Recruitment Methods and Teacher Retention in Private Secondary Schools in Kampala District

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ABSTRACT: This study investigated the relationship between recruitment methods and Teacher retention in the private secondary schools in Kampala District. Specifically, the study sought to: find out the relationship between external sourcing; internal sourcing; head hunting and Teacher retention in the private secondary schools in Nakawa division. The study used a cross-sectional survey research design, adopting both quantitative and qualitative approaches. The researcher used a sample of 122 respondents. Simple random sampling and purposive sampling were used. Methods of data collection were questionnaires and interviews. Pearson's correlation co-efficient was used to determine whether there is linear relationship between recruitment methods and Teacher retention in the private secondary schools in Nakawa division. Qualitative data were analyzed by quotation and paraphrasing. Findings of the study revealed that external sourcing; internal sourcing and head hunting significantly affected Teacher retention in the private secondary schools in Nakawa division. Basing on such study findings, the study concluded that external sourcing; internal sourcing and head hunting had a positive relationship with Teacher retention in the private secondary schools in Nakawa division. The study recommended that; the school Administration and human resource staff should make the recruitment message more appealing because it is important that the information in the recruitment message will be described more appealing; The Personnel Policy and Procedure manual of the school should be revisited so that it should be clear and understandable to everyone i.e. recruitment Systems should be put in place and be adhered to.

Keywords : Recruitment Methods; Teacher Retention; Private Secondary Schools; Kampala District ; Teachers ; Recruitment

1.1 Introduction

Many organizations have now recognized that human resources play an important role in gaining a competitive advantage in today's highly competitive global business environment (Mello, 2007). While all aspects of managing human resources are important, employee retention continues to be an essential Human Resource Management activity that helps organizations in their quest to achieve their goals and objectives. As a result of its links to organizational performance, employee retention is a key concern for practitioners in the public and private sectors (Meier & Hicklin, 2007; Mello, 2007). This study investigated the relationship between recruitment methods and Teacher retention in the private secondary schools in Kampala District. In this study, the recruitment methods were limited to external sourcing, internal sourcing and head hunting. This chapter presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, conceptual framework, scope of the study, the significance, justification of the study and operational definition of terms and concepts.

1.2 Background to the Study

1.2.1 Historical Background

Employee retention strategies have been the subject of research for many decades. Many related studies have been put forward to address the causes of employee turnover, factors related to job satisfaction and dissatisfaction, sources of employee motivation and performance management (Cotton & Tuttle, 1986). The human resource departments have always been confronted with the problem of turnover and experimented with various strategies to solve the problem with equally varied levels of success. Pockets of success experienced in organizations as a result of the application of some of the past research findings are still widely debated and criticized as not being workable elsewhere (Cotton & Tuttle, 1986).

Recruitment and retention of employees has been a concern for employers for many decades (Meier & Hicklin, 2007). However, employee recruitment and retention has taken on a new face as employers realize the methods used to attract and retain previous generations are not as effective today with the younger generation. Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005).

Private schools in Uganda emerged as the independent private schools. These types of schools were pioneered by Ssebanja Mukasa and Ernest Balintuma Kalibbala. The first Private school was opened in 1925 but they gradually increased in number by 1940s (Ssekamwa & Lugumba, 1973). From the 1990s, the government of Uganda decided to liberalize the economy, as a result many private individuals and organisations decided to invest in the establishment of schools. This study therefore investigated how recruitment methods affect Teacher retention in private secondary schools in Kampala District.

1.2.2 Theoretical Background

This study was guided by the Equity theory (Adams, 1965). According to Equity theory (Adams, 1965) intentions stay or leave is influenced by the extent to which individuals perceive they are treated equitably when compared with others in the same domain.

The equity theory argues that employees seek to maintain equity between the input that they bring into a job (e.g. education, time, experience, commitment, and effort) and the outcome they receive from it (e.g. promotion, recognition, increased pay) against the perceived inputs and outcomes of other employees. Equity theory assumes that individuals who perceive themselves as either under-rewarded or over rewarded will experience distress, and that this leads to efforts to restore equity within the organisation. Failing to find any, Messmer, (2000) argues that they may behave in ways that harm the organisation: For example, they may quit the organisation or if they stay, they may react by withholding effort in order to restrict output or lower quality, or embark on deliberate sabotage of equipment.

The theory proposes that, if two individuals in the same domain are doing equal work, they should be given equal pay, treatment and promotion. If not, one individual will experience distress and this distress will lead to efforts to restore equity in the relationship (Evans, 1998). The theory focuses on determining whether distribution of resources is fair to both individuals. Individuals or groups do not have to receive equal benefits or make equal contributions, as long as they perceive the ratio between benefits and contributions to be similar.

1.2.3 Conceptual Background

Schuler and Jackson (2006) define retention as everything an employer does to encourage qualified and productive employees to continue working for the organization. The main objective of retention is to reduce unwanted voluntary turnover by valuable people in the organization. Employee retention means to motivate people to stay within the organization, to motivate employees to keep their relationships with employers. At the base of all the tools and strategies of retention is the relationships built between the employees and employers and among the employees themselves. If these relationships are not perfectly understood or are neglected, then no strategy can help to retain the employees. In other words, each strategy should be applied taking into consideration these relationships.

Carrell, Elbert, Hatfield, Grobler, Marx and van der Schyf, (1998) defines recruitment as a process of acquiring applications of available candidates qualified to fill vacant positions of an organization, while Werther and Davis (1996) regard recruitment as the process of finding and attracting capable applicants for employment.

External sourcing is a method of recruitment that conducts an employee candidate search through external recruitment tools, such as job boards, newspaper advertisements and trade publication announcements (Ivancevich, 2010). This method favors bringing in job candidates that may or may not have direct experience in your small business' line of work; a candidate within a satellite field may offer a fresh, out-of-the-box perspective to the organization.

Armstrong (2009) defines external sourcing as a recruitment method also used when the open position is not able to be filled by a current employee because of the technicality or specialty of the position. Small Business recommends that you know exactly what type of job candidate you are looking for before advertising the position and accepting resumes.

Internal sourcing is the practice of advertising a new or recently vacated position within a business to existing employees (Armstrong, 2009). More businesses have come to use internal sourcing as a method to recruit employees upward or laterally within the company because little or no training is needed, and expenses that include advertising for a new employee and running background checks are spared. It also fosters loyalty and parity among team members.

According to Ivancevich (2010) Headhunting is a specialised recruitment service used to source candidates for senior, executive or other highly specialised positions in organizations. The method usually involves commissioning a third-party organization, typically an executive search firm but possibly a standalone consultant, to research the availability of suitable candidates working for competitors or related businesses. Having identified possible recruits that match the client's requirements, the executive search firm may act as an intermediary to investigate whether the individual might be interested in moving to a new employer and also carry out initial screening of the candidate, negotiations on remuneration, and the employment contract.

1.2.4 Contextual Background

Nakawa Division lies in the eastern part of the city, bordering Kira Town to the east, Wakiso District to the north, Kawempe Division to the northwest, Kampala Central Division to the west, Makindye Division across Murchison Bay to the southwest and Lake Victoria to the south. The coordinates of the division are: 0°20'00.0"N, 32°37'00.0"E (Latitude: 0.333333; Longitude: 32.616667). The division covers an area of approximately 47.45 square kilometres (18.32 sq mi).

At the time of this study, Nakawa Division is comprised of a total of 2 government-aided secondary schools and 14 private owned secondary schools registered by the Ministry of Education and Sports. However teacher attrition rates in these schools are high. In 2009-2012, the average teacher turnover rate in secondary schools in the Kampala District was nearly 23 percent ranging from a high of 49 percent to a low of 8 percent (Vantage Communications, 2013). Therefore this study was undertaken to investigate the extent to which recruitment methods impact Teacher retention private secondary schools in Kampala District.

1.3 Statement of the Problem

Teachers are the fulcrum on which the lever of educational system rests (Achimugu, 2005). Uganda government is committed to reform secondary school educational curriculum by providing educational hardware such as infrastructure, furniture and teachers and software such as instructional materials and revised curriculum (Bitamazire, 2005). In addition, schools provide training and learning opportunities, Competitive rewards Innovative Human Resource programs and practices for their employees. However despite these strategies, the rate at which teachers leave the schools is significantly higher than the departure rate in other organisations (Minarik, Thornton, & Perreault, 2003). According to Vantage

Communications (2013) 75 per cent (75%) of employees in private secondary schools in Nakawa division have worked for 6 months to three years. Only 25 per cent of employees have worked for more than six years (Ntinda View College Head teacher's report, 2013), which means that the schools are suffering from low employee retention (Smith, 2003). Between 40% and 50% of all teachers in private secondary schools usually leave these schools before five years of teaching thereby resulting in induction crisis (Vantage Communications, 2013). Due to low teacher retention issues, the students' education and time suffers a lot that lead to their dissatisfaction from their studies which impacts school performance as well (Louis, Dretzke, & Wahlstrom, 2010). The end result of this is a continuous recruitment process, which is costly and time-consuming. Therefore, the researcher was prompted to carry out this study with a view of establishing the relationship between recruitment methods and employee Teacher in the private secondary schools in Kampala District.

2.0 Literature Review

2.1 Recruitment Methods and Teacher Retention

In this section literature was reviewed as follows;

The concept of Teacher Retention

Retaining employees is an important goal of every organization. Teacher retention can simply be defined as the strategies put in place by a school to retain its teachers and reduce turnover (Sarma, 2009). Dibble (1999) suggests that retention starts long before a Teacher is recruited, that is, when describing the position intended to be filled. Job descriptions, recruitment, selection and orientation are the imperatives of retention.

Retention is defined as systematic efforts made by employers to build and foster working environment, so as to retain the employees to work for the organization for longer time (Rashmi, 2010). To hire an employee is only the very first step. An organization still has a long way to go, in order to build and strengthen the employment relationship as a basis for Teacher retention.

Musaazi (1982) defined retention as the ability of the school system to keep its staff in their jobs and make them want to stay. Accordingly in order to encourage or persuade staff to remain in the school, the school authorities should establish clear staff policy, clear channel of communication with teachers, encourage teachers' participation in decision making process, provide facilities and equipment needed by teachers, avoid dictatorship, attend to personal and social needs of teachers as well as assign reasonable duties and teaching load to teachers. In light of this fact, therefore, teachers should be given attention and the necessary provisions for enabling and conducive environment for their retention in schools.

Foot and Hook (2008) further emphasize that efforts to maximize retention are consistent with a concern for employees and a desire to make the organizational environment as "sticky" as possible in order to keep employees. People have different reasons to quit their job, which can be categorized as retirement, dismissal or voluntary leave (Winterton, 2004). Retirement and dismissal are heavily influenced by management, while the last represents a personal decision to quit work. However, that personal decision is often caused by factors that are attributable to the organization, mainly through their impact on job satisfaction. Bluedorn (1978) also distinguishes the act of leaving the organization as voluntary or involuntary.

Price and Mueller (1986) characterised the relationship between job satisfaction and intention to leave as mediated through organisational commitment. This model of individual intention to leave has been the basis for a body of research on the antecedents to job satisfaction including the role of person–organisation fit (Kristof, 1996) emotional exhaustion (Meyer, Allen and Smith 1993) and stress (Podsakoff, LePine and LePine, 2007) and the development of new models of turnover which emphasises the importance of external shocks on intention to leave (Lee, Mitchell, Wise and Fireman, 1996; Lee, Mitchell, Holtom, McDaniel and Hill, 1999).

External sourcing and Teacher Retention

External sourcing is the assessment of an available pool of job candidates, other than existing staff, to see if there are any sufficiently skilled or qualified to fill and perform existing job vacancies. It is the process of searching outside of the current employee pool to fill open positions in an organization (Recruitment and employee retention strategies, 2010).

External sourcing means trading in a strategic capability that stems from external sources. As with any recruiting method, hiring from outside an organization instead of promoting from within the company carries many advantages (Sarma, 2009). When an organization recruits externally, it opens the organization up to a larger pool of applicants, which increases its chance of finding the right person for the job; provides an opportunity for a fresh outlook on the industry that a company may need to stay competitive; allows a company to target the key players that may make its competition successful and opens up many opportunities to find experienced and highly-qualified and skilled candidates who will help a company meet its diversity requirements (Sarma, 2009; Rashmi, 2010).

Karsan (2007) wrote that to hire an employee is only the very first step, an organization still has a long way to go, in order to build and strengthen the employment relationship as a basis for employee retention. According to Karsan (2007) and Somaya & Williamson (2008) recruitment and retention of a diversified workforce along with a grounded awareness of generational classes in the workforce provide a variety of angles to explore ways in which individuals might choose to stay with an organization.

Gary (2005) found out that sometimes, companies have to find candidates for opening position from outside sources as well, instead of only internal source. The reason is that it has to depend on company's recruitment strategy at that time. Plus, internal source can't always provide enough personnel from firms' current work force. While Somaya & Williamson (2008) opine that Corporate growth plans can also influence internal sourcing decisions, a fast-growing company may want to fill more jobs from within, but the disruption of back-filling positions and the lack of "bench strength" may compel them to turn to external sourcing. Thus, this study was found a positive relationship between external sourcing and teacher retention in private secondary schools in Nakawa Division in Kampala district.

Internal sourcing and Employee Retention

Internal sourcing is when the business seeks to fill the vacancy from within its existing workforce (Dibble, 1999). Schools may need to turn to internal sourcing when the targeted capabilities do not exist outside the school. This situation can arise with emerging capabilities, for which the internal development is the only option available to the school (Dibble, 1999). It is cheaper and quicker to recruit, people already familiar with the business and how it operates, provides opportunities for promotion with in the business can be motivating and business already knows the strengths and weaknesses of candidates (Winterton, 2004; Podsakoff, LePine and LePine, 2007).

Rashmi (2010) argues that when there are some job vacancies to fill, an internal source is a comfortable option; this can be done through either promotion or transfer. The teacher who has required knowledge and skills for the jobs can be assessed against other external applicants, and the best one will be selected. However according to the Recruitment and employee retention strategies (2010) the decision on whether to hire from within (using internal sourcing) should be based on an organization's needs and the greater talent pool. Some schools with very high internal redeployment rates may gain better advantage from external hires.

Retention and recruitment are not isolated constructs. Some implications are already presented (e.g. recruitment takes place at specific points in the organization and internal recruitment is preferred above sourcing externally). Internal recruitment is a mean for ensuring commitment of employees (Royal, 2001). Tsui & Wu (2005) also stressed the importance for organizations of a long-term and open ended relationship involving loyalty and commitment with the employees, what they call the mutual investment relation. When employees experience long-term investment from employers, they reciprocate with loyalty and contribute much more than simple job performance.

In a study conducted by Breaugh (2008) recruiting from internal sources was proved to carry several benefits. It acts as a great motivator that encourages current employees to improve their performances for better career opportunities. The attrition rate is lower, as the recruitment, selection and induction costs and pending time reduce greatly. Besides, the mutual knowledge between the employee and the organization eliminates major risks associated with new recruit. The transferred or promoted employees also understand company culture, which help them adapt more quickly to the new positions (Rashmi, 2010).

With respect to 'post-hire' outcomes of recruitment sources, it is found that employees who are recruited trough informal channels would generally perform better, are more satisfied and less likely to quit (Breaugh, 2008). These findings belong to studies conducted outside Uganda. Thus, this study established a positive relationship between recruitment methods and teacher retention in private secondary schools in Nakawa Division.

Head hunting and Teacher Retention

According to Finnegan & Richard (2009) headhunting (which is also called 'executive search), is the process of identifying, approaching and encouraging suitable candidates for a particular job. A headhunter starts with an in-depth consultation and a visit to the school or academy in question, meeting with key people and getting a feel for the environment, culture, trajectory, traditions, successes and approaches, and priorities going forward (Beardwell & Claydon, 2007). Once armed with this information, headhunters map out the marketplace to identify and build a list of strong potential candidates, looking at experience and track record, career trajectory, context and alignment to ethos and aims.

With a good brief the role and school can be described in a more exciting and engaging way than a static advert alone and this is not to be underestimated. Headhunted candidates get such good insight that they can judge fully whether a role is right, have all their questions answered and develop a real appetite for the challenge. The result is that they tend to perform very well in the final process (Finnegan & Richard, 2009). Multiple conversations with these candidates enable a relationship to develop in which concerns and questions can be addressed; the process allows an invaluable 'feedback loop' between potential candidates and a school. If particular themes emerge or consistent concerns arise, these can be nipped in the bud helping to ensure a happier outcome for the whole process (Cable & Judge, 1996).

Recruitment is the process of finding and engaging the people an organisation needs. Selection is the part of the recruitment process concerned with deciding which applicants or candidates should be appointed to jobs (Beardwell & Claydon, 2007). For recruitment to become strategic, human resource practitioners must determine and find whom to recruit, where to recruit, what resources to use in recruitment (the web, newspapers, head-hunting, and on-campus),when to recruit and what message to communicate (Breaugh & Starke, 2000).

According to Bates (2003) the main goal of head hunting is about hiring the best talents and keeping the organisation competitive on the job market and retains its best employees. This process helps to set and achieve the right limits.

Finnegan & Richard (2009) found that hiring and retention are related strongly. The process of hiring and training usually answer two questions: "Can the employee do the job?" and "Will the employee do the job?" but neglect the important one: "Will the employee stay?"

Retention should begin during recruitment and selection process. Finnegan & Richard (2009) opine that hiring employees that see the organization and themselves as a good match will reduce largely the chance of sudden leaving in the future. An example of reliable source of recruitment is head hunting through referral from current employees. Referrals tend to be capable person with good performance, because the current employees usually do not recommend a bad one to avoid embarrassment when the referral fails to do the job (Finnegan & Richard 2009).

Schuler and Jackson (2006) argue that, in conjunction with an organization's recruitment and selection efforts, a total compensation system provides pay that is sufficient to attract the right people at the right time for the right jobs and keep them motivated to perform their jobs to the best of their ability. Unless compensation is perceived as internally fair and externally competitive, skilled employees though recruited through head hunt are likely to leave.

Still in line with Finnegan & Richard (2009), Zottoli & Wanous (2000) confirmed that people who are recruited by certain sources (especially the informal employee referrals), possibly possess more accurate information beforehand, which permits a form of self selection based on the fit with the organization . Furthermore, employees who perceive a good fit are more willing to recommend their organization as a good place to work (Cable & Judge, 1996). These findings are by studies conducted outside Uganda. Thus, this study established a positive relationship between head hunting and Teacher retention in private secondary schools in Nakawa Division.

3.0 Methodology

3.1 Research Design

Mouton (1996) refers to Research Design as a tool to enable the researcher to anticipate what the appropriate research decisions should be, so as to maximize the validity of the eventual results. It gives the framework for collecting data and how the study will be conducted. The research design used a cross sectional research survey design. This research design was preferred for this study due to its inexpensiveness, relatively quicker and enhances data collection at a single point in time over a short period (Amin, 2005).

3.2 Population of the Study

According to Bless and Higson-Smith (1995) population is a set of elements that the research focuses on and the results arrived at should be generalized. Therefore, the study population consisted of employees of four (4) four secondary schools of Bukoto High School, Crane High School, Lakeside College Luzira and Ntinda View College. The researcher chose these schools because they included mixed, day and boarding schools hence possess the all characteristics of all private schools in the division. The total population of study was one hundred sixty two (162) respondents. Out of these, one hundred thirty nine (139) were teachers, four (4) Head teachers, eight (8) Deputy Head teachers, eight (8) Directors of Studies, one (1) Division Education officer and two (2) Inspectors of schools.

3.3 Sample Determination and Selection

The researcher used Krejcie and Morgan's (1970) table to determine the sample size out of the target population which gave the sample size. The respondents sampled were given questionnaires and the researcher chose them according to their category for instance the researcher stratified the population by category (Head teachers, Deputy Head teachers, Directors of Studies, Division Education officer and Inspectors of schools).

Table 3.1: Showing Sampling Techniques and Sample Representations of the Study

Category	Target Population	Sample size	Sampling technique
Division Education Officer	1	1	Purposive sampling
Inspector of Schools	2	2	Purposive sampling
Head teachers	4	4	Purposive sampling
Deputy head teachers	8	6	Purposive sampling
Directors of Studies	8	6	Purposive sampling
Teachers	139	103	Simple random sampling
Total	**162**	**122**	

3.4 Sampling Techniques

Source: Kampala Capital City Authority Records

e conducting the study.

35 Data Collection Methods

Data for this research project was collected using questionnaire survey and face to face interviews

3.6 Data Collection Instruments

The instruments used in data collection were questionnaires and interview guide

3.7 Validity and Reliability

3.7.1 Validity

Validity is concerned with the extent to which the research findings represent what is happening in the situation (whether it is a true picture of what is being studied). Leedy and Ormrod (2005) define the validity of a measurement instrument as the extent to which the instrument measures what it is supposed to measure. In this study, Validity of the instruments was established using the both construct and content validity tests. Content validity was established through carrying out pre-testing measures. This was further followed by the validity measurement analysis which was produced by the content validity index computation formulae as suggested below:

$$CVI = \frac{25}{29} \times 100 = 86.2$$

3.7.2 Reliability

Collis and Hussey (2003) purport that reliability is concerned with the findings of the research. The findings can be said to be reliable if the researcher or anyone else repeated the research and obtained the same results. Reliability on the other hand refers to the measure of the degree to which a research instrument yields consistent results on across time and across the various items of the instrument (Sekaran, 2003). Reliability is the extent to which an instrument is predictable, stable, accurate and dependable to yield the same results every time it is administered. In order to assess the reliability of the research instrument, a statistical test for Cronbach's alpha coefficient was performed to determine how indicators correlate among themselves. That way, it was possible to conclude whether indicators on the questionnaire yield consistent results or data after repeated trials (Mugenda & Mugenda, 2003). It ranges from 0 to 1, the more the value was closer to 1, and the more reliable the instrument was in measuring the variables. The reliability there fore was tested to reach for a confident value of at least 0.70 which is acceptable (Amin, 2005).

Table 3.2 : Reliability Statistics Results

	Cronbach's Alpha	Number of Items
External sourcing	.749	4
Internal sourcing	.756	5
Head hunting	.794	7
Teacher retention	.868	6

The reliability statistics shown in table 3.2 reflect high reliability coefficients which indicated that all sub areas had been included in their correct proportions.

3.8 Data Analysis

3.8.1 Quantitative Data Analysis

This is the process of determining what the data mean so that irrelevant information is filtered out, reducing the final information to manageable proportions, Mouton (1996). The researcher collected raw data using questionnaires. Data was edited and coded to deal with errors, omissions and correct them where necessary; numbers were assigned to the questionnaires and entered in the Statistical Package for Social Sciences (computer program). Out of the inputs within the program, descriptive statistics and relational statistics were formulated. The researcher ran descriptive statistics to determine the agreement of respondents through the mean, the degree of divergence of opinions by the respondents through standard deviation and the percentages of respondents and also a Pearson correlation coefficient was conducted to determine the relationship recruitment methods between Teacher retention while Inferential statistics were formulated by running regression analysis and Analysis of Variance (ANOVA).

3.8.2 Qualitative Data Analysis

Data was collected during the interview for presentation and discussion to supplement the quantitative data, Qualitative data analysis utilized words to make narrative statements on how categories or themes of data are related. Once the themes, categories and patterns were established, data was evaluated and analyzed to determine the adequacy, credibility, usefulness and consistency of the information.

4.0 Data Presentation, Analysis and Interpretation

Response Rate

The researcher calculated the response rates of all categories of respondents in order to gauge his efficiency at eliciting data from various groups. The results were presented in Table .

Table:Response rates of the various respondents

Category	Target	Actual	Response rate
Interview	9	7	78%
Questionnaire	100	100	100%
Totals	109	107	98%

Source: **Primary Data**

Table 4.1 reveals that out of 109 respondents targeted, 107 responded making the response rate 98%. Mugenda & Mugenda (1999) suggest that a response rate of 50% or higher is adequate, 60% or higher is good and 70% or above is very good. Therefore the overall response rate of 96% was regarded as very good.

To establish the relationship between external sourcing and Teacher retention in Nakawa division

Table : Showing responses on external sourcing

Statements on External sourcing	Percentage Response (%)						
	SA	A	UD	D	SD	Mean	Std dev
The open positions in this school are advertised in local newspapers	69% (69)	24% (24)	3% (3)	1% (1)	3% (3)	4.55	.857
The open positions in this school are advertised on local Fm radio stations and televisions	60% (60)	28% (28)	8% (8)	3% (3)	1% (1)	4.44	.857
The open positions in this school are advertised on Posters/ notice boards	72% (72)	18% (18)	3% (3)	0% (0)	7% (7)	4.56	.868
The open positions in this school are advertised on internet sites	37% (37)	47% (47)	11% (11)	1% (1)	4% (4)	4.15	.845
School employees get informed about the open positions, and freely introduce it to their friends or relatives	60% (60)	28% (28)	8% (8)	3% (3)	1% (1)	4.44	.857

Source: primary data

The mean scores above one (>3) represents agree while less than three (<3) represents disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

Findings also indicated that majority of the respondents 93(93%) agreed that the open positions in this school are advertised in local newspapers while 4(4%) disagreed and only 3(3%) were neutral. From an interview with one of the deputy head teachers, he reported that *"Many teachers are got through use of newspaper adverts and have applied formally."* This implies that teachers willingly apply thus the level of teacher retention in private secondary schools is likely to improve.

It was established that 88(88%) of the respondents accepted that open positions in this school are advertised on local Fm radio stations and televisions, while 8(8%) remained neutral and only 4(4%) disagreed.

Majority of the respondents 90(90%) accepted that open positions in this school are advertised on Posters/ notice boards while 7(7%) disagreed and only 3(3%) were neutral. This shows that many people are reached to and informed about the vacancies available. From the interviews conducted, one respondent reported;

> *"I saw the advertisement on a poster on a public notice board, with all the details, and then I applied."*

The study showed that 84(84%) of the respondents agreed that open positions in this school are advertised on internet sites, 11(11%) were neutral and only 5(5%) disagreed.

It was established that 88(88%) of the respondents accepted that School employees get informed about the open positions, and freely introduce it to their friends or relatives, while 8(8%) remained neutral and only 4(4%) disagreed.

To examine the relationship between internal sourcing and Teacher retention in Nakawa division

Table : Showing responses on internal sourcing

Statements on internal sourcing	Percentage Response (%)						
	SA	A	UD	D	SD	Mean	Std dev
This school organises Promotional events/ careers Fairs for it's employees	38% (38)	39% (39)	13% (13)	4% (4)	6% (6)	4.01	1.059
This school uses Work placements as a way of filling up vacant positions	32% (32)	43% (43)	12% (12)	10% (10)	3% (3)	3.91	1.055
Vacancies available in this school are advertised internally	46% (46)	43% (43)	7% (7)	3% (3)	1% (1)	4.30	.810
This school make s use of a talent bank (ready candidate details saved electronically) before looking to recruit externally	45% (45)	30% (30)	14% (14)	8% (8)	3% (3)	4.06	1.090
The school recruitment policy favors current employees than new applicants in filling up vacant positions	60% (60)	21% (21)	10% (10)	5% (5)	4% (4)	4.28	1.092

Source: primary data

The mean scores above one (>3) represents agree while less than three (<3) represents disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

The study found out that majority of the respondents 77(77%) responded that the school organizes Promotional events/ careers Fairs for it's employees, 13(13%) were neutral and only 10(10%) disagreed. One head teacher interviewed responded; *"Many of our teachers left the school due to poor rewards; others leave for posting in government aided schools while others to do business so we have learnt that motivating them through promotional events/ careers fairs is one of the ways they can stay with us."* This implies that the level of teacher retention is likely to improve.

It was also established that 75% of the respondents accepted that the school uses Work placements as a way of filling up vacant positions, 13% said the waiting time was not for patients was not appropriate and only 12% remained neutral.

The study showed that majority of the respondents 89% agreed that the Vacancies available in this school are advertised internally, 7% remained neutral and only 4% of the respondents disagreed.

Findings indicated that majority of patients 75% agreed that the school make s use of a talent bank (ready candidate details saved electronically) before looking to recruit externally, 14% remained neutral and only 11% disagreed. One school administrator interviewed responded; *"We have file with all details of the applicants so in case of vacancies we look through and make calls, shortlist and interview"*

It was further established that 81% accepted that the school recruitment policy favors current employees than new applicants in filling up vacant positions, 10% were neutral about infrastructure and only 9% disagreed.

To establish the relationship between head hunting and Teacher retention in Nakawa division

Table : Showing responses on head hunting

Statements on health care system factors	Percentage Response (%)					Mean	Std dev
	SA	A	UD	D	SD		
This school uses recruitment consultants in filling up some vacant positions	57% (57)	25% (25)	15% (15)	1% (1)	2% (2)	4.34	.913
This school works with head hunters in recruitment to ensure the quality of the employee	64% (24)	24% (24)	7% (7)	4% (4)	1% (1)	4.46	.869
This school makes effort to recruit college and university students to fill up vacant positions	64% (64)	20% (20)	13% (13)	2% (2)	1% (1)	4.44	.868
This school has built partnerships with different schools in the area as an effective way to maintain the source of part-time workers.	54% (54)	32% (32)	9% (9)	2% (2)	3% (3)	4.32	.942
This school also recruits through referrals from current employees to fill vacant positions	55% (55)	31% (31)	5% (5)	6% (6)	3% (3)	4.29	1.018
This school makes Bounty payments to staff for introducing recruitment candidates	38% (38)	39% (39)	13% (13)	4% (4)	6% (6)	4.01	1.059
Candidates put forward through head hunting normally fit the job criteria	32% (32)	43% (43)	12% (12)	10% (10)	3% (3)	3.91	1.055

Source: primary data

The mean scores above one (>3) represents agree while less than three (<3) represents disagree. The standard deviation score more than one (>1) means divergence in opinion while less than one (<1) means communalities in opinion.

Findings indicate that 82% of the respondents accepted that the school uses recruitment consultants in filling up some vacant positions, 15% were neutral and only 3% disagreed about the statement. One school administrator interviewed responded; "*we use consultants and referrals from outsiders to identify very good teachers especially examiners since there is too much competition among good schools today*".

The finding also show that majority of the respondents 88% agreed that the school works with head hunters in recruitment to ensure the quality of the employee while 7% were neutral and only 5% of the respondents disagreed.

Findings also indicated that majority of the respondents 84(84%) agreed that the school makes effort to recruit college and university students to fill up vacant positions while 13(13%) were neutral and only 3(3%) did not. One respondents said; "*When recruit directly from colleges and Universities; they are likely to stay longer before they think of moving on. This is true because many do not many responsibilities yet*".

It was established that 86(86%) of the respondents accepted that the school has built partnerships with different schools in the area as an effective way to maintain the source of part-time workers, 5(5%) did not and only 9(9%) remained neutral in response.

Findings also indicated that majority 86(86%) of the respondents agreed that the school also recruits through referrals from current employees to fill vacant positions, 9(9%) did not and only 5(5%) were neutral.

The study found out that majority of the respondents 77(77%) responded that the school makes Bounty payments to staff for introducing recruitment candidates, 13(13%) were neutral and only 10(10%) disagreed.

It was also established that 75% of the respondents accepted that the candidates put forward through head hunting normally fit the job criteria, 13% said the candidates put forward through head hunting were not normally fit the job criteria and only 12% remained neutral.

5.0 Discussion, Conclusions and Recommendations

5.1 Discussion of the findings

5.1.1 To establish the relationship between external sourcing and Teacher retention in the private secondary schools in Nakawa division

This study using Pearson correlation coefficient revealed a positive relationship between external sourcing and Teacher retention in the private secondary schools in Nakawa division. Data obtained indicates that that advertising open positions in local news papers, advertising open positions in local FM stations and televisions, advertising open positions on posters and internet sites, other factors remaining constant is likely to improve Teacher retention by 15.5%. These findings are in line with Sarma (2009) who asserts that hiring from outside an organization instead of promoting from within the company carries many advantages.

Findings of this study concur with Sarma (2009) and Rashmi (2010) who emphasized that external recruitment opens the organization up to a larger pool of applicants, which increases its chance of finding the right person for the job; allows a company to target the key players that may make its competition successful and opens up many opportunities to find experienced and highly-qualified and skilled candidates who will help a company meet its diversity requirements.

This is supported by Gary (2005) who found out that sometimes, companies have to find candidates for opening position from outside sources as well, instead of only internal source while Karsan (2007) and Somaya & Williamson (2008) recruitment and retention of a diversified workforce along with a grounded awareness of generational classes in the workforce provide a variety of angles to explore ways in which individuals might choose to stay with an organization.

5.1.2 To examine the relationship between internal sourcing and Teacher retention in the private secondary schools in Nakawa division

This study using Pearson correlation coefficient revealed a positive relationship between internal sourcing and Teacher retention in the private secondary schools in Nakawa division. These findings are supported by the findings of Dibble (1999) which indicated that schools may need to turn to internal sourcing when the targeted capabilities do not exist outside the school. This situation can arise with emerging capabilities, for which the internal development is the only option available to the school.

Such findings seem to concur with finding by Rashmi (2010) who that when there are some job vacancies to fill, an internal source is a comfortable option; this can be done through either promotion or transfer.

This finding study findings that organizing promotional events, career fairs, using work placements, advertising available vacancies internally and favouring current employee than new applicants, other factors remaining constant is likely to improve Teacher retention by 27.4% concur with the views held by Royal (2001) who wrote that internal recruitment is a mean for ensuring commitment of employees.

Still in agreement Tsui & Wu (2005) stressed that when employees experience long-term investment from employers, they reciprocate with loyalty in terms of stay and contribute much more than simple job performance.

5.1.3 To establish the relationship between head hunting and Teacher retention in the private secondary schools in Nakawa division

This study using Pearson correlation coefficient revealed a positive relationship between head hunting and Teacher retention in the private secondary schools in Nakawa division.

These finding concur with Studies by Cable & Judge (1996) that found that Multiple conversations with these candidates enable a relationship to develop in which concerns and questions can be addressed; the process allows an invaluable 'feedback loop' between potential candidates and a school. If particular themes emerge or consistent concerns arise, these can be nipped in the bud helping to ensure a happier outcome for the whole process.

This study found that use of recruitment consultants, making efforts to recruit from colleges and universities, keeping contacts with other schools and making bounty payments to staff for introducing candidates, other factors remaining constant is likely to improve Teacher retention by 48.4%.

Such findings concur with Bates (2003) who wrote that the main goal of head hunting is about hiring the best talents and keeping the organisation competitive on the job market and retain its best employees. Still in the same vain, Finnegan & Richard (2009) found that head hunting and retention are related strongly, hiring employees that see the organization and themselves as a good

match will reduce largely the chance of sudden leaving in the future, because the current employees usually do not recommend a bad one to avoid embarrassment when the referral fails to do the job.

5.2 Conclusions

The following are the conclusions were drawn from the study findings;

5.2.1 To establish the relationship between external sourcing and Teacher retention in the private secondary schools in Nakawa division

There is a weak positive correlation between external sourcing and Teacher retention in the private secondary schools in Nakawa division whereby a change in external sourcing was related to a change in Teacher retention in the private secondary schools in Nakawa division. Accordingly, the study concludes that advertising open positions in local news papers, advertising open positions in local fm stations and televisions, advertising open positions on posters and internet sites was related high Teacher retention in terms of staff staying beyond six years and intention to quit in the private secondary schools in Nakawa division.

5.2.2 To examine the relationship between internal sourcing and Teacher retention in the private secondary schools in Nakawa division

There is a weak positive correlation between internal sourcing and Teacher retention in the private secondary schools in Nakawa division whereby a change in internal sourcing was related to a change in Teacher retention in the private secondary schools in Nakawa division. Therefore, this study concludes that organizing promotional events, career fairs, using work placements, advertising available vacancies internally and favouring current employee than new applicants was related high Teacher retention in terms of staff staying beyond six years and intention to quit in the private secondary schools in Nakawa division.

5.2.3 To establish the relationship between head hunting and Teacher retention in the private secondary schools in Nakawa division

There is a weak positive correlation between head hunting and Teacher retention in the private secondary schools in Nakawa division whereby a change in head hunting was related to a change in Teacher retention in the private secondary schools in Nakawa division. Basing on this, the study concludes that use of recruitment consultants, making efforts to recruit from colleges and universities, keeping contacts with other schools and making bounty payments to staff for introducing candidates was related high Teacher retention in terms of staff staying beyond six years and intention to quit in the private secondary schools in Nakawa division.

5.3 Recommendations

5.3.1 To establish the relationship between external sourcing and Teacher retention in the private secondary schools in Nakawa division

The school Administration and human resource staff should make the recruitment message more appealing because it is important that the information in the recruitment message will be described more appealing. School Administration should actively try to make people enthusiastic. People who are responsible for the communication to (potential) applicants should be trained in describing the recruitment message in such a way. Also the messages should contain more detailed information about the environment of the function, for instance the labour conditions.

The Personnel Policy and Procedure manual of the school should be revisited so that it should be clear and understandable to everyone. This will ensure that its interpretation would be uniform, especially within the Human Resource Department. Therefore recruitment Systems should be put in place and be adhered to.

5.3.2 To examine the relationship between internal sourcing and Teacher retention in the private secondary schools in Nakawa division

The school Administration and human resource staff should make active use of employee referrals .When the management receives signals that employees are satisfied; it should make active use of their network through the development of a program by which employees are stimulated to approach that network. Part of this program should be how employees are rewarded for bringing in new employees. That can be done in the form of a monetary reward and also by making them aware of the advantages it has for them and for the private secondary schools.

The private secondary schools must develop a culture of reasonable, clearly articulated, and enforced deadlines for processing applications for promotion and tenure. The school human Resources units have a role to play in the promotion and tenure process as well. Access to information about the promotion and tenure process can be enhanced by revamping the websites for some of the schools which are not really helpful in this respect.
Relevant documents (e.g., conditions of service, appointment and promotion guidelines, benefits) can then be made accessible via school websites in a very organized manner than is currently the case in many schools.

5.3.3 To establish the relationship between head hunting and Teacher retention in the private secondary schools in Nakawa division

The school Administration should Increase value congruence. That is that the values that potential applicants consider most important are built in the culture of the school. Otherwise potential applicants will likely not want to work at the school. That should be accomplished by regularly emphasizing the importance of good collaboration, teamwork and enthusiasm for the job, putting personnel first and treating them fairly. These values should further be incorporated in the culture by means of work practices, such as team meetings for collaboration and team work or work practices that promote fairness of HR practices and policies.

The school Administration should Study job search behaviour and labour motives of potential applicants. Regarding recruitment practices, first insight should be gained in how potential employees can be reached and which motives they have to choose for an employer. Information from studies on these issues for the specific target groups should subsequently be used to determine the messages that will be used and to apply more sources.

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