/1952896941?accountid=12085>
- Witzel, M. (2006). Fredrick I. Herzberg. In M. Witzel (Ed.), *Encyclopedia of the history of American management*. London, UK: Continuum.
- Wiyono, B. B. (2018). The effect of self-evaluation on the principals' transformational leadership, teachers' work motivation, teamwork effectiveness, and school improvement. *International Journal of Leadership in Education*, 21(6), 705-725. doi:10.1080/13603124.2017.1318960
- Wood, J. C. M. (2008). *The impact of globalization on education reform: A case study of Uganda*. (3307946 Ph.D.), University of Maryland, College Park, Ann Arbor. Retrieved from <http://ezproxy.liberty.edu/login?url=https://search.proquest.com/docview/230866352?accountid=12085>

- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research, 74*(3), 255-316.
doi:10.3102/00346543074003255
- Yost, D. S. (2006). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly, 33*(4), 59-76.
- Young, C. J. (2013). Transformational learning in ministry. *Christian Education Journal, 10*, 322+.
- Young, S. (2018). Teacher retention and student achievement: How to hire and retain effective teachers. *Delta Kappa Gamma Bulletin, 84*(3), 16-21.

APPENDIX A: IRB APPROVAL LETTER**LIBERTY UNIVERSITY**
INSTITUTIONAL REVIEW BOARD

July 31, 2020

Jomo Thomas
James Swezey

Re: IRB Approval - IRB-FY19-20-448 A PHENOMENOLOGICAL STUDY ON TEACHER PERCEPTIONS OF THE INFLUENCE OF GOVERNANCE ON TEACHER RETENTION IN UGANDAN PRIVATE PRIMARY CHRISTIAN SCHOOLS

Dear Jomo Thomas, James Swezey:

We are pleased to inform you that your study has been approved by the Liberty University Institutional Review Board (IRB). This approval is extended to you for one year from the date of the IRB meeting at which the protocol was approved: July 31, 2020. If data collection proceeds past one year, or if you make modifications in the methodology as it pertains to human subjects, you must submit an appropriate update submission to the IRB. These submissions can be completed through your Cayuse IRB account.

Your study falls under the expedited review category (45 CFR 46.110), which is applicable to specific, minimal risk studies and minor changes to approved studies for the following reason(s):

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your stamped consent form can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. This form should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document should be made available without alteration.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

APPENDIX B: ADMINISTRATOR RECRUITMENT LETTER

October 5, 2019

Headteacher or Administrator

Dear School, Headteacher

As a graduate student in the School of Education at Liberty University I am conducting research as part of the requirements for a Doctorate in Education Curriculum and Instruction. The title of my research project is A Phenomenological Study on Teacher Perceptions of The Influence of Governance on Teacher Retention in Ugandan Private Primary Christian Schools. The purpose of my research is to discover how leadership at various levels influence teacher retention in Uganda private primary Christian schools.

I am writing to request your permission to utilize your list of primary teachers at your school site to recruit participants for my research.

Participants will be asked to go the webpage provided and click on the link provided/complete the attached survey, and once they have completed the survey participants will be provided with information contact me to schedule an interview. The data will be used to facilitate an increase in understanding of the how teachers perceive multilevel influence on teacher retention for private primary Christian School Teachers.

Participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time without the fear of retribution from myself or anyone member of Liberty University.

Thank you for considering my request. If you choose to grant permission, please provide a signed statement on official letterhead indicating your approval or respond by email to jthomas89@libert.edu. A permission letter document is attached for your convenience.

Sincerely,

Jomo Z.M. Thomas II

Doctoral student at Liberty University

APPENDIX C: TEACHER RECRUITMENT LETTER

Teacher Recruitment Letter

Dear [Recipient]:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The purpose of my research is to understand teachers' perceptions on the effects of governance on teacher retention in private primary Christian schools in Uganda. I am writing to invite eligible participants to join my study.

Participants must be a minimum of 25 years of age and have the minimum requirements to provide educational services at the level they are instructing per the Ministry of Education and Sports (MoES) educational criteria. In addition, each schoolteacher will need to have completed a minimum of three years of experience teaching in a Primary Christian School. For this study I will be selecting between 12-16 participants. Participants, if willing, will be asked to

- Complete an online Questionnaire which should take approximately 15-30 min.
- Participate in a 1:1 interview via web video. The process should take between 1-1 ½ hours.
- Participate in a focus group interview with other study participants. The process should take between 1-1 ½ hours. This part of the process is also voluntary.

Names and other identifying information will be requested as part of this study, but the information will remain confidential.

A consent document is attached to this letter. The consent document contains additional information about my research. To participate, you will need to sign and return the consent document, before proceeding forward with the study. You may return the signed consent form using one of several methods

- Email at [REDACTED]
- You may take a picture of the signed consent and attach it via face book messenger (Jomo Z.M. Thomas II)
- You may take a picture of the signed consent and attach it via Whats App @ [REDACTED] (Jomo Thomas)
- You may take a physical copy to the Caritha Roybal Jr School located in Wakiso District Uganda and they can be contacted at [REDACTED].

Once I receive your signed consent form, I will contact you to schedule your interview and email you the instructions to complete the questionnaire.

Participants who complete the study will receive \$15.00 US dollar visa gift card. To receive your \$15.00 US dollar gift card please provide me with one of the following Email address, cash app payment method or your physical mailing address.

Sincerely,

Jomo Thomas
Ph.D. Candidate
Department of Education
Liberty University
[REDACTED]

After you have read, signed and turned in the consent form, you will be directed to completed the online survey form; please click the <https://www.surveymonkey.com/r/CARITHAED> to proceed to the survey.

APPENDIX D: TEACHER RECRUITMENT FLYER

Research Participants Needed

A PHENOMENOLOGICAL STUDY ON TEACHER PERCEPTIONS OF THE INFLUENCE OF GOVERNANCE ON TEACHER RETENTION IN UGANDAN PRIVATE PRIMARY CHRISTIAN SCHOOLS

- Are you 25 years of age or older?
 - Do you meet the minimum requirements to provide primary educational services at the level you are instructing per the MoES educational criteria?
 - Are you currently teaching at a Christian Primary School?
 - Do you have three years or more experience teaching at a Primary Christian School?
- If you answered yes to all of these questions, you may be eligible to participate in an educational research study.

The purpose of the research is to understand teachers' perceptions on the effects of governance on teacher retention in private primary Christian schools in Uganda. Participants, if willing, will be asked to

- Complete an online Questionnaire which should take approximately 15-30 min.
- Participate in a 1:1 interview via web video. The process should take between 1-1 ½ hours.
- Participate in a focus group interview with other study participants. The process should take between 1-1 ½ hours. This part of the process is also voluntary.

Names and other identifying information will be requested as part of this study, but the information will remain confidential.

Participants who complete the study will receive a \$15.00 US dollar visa gift card.

The study will take place online utilizing Zoom web-based technology.

To participate, please contact the researcher using the information provided below.

Jomo Z.M. Thomas II, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Please contact Jomo Thomas at [REDACTED] or [REDACTED] for more information. You may also contact Jomo Thomas via Facebook messenger or WhatsApp.

APPENDIX E: CONSENT FORM

Consent

Title of the Project: A Phenomenological Study on Teacher Perceptions of the Influence of Governance on Teacher Retention in Ugandan Private Primary Christian School

Principal Investigator: Jomo Z.M. Thomas II, Ph.D. (C), Liberty University

Invitation to be Part of a Research Study

You are invited to be in a research study on teacher perceptions of the influence of governance on teacher retention in Uganda private primary Christian schools. You were selected as a possible participant because you are at least 25 years of age and have a minimum of 3 years of primary teaching experience in a private Christian school.

I ask that you read this form and ask any questions you may have before agreeing to be in the study.

What is the study about and why is it being done?

The purpose of the study is to discover how governance influences primary school teacher perceptions on teacher retention in Uganda private Christian schools.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following things:

1. Respond to a confidential questionnaire that should take 15-30 minutes.
2. Participate in a one-on-one interview that should last between an hour to hour and a half. This interview will be audio and video recorded.
3. You will be invited to participate in a focus group interview with other teachers in this study. If you choose to participate, the interview should last about an hour to hour and a half. The interview will be audio and video recorded.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include Christian schoolteachers and administrators gaining a better understanding of how leadership at various levels impact teachers and their desires to remain as teachers in Christian schools.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. Data collected from you may be shared for

Liberty University
IRB-FY19-20-448
Approved on 7-31-2020

use in future research studies or with other researchers. If data collected from you is shared, any information that could identify you, if applicable, will be removed before the data is shared.

- Responses to the questionnaire will be kept confidential. Questionnaires that are physically completed versus online will be stored in a locked file cabinet and will be destroyed three years after the completion of the study. Participants will be assigned a pseudonym to protect his/her identity. Printed transcripts of interviews will be stored in a locked file cabinet and will be destroyed three years after the completion of the study.
- Information stored on the researcher's computer will only be accessed by the researcher and the computer can only be unlocked by a password. All electronic data will be deleted three years after the completion of the study.
- Interviews and the focus group will be recorded. Audio and video recordings will only be accessed by the researcher. The recordings will be erased three years after the completion of the study.
- Participation in a focus group will limit confidentiality since the researcher cannot assure participants that other members of the group will maintain their confidentiality and privacy.

How will you be compensated for being part of the study?

Participants will receive a \$15 visa gift card for participating in this study.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University, Dr. Caritha Education Foundation; Caritha Roybal Jr. School; Godfrey Educational Centre; Nippon Nursery & Primary School; St. Paul Primary School or the Wings Junior School. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Jomo Thomas. You may ask any questions you have now. If you have questions later, you are encouraged to contact her at [REDACTED]. You may also contact the researcher's faculty advisor, Dr. James Swezey at [REDACTED].

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Liberty University
IRB-FY19-20-448
Approved on 7-31-2020

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to audio-record/video-record me as part of my participation in this study.

Signature of Participant

Date

Signature of Investigator

Date

Liberty University
IRB-FY19-20-448
Approved on 7-31-2020

APPENDIX F: SCHOOL SITE INTERNET PERMISSION LETTER

user



[Telephone]
Carithaedfoundation.org

6/11/2020

To
JOMO Z.M. THOMAS II

To Whom It May Concern

RE: PERMISSION TO USE SCHOOL INTERNET

On behalf of Dr. Caritha Education Foundation, sponsor of the Caritha Roybal school in Uganda, I hereby grant your research participants access to use the school internet service if needed for audio and video communication. They will be permitted to use one of the classrooms and computers during the research study.

Thank you.

Sincerely,

Dr. Colleen McIntosh

Vice President of the Dr. Caritha Education Foundation

APPENDIX G: QUESTIONNAIRE

QUESTIONNAIRE

Teacher Perceptions of The Influence of Governance on Teacher Retention in Private Primary Christian Schools in Uganda

Instructions: Please answer by either checking the box(es) or writing in a response in the space provided.

- A. Name: _____
- B. Age: 25-30 years 31-35 years 36-40 years 41+ years
- C. Marital Status: single married divorced other
- D. Highest degree earned: Certificate Diploma Bachelors Masters
- E. How many years of experience do you have teaching in Christian primary school(s)?
fewer than 3-4 yrs. 5-9 yrs. 10-15 yrs. 16-20 yrs. 21+ yrs.
- F. Are you currently teaching full-time? Yes No
- G. How many years have you been teaching at this current Christian school?
 3-4 yrs. 5-9 yrs. 10-15 yrs. 16-20 yrs. 21+ yrs.
- H. Do you have experience teaching in Government schools? No Yes (if yes How
many years? 3-4 yrs. 5-9 yrs. 10-15 yrs. 16-20 yrs. 21+ yrs.
- I. In your years of teaching experience, what class level(s) have you taught? Tick all that
apply. Nursery Lower Primary (P.1-P.3) Middle Primary (P.4-P.5)
 Upper Primary (P.6-P.7)
- J. What grade level do you currently teach?

- Nursery Lower Primary (P.1-P.3) Middle Primary (P.4-P.5)
- Upper Primary (P.6-P.7)

Answer Questions in writing.

1. What are the reasons you entered the field of teaching?

Click or tap here to enter text.

2. How have your original purposes for becoming a teacher changed or deepened since you started teaching?

Click or tap here to enter text.

3. How would you describe your ideal career growth path as a teacher?

Click or tap here to enter text.

4. What is your experience with how the current educational leadership systems influence career growth as a primary teacher?

Click or tap here to enter text.

5. If you were leading the educational system you are in what changes would you make that you believe would increase teacher retention at the primary level?

Click or tap here to enter text.

6. Explain what it would require for you to reach your full potential as a primary teacher in your educational system?

Click or tap here to enter text.

APPENDIX H: INDIVIDUAL INTERVIEW QUESTIONS.

1. How would you describe the MoES leadership practices?
2. How would you describe your district leadership practices?
3. Describe your headteacher's leadership style?
4. What ways do you believe the MoES demonstrates appreciation for you as a teacher?
5. What ways do you believe the local level leadership demonstrates appreciation for you as a teacher?
6. How do you view the interaction between the MoES, district level leadership and school level leadership?
7. What are your feelings about your responsibilities within your current school settings?
8. In what ways does the school level leadership support your growth and development as a teacher?
9. What are your thoughts about the current school policies and whether they support your role as a teacher?
10. Describe your relationship with your peers?
11. Explain how having the ability to practice your faith at work influences your desires to stay in in the field of teaching?
12. How does the MoES and its practices influence your desire to continue teaching?

13. In what ways does the district leadership and its practices influence your desire to continue teaching?

14. In what ways does the school level leadership influence your desire to continue teaching?

15. What are your thoughts feelings about your salary?

APPENDIX I: FOCUS GROUP QUESTIONS

1. How does your current leadership structures support teacher growth and retention at the primary level?
2. What is your experience with your district leadership and their support of primary school teachers?
3. In what ways can school level leadership bring stability to the field of primary educators?
4. What is your experience with the MOES and its support of primary school teachers?
5. How do you view the interaction between the MoES, district level leadership and school level leadership?
6. What are your feelings about your salary?

