

Work Environment and Teachers' Turnover Interventions in Government Aided Primary Schools in Kagango Division Sheema Municipality

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ABSTRACT

This study investigated the relationship between work environment and teachers' turnover interventions in government aided primary schools in Kagango division Sheema municipality. The study adopted a cross-sectional research design on a sample of 104 teachers and head teachers. Data were collected using a self-administered questionnaire and an interview guide. Quantitative data were analysed using descriptive statistics namely frequencies, percentages and means and inferential methods that are correlation analysis. The findings revealed that, there was no significant relationship between supportive leadership and teachers' job turnover interventions in Government Aided Primary Schools in Kagango Division, Sheema Municipality, Sheema District. It was thus concluded that work-life balance contributed 31% of variations in the dependent variable, followed by effective mentorship programs which contributed 13 % of all variations in the response variable, and only 5% of the variations in the dependent variable was attributed to supportive leadership. Overall, 49 % of variations in the response variable (teachers' job turn over interventions) are attributed to supportive leadership, effective mentorship programs and work-life balance. Therefore, it was recommended that public primary schools in Kagango Division, Sheema Municipality, Sheema District should encourage more supportive leadership. This can be achieved through creation of work teams and assigned specific tasks to tackle. By occasionally doing this, public primary schools will improve on teachers' cooperation which subsequently raises the contribution of the variable on teachers' job turn-over intervention.

Keywords: Teachers' turnover, work environment, Government interventions

INTRODUCTION

Globally, variations in the worker-initiated component of turnover rates are strongly related to changes in the high staff turnover rates in the early 20th century and the sharp drops in staff turnover rates in the 1920s. Every institution, whether public or private, faces the inescapable problem of staff turnover. Many academicians and researchers have recently focused a lot of emphasis on turnover. Recent years have seen an increase in employee turnover as a result of the expansion of the global economy, which has created a variety of work options. Employers make significant investments in their staff members on boarding, training, growth, maintenance, and retention. Managers must thus avoid all expenditures in order to reduce personnel turnover [1]. Inequity in education and learning quality at the primary level remains a problem, with millions of students exiting the primary school cycle lacking fundamental skills (UNESCO, 2015). Teachers must be pleased in their employment in order for there to be high-quality education since there more likely to devote their time

and energy to teaching [2]. The most important resource for school improvement is the teacher, thus it is important to pay attention to teachers' job contentment because it influences their commitment and instructional strategies, which in turn affects how well their pupils perform academically [3]. Teachers who are unfortunate at work are more likely to be reluctant to plan classes and may not apply the curriculum properly. This shows that a school climate that ensures teachers' job happiness is necessary. Teachers' job turnover interventions may be increased by working in surroundings that provide adequate instructional materials, motivational techniques, a participatory decision-making process, and schools that encourage teacher collaboration. A hostile learning environment has decreased teachers' job turnover interventions in the majority of countries [4]. If teachers are not contented with their work and with poor and deplorable working conditions; it may hinder the implementation of the curriculum or possibly cause attrition.

In Africa, numerous institutions have adopted several strategies to reduce high staff turnover, such as establishing rules and regulations to influence individual behavior at work and encouraging employees, however signs still point to high employee turnover in organizations. Job turnover interventions affect worker efficiency, which subsequently has an impact on the organizations or institution's output [5]. Teachers may choose to pursue other jobs nowadays because of lack of job turnover interventions, which has a huge detrimental influence on educational standards [6]. Unsatisfied teachers can lead to a variety of negative outcomes, including ineffective instruction, a high failure rate, school leavers, delinquency, and disruptive conduct in the classroom [7]; [8]. In East Africa, every school has to provide teachers with the tools and support they need to help students get ready for the challenging and changing world [9]. In a supportive educational setting, teachers are encouraged to succeed professionally and to reach their full potential. The governments of several African countries have been constructing an increasing number of teacher training institutions to meet the need for instructors. These universities annually graduate a large number of instructors. However, the frequency of teacher shortages is still worrisome since most instructors are unsatisfied with their positions as educators and leave when they perceive a better opportunity [10]; [11]. This underscores the need for academics to concentrate on figuring out ways to increase interventions for job turnover among teachers. In Uganda, the 2014 audit report indicated major staffing shortfalls, with many of Uganda's 112 districts unable to attract and retain personnel (ACODE, 2015). Furthermore, the districts lacked defined regulations regarding staff training, transfers, and rotation. There was inconsistent and insufficient support, supervision, and staff assessments (MIS report 2016). According to Ssebyatika [12], in Uganda, teachers are a major resource and a fundamental predictor of educational quality; if they are uninspired, the country's growth is doomed since education is a key tool of social, economic, and political transformation. To ensure that teachers carry out their responsibilities as educators, Uganda's Ministry of Education and Sports has put in place quality-assurance measures such as the Directorate of Education Standards (DES), District Education Officers (DEOs), District Inspectors of Schools (DISs), and School Management Committees (SMCs) to strengthening education systems for improved learning (SESIL), support supervision by various school stake holders, annual teacher turnover interventions appraisal, introduction of customized turnover interventions targets for head teachers, and signing turnover interventions agreements to ensure efficiency and

effectiveness in the service. Therefore, this prompts the researcher to investigate the relationship between work environment and teacher job turnover interventions government aided secondary schools in Sheema Municipality hence a study.

Statement of the Problem

Societies can only develop if education is embraced, and for effective and efficient education to be achieved, there must be motivated teachers and this comes along side conducive working environment

However, education in Uganda is experiencing a dilemma of losing many of its reputable and bright instructors who have left the field due to low remuneration [12]. Teaching, which was once a prestigious vocation in Uganda, has now become widely despised and derided [13]. People join a professional calling not just to pursue a career, but also to better their personal, family, and communal wellness, as well as their social position [14]. Teachers are intended to be supplied with adequate working circumstances, such as decent accommodations, school meals, and medical care, in order for them to accomplish targeted turnover interventions. According to the Sheema District Local Government Education Report 2018, teacher job turnover initiatives in government elementary schools are decreasing. Students would fail at a rate of 17% in 2017 and 11.4% in 2019. This might be due to inadequate teacher job turnover interventions in terms of teacher training, actual teaching, and poor evaluation during internal examinations. All of this might be linked to instructors' inadequate turnover interventions. Various studies conducted throughout the world have found a startlingly low level of teacher job turnover initiatives. According to UNESCO research done throughout the world, just 8.6% of instructors were pleased, while 58.1% wanted to stop teaching (World Bank, 2015). According to the National Professional Teachers Organization of South Africa (NAPTOS) survey, 32.8% of teachers in South Africa have a negative attitude about teaching (NAPTOS, 2013). As a result, the study will determine whether the work environment influences instructors' job turnover interventions in the teaching and learning process in Kagango Division, Sheema Municipality in Sheema District.

Research Hypothesis

H_{o1} : There is no significant relationship between supportive leadership and teachers' turnover interventions in government aided primary schools in Kagango Division, Sheema Municipality

H_{o2} : There is no significant connection between effective mentorship programs and teachers' turnover in government aided primary schools in Kagango Division, Sheema Municipality

H_{o3} : There is no significant relationship between work- life balance and teachers' turnover in government aided primary schools in Kagango

Division, Sheema Municipality

Conceptual Framework

The conceptual framework (Figure 1) described the relationship between work environment (Independent variable) and teachers' turnover

intervention (dependent variable). From the framework, teachers' turnover intervention is directly related to the work environment.

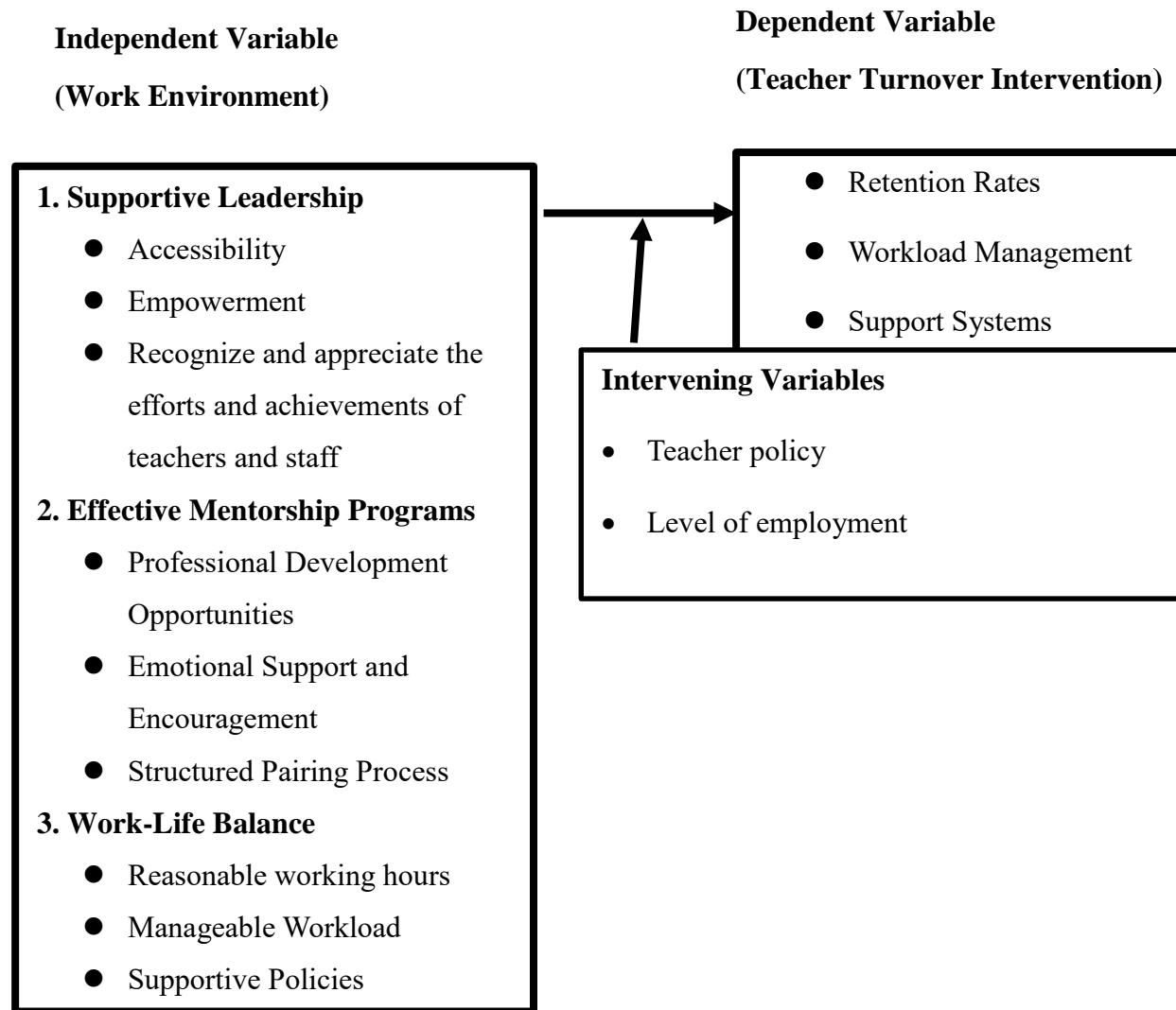


Figure 1: Conceptual Framework (Researcher, 2024)

METHODOLOGY

Research Design

This study used cross-sectional research design because it allowed gathering of data from a population, sample, or group of subjects all at once [15]. In the opinion of Wang and Cheng [15], cross-sectional design takes a momentary picture of the traits, actions, or circumstances of the research subjects. Surveys, questionnaires, interviews, observations, and/or a mix of these are some of the data collection techniques used in cross-sectional studies. The study's design and research question

determined which approach is best. When compared to longitudinal investigations, cross-sectional research designs were comparatively quick and affordable. They gave an overview of the features of a population without requiring extensive data collecting [15].

Research Approach

The research approach was selected in accordance with the research design and methodology, which outlined the appropriate research procedures to

support the research technique. This study employed a mixed methods approach.

Target Population

The population of the study was from 10 government aided primary schools, comprising 10 head teachers

and 131 teachers in Kagango Division, Sheema Municipality Sheema District as shown in Table 1 below.

Table 1: Showing Target Population

S/No	Schools	Target Population		Total Population
		Head teachers	Teachers	
1	School A	1	13	14
2	School B	1	12	13
3	School C	1	11	12
4	School D	1	14	15
5	School E	1	13	14
6	School F	1	14	15
7	School G	1	14	15
8	School H	1	13	14
9	School I	1	12	13
10	School J	1	15	16
Total		10	131	141

Source: Primary data (Researcher, 2023)

Sample Size

All the ten-government aided primary schools were selected because they were few. From the ten schools, 10 head teachers and 94 teachers were selected using Slovenes' formula, $n = \frac{N}{1+Ne^2}$. From the formula, the total number of respondents in the sample were obtained as follows:

$$n = \frac{141}{1+141(0.05)^2} = 104 \text{ (Table 2).}$$

To guarantee proportionate representation, the sample from each school was chosen in a

proportionate manner. The number of teachers in a particular school were expressed as a proportion of the total number of teachers in the ten schools sampled multiplied by the sample for teachers (104-10 = 94) in order to determine the proportionate sample. Table 2 displayed the sample distribution broken down. In order to ensure that every teacher in every school had an equal chance of being included in the sample, teachers who would be included in the school's sample were chosen using random sampling.

Table 2: Sample Size

S/No	Schools	Target Population		Sample Size
		Head teachers	Teachers	
1	School A	1	13	10
2	School B	1	12	10
3	School C	1	11	09
4	School D	1	14	11
5	School E	1	13	10
6	School F	1	14	11
7	School G	1	14	11
8	School H	1	13	10
9	School I	1	12	10
10	School J	1	15	12
Total		10	131	104

Source: Primary data, 2023

Research Instruments

The methods for collecting the data (both quantitative and qualitative), were questionnaires and interview guides respectively. Self-administered questionnaires permitted the collection of data from a

sizable number of respondents, which was useful in quantitative data collection

Data Collection Procedure

Prior to gathering unprocessed data, the researcher obtained an approval letter and a data collection letter from the Research and Ethics Committee (REC). The

head teachers were then given the REC permission letter, and they subsequently introduced the researcher to the other instructors. Each study questionnaire was given out individually, along with instructions on how to complete it, by the researcher. Every questionnaire came with a letter outlining the study's overall goal. Once the respondents had given their agreement, the researcher recorded the responses during the interview. One method to guarantee the validity and trustworthiness of the interview results is to record the conversation.

Data Analysis

Data analysis was carried out using SPSS version 27.0, data was analyzed using both descriptive and inferential statistics. Thematic analysis or content analysis was used to examine qualitative data. Convenient themes were identified from the data gathered, and questionnaires were assessed at the 0.05 significant level. Frequency distribution tables, pie charts, and graphs were used to illustrate the data. The degree of the linear relationship between the variables and the part played by each independent variable in the variation of the dependent variable was determined using inferential statistics (Pearson product moment correlation coefficient, r , and multiple regression analysis, respectively). After confirming that the acquired data met the following assumptions—linearity, normality, homogeneity, and multicollinearity—multiple regression was employed.

Quality Control

To ensure the quality of the findings, validity and reliability were determined

Validity

Both face validity and construct validity were determined by expert judgement who were experts in the field of education management and administration in the faculty of education. On the other hand, content validity was established by reviewing the

questionnaire items and removing vague questions. Also, the content Validity Index was determined by the researcher giving the questionnaire as a major tool to the 4 raters for this study. Each of the 4 raters answered the questions that were considered to be correct and then after, the researcher determined the Content Validity Index (CVI) as follows;

$$CVI = \frac{\text{Number of items rated relevant by both raters (n)}}{\text{Total number of items in the questionnaire (N)}}$$

$$CVI = \frac{50}{55} = 0.909$$

Therefore, a CVI of greater than or equal to 0.7 which in this case is 0.9 confirmed that the instruments were valid.

Reliability of the Research Instruments

To ensure reliability, questionnaires were pre-tested on 13 teachers from primary schools outside but very close to the municipality. The thirteen teachers were purposively selected. Thirteen teachers were used because they constituted 10% of the teachers in the target population. Therefore, to attain the reliability of the instrument, the researcher made consultations with the supervisor. The reliabilities of items in the various constructs were tested using Cronbach Alpha (α) method provided by the Statistical Package for Social Sciences (SPSS) version 25.0. Reliability for the items in the different constructs were attained at $\alpha = 0.70$ and above which is the suggested minimum level.

Ethical Consideration

Adherence to research ethics during the whole investigation was considered. To get the intended outcomes, informed consent was acquired, confidentiality was upheld, risks and benefits were weighed, integrity was preserved, and respondents' rights were protected.

RESULTS

Research Instruments Response Rate

The display in table 3 provides information on the number of questionnaires sent out and how many

were returned in order to determine the response rate.

Table 3: Questionnaire return rate

Number of questionnaires	Frequency	Response rate	Response rate as a percentage
Returned	75	0.77	77
Not returned	22	0.23	23
Total	97	1.000	100

According to CASRO [16], questionnaire response rate is the number of complete interviews divided by the number of complete interviews plus the number of non-interviews (refusals and non-contact). In this study, 97 teachers were earmarked for questionnaire, but only 75 teachers filled the questionnaire.

Descriptive Statistics

The sample was fairly balanced in terms of gender with male teachers at 53% and female respondents at 47%.

Gender distribution

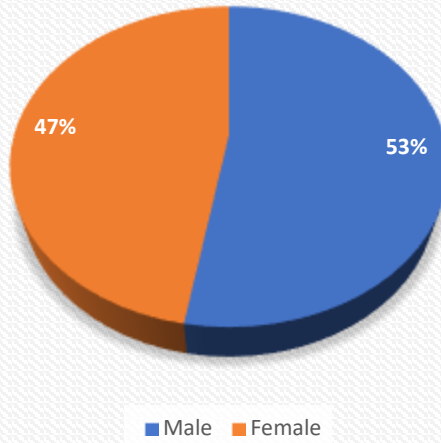


Figure 2: Gender Distribution

Majority of the teachers' ages fell between ages 20-29 followed by those that fall between ages 30-39 at 32%. The older generation reduces as age progresses at

21% for those that fall in ages 40-49 and 12% for those that were 50yrs and above. Therefore, the majority of the respondents were junior teachers.

Age Distribution

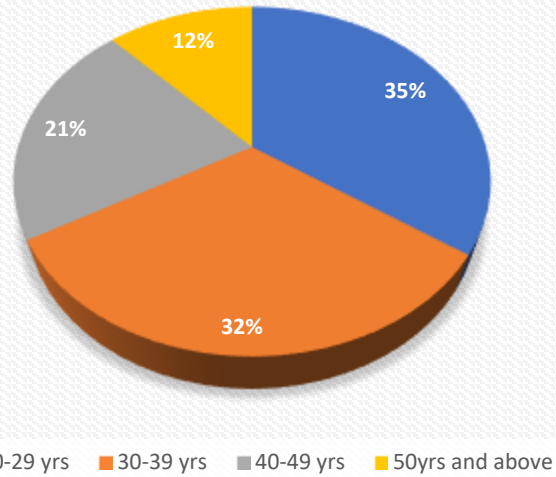


Figure 3: Age Distribution

Education Level of teachers

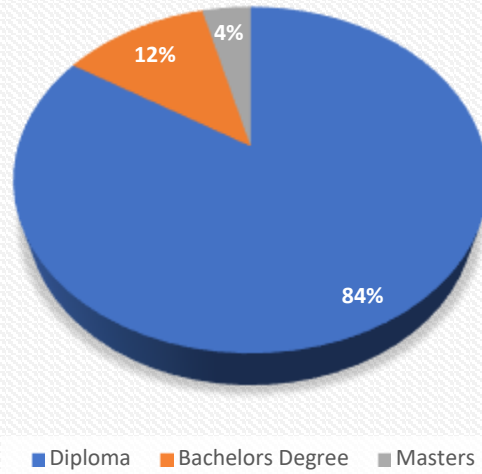


Figure 4: Education Level of Teachers

From Figure 4, depicts, majority of the respondents held diploma certificates. A few (12%) had Bachelor's

degrees and very few (4%) possessed a Master's degree.

Duration in current station

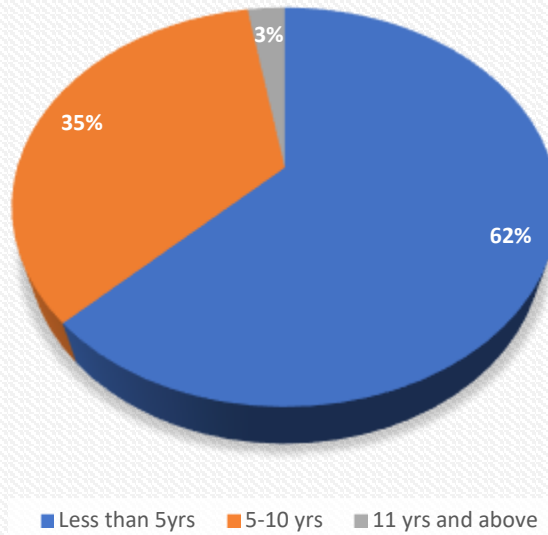
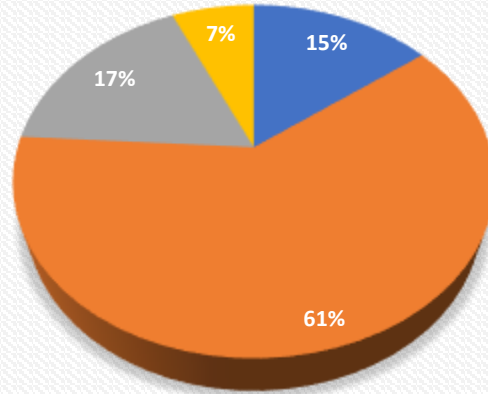


Figure 5: Duration in Current Station

As Figure 5 above indicates, majority of the respondents had stayed in their current work station for less than 5 years (62%). Those who had stayed in

their stations for between 5 to 10 years were 35%. Those who had stayed for more than 10years were 3%.

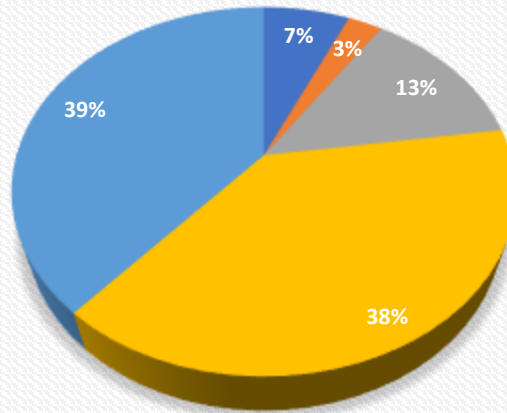
Responsibilities held



■ Subject Teacher ■ Class Teacher ■ Head of Department ■ Senior Administrator

Figure 6: Responsibilities Held

Team members appreciate one another's unique capabilities



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

Figure 7: Team members appreciate one another's unique capabilities

We are able to resolve conflicts with other teams collaboratively

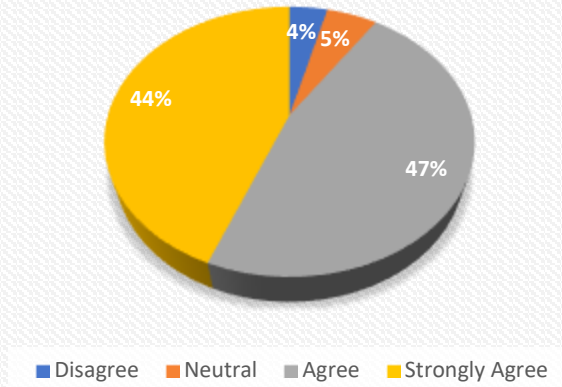


Figure 8: We are able to resolve conflicts with other teams collaboratively

Team members take personal responsibility for the effectiveness of of our team

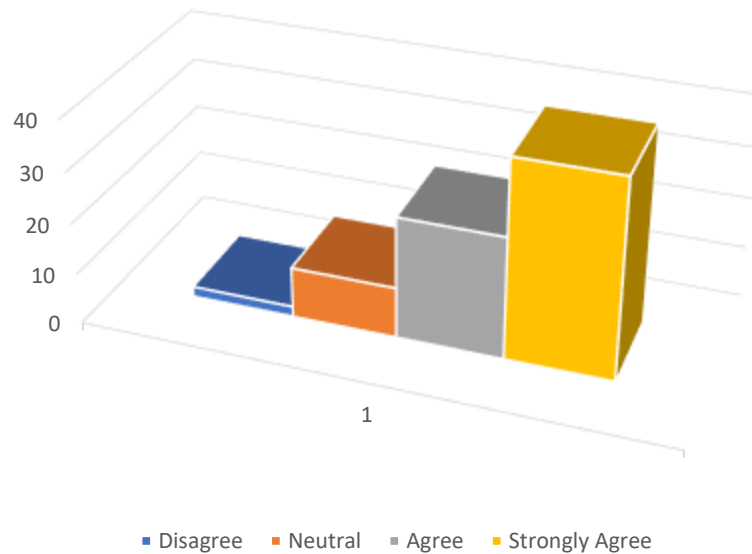


Figure 9: Team members take personal responsibility for the effectiveness of our team

I am involved in making rules and regulations in my school

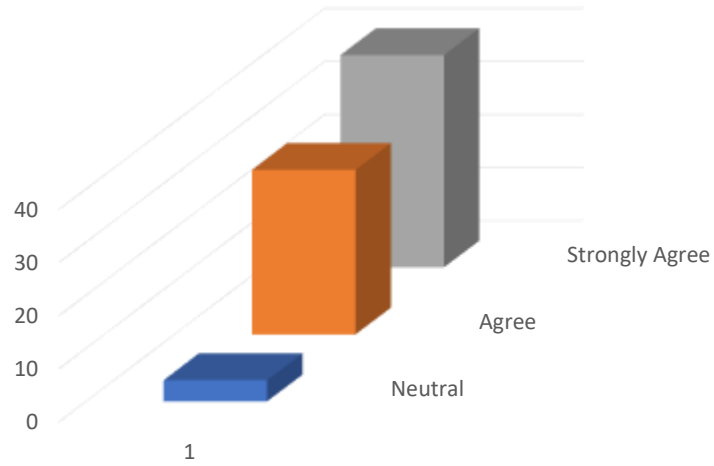


Figure 10: I am involved in making rules and regulations in my school

I contribute to school development in no small measure

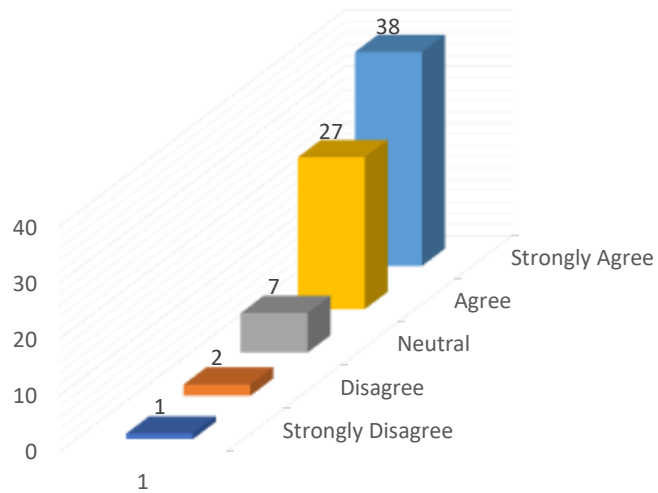


Figure 11: I contribute to school development in no small measure

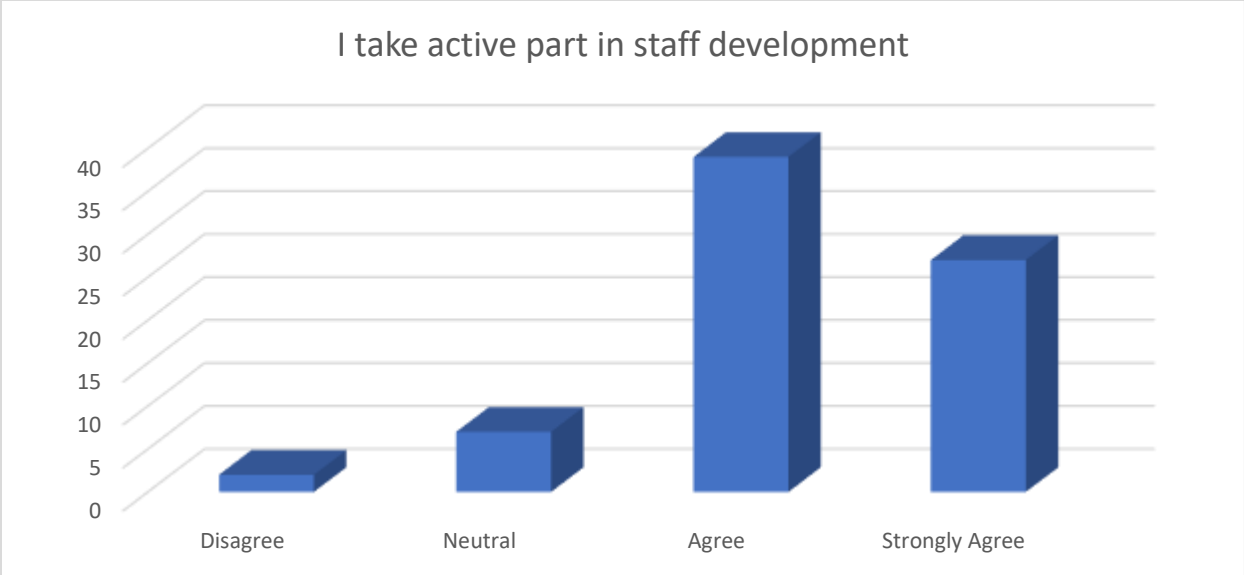


Figure 12: I take active part in staff development

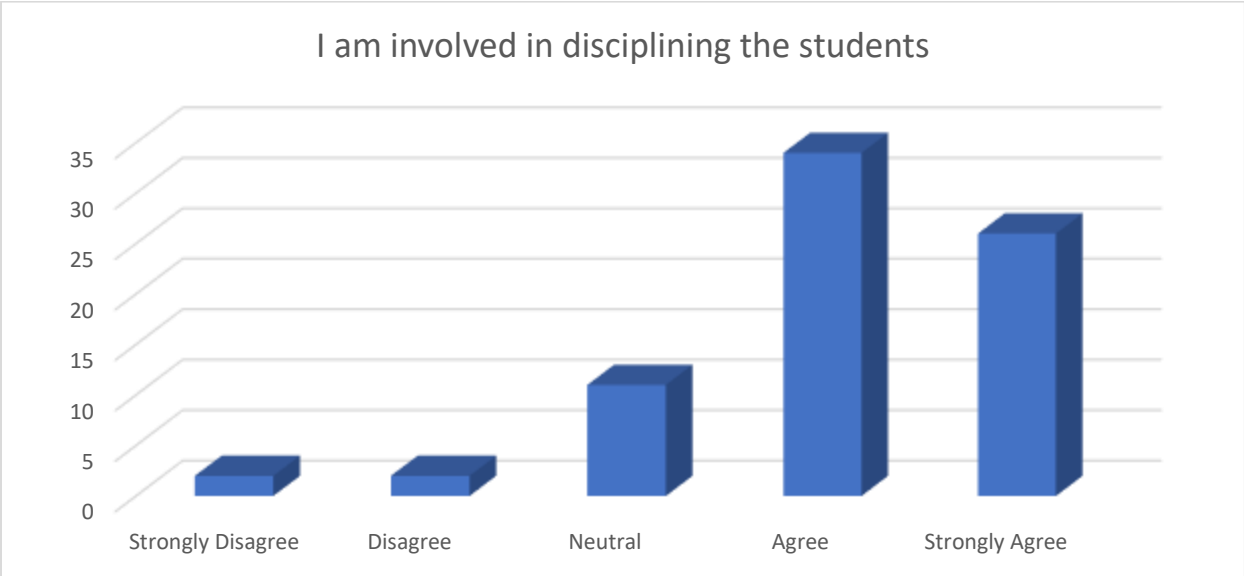


Figure 13: I am involved in disciplining the students

My suggestions count in vital issues in school

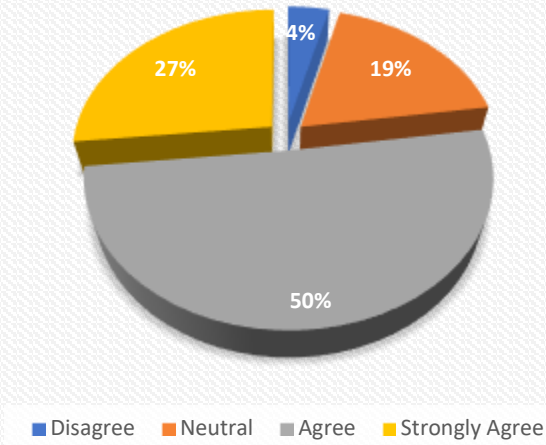


Figure 14: My suggestions count in vital issues in school

I AM INVOLVED IN PLANNING FOR THE SCHOOL EXAMINATIONS

Strongly Disagree Disagree Neutral Agree Strongly Agree

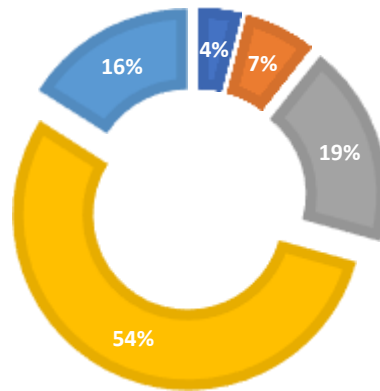


Figure 15: I am involved in planning for the school examinations

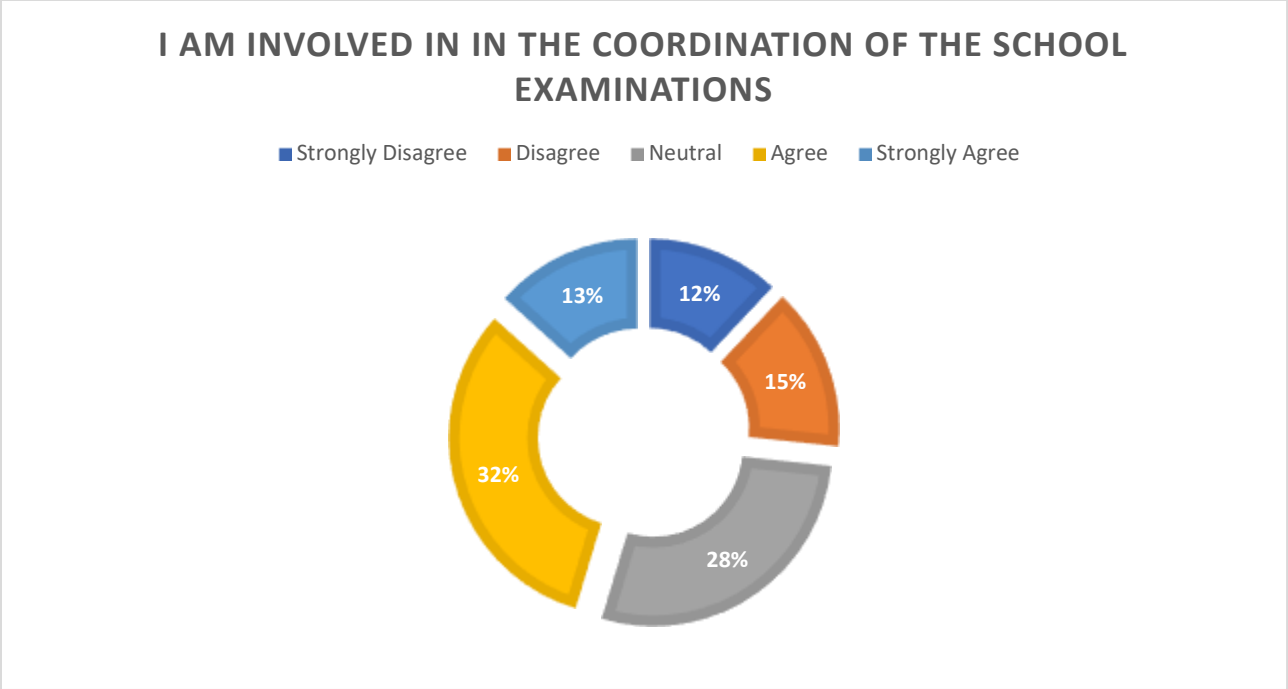


Figure 16: I am involved in in the coordination of the school examinations

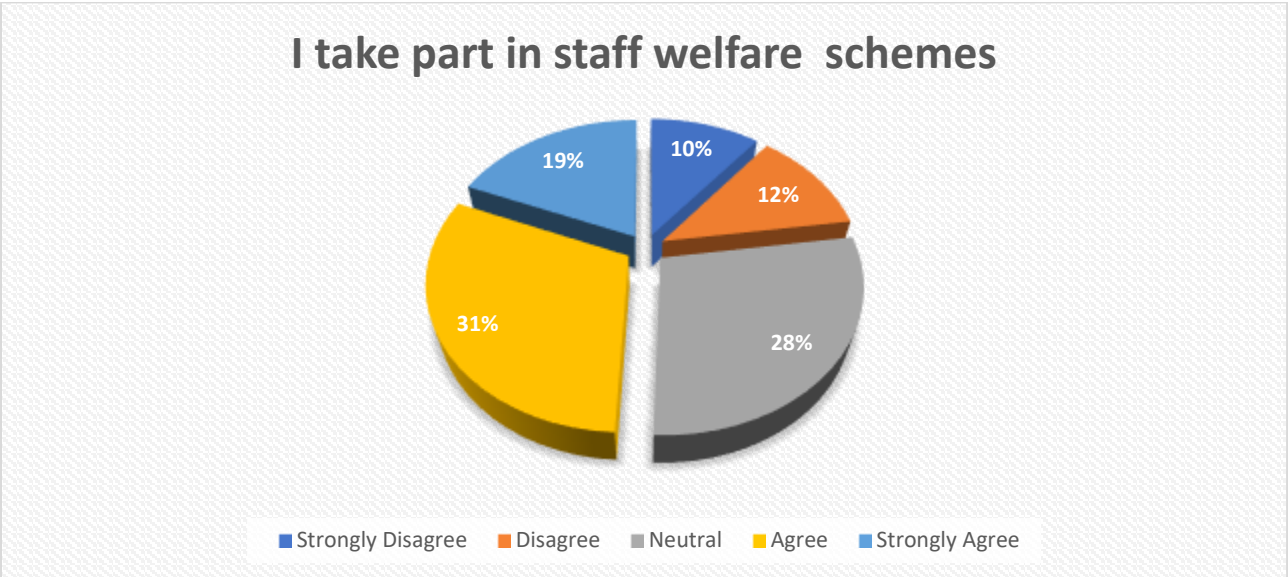


Figure 17: I take part in staff welfare schemes

Correlations between Independent and Dependent Variables

According to Kuriakose [17], correlation can take on values between -1 and 1. In the opinion of Obilor & Amadi [18], the further away r is from zero, the stronger the linear relationship between the two variables. The sign of r corresponds to the direction of the relationship. If r is positive, then as one variable increases, the other tends to increase [19].

Mean and standard deviation of variables

The researcher also computed correlations to show the linear relationship between each of the independent variables and the dependent variable. Questionnaire items 1- 11; 12- 19; 20- 29; and 30-41 were combined to get the mean and standard deviation for teachers' collaboration, instructional materials, Participation in decision making, and turnover intervention. The mean and standard deviation of the variables are shown in table 4.

Table 4: Mean and standard deviation of variables

Variable	Mean	Std. Deviation
Turnover intervention	3.90	.593
Teacher's Collaboration	4.19	.651
Instructional material	3.15	.940
Participation in decision making	4.08	.533

Source: Primary Data

Supportive Leadership and Teacher Job Turnover intervention

To assess the supportive leadership and its relationship with turnover intervention in primary schools in Sheema Municipality, Sheema District, research question 1 needed to be answered. To answer the question; hypothesis 1, “*There is no significant relationship between supportive leadership and teachers’ job turnover interventions in government aided primary schools in Kagango Division, Sheema Municipality, Sheema District.*” was tested at alpha-level, $\alpha = 0.05$ with 73 degrees of freedom (df). In testing this relationship, a Pearson product-moment correlation coefficient was computed to assess the linear relationship between supportive leadership (M = 4.19, S.D = .651) and its relationship with teacher job turnover intervention in primary schools in

Central Division, Sheema Municipality, Sheema District (M = 3.90, S.D = .593).

To test the hypothesis, questionnaire items 1-11 were combined to collect data on the variable, “supportive leadership” and correlating it with the teacher job turnover intervention in government aided primary schools in Kagango Division, Sheema Municipality, Sheema District. The strength of the relationship between supportive leadership and the teacher job turnover intervention in primary schools in Kagango Division, Sheema Municipality, Sheema District was determined by computing Pearson r values and the p value at alpha level 0.05. The table 5 shows Pearson’s correlation analysis of supportive leadership and its relationship with teacher job turnover intervention in primary schools in Central Division, Sheema Municipality, Sheema District.

Table 5: Pearson correlation between supportive leadership and teachers' job turnover interventions

Correlated Variables	Correlation	Turnover intervention	Teachers’ Collaboration
Turnover intervention	Pearson Correlation	1	-.04
	Sig. (2-tailed)		.743
	N	75	75
Supportive Leadership	Pearson Correlation	-.04	1
	Sig. (2-tailed)	.743	
	N	75	75

The analysis produced an *r* value of -.04 and a P-value of 0.743. The P- value of 0.743 is greater than the alpha level of 0.05. The results displayed in the table indicated a weak, negative correlation between the two variables, ($r(73) = -.04, p = .743$). Since the p-value is greater than the alpha-level ($p = .743 > \alpha = 0.05$), there was no significant relationship between supportive leadership and teachers’ job turnover interventions in government aided primary schools in Kagango Division, Sheema Municipality, Sheema District., hence hypothesis 1 was retained.

Effective Mentorship Programs and Teacher Job Turnover intervention

To assess the effective mentorship programs and its relationship with teacher job turnover intervention in primary schools in Sheema Municipality, Sheema District, research question 2 needed to be answered. In answering the question; hypothesis 2, “*There is no significant relationship between effective mentorship programs and teachers’ job turnover interventions in government aided primary schools in Kagango Division,*

Sheema Municipality, Sheema District”, was tested at alpha-level, $\alpha = 0.05$ with 73 degrees of freedom (df). A Pearson product-moment correlation coefficient was computed to assess the linear relationship between effective mentorship programs (M = 3.15, S.D = .940) and its relationship with teacher job turnover intervention in public primary schools in Kagango Division, Sheema Municipality, Sheema District (M = 3.90, S. D = .593).

In order to test the hypothesis, questionnaire items 12-19 were combined to collect data on the variable, “effective mentorship programs” and correlating it with the teacher job turnover intervention in public primary schools in Kagango Division, Sheema Municipality, Sheema District. The strength of the relationship between effective mentorship programs and the teacher job turnover intervention in public primary schools in Kagango Division, Sheema Municipality, Sheema District was determined by computing Pearson r values and the p value at alpha level 0.05. Table 6 shows Pearson’s correlation

analysis of effective mentorship programs and its relationship with teacher job turnover intervention in

primary schools in Kagango Division, Sheema Municipality, Sheema District.

Table 6: Pearson correlation between effective mentorship programs and teachers' job turnover interventions

Correlated Variables	Correlation	Turnover intervention	Instruction Material
Turnover intervention	Pearson Correlation	1	.20
	Sig. (2-tailed)		.089
	N	75	75
Effective Mentorship Programs	Pearson Correlation	.20	1
	Sig. (2-tailed)	.089	
	N	75	75

Work-Life Balance and Teacher Job Turnover Intervention

In evaluating work-life balance and its relationship with teacher job turnover intervention in primary schools in Sheema Municipality, Sheema District, research question 3 needed to be answered. To answer the question; hypothesis 3, “*There is no significant relationship between work-life balance and teachers' job turnover interventions in public primary schools in Kagango Division, Sheema Municipality, Sheema District*”, was tested at alpha-level, $\alpha = 0.05$ with 73 degrees of freedom (df). A Pearson product-moment correlation coefficient was computed to assess the linear relationship between work-life balance ($M = 4.08$, $S.D = .533$) and its relationship with teacher job turnover intervention in public

primary schools in Central Division, Sheema Municipality, Sheema District ($M = 3.90$, $S. D = .593$). To test the hypothesis, questionnaire items 20- 29 were combined to collect data on the variable, “work-life balance” and correlating it with the teacher job turnover intervention in public primary schools in Kagango Division, Sheema Municipality, Sheema District. The strength of the relationship between work-life balance and the teacher job turnover intervention in public primary schools in Kagango Division, Sheema Municipality, Sheema District was determined by computing Pearson r values and the p value at alpha level 0.05. The table that follows shows Pearson’s correlation analysis of work-life balance and its relationship with teacher job turnover intervention in primary schools in Kagango Division, Sheema Municipality, Sheema District.

Table 7: Pearson correlation between work-life balance and teachers' job turnover interventions

Correlated Variables	Correlation	Turnover intervention	Participation in decision making
Turnover intervention	Pearson Correlation	1	.27
	Sig. (2-tailed)		.018
	N	75	75
Work-life balance	Pearson Correlation	.27	1
	Sig. (2-tailed)	.018	
	N	75	75

The analysis produced an r value of .27 and a P-value of 0.018. The P- value of 0.018 is less than the alpha level of 0.05. The results displayed in the table indicated a weak, positive correlation between the two variables, ($r (73) = .27$, $p = .018$). Since the p -value is less than the alpha-level ($p = .018 > \alpha = 0.05$), there was significant relationship between work-life balance and teachers' job turnover interventions in public primary schools in Kagango Division, Sheema Municipality, Sheema District., hence hypothesis 3 was rejected.

Multiple Regression Tests and Assumptions

Multiple linear regression is a statistical method used to model the relationship between two or more predictor variables and a response variable [20]. In

the opinion of Osborne & Waters [21], when conducting multiple linear regression, several assumptions need to be met for the results to be valid. The following are the main assumptions made when conducting multiple regression: Normality, Linearity, Homoscedasticity, Multicollinearity.

Normality Assumption Test

According to Schmidt & Finan [22], the focal point of testing the normality assumption in multiple regression is scrutinizing the scattering of the residuals, which are the differences between the observed values and the values predicted by the regression model. If the residuals are not normally distributed, the results of hypothesis tests (like t-tests for individual coefficients) may not be valid [21]. The

figure that follows shows the results of the normality test.

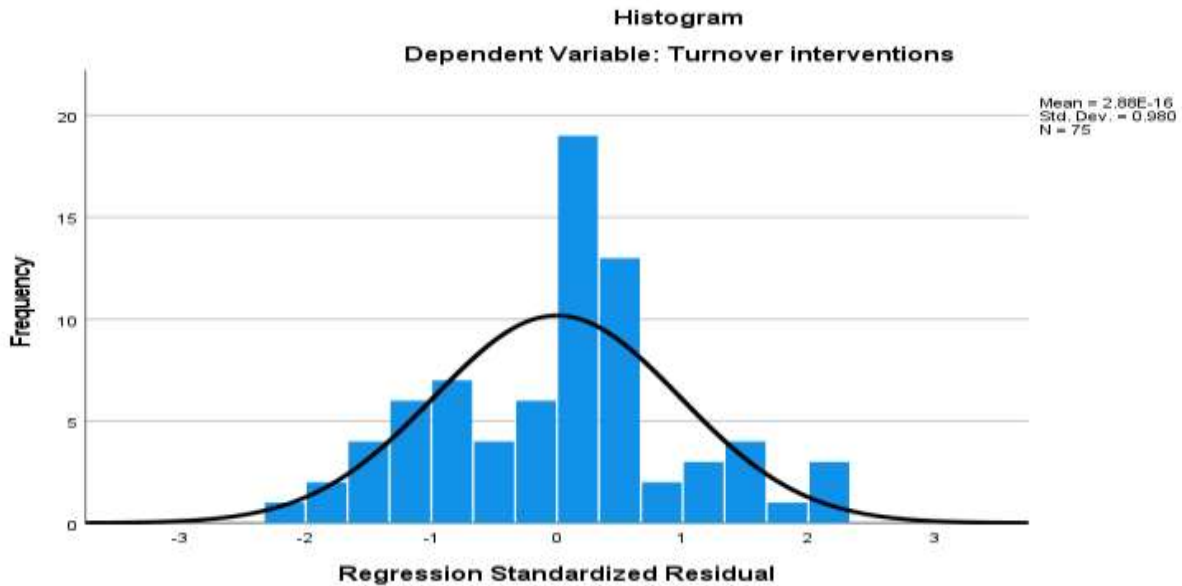


Figure 18: Dependent Variable-Turnover Interventions

Linearity Assumption Test

The relationship between the independent (predictor) variables and the dependent (response) variable should be linear [21]. Linearity therefore refers to the presence of a straight-line relationship between the predictor and the response variables [15]. According to Jurado et al., [23], Linearity can be

checked by plotting the residuals the difference between observed and predicted values) against the fitted values. The figure that follows next shows the graph of fitted values (observed values) against the Residuals.

Normal P-P Plot of Regression Standardized Residual

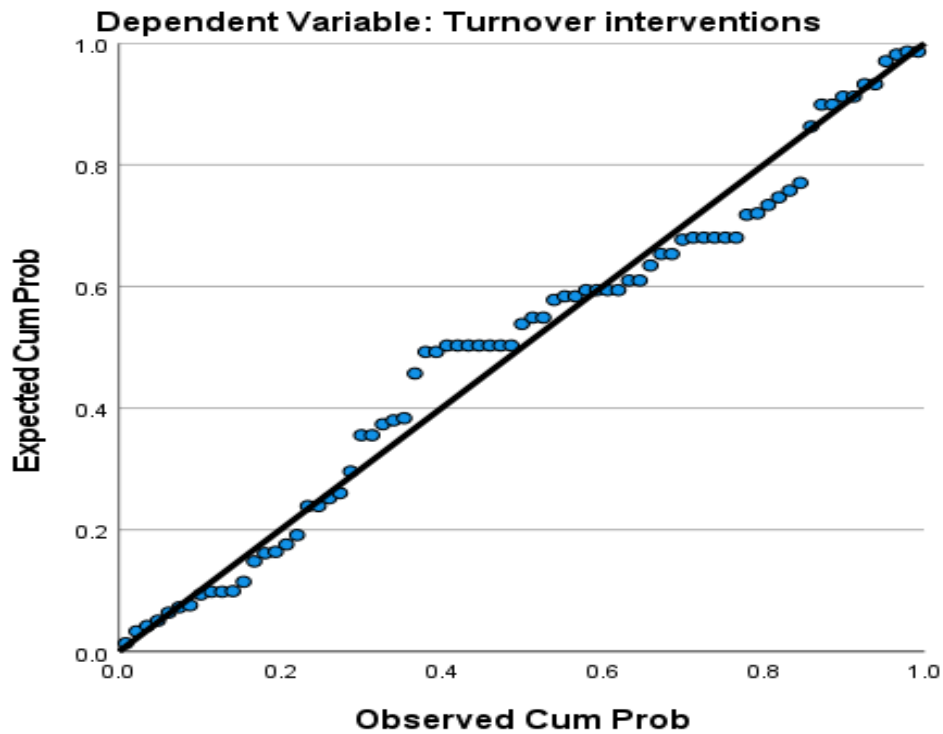


Figure 19: Normal P-P Plot of Regression Standardized Residual

Homoscedasticity Assumption Test

Homoscedasticity alludes to a state in which the variance of the residual, or error term, in a regression model is constant [24]. Çelik goes on to state that the error term does not change a lot even when the value of the independent variable changes. Put in another way, the variance of the data points is roughly the same for all data points. This suggests a level of

consistency and makes it easier to model and work with the data through regression; however, the lack of homoskedasticity may suggest that the regression model may need to include additional predictor variables to explain the performance of the dependent variable. The figure that follows represents scatterplot for homoscedasticity test.

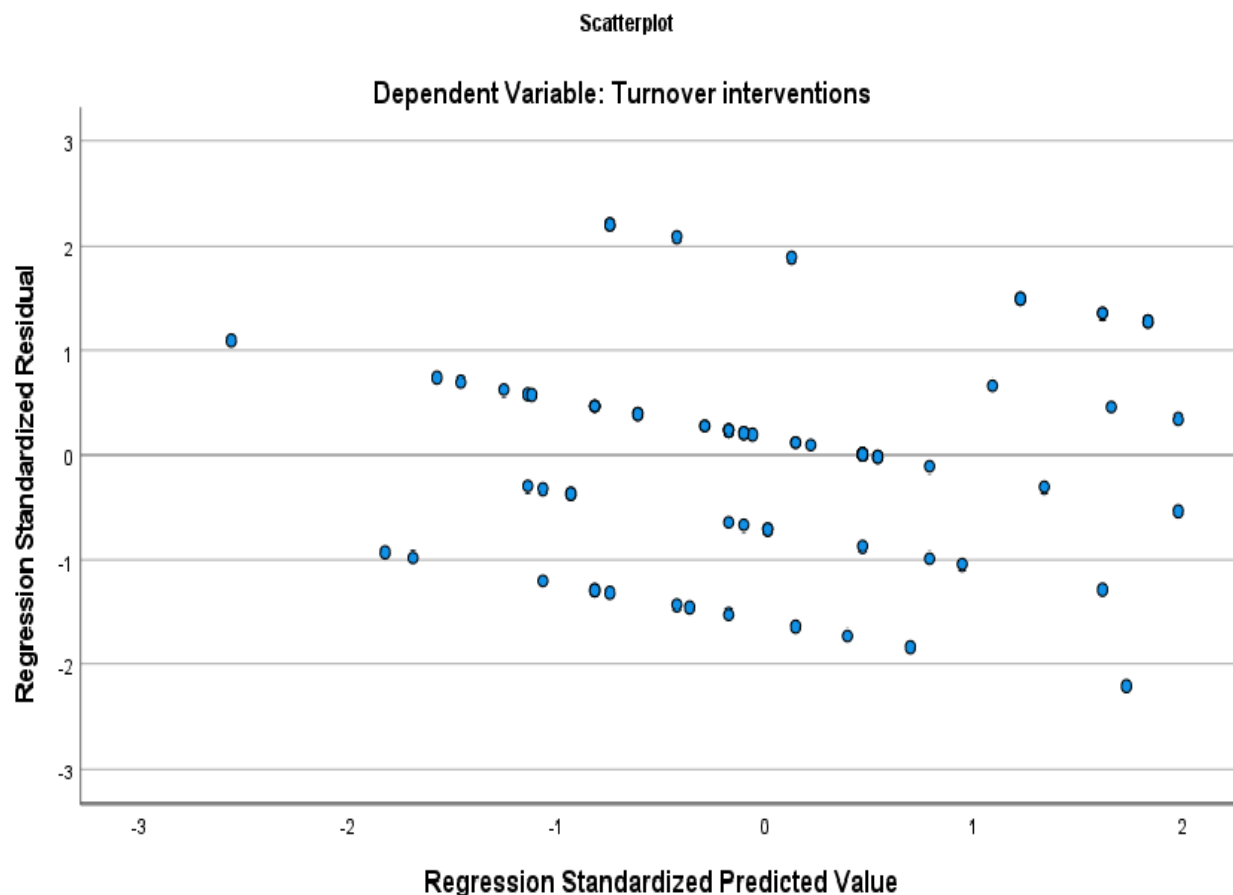


Figure 20 : Homoscedasticity Assumption Test Scatter Plot

Multicollinearity Assumption Test

According to Daoud [25], multicollinearity is a violation of one of the basic assumptions for successful regression model assumptions. It appears when two or more independent variables in the regression model are correlated. A little bit of multicollinearity sometimes may cause a big problem but when it is moderate or high, then, it would be difficult to solve [25]. Multicollinearity, or near-linear dependence, is a statistical phenomenon in which two or more predictors variables in a multiple regression model are highly correlated. To check for multicollinearity, one can use either the correlation

coefficients or the variance inflation factor (VIF) [26]; [27]; [25].

To use the correlation coefficients, simply put all our independent variables into a correlation matrix and look for coefficients with magnitudes greater than 0.80 or higher would indicate strong correlation [28]. Alternatively, use VIF which is generated alongside coefficients in SPSS when running multiple regression [29]. According to Shrestha [30], a VIF value of 10 and above indicates a strong correlation while VIF of less than 10 indicates a weaker correlation. A VIF of less than 5 is the best outcome for testing multicollinearity as it indicates little to no correlation [1].

Table 8: Multicollinearity Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistic
		B	Std. Error	Beta	VIF
1	(Constant)	2.439	.691		
	Supportive leadership	-.051	.102	-.056	1.004
	Effective mentorship Programs	.131	.070	.208	1.005
	Work-Life Balance	.309	.124	.278	1.001

Supportive leadership and Teachers' Turnover interventions in Government Aided Primary Schools in Kagango Division Sheema Municipality

All the variables that predict teacher job turnover intervention in public primary schools in Kagango Division, Sheema Municipality, Sheema District were summarized by getting their means. A new variable known as turnover interventions was computed in

SPSS. This new variable formed the dependent variable sighted in the specific objectives of this study. A multiple regression analysis was then run in SPSS taking this new variable as the dependent variable verses the variables that determined supportive leadership. The result of this analysis is given in the table that follows next.

Table 9: Supportive leadership and Teachers' Turnover Interventions Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.498 ^a	.248	.193	.35647

The Model Summary determines computed multiple correlation coefficient, R which determines the goodness of the fit of the regression model and R² which determines the quality of the predictor on the dependent variable, "Turnover interventions". As per the above table, a value of .248 was obtained, an indication that 24.8% of the variability of teacher job turnover interventions can be explained by the

independent variables, supportive leadership, effective mentorship programs and work-life balance.

ANOVA (Analysis of Variance)

The analysis of variance resulted in the following table with an overall Sig value of 0.001 and an F value of 4.550 indicating there is a statistically significant relationship between at least one independent variable and the dependent variable.

Table 10: ANOVA on Supportive Leadership and Turnover Interventions

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.891	5	.578	4.550	.001 ^b
	Residual	8.768	69	.127		
	Total	11.658	74			

Estimated Model Coefficient

As for the contributions of individual predictor variables, table of coefficients below was obtained from this analysis. The table indicates the corresponding t values for each variable and the Sig, values: It can be deduced from the table that the variables with labels "Team members appreciate one another unique capabilities" and "Team members take

personal responsibility for the effectiveness of our team" with value pairs t=2.642 and Sig.= .000 and t=-**2.093** and Sig.= **0.004** have a statistical significance at 95% confidence interval. The rest of the variables have their Sig values higher than 0.005 hence they indicate no statistical significance to the dependent variable.

Table 11: Estimated Model Coefficient on Supportive Leadership

Model		Coefficients			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3.510	.376		9.32	.000
	Team problem solving results in effective solution	.023	.052	.062	.44	.662
	Team members appreciate one another's unique capabilities	.151	.057	.425	2.64	.000
	We are able to resolve conflicts with other teams collaboratively	-.109	.068	-.207	-1.60	.114
	Team members take personal responsibility for the effectiveness of our team	-.111	.053	-.227	-2.09	.004
	Team members take initiative to resolve issues between themselves without involving the team leader	.021	.045	.054	.47	.640

a. Dependent Variable: Teacher Turnover Interventions

Effective Mentorship Programs and Teachers' Job Turnover Interventions

To determine the relationship between effective mentorship programs and teachers' job turnover interventions a multiple linear regression was carried out on the data as above and the results obtained are given below: The Model summary table computed the

coefficient of the multiple linear regression, R, R Square, adjusted R Square and Std. Error Estimate. It can be concluded from the Model summary that 19.4 % of the variability of Job Turnover interventions can be explained by the independent variables.

Table 12: Effective Mentorship Programs Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.441 ^a	.194	.123	.37162

Analysis of variance (ANOVA)

The following was obtained for the test of analysis of variance:

Table 13: Effective Mentorship Programs ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.267	6	.378	2.736	.019 ^b
	Residual	9.391	68	.138		
	Total	11.658	74			

The ANOVA table indicate Sig value of .0019 which is less than 0.05 which indicates that there is a statistical significance between the independent variables and the dependent variable. Similarly

a table of coefficient values were obtained to determine the contributions of individual variables to the dependent variable:

Table 14: Standardized and unstandardized coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.440	.435		7.913	.000
	There is Inadequate or poor-quality educational material	.103	.043	.269	2.363	.021
	There is lack of educational material	-.163	.071	-.264	-2.311	.024
	There is lack of physical infrastructure	.030	.035	.097	.858	.394
	There is inadequate or poor-quality physical infrastructure	.021	.053	.044	.387	.700
	The number of digital devices connected to the internet is sufficient	.078	.034	.293	2.316	.024
	Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction	-.062	.037	-.218	-1.665	.100

Observing the Sig values obtained for individual independent variables, a total number of four variables have values less than 0.05 which indicate a statistical significance between them and the dependent variable. It can therefore be concluded that there is a relationship between the effective mentorship programs and teachers' job turnover interventions.

Work-Life Balance and Teachers' Job Turnover Interventions

A multiple linear regression was applied to the data to determine the relationship between work-life balance and teachers' job turnover interventions. The result obtained are given below starting with Model summary table:

Table 15: Participation in decision making Model summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.676 ^a	.457	.382	.31211

b. Dependent Variable: Teacher Turnover Interventions

As can be observed in the table, correlation coefficient R has a value .676 meaning 45.7 % of the dependent variable can be explained by the independent

variables. The test of analysis of variance given the table below also strongly supports this conclusion:

Table 16: Work-Life Balance ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.327	9	.592	6.075	.000 ^b
	Residual	6.332	65	.097		
	Total	11.658	74			

a. Dependent Variable: Teacher Turnover Interventions

The ANOVA with F=6.075 and Sig at 0.000 indicate a significance relationship between the independent variable and the dependent variable. The coefficient

table given below indicate the contributions of each independent variable to the dependent variable:

Table 17: Work-Life Balance Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.123	.430		4.942	.000
	I am involved in making rules and regulations in my school	.170	.068	.258	2.503	.015
	I contribute to school development in no small measure	-.066	.052	-.142	-1.263	.211
	I take active part in staff development	-.182	.070	-.331	-2.591	.012
	I am involved in disciplining the students	.032	.060	.074	.531	.597
	My suggestions count in vital issues in school	.046	.053	.092	.877	.384
	I am involved in planning for the school examinations	.083	.044	.200	1.900	.062
	I am involved in in the coordination of the school examinations	.095	.038	.289	2.492	.015
	I am involved in identifying problem areas in in the school	.081	.038	.230	2.153	.035
	My suggestion counts in on how to move the school forward	.086	.032	.284	2.656	.010

a. Dependent Variable: Teacher Turnover Interventions

From the table, especially the column of significant values, there five values that are less than 0.05. This indicates that there is a statistical significance between them and the dependent variable. It can therefore be concluded that there is a relationship

between the work-life balance and teachers' job turnover interventions. It can be concluded therefore that there is a statistically significant relationship between work-life balance and teachers' job turnover interventions.

Work Environment and Teachers' Turnover Interventions in Government Aided Primary Schools in Kagango Division Sheema Municipality

Table 18: Work Environment Coefficients

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.439	.691		3.532	.001
	Supportive leadership	-.051	.102	-.056	-.499	.619
	Effective mentorship programs	.131	.070	.208	1.862	.067
	Work-life balance	.309	.124	.278	2.490	.015

a. Dependent Variable: Turnover interventions

In order to establish the contribution of each predictor variable (Work Environment) to the variation in the response variable (Teachers' Turnover Interventions), regression analysis was carried and the results presented in table-. The general model equation from the results in the table, that predicts teachers' turnover interventions based on supportive leadership, effective mentorship programs and work-life balance is given as:

$$Y = 2.439 + -.051X_1 + .131X_2 + .309X_3 + .05$$

Hypotheses:

H₀₁ : There is no significant relationship between supportive leadership and teachers' job. Turnover interventions in government aided primary schools in Kagango Division, Sheema Municipality, Sheema District (t(73)= -.499, p = .619 >.05) not significant, the null hypothesis 1 is thus retained. The interpretation of this is that one additional unit of supportive leadership would cause a change of -.051 or - 5.1 %

H₀₂ : There is no significant relationship between effective mentorship programs and teachers' job turnover interventions in government aided primary schools in Kagango Division, Sheema Municipality, Sheema District. (t(73)= 1.862, p = .067 >.05) not significant, we retain the null hypothesis 2. The Interpretation of this is that one additional unit of effective mentorship programs would cause a change of .131 or 13.1%

H₀₃ : There is no significant relationship between work-life balance and teachers' job turnover interventions in government aided primary schools in Kagango Division, Sheema Municipality, Sheema District.

(t(73)= 2.49, p = .015 < .05) is significant, therefore the null hypotheses 3 is rejected.

The indication that this result is that an increase of one unit in work-life balance making causes an increase of .309 or 31 % in Teachers' job turnover intervention.

DISCUSSION

Supportive leadership and Teachers' Job Turnover Interventions

The study established that there is no significant relationship between supportive leadership and the teachers' job turnover interventions in government aided primary schools in Kagango Division, Sheema Municipality, Sheema District, the findings of this study are in line with study findings of Bellmann and Hübler [31], who made series of important claims arguing that, in the case of job turnover interventions, there have been important findings that show a significant association between job turnover interventions and the factors studied in this article, such as working conditions, collegiality, workload, and student behavior. Gender is also related to job turnover interventions, as women

teachers have more self-efficacy, engage more in professional development, and thus have higher levels of job turnover interventions, whereas men tend to focus more on collegiality/cooperation. On the same note, teachers with lower self-efficacy tend to have more issues with student discipline and behavior.

Effective Mentorship Programs and Teachers' Job Turnover Interventions

The study established that there is no significant relationship between effective mentorship programs and the teachers' job turnover interventions in government aided primary schools in Kagango Division, Sheema Municipality, Sheema District, the findings of this study are in line with study findings of Ortan et al. [32], who found that job resources, self-efficacy, and work engagement are related, but

over time, leading to the conclusion that teacher engagement depends on both well-resourced environments and self-efficacy. On the same note, Schaack et al. [33], showed that if job demands are related to teacher exhaustion and burnout, lack of job resources is related to teacher disengagement. Educational resources need to be viewed at a larger scale, to include technological devices, as posited by Ali [34].

Relationship between Work-Life Balance and the Teachers' Job Turnover Interventions

The study established that there is significant relationship work-life balance and the teachers' job turnover interventions in government aided primary schools in Kagango Division, Sheema Municipality, Sheema District, the findings of this study are in line with study findings of Kristen [35], who established

The study established that, work-life balance contributed 31% of variations in the dependent variable. This was followed by effective mentorship programs which contributed 13 % of all variations in the response variable and only 5% of the variations in the dependent variable was attributed to supportive leadership. Overall, 49 % of variations in the response variable (teachers' job turn over interventions) are attributed to supportive leadership, effective mentorship programs, and work-life balance. However, 51% of the variations in the response variable are attributed to other factors other than those under this study. The correlation results for the study indicated that based on objectives. The results indicated a weak linear relationship between supportive leadership and the teachers' job turn-over interventions, and effective mentorship programs and teachers' job turn-over interventions respectively. In both incidences, the null hypotheses were retained. The indication of this was that the relationship

this fact and saw involvement of employees in supportive leadership as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that work-life balance is likely to lead to job turnover interventions and better-quality work and that gains are available both to employers (increased efficiency) and workers (job turnover interventions), in short, an everyone-wins scenario. Staff cooperation is believed to be an indisputable asset to the school principals while involvement in work-life balance by the teachers could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principals alone.

CONCLUSION

between those variables is insignificant. However, the study established that there was a positive significant relationship between work-life balance and the teachers' job turn-over interventions

Recommendations

Based on the findings of this study, public primary schools in Kagango Division, Sheema Municipality, Sheema District should encourage more supportive leadership. This can be achieved through creation of work teams and assigned specific tasks to tackle. By occasionally doing this, public primary schools will improve on teachers' cooperation which subsequently raises the contribution of the variable on teachers' job turn-over intervention. While effective mentorship programs are important, their role in alleviating teacher turnover is insignificant. It is necessary for public primary schools in Kagango division to think other motivational factors to attract teachers.

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