**SJ Education Research Africa**
**Vol. 2 No.10 (2025): October 2025 Issue**
**https://doi.org/10.51168/nryvvw85**
**Original Article**

# Motivational factors and teacher retention in private primary schools in Juba County, South Sudan. A cross-sectional study.

***Peter Alier Goch Wuoi*, Richard Semanda, kateregga salongo***
*School of Graduate Studies and Research, Team University.*



## Abstract

### Background
Teacher retention in private primary schools in Juba County, South Sudan, is increasingly influenced by motivational factors such as working conditions, remuneration, and career progression opportunities. This study aims to examine the relationship between motivational factors and teacher retention in private primary schools in Juba County, South Sudan.

### Methodology
The study employed a descriptive cross-sectional research design and used quota sampling to select 127 participants, including head teachers, deputies, and classroom teachers from the South Sudan Private Schools Association. Primary data were collected through structured questionnaires and analyzed using SPSS Version 24.0, applying descriptive statistics, correlation, and simple linear regression, with results presented in tables and figures.

### Results
Most respondents (39%) were aged 41–45 years, 54 teachers held bachelor's degrees, and 23% of respondents held administrative roles. working conditions significantly influenced teacher retention ($R^2$=0.381, t (102) = 6.750, p < .05), accounting for 48.1% of the variability in retention. Remuneration and benefits showed a statistically significant relationship with teacher retention ($R^2$ = 0.336, t (102) = 7.711, p < .05), explaining 48.1% of the variability. Progression opportunities were also positively and significantly related to retention ($R^2$ = 0.176, t (102) =5.409, p < .05). Linear regression analysis showed that 17.6% of the variability in retention of private primary school teachers was explained by progression opportunities, which statistically and significantly influenced retention of private primary school teachers (R2 = .176, t (102) =5.409, p < .05).

### Conclusion
The study established that working conditions, fair compensation, and professional growth opportunities are vital for retaining qualified teachers.

### Recommendation
School administrations should invest in modern infrastructure, adopt participative leadership styles, establish staff recognition and reward systems, and support continuous professional development through workshops and research participation.

***Keywords:*** *Teacher retention, Working conditions, Remuneration, Progression opportunities, Motivation, Private primary schools, Juba County*
***Submitted:*** *October 10, 2025* ***Accepted:*** *October 25, 2025* ***Published:*** *October30, 2025*

***Corresponding author:*** *Peter Alier Goch Wuoi**
***Email: alierdupioch@gmail.com***
*School of Graduate Studies and Research, Team University*

## Background

There is increasing concern that a significant number of teachers in South Sudan's private schools are demotivated due to a combination of factors, such as inadequate compensation and low job satisfaction (Ruto & Simatwa, 2019). Many teachers in private primary schools work long hours, often without overtime pay, and some are not even granted paid leave (Nyaga, 2015). Additionally, many workplaces in South Sudan lack baby-friendly spaces for nursing mothers, which can add to the stress and dissatisfaction experienced by employees. Wachuka (2021) explains that workers faced with unpleasant working

https://doi.org/10.51168/nryvvw85
Original Article



conditions will either quit, minimize their time in such an environment, or mentally shut down, resulting in reduced productivity. In Juba County, the demand for general education teachers is high, which contributes to the high turnover rate in private schools and exacerbates the teacher shortage problem in South Sudan (Muguongo et al., 2015).

According to Synar and Maiden (2012), poor human resource incentive systems are a significant cause of teacher turnover, which is a problem in many poor nations where teacher management is chaotic. Although individuals seek opportunities for learning, professional growth, and challenges, salary and benefits play a role in attracting and retaining staff, as noted in studies by Bentea (2017). Meeting teachers' intrinsic needs, such as job satisfaction and personal growth, contributes to building trust, loyalty, and morale among them. Teacher turnover in Juba is a significant concern, with high-poverty schools experiencing the highest rates of turnover. On average, 29% of teachers in these schools leave their positions each year, compared to 19% in low-poverty schools. This can have a devastating impact on student learning and achievement, as consistent teaching is crucial for student success.

The main reasons for teacher turnover in Juba include low salaries, lack of support, and poor working conditions. Many teachers feel that their salaries are not sufficient to support themselves and their families, leading them to seek better-paying opportunities elsewhere. Additionally, the lack of resources and support in high-poverty schools can make it difficult for teachers to effectively manage their classrooms and provide quality instruction. Nevertheless, there is a gap in knowledge regarding the effect of motivation on teacher retention in private primary schools in Juba County, South Sudan, specifically.

Private schools in Juba, South Sudan, are quite vibrant, with many institutions offering quality education to students. Hope Primary School, Comboni Secondary School, Juba, and Royal International School are some of the notable private schools in the area. These schools provide a range of academic programs, from nursery to secondary education, and some even offer specialized courses like computer lessons and public speaking training. One of the private schools in Juba, Juba Diplomatic Nursery and Primary School, has been making waves with its innovative approach to education. The school offers a nurturing environment with a focus on academics, talent exploration, and development. They also provide school feeding, transportation services, and even have a rebranding plan in place to update their school uniform and buses. Another private school, Juba Parents School, is committed to providing a world-class education that prepares students for success in the 21st century. They have a team of dedicated and experienced educators, state-of-the-art facilities, and a curriculum that is continuously updated to ensure relevance. The school also prioritizes the social and emotional well-being of its students, recognizing the importance of a supportive community in their success.

Studies have identified numerous factors that affect teacher turnover in private schools, including poor facilities, exclusion from decision-making processes, indisciplined students, and negative attitudes from management or administrative bodies (Khalid & Mahmood, 2016). Extrinsic factors, such as work conditions, salary, non-monetary rewards, and work environment, as well as several intrinsic factors, such as employee achievements, recognition, work load, promotion opportunities, salary structure, and the level to which employees feel appreciated, also affect employee motivation and impact employee performance (Gichure, 2014). This study focuses on the interplay between employee motivation and teacher retention in private primary schools in Juba County, South Sudan.

## Methodology

### Research design

A descriptive cross-sectional survey design was used.

### Study population

The population targeted was 482 teachers from 21 private primary schools in Juba County, South Sudan. The distribution of the population outlines middle-cost schools, which have a moderate number of teachers and a teacher to pupil ratio.

### Study area

The study area included Juba county in South Sudan, central Equatoria, with a total area of 18,362 km2 (7090 Sq mi). It is the administrative area in Central Equatoria state. It’s the largest county in Central Equatoria and one of the largest in the region of Equatoria.

### Sampling size and procedure

The study focused on 127 participants from twenty-one schools in high, middle, and low-income areas of the county. While quota sampling techniques do not necessarily require a sampling frame, one was obtained for the study from the South Sudan Private Schools Association (SSPSA, 2022).

### Sampling technique

The study used a quota sampling technique, selecting four teachers and one head teacher from each of the twenty-one private primary schools in Juba County. The schools in this study were divided into strata based on shared characteristics such as economic status, and non-probability

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/nryvvw85
Original Article



sampling techniques were deemed appropriate for achieving the research objectives.

## Sample size

To accurately determine the proportion of the population at a 95% level of confidence, a suitable sample size was calculated for quantitative data collection. For this study, a sample size of 127 respondents was determined, consisting of one head teacher and four teachers from each of the 21 private primary schools located within Juba County in South Sudan. The sample was stratified by the economic status of the schools, with 42 respondents from low-cost schools, 43 from middle-cost schools, and 42 from high-cost schools.

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where:
e is the desired level of precision (i.e. the margin of error), p is the (estimated) proportion of the population which has the attribute in question, q is 1 – p.
The z-value is found in a Z table
The p was derived at 26.0%.
(1.96^2 * 0.260 * (1-0.260)) / (0.05^2) = 127
The study targeted participants from all 21 stations.

**Table 1: Study's sample size.**

| School | Head Teacher | Deputy Head teacher | Teachers | Totals | Proportion |
|---|---|---|---|---|---|
| Low- cost schools | 7 | 7 | 28 | 42 | 33% |
| Middle- cost schools | 8 | 7 | 28 | 43 | 34% |
| High- cost schools | 7 | 7 | 28 | 42 | 33% |
| **TOTALS** | **22** | **21** | **84** | **127** | **100%** |

**Source: Author (2022).**

## Data collection methods

The study used a closed-ended questionnaire as the primary data collection tool due to the researcher's proximity to the target population. The questionnaire consisted of five sections: The first section collected demographic information about the teachers, including years of experience, gender, age, and level of education. The second section focused on the statements related to working conditions and teacher retention. The third section tested questions connected to remuneration benefits and teacher retention whereas the fourth section focuses on statements related to progression opportunities and teacher retention. The last section sought to test statements related to the level of teacher retention in private primary schools. The researcher used a 5-point Likert scale, where the number 1 represented "strongly disagree" and the number 5 represented "strongly agree," to collect responses.

## Pretesting (Validity and reliability)

## Validity of the instruments

To eliminate biasness and unclear phrases the piloted questionnaire was tested. Testing of the piloted questionnaire ensured that the final questionnaire has a capability of eliciting information that answers the research question. To confirm the validity of the structured questionnaires, questionnaires were administered to managers and supervisors. Invalid questions were then removed from the final questionnaires after the review process.

## Reliability of the instruments

Cronbach's alpha (α) was employed in the analysis of the pilot test data to determine the internal consistency or average correlation of items in a survey instrument to gauge its reliability. According to Yin (2017), the Cronbach's alpha (α) indicates the extent to which the set of research instruments are reliable making it appropriate for the study. A coefficient value of above 0.7 implies that the research instruments (questionnaire) is reliable thus appropriate for use in the study.

## Reliability test

The study conducted a pilot study which was used to test reliability of the study instruments by assessing the consistency of data arising from the use of the study research method. A Cronbach Alpha was used to measure reliability of the research questionnaires.

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/nryvvw85
Original Article



**Table 2: Reliability test**

| Variable | Number of Coefficient | Cronbach Alpha |
|---|---|---|
| Low cost | 5 | 0.794 |
| Middle cost | 5 | 0.809 |
| High cost | 5 | 0.862 |
| Average | | 0.823 |

**Source: Field data, 2024**

The study indicated that risk transfer as a risk management practice had a Cronbach Alpha of 0.827, risk prevention had a coefficient of 0.794, risk control had a coefficient of 0.809. Since the Cronbach alpha coefficients were all more than 0.7 the data collection instruments were deemed statistically reliable to collect data for the study.

## Data analysis methods

The study used descriptive statistics to convert raw data into useful information in the form of tables, charts, and frequencies. In this study, tables were used to summarize responses and facilitate comparisons, while figures like graphs and pie charts were also employed. The study also used standard deviation and mean to analyze the descriptive data collected during the field study. In addition, inferential statistics such as linear regression and correlation analysis were used to draw conclusions from the data. Regression analysis was especially useful because it allowed the study to evaluate the impact of independent factors on dependent variables. The equation used for regression analysis is presented below:

$Y=\beta 0+\beta_1 X_1+\beta_2 X_2+\beta_3 X_3+\varepsilon$

Whereby;

Y= Teacher Retention

B0= Constant

$B_1$= Coefficient

$X_1$= Working Conditions

$X_2$= Teacher Remuneration

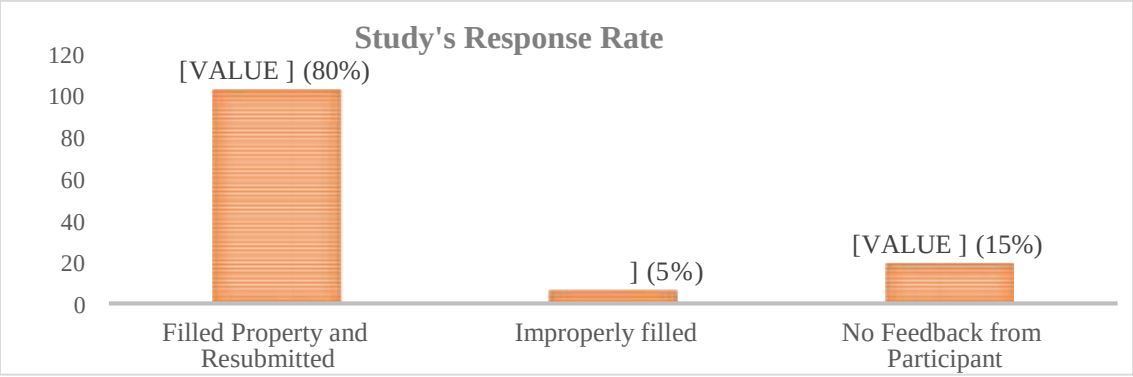
$X_3$= Progression Opportunities

E= Error Term

## Results

## Response rate

**Figure 1: Showing the response**




In this study, the 127 questionnaires were distributed using the drop and pick method across 21 private primary schools. The study employed quota sampling to locate participants conveniently, which resulted in a commendable response rate. Out of the 127 questionnaires issued, 102 were properly filled and submitted, 6 were improperly filled, and 19 were not returned for analysis. The response rate for this study was 80%.

## Socio-demographic data

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/nryvvw85
Original Article



**Figure 2: Gender distribution**

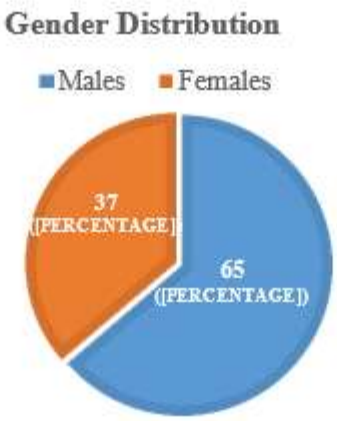



Figure 2, revealed a good number of female teachers compared to male teachers. Overall, 65 females showed up for the study, against 37 males.

**Figure 3: Age distribution**

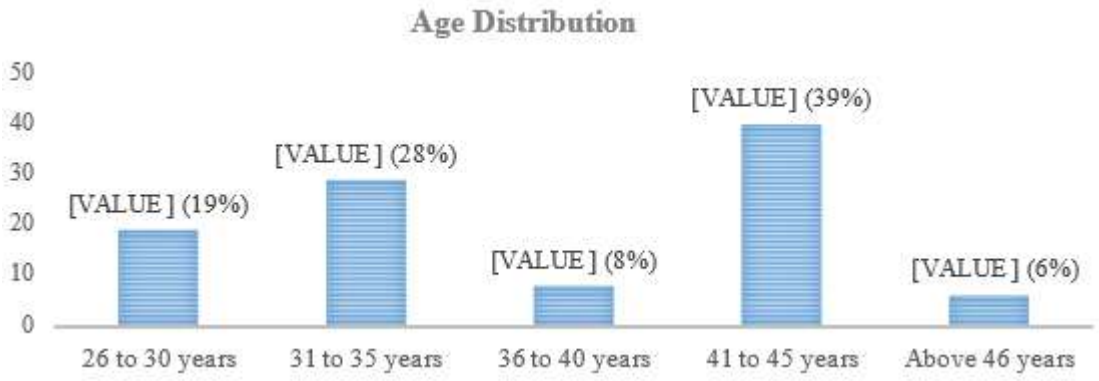



Figure 3, shows that the highest age distribution was represented by 39% of the teachers, aged 41 to 45 years, whereas the lowest age bracket was above 46 years at 6%. The respondents in this study were quite a youthful group. This study revealed that a majority of the teachers retire from the teaching service in their youthful stages, hence the low turnout of teachers above the age of 46 years.

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/nryvvw85
Original Article



**Figure 4: Education level**

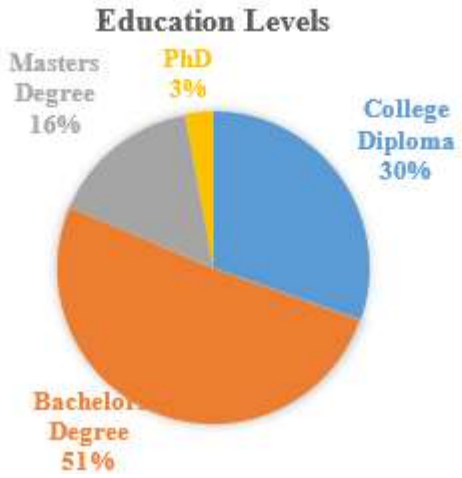



Figure 4 revealed that, slightly more than half of the teachers of private primary schools in Juba County had attained their bachelor's degree (54 teachers). The low levels of masters, PhD and doctorate degree uptakes indicated that most teachers leave teaching in their older ages and opt for other careers.

**Figure 5: Work department.**

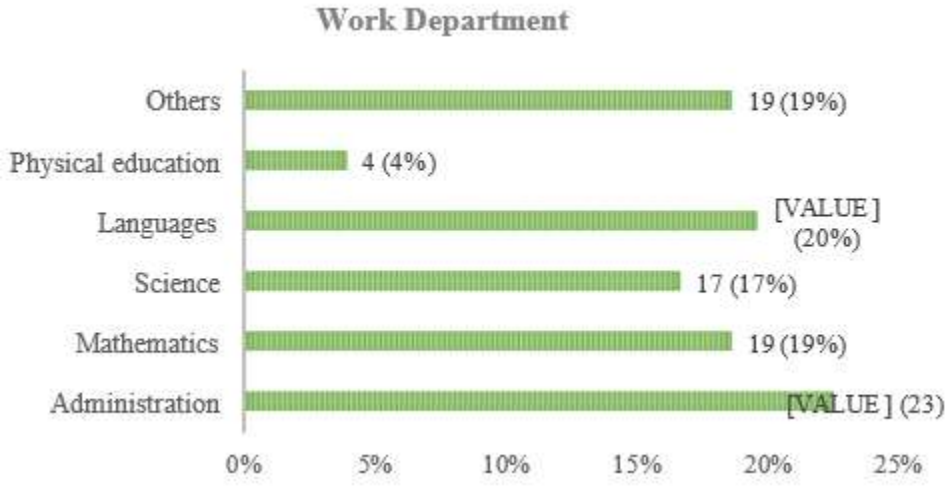



Figure 5, shows that twenty-three percent of the head teachers and deputy teachers played administrative roles and taught other subjects as well. The 102 teachers that responded to the investigations in this study fell between mathematics, languages, physical education and other subjects.

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/nryvvw85
Original Article



**Figure 6: Years of experience**

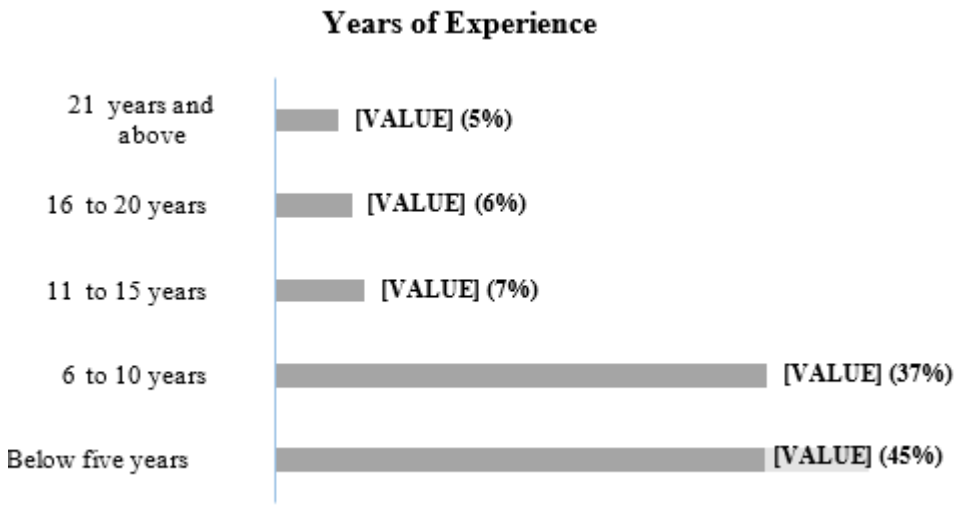



Figure 6, showed that most teachers had spent less than 5 years in their current working station, which was mainly attributed to their ongoing search for greener pastures.

## Rating of the level of teacher retention in private primary schools

**Table 3: Rating of level of teacher retention in private primary schools**

| Teacher Retention Statement | Mean | Standard Deviation |
|---|---|---|
| Teachers recommend the school as a good place to work to their colleagues | 3.68 | 0.78 |
| Teachers feel that their work is meaningful and contributes to the school's mission | 3.79 | 0.88 |
| The school has a low incidence of teacher burnout or turnover | 3.15 | 0.92 |
| To what extent do teachers feel valued and appreciated by the school? | 2.96 | 0.45 |
| Teachers stay with the school for more than 5 academic years | 3.45 | 0.67 |
| Private primary schools experience a low employee turnover rate over the past 5 years | 3.65 | 0.90 |
| Teachers feel connected to the school's mission and values | 3.55 | 1.02 |
| To what extent do teachers express loyalty to the school | 3.19 | 0.78 |
| Teachers feel a sense of commitment to the school | 2.89 | 0.84 |
| Teachers feel valued and appreciated by the school | 3.26 | 1.24 |
| **Composite Mean and Standard Deviation** | **3.36** | **0.85** |

The participants rated the level of teacher retention in private primary schools based on several statements. The composite mean score for all statements was 3.36 with a standard deviation of 0.85, indicating that, on average, the

https://doi.org/10.51168/nryvvw85
Original Article



participants felt positively about teacher retention in private primary schools. The highest mean score was obtained for the statement "Teachers feel that their work is meaningful and contributes to the school's mission" with a score of 3.79 and a standard deviation of 0.88. This suggests that the participants felt that their work was meaningful and contributed to the school's mission.

The second-highest mean score was obtained for the statement "Teachers recommend the school as a good place to work to their colleagues" with a score of 3.68 and a standard deviation of 0.78. This indicates that the participants were likely to recommend the school as a good place to work to their colleagues. The lowest mean score was obtained for the statement "Teachers feel valued and appreciated by the school" with a score of 2.96 and a low standard deviation of 0.45. This suggests that the participants felt that the school could do more to value and appreciate their teachers.

The mean score for "Teachers stay with the school for more than 5 academic years" was 3.45 with a standard deviation of 0.67, indicating that participants felt that teachers were likely to stay with the school for more than 5 academic years. The mean score for "Teacher's express loyalty to the school" was 3.19 with a standard deviation of 0.78, indicating that participants felt that teachers were likely to express loyalty to the school.

The mean score for "Teachers feel a sense of commitment to the school" was 2.89 with a standard deviation of 0.84, suggesting that participants felt that there was room for improvement in terms of supporting teachers' sense of commitment to the school. The mean score for "The school has a low incidence of teacher burnout or turnover" was 3.15 with a standard deviation of 0.92, suggesting that participants felt that the school was doing a good job in terms of preventing teacher burnout or turnover.

The mean score for "Teachers feel connected to the school's mission and values?" was 3.55 with a standard deviation of 1.02, indicating that participants felt that teachers were likely to feel connected to the school's mission and values. The mean score for "Private primary school experienced a low employee turnover rate over the past 5 years" was 3.65 with a standard deviation of 0.90, indicating that participants felt that the private primary school had experienced a low employee turnover rate over the past 5 years.

## Working conditions and teacher retention in private primary schools

### Rating of working conditions in private primary schools.

**Table 4: Descriptive statistics for working environment and teacher retention**

| Working Environment | Mean (1-5) | Standard Deviation |
|---|---|---|
| The school has enough office space for teachers | 3.63 | 1.64 |
| The school has adequate infrastructure for the teachers. | 3.89 | 1.50 |
| The school has a fully equipped classroom | 3.94 | 1.05 |
| The school encourages positive work relations | 3.45 | 1.27 |
| The policy of the school is open door policy to discuss matters | 4.04 | 0.26 |
| The school encourages delegation duties to teachers | 3.53 | 1.24 |
| The school offers teachers financial opportunities for career growth | 2.96 | 0.15 |
| The school recognizes and appreciates teachers | 3.85 | 1.26 |
| The teachers are deeply involved in strategic decision making | 2.88 | 0.48 |
| There is recognition of individual and team accomplishments in the organization | 3.43 | 1.48 |
| The school provides adequate stationery to the teachers | 3.78 | 0.47 |
| The school has computers for teachers | 3.56 | 1.96 |
| The school has enough classrooms | 3.72 | 1.32 |
| The school has enough classroom furniture | 3.92 | 1.32 |
| The institution has violent pupils | 1.95 | 0.85 |
| The pupils conduct poorly towards the teachers | 1.93 | 0.85 |
| The pupils boycott classes | 1.80 | 2.15 |
| Teachers are assigned manageable workload in my school | 3.61 | 1.62 |
| My school respects the agreement on workload signed upon employment | 3.56 | 1.13 |
| Teachers can achieve the goals and objectives of the school | 3.57 | 1.56 |
| My school clearly spells out job duties and responsibilities | 3.48 | 0.64 |

https://doi.org/10.51168/nryvvw85
Original Article

| | | |
|---|---|---|
| My school communicates clearly to the teachers about its expectations of them | 3.85 | 0.98 |
| My school provides opportunities for teachers to climb the job ladder | 3.26 | 0.16 |
| **Composite Mean and Standard Deviation** | **3.37** | **1.10** |



The study aimed to analyze the extent to which working conditions affect teacher retention in private primary schools in Juba County, South Sudan. The researcher employed 24 variables on a five-point Likert scale to study this variable, with which the majority of the respondents disagreed and disagreed strongly with. Overall, the composite mean score for all the working conditions was 3.37 with a standard deviation of 1.10. This finding suggests that the participants generally felt that their school's working conditions were average.

The mean score for "The school has enough office space for teachers" was 3.63 with a standard deviation of 1.64. This indicates that the majority of the participants felt that their school had adequate office space for the teachers, although some felt otherwise. Similarly, the mean score for "The school has adequate infrastructure and equipment for the teachers" was 3.89 with a standard deviation of 1.50, indicating that the majority of the participants felt that their school had adequate infrastructure and equipment for the teachers. The mean score for "The school has a fully equipped classroom with enough learner furniture, stationery, and necessary tools" was 3.94 with a standard deviation of 1.05. This finding shows that the participants felt that their school had adequately equipped classrooms with the necessary learning materials. On the other hand, the mean score for "The school offers teachers financial opportunities for career growth" was 2.96 with a standard deviation of 0.15. This suggests that the majority of the participants felt that their school did not provide adequate financial opportunities for career growth, which could potentially affect teacher retention.

Additionally, the mean score for "The teachers are deeply involved in strategic decision making in the organization" was 2.88 with a standard deviation of 0.48, indicating that the majority of the participants felt that they were not deeply involved in strategic decision making in the organization. There is recognition of individual and team accomplishments in the organization: The mean for this item is 3.43 with a standard deviation of 1.48. This suggests that the extent to which private primary schools in Juba County, South Sudan, recognize the accomplishments of individual teachers and teams is moderate, with some variability in responses.

Besides, it was found that the schools generally provide adequate stationery to their teachers, with low variability in responses. The mean for this item was 3.78 with a standard deviation of 0.47. Similarly, it was observed that the schools have computers for their teachers, although there is a high degree of variability in responses. The mean for this item was 3.56 with a standard deviation of 1.96.

In terms of classroom resources, the study found that private primary schools in Juba County, South Sudan generally have enough classrooms and classroom furniture, with some variability in responses. The mean for having enough classrooms was 3.72 with a standard deviation of 1.32, while the mean for having enough classroom furniture was 3.92 with a standard deviation of 1.32.

The study also investigated the behavior of pupils in these schools. It was found that private primary schools in Juba County, South Sudan sometimes have violent pupils, although responses were relatively consistent. The mean for this item was 1.95 with a standard deviation of 0.85. Similarly, the study found that pupils sometimes exhibit poor conduct towards teachers, although responses were relatively consistent. The mean for this item was 1.93 with a standard deviation of 0.85. However, pupil boycotts were observed to be highly variable, with a mean of 1.80 and a standard deviation of 2.15.

Regarding workload, the study found that private primary schools in Juba County, South Sudan generally assign teachers a manageable workload, with some variability in responses. The mean for this item was 3.61 with a standard deviation of 1.62. Furthermore, it was observed that these schools generally respect the workload agreements signed with indicating that teachers do not feel their work is burdensome in responses. The mean for this item was 3.56 with a standard deviation of 1.13.

The study also looked into the communication of job duties and responsibilities, as well as expectations to teachers. Private primary schools in Juba County, South Sudan were found to generally provide clear job duties and responsibilities to their teachers, with some variability in responses. The mean for this item was 3.48 with a standard deviation of 0.64. It was also observed that these schools generally communicate clearly to their teachers about their expectations, with some variability in responses. The mean for this item was 3.85, with a standard deviation of 0.98.

Finally, the study found that private primary schools in Juba County, South Sudan, provide opportunities for career growth and advancement, with little variability in responses. The mean for this item was 3.26, with a standard deviation of 0.16. This indicates that the participants in the study generally agreed that their school provided opportunities for career growth and advancement, which can influence teacher retention in the long run.

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/nryvvw85
Original Article



## Correlation analysis between working Conditions and teacher retention

**Table 5: Correlations between working conditions and teacher retention**

| | Working Conditions | | Teacher Retention |
|---|---|---|---|
| **Working Conditions** | Pearson Correlation | 1 | 0.46 |
| **Teacher Retention** | Sig. (2-tailed) | 0.46 | 1 |
| **N** | N | 102 | 102 |

**** Correlation is significant at the 0.05 level (2-tailed).**

The study analyzed the correlation between the working environment and tea,cher retention to determine if there is a statistical link between the two factors. The study discovered a strong and positive correlation between working conditions and teacher retention, which was found to be statistically significant. The results of the analysis, showed a correlation coefficient of 0.460 with a significance level of $p < .050$, based on a sample of 102 participants $(r\ (102) = 0.460, p < .050)$.

## Regression analysis between working conditions and teacher retention.

## Model Summary for working conditions and teacher retention.

**Table 6: Model summary for working conditions and teacher retention.**

| Model | R | R Squared | Adjusted R Squared | Standard Error of the estimate |
|---|---|---|---|---|
| 1 | 0.46a | 0.211 | 0.208 | 0.351 |

a. Predictors: (Constant), Working Conditions
b. Dependent Variable: Teacher Retention

The results of the model summary indiR-squaredt 21.10% of the variance in teacher retention in private schools in Juba County can be explained by working conditions. The regression analysis between working conditions and teacher retention shows that the independent variable, working conditions, has a significant effect on teacher retention with an F-value of 16.94 and a p-value of less than 0.001 (F (1, 100) = 16.94, p < 0.001). The R-squared value shows that the model explains 21.1% of the variance in teacher retention. The adjusted R-squared value, which considers the number of predictors, is 0.208. The standard error of the estimate is 0.351, which indicates the average distance between the observed values and the predicted values.

## Regression ANOVA between working conditions and teacher retention

**Table 7: Regression ANOVA for working conditions**

| | Model | Sum of Squares | df | MS | F | p-value |
|---|---|---|---|---|---|---|
| | Regression | 15.20 | 1 | 15.20 | 16.94 | < 0.001 |
| 1 | Residual | 24.40 | 100 | 0.24 | | |
| | **Total** | **39.60** | **101** | | | |

a. Dependent Variable: Teacher Retention
b. Predictors: (Constant), Working Conditions

In a regression analysis, the F-test is employed to establish the statistical significance of the association between the independent variable and the dependent variable. The F-critical value is 4.00 while the F-calculated value is 16.94. This implies that the null hypothesis should be rejected, and the independent variable, working conditions, has a significant influence on teacher retention.

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/nryvvw85
Original Article



## Regression coefficients between working conditions and teacher retention

**Table 8: Regression coefficient for working conditions**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. (p-value) |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.163 | .381 | | 5.678 | .000 |
| | Working Conditions | .514 | .076 | 0.523 | 6.750 | .000 |

The estimated regression equation from Table 8 is given by:

The table showing the regression coefficients reveals how Working Conditions and Teacher Retention are related. A value of 0.513 is given for the coefficient of Working Conditions, indicating that a one-unit increase in Working Conditions corresponds to a 0.513-unit increase in Teacher Retention. The p-value for this coefficient is 0.000, which is lower than the typical alpha level of 0.05, indicating that this coefficient is statistically significant. The R-squared value for the model is 0.381, which means that 38.1% of the variation in Teacher Retention can be explained by Working Conditions.

$$Teacher\ Retention = 2.163 + 0.514 * Working\ Conditions$$

Overall, the findings suggest that Working Conditions have a significant positive effect on Teacher Retention in private primary schools. Specifically, as Working Conditions improve, Teacher Retention is likely to increase. This information can be used by school administrators and policymakers to make targeted improvements to working conditions and thereby increase teacher retention.

## Teacher remuneration and benefits, and teacher retention in private primary schools

The section presents descriptive findings related to remuneration and teacher retention in private primary schools. In addition, it presents correlation analysis results as well as the regression analysis output.

## Rating of teacher remuneration in private primary schools

**Table 9: Descriptive statistics for remuneration and teacher retention statement**

| Remuneration and Teacher Retention Statement | Mean | Standard Deviation |
|---|---|---|
| The school offers a competitive salary package to teachers | 3.62 | 0.95 |
| The school offers increments every year | 2.85 | 0.88 |
| The institution rewards teachers fairly for the work that they do | 2.72 | 0.84 |
| The school offers teaching staff bonuses | 2.68 | 0.86 |
| The teachers are covered by health insurance from the school | 3.86 | 0.83 |
| The school provides a retirement benefit scheme | 2.68 | 0.80 |
| The school offers teachers overtime allowances | 3.55 | 0.75 |
| The school provides sufficient overtime allowances | 3.17 | 0.77 |
| The school provides teachers with free transport | 3.24 | 0.86 |
| **Composite Mean and Standard Deviation** | **3.15** | **0.84** |

Based on the findings presented in Table 9, the study aimed to investigate the impact of remuneration on teacher retention in private primary schools in Juba County, South Sudan. Overall, the composite mean score for all the remuneration-related statements was 3.15 with a standard deviation of 0.84, suggesting that

https://doi.org/10.51168/nryvvw85
Original Article



there is room for improvement in the school's remuneration policies. The mean score for the statement "The school offers a competitive salary package to teachers" was 3.62, with a standard deviation of 0.95, indicating that teachers generally feel their salaries are competitive. However, for the statement "The school offers increments every year," the mean score was 2.85 with a standard deviation of 0.88, suggesting that teachers are not satisfied with the school's yearly increment policy.

Moreover, for the statement "The institution rewards teachers fairly for the work that they do," the mean score was 2.72 with a standard deviation of 0.84, implying that teachers feel that their work is not being fairly rewarded. Additionally, for the statement "The school offers teaching staff bonuses," the mean score was 2.68 with a standard deviation of 0.86, indicating that the school's bonus policy is not perceived as adequate by the teachers.

On a positive note, for the statement "The teachers are covered by health insurance from the school," the mean score was 3.86 with a standard deviation of 0.83, suggesting that teachers appreciate this benefit. Furthermore, for the statement "The school provides teachers with free transport," the mean score was 3.24 with a standard deviation of 0.86, indicating that teachers also appreciate the provision of free transport. Therefore, the study highlights the importance of a competitive remuneration package in retaining teachers, and recommends that private primary schools in Juba County review their remuneration policies to ensure that they are attractive and competitive in retaining quality teachers.

### Correlation analysis between remuneration and teacher retention.

**Table 10: Correlations between remuneration and teacher retention**

| | | | | |
|---|---|---|---|---|
| **Remuneration** | Pearson Correlation Sig. (2-tailed) | | 1 | .580** .000 |
| | N | | 102 | 102 |
| **Teacher Retention** | Pearson Correlation Sig. (2-tailed) | | .580** .000 | 1 |
| | N | | 102 | 102 |

** Correlation is significant at the 0.05 level (2-tailed).

A correlation analysis between remuneration and teacher retention to ascertain the statistical relationship between the study variables was conducted. The findings for this study revealed a statistically significant, strong positive relationship between the remuneration and teacher retention $(r\ (102) = 0.580, 0.000 < 0.050)$.

### Regression analysis

### Model Summary for remuneration and teacher retention

**Table 11: Model Summary for remuneration and teacher retention**

| Model | R | R Squared | Adjusted R Squared | Standard Error of the estimate |
|---|---|---|---|---|
| 1 | 0.58a | 0.336 | 0.334 | 0.351 |

The results of the model summary show that remuneration is a significant factor in explaining the variability in teacher retention in private schools in Juba County, accounting for 33.64% of the variation. The regression analysis shows that the model has an adjusted R-squared value of 0.336, indicating that the model adjusts for the number of predictors. The standard error of the estimate is 0.351, indicating the average difference between the observed values and the predicted values.

### Regression ANOVA for remuneration and teacher retention

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/nryvvw85
Original Article



**Table 12: Regression ANOVA for linear relationship between remuneration and teacher retention**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| **1** | Regression Residual | 28.93<br>26.67 | 1<br>100 | 28.93<br>0.27 | 47.87 | < 0.001 |
| | **Total** | **55.60** | 101 | | | |

a. Dependent Variable: Teacher Retention
b. Predictors: (Constant), Remuneration

To analyze the impact of remuneration on teacher retention, the researchers used the regression coefficient. The ANOVA table (Table 4.10) indicates that remuneration has a significant influence on teacher retention, with an F-statistic of 47.87 and a corresponding p-value less than 0.001, indicating that the null hypothesis can be rejected ($F(1, 100) = 47.87$, $p < 0.001$). This means that remuneration has a significant effect on teacher retention. The Rsquared value for the model is 0.5234, indicating that 52.34% of the variance in teacher retention can be explained by remuneration. The F-test is used to determine the statistical significance of the relationship between the independent and dependent variables in a regression analysis. In the provided regression model summary, the F-critical value is 4.00 and the F-calculated value is 47.87, indicating that remuneration has a significant effect on teacher retention.

## Regression coefficient, remuneration, and teacher retention

**Table 13: Regression coefficients for the linear relationship between remuneration and teacher retention**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.457 | 0.408 | | 3.573 | .001 |
| | Remuneration | 0.678 | 0.088 | .523 | 7.711 | .000 |

The estimated regression equation from Table 4.17 above is given by:

$$Teacher\ Retention = 1.457 + 0.678 * Remuneration$$

Table 13 indicates the analysis output for regression coefficients for Remuneration and Teacher Retention in private primary schools. The regression coefficients indicate that remuneration can statistically and significantly affect private primary school teacher retention $(\beta = .678, t(231) = 7.711, p < .05)$. The model shows that corporate remuneration positively affects the private primary school's teacher retention, i.e., a unit mean index increase in remuneration applied increases private primary school's teacher retention in Juba County by a positive mean index value of 0.678.

## Progression opportunities and teacher retention in private primary schools

The section presents findings and results in line with progression opportunities and retention of teachers in private primary schools. The findings are organized as follows: descriptive, correlational, and regression models.

## Rating of progression opportunities and teacher retention

**Table 14: Descriptive statistics for progression opportunities and teacher retention.**

| Progression Opportunities and Teacher Retention Statements | Mean | Standard Deviation |
|---|---|---|
| My school provides opportunities for teachers to climb the job ladder | 2.87 | 0.29 |
| The school promotes deserving teachers<br>I can count on the school's support to participate in research | 2.67 | 0.86 |

https://doi.org/10.51168/nryvvw85
Original Article



| | | |
|---|---|---|
| workshops or advance my studies<br>I can invest in other economic development projects while at my | 2.93 | 0.85 |
| current job | 2.99 | 0.95 |
| Teachers can achieve their personal goals and objectives | 2.66 | 0.53 |
| The school has a nursing wing for nursing female employees<br>Our school has a balance between teachers' work and personal life | 2.67 | 2.90 |
| lives | 2.98 | 0.97 |
| I am well recognized and appreciated for good performance<br>There is an option flexible time arrangement for teachers in my | 3.01 | 0.24 |
| school | 2.81 | 0.12 |
| There is an option for a compressed workday in my school | 3.22 | 0.11 |
| Working hours for teachers in my school are appropriate | 2.97 | 0.96 |
| Composite Mean and Standard Deviation | 2.89 | 0.80 |

The study aimed to analyze the impact of progression opportunities on teacher retention in private primary schools in Juba County, South Sudan. The descriptive findings included the mean and standard deviation. The composite mean score for all statements was 2.89 with a standard deviation of 0.80, indicating that the participants believed that there was room for improvement in terms of progression opportunities and teacher retention in private primary schools in Juba County, South Sudan.

The mean score for "My school provides opportunities to teachers to climb the job ladder" was 2.87 with a standard deviation of 0.29, suggesting that the participants thought their school provided some opportunities for career progression, but there was still room for improvement. The mean score for "The school promotes deserving teachers" was 2.67 with a standard deviation of 0.86, indicating that the participants believed that there was some room for improvement in terms of promoting deserving teachers.

On the other hand, the mean score for "I can count on the school's support to participate in research workshops or advance my studies" was 2.93 with a standard deviation of 0.85, suggesting that the participants felt more positively about the school's support for their professional development. Similarly, the mean score for "I can invest in other economic development projects while at my current job" was 2.99 with a standard deviation of 0.95, indicating that the participants believed that the school provided some support for their entrepreneurial pursuits. The mean score for "Teachers can achieve their personal goals and objectives" was 2.66 with a standard deviation of 0.53, indicating that the participants believed that there was some room for improvement in terms of supporting teachers in achieving their personal goals.

The mean score for "The school has a nursing wing for nursing female employees" was 2.67 with a large standard deviation of 2.90, suggesting that participants had highly varied opinions on this statement. The mean score for "Our school has a balance between teachers' work and personal lives" was 2.98 with a standard deviation of 0.97, indicating that the participants believed that the school made efforts to balance work and personal life.

The mean score for "I am well recognized and appreciated for good performance" was 3.01 with a low standard deviation of 0.24, indicating that the participants felt positively about being recognized for good performance. The mean score for "There is an option flexible time arrangement for teachers in my school" was 2.81 with a low standard deviation of 0.12, suggesting that the participants believed that the school could improve in terms of offering flexible working arrangements. The mean score for "There is an option for compressed workday in my school" was 3.22 with a low standard deviation of 0.11, indicating that the participants felt positively about the option for a compressed workday.

## Correlation analysis between progression opportunities and teacher retention

https://doi.org/10.51168/nryvvw85




**Table 15: Correlations between progression opportunities and teacher retention**

| | | Remuneration | Teacher Retention |
|---|---|---|---|
| **Remuneration** | Pearson Correlation<br>Sig. (2-tailed) | 1 | .420**<br>.000 |
| | N | 102 | 102 |
| **Teacher Retention** | Pearson Correlation Sig. (2-tailed) | .420**<br>.000 | 1 |

** Correlation is significant at the 0.05 level (2-tailed).

The study examined the correlation between teacher retention and progression opportunities to determine the statistical relationship between the two variables. The study's findings indicate a strong positive correlation between progression opportunities and teacher retention, with a statistically significant result of ($r(102) = 0.420$, $p < 0.05$).

## Regression analysis

### Model summary for progression opportunities and teacher retention

**Table 16: Model summary between progression opportunities and teacher retention**

| Model | R | R Squared | Adjusted R Squared | Standard Error of the estimate |
|---|---|---|---|---|
| 1 | 0.42 | 0.176 | 0.172 | 0.137 |

Table 16 presents the results of a regression analysis between progression opportunities and teacher retention. The R-squared value of 0.176 suggests that 17.6% of the variation in teacher retention can be attributed to the variation in progression opportunities. However, the adjusted R-squared value of 0.172 indicates that this model is not a good fit for the data. The standard error of the estimate is 0.137, which implies that the predicted values for teacher retention based on progression opportunities may deviate from the actual values by an average of 0.137 units.

### Regression ANOVA for progression opportunities and teacher retention

**Table 17: Regression ANOVA for the linear relationship between progression opportunities and teacher retention**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 9.598 | 1 | 9.598 | 29.248 | .000[b] |
| | Residual | 8.731 | 100 | 0.087 | | |
| | **Total** | 18.329 | 101 | | | |

a. Dependent Variable: Teacher Retention

b. Predictors: (Constant), Progression Opportunities

The regression coefficient was utilized to assess the impact of progression opportunities on teacher retention. The ANOVA table reveals that the F-calculation value is 29.248. To determine the F-critical value, we need to know the degrees of freedom for regression and residual, which are 1 and 100, respectively. At a significance level of 0.05, we can obtain the F-critical value from an F-distribution table or calculator, which is around 3.94. Given that the F-calculation value (29.248) is considerably greater than the F-critical value (3.94), we can reject the null hypothesis that there is no association between progression opportunities and teacher retention. As a result, we can conclude that there is a significant linear connection between the two variables. However, it is essential to note that the adjusted R-squared value is just 0.176, indicating that this model is not a good fit for the data. As a result, while we can conclude that there is a statistically significant link between progression opportunities and teacher retention, we must be cautious when interpreting the findings and may need to investigate alternative models or factors that could better account for the variation in teacher retention.

SJ Education Research Africa
Vol. 2 No.10 (2025): October 2025 Issue
https://doi.org/10.51168/nryvvw85
Original Article



### Regression coefficient for progression opportunities and teacher retention

**Table 18: Regression Coefficients for the linear relationship between progression opportunities and teacher retention.**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.665 | 0.136 | | 19.571 | <0.001 |
| | Progression Opportunities | 0.321 | 0.059 | .0.378 | 5.409 | <0.001 |

The estimated regression equation

$$Teacher\ Retention = 2.665 + 0.321 * Progression\ Opportunities$$

Table 17 presents the results of the regression analysis for the coefficients of progression opportunities and teacher retention in private primary schools located in Juba County. The regression coefficients demonstrate that progression opportunities can significantly and statistically influence teacher retention in these schools ($\beta = 0.321$, $t(102) = 5.409$, $p < 0.05$).

The p-value for the coefficient is less than 0.001, indicating strong evidence to reject the null hypothesis that the coefficient is equal to zero. The intercept coefficient is 2.665, representing the expected value of teacher retention when progression opportunities are zero. The intercept has a standard error of 0.136, which indicates the accuracy of the estimated intercept. The t-value for the intercept is 19.571, suggesting that the intercept is significantly different from zero. The t-value for the coefficient is 5.409, indicating that the coefficient is significantly different from zero. The p-value for the intercept is less than 0.001, indicating strong evidence to reject the null hypothesis that the intercept is equal to zero. Taken together, these regression coefficients provide information about the association between progression opportunities and teacher retention and can be used to predict teacher retention based on the level of progression opportunities.

The model shows that progression opportunities positively affects teacher retention in private primary schools, i.e., a unit mean index increase in progression opportunities applied increases the teacher retention in private primary schools in Juba County by a positive mean index value of 0.321.

## Discussion of results

### Working conditions and teacher retention in private primary schools.

The study found that the working environment has an influence on teacher retention, which is consistent with previous research in this area. The working environment includes physical facilities, student behavior, employee involvement in decision-making, job design, and overall school atmosphere (Odisa et al., 2021). Teachers are impacted by their working conditions, which affect their decision to stay or leave an organization (Johnson, Kraft, & Papay, 2012). Working conditions also have an effect on teacher motivation and job satisfaction (Nzomo, 2016). According to Shah and Asad (2018), organizations are expected to prioritize employee motivation to increase competitiveness, employee retention, loyalty, and commitment. The study shows that working conditions, such as support from colleagues and school leadership, are important predictors of job satisfaction for teachers and their ability to teach effectively (Johnson, Kraft, & Papay, 2012). The quality of the workspace affects employee productivity and focus (Manzoor, 2018). Ikechukwu et al (2019) contend that office layout also affects employee performance, with more private and less traffic areas promoting better performance than open-plan offices.

The majority of teachers in this study were either motivated or demotivated by their working conditions, which is consistent with the literature review. Poor facilities, exclusion from decision-making, unruly students, and negative attitudes from management or administration negatively affect teacher retention. The findings are in agreement with Khoreva and Wechtler (2018), who argue that the physical work environment has a direct impact on the productivity of workers. These findings highlight the challenging and unpredictable nature of private primary schools in South Sudan (Khalid & Mahmood, 2016). The study agrees with Zafar and Shahzad (2020) on the basis that if the work environment is stressful and negative, there is a higher chance of a high turnover rate, which can negatively impact production quality and increase overhead costs due to frequent recruitment.

The study's results align with Cheng and Chan's (2015) research, which concluded that teachers who perceived their work environment positively were more likely to remain in the profession. Positive perceptions were linked to supportive leadership, collaborative relationships, and

opportunities for professional growth. Similarly, Wang and Guo (2019) assert that teachers' perceptions of their working conditions positively influence their job satisfaction and intention to stay in their current position. Positive perceptions were linked to administrative support, a supportive working environment, and sufficient resources. In the same regard, Mueni et al. (2022) emphasize that a lack of resources such as textbooks, teaching manuals, and classroom furniture can make it difficult for teachers and students to learn.

Ylimaki and Jacobson's (2017) study also found that working conditions significantly predicted teacher turnover. Teachers who reported better working conditions were less likely to leave their current positions. Nagy and Kozma's (2019) study in Hungary discovered that working conditions were significant predictors of teacher turnover intentions. Teachers who perceived their working conditions more positively were less likely to intend to leave their current position. Likewise, Oplatka and Arar's (2018) research in Israel found that working conditions were a significant factor in teachers' decisions to remain or leave their schools. Teachers who perceived their working conditions positively were more likely to stay in their current positions.

However, some studies challenge the findings of this research. Grissom, Mitani, and Blissett's (2017) study in the United States found that working conditions were not significantly related to tea,cher turnover. Instead, the authors found that teacher turnover was primarily influenced by teacher characteristics and school context. The discrepancy between these findings and those obtained in private primary schools in Juba County could be attributed to differences in the definition and measurement of working conditions, variations in school culture and context, and differences in teacher expectations and needs across various regions or countries.

## Teacher remuneration and benefits and teacher retention in private primary schools.

The findings of this study revealed that remuneration packages influence the retention of teachers in private primary schools in Juba County. The findings support the observation by Yinka (2017) that employees are the most effective production-related investment for organizations, and competitive and timely remuneration not only motivates employees but also inspires loyalty and commitment. Similarly, Surbhi (2015) contends that remuneration and financial packages can motivate employees and inspire loyalty to the school.

Secondly, respondents in the study agreed that intrinsic and extrinsic remuneration packages affect teacher retention in private primary schools. These findings correspond to the literature review embraced by this study. The respondents in this study portray that remuneration packages demonstrate value for human capital and determine the levels of employee motivation. (Assari & Desa, 2019). In agreement with the findings, Shin, Kim, and Lee (2020) elaborate that offering bonuses can be an effective way to increase employee job satisfaction and support for the organization.

Competitive salaries and financial advantages offer educational institutions competitive advantages because employees are primarily motivated by monetary rewards (Armstrong & Taylor, 2020). The study agrees with Banerjee et al. (2018), who found that teacher retention is positively correlated with better pay and working conditions. The study concludes that teachers are more likely to remain in their jobs if they receive a competitive salary, timely payment, and opportunities for professional development. In addition, the results are supported by Asante and Akyeampong (2016), who found that remuneration and benefits were among the key factors that affect teacher retention in private schools. The study concluded that private schools must offer competitive salaries, health insurance, and other benefits to retain their teachers.

The study demonstrated that schools waived or catered for some transport expenses for the teachers. Kim and Kim (2017) showed that transportation benefits had a significant positive impact on employee satisfaction and loyalty. Additionally, the findings rhyme with Hamdan et al. (2018), who demonstrated that transportation subsidies had a significant negative impact on employee turnover. Also, Kudva and Kudva (2019) revealed that transportation allowances had a significant positive impact on employee retention.

Similarly, the findings echo the observation by Silva et al. (2020) that teacher remuneration and benefits have a significant impact on teacher retention. The study concluded that teachers are more likely to remain in their jobs if they receive fair and competitive salaries, good working conditions, and opportunities for professional development. Ingersoll and Strong (2011) found that teacher turnover is related to low pay and poor working conditions. The study concluded that schools must provide competitive salaries, good working conditions, and opportunities for professional growth in order to retain their teachers. Olalere and Adeyemo (2016) contend that remuneration and benefits are significant factors that affect teacher retention in private schools. The study concluded that private schools must offer competitive salaries, health insurance, and other benefits to retain their teachers.

Furthermore, Mallaiah and Nandagiri (2017) opine that teacher remuneration is positively related to teacher retention in private schools. The study found that private schools that provided higher salaries, bonuses, and benefits to their teachers had lower turnover rates. Ma and Xu (2019) add that teacher remuneration was a significant predictor of teacher retention in private schools. The study found that

teachers who received higher salaries and better benefits were more likely to stay in their current schools. According to Guarino and Reckase (2011), teacher compensation is a significant predictor of teacher retention in public schools. The study found that teachers who received higher salaries and better benefits were more likely to stay in their current schools.

Moreover, Gewirtz et al. (2018) argue that teacher remuneration is a significant factor in teacher retention in private schools. The study found that private schools that provided higher salaries and better benefits to their teachers had lower turnover rates. Marques (2015) also opines that teacher remuneration is positively related to teacher retention in private schools. The study found that private schools that offered higher salaries and better benefits to their teachers had lower turnover rates. As noted by Wanjohi, Sirere, and Gitonga (2020), competitive salaries contribute to job satisfaction and help reduce staff turnover by meeting workers' basic needs and catalyzing production. Overall, the composite mean score for remuneration was above the midpoint of the scale, indicating that the teachers perceive their remuneration as satisfactory. However, the low mean scores for some of the items suggest that the school could improve its remuneration package to enhance teacher retention. Prastowo and Anwar (2019) found that teacher retention is not solely dependent on remuneration and benefits. The study emphasized that non-financial factors such as job satisfaction, professional development opportunities, and working conditions are equally important in retaining teachers. Nordenmark and Ahnquist (2018) found that teacher retention is not solely dependent on remuneration and benefits. The study concluded that social support, job security, and job autonomy are equally important in retaining teachers.

## Progression opportunities and teacher retention in private primary schools

According to the study, the retention of teachers in private primary schools is impacted by the availability of opportunities for career growth. These findings align with Rajithakumar and Menon (2017), who emphasize that employee effectiveness is crucial to achieving organizational goals, and appreciation is a key factor in motivating and retaining employees. The findings further indicate that teachers are motivated by organizations that support their personal development beyond work-related activities. The results show that a majority of the respondents engage in activities such as family care, educational pursuits, research forums, workshops, assignments, and social advancement beyond their work obligations (Dancher, 2019).

The study discovered that teachers have a poor perception of career advancement prospects in their schools. This indicates that teachers feel that their schools do not provide sufficient opportunities for professional growth, which could lead to decreased job satisfaction and a higher probability of turnover. Hamdan et al. (2018) elucidate that promotion can also increase employee commitment and dedication to the organization, as it is seen as recognition for their efforts. Hargreaves and Fullan (2018) agree that a focus on collective professional learning and development opportunities, as well as a positive and supportive school culture, is more important for retaining teachers than individual career progression opportunities.

Additionally, female teachers lack adequate support for taking care of their newborns after returning to work (Wachuka, 2021). The majority of teachers who participated in this study reported facing inflexible working hours and an imbalance between their work and personal lives. Job flexibility is essential for increasthe ing motivation and affecting job satisfaction (Munga, 2018). Private primary school teachers face difficulties with unreliable public transportation, resulting in long commutes and struggles to balance their professional responsibilities (Muasya, 2014). These teachers also experience feelings of isolation from their families and may be at risk of occupational illnesses (Dembe, 2005).

The study found that the working environment, which encompasses leadership and school culture, affects teacher retention in private primary schools. This finding corresponds with Cruz's (2012) revelation that professional development and career advancement opportunities, along with supportive leadership and positive school culture, were crucial factors in retaining teachers in urban schools. However, there were also some positive outcomes, such as teachers feeling recognized and appreciated for their excellent work. This suggests that schools that provide recognition and appreciation for good performance can have a favorable impact on teacher retention. Furthermore, a compressed workday implies that offering flexible work arrangements could also enhance teacher retention. Basit and Dabir-Alai's (2015) research in Pakistani universities discovered that career advancement opportunities, such as professional development, promotion, and leadership, were positively correlated with academic staff retention. This finding is comparable to the Sudan study, which found that progression opportunities influence teacher retention in private primary schools.

The study found that compensation and benefits, rather than working conditions, were the most critical factors in teacher retention. In agreement, Wang and Noe (2020) and Ramlall (2014) opine that offering career development and growth opportunities and skill development programs are positively associated with employee retention and reducing employee turnover. Lee and Lee (2019) argue that teacher empowerment and working conditions are more strongly related to teacher retention than progression opportunities.

https://doi.org/10.51168/nryvvw85
Original Article



The study established that induction and mentoring programs influenced teacher retention in private primary schools. Moreover, the results demonstrate that the working environment influences teacher retention in private primary schools. In support of these findings, Shen and Cooley (2013) discovered that career advancement opportunities, such as promotion and professional development, were crucial factors in teacher job satisfaction. Additionally, working conditions and relationships with colleagues were important factors.

## Conclusions

The results of the study suggest that working conditions are a significant factor in teacher retention in private primary schools in Juba County, South Sudan. The study found that the school's infrastructure and equipment, classroom resources, positive work relationships, clear communication, manageable workloads, and financial opportunities for career growth are crucial factors that contribute to teachers' retention.

To sum up, the study indicates that teacher retention in private primary schools in Juba County, South Sudan, is significantly influenced by remuneration. The study's results show that teachers perceive their remuneration positively, as most of the items related to remuneration had mean scores above the midpoint of the scale. The teachers rated the school's provision of health insurance and free transport as the most crucial benefits, indicating their importance. However, the teachers rated the school's yearly increments and retirement benefits scheme as the least important benefits, suggesting that they consider these benefits inadequate.

The study offers significant insights into the impact of progression opportunities on teacher retention in private primary schools in Juba County, South Sudan. The results indicate that although teachers perceive some progression opportunities and support for their professional development, there is still a need for enhancement. The study emphasizes the significance of creating a supportive atmosphere that acknowledges and compensates for good work, promotes work-life balance, and provides flexible work arrangements.

## Recommendations

Private primary schools should prioritize the well-being of their teachers by addressing the identified factors that contribute to high teacher turnover. Thus, private primary schools can attract and retain qualified teachers, which can positively impact the quality of education they provide to their pupils. Private primary schools should consider using updated technology in terms of infrastructure to strengthen workflow.

Administrators and managers of private primary schools should include teachers in the strategic decisions of the schools. Directors, head teachers, and deputy head teachers should embrace the participative style of leadership, to include teachers in crucial decisions and encourage them to be part of implementation processes.

Private primary schools in Juba County, South Sudan, should consider providing a more competitive salary package, regular increments, fair rewards for work done, and better retirement benefits to improve teacher retention.

The management of private primary schools in Juba should install intrinsic and extrinsic reward packages that demonstrate value for human capital. These measures would increase teacher satisfaction and motivation, leading to a more stable and productive teaching workforce.

The South Sudan Private Schools Association and Board of Management should partner with financial institutions and guarantee their workers access to lending that supports development initiatives. MOE should regularize measures for nursing mothers to cater to the needs of their newborns once they resume work, including instructing schools to set aside rooms for baby day care services.

Future research should investigate how these factors influence teacher retention in private primary schools.

## Acknowledgement

I wish to acknowledge the support my lecturers and supervisors have given me during the course of my study. I acknowledge the unwavering support of my family members. I am forever grateful.

## List of abbreviations

**B.O.M.** Board of Management
**SS.P.S. A** South Sudan Private Schools Association
**M.O.I** Ministry of Interior
**O.S.T.** Organizational Support Theory
**OECD** The Organization for Economic Cooperation and Development
**S.P.S.S.** Statistical Package for the Social Sciences
**S.R.** Staff Retention
**S.T.** Staff Turnover
**T.S.C.** Teachers Service Commission
**W.C** Work Condition.

## Source of funding

The study was not funded.

## Conflict of interest

There is no conflict of interest.

## Availability of data

Data used in this study are available upon request from the corresponding author.

## Author's contribution

PAGW designed the study, conducted data collection, cleaned and analyzed data, drafted the manuscript, and RS supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

## Authors biography

Peter Alier Goch Wuoi is a student of Masters of Education Planning and management at the School of Graduate Studies and Research, Team University-Kampala.
Richard Semanda is a research supervisor at the School of Graduate Studies and Research, Team University-Kampala.

## References

1. Al-Abdali, N., & Al-Azzam, A. (2020). Work-life balance and its impact on productivity of teachers in the education sector. International Journal of Educational Management, 34(6), 1127-1142. https://doi.org/10.1108/IJEM-07-2019-0252
2. Ampiah, J. G., & Amponsah, P. O. (2019). Factors influencing teacher motivation in Ghana: A survey of basic school teachers. Journal of Education and Practice, 10(9), 14-23.
3. Armstrong, M., & Taylor, S. (2020). Armstrong's Handbook of Human Resource Management Practice. London: Kogan Page Publishers.
4. Asante, K. O., & Akyeampong, K. (2016). A comparative study of teacher retention in public and private schools in Ghana. International Journal of Educational Development, 46, 47-55.
5. Assari, A., & Desa, A. (2019). Human resource management practices and employee retention in the Malaysian hotel industry. Journal of Tourism and Hospitality Management, 7(2), 44-60.
6. Avery, R. (2019). The Business Case for Creating Job Progression Pathways for Lower- https://doi.org/10.69645/BVQN3138 Wage Workers. Workforce Strategies Initiative, 3(1); 41-50
7. Bakar, A. (2013). The effects of motivation on job performance among staff of SMEs. Business Management and Strategy, 4(1), 1-9.
8. Baker, R. A. (2021). Compensation and benefits for teachers. In S. S. Quarles (Ed.), Handbook of Research on Teacher Education and Professional Development (pp. 255-275). Hershey, PA: IGI Global. doi:10.4018/978-1-7998-7109-1.ch013
9. Banerjee, A. V., Cole, S., Duflo, E., & Linden, L. (2018). Remedying education: Evidence from two randomized experiments in India. The Quarterly Journal of Economics, 133(3), 1163-1239.
10. Basit, A., & Dabir-Alai, P. (2015). The influence of career advancement opportunities on the retention of academic staff in Pakistani universities. Tertiary Education and Management, 21(4), 301-315.
11. Bentea, L. (2017). The Role of Rewards in Employee Motivation. Annals of the University of Oradea, Economic Science Series, 26(2), 556-562.
12. Chabari, S. (2010). Discipline in schools: What the literature says. Journal of Emerging Trends in Educational Research and Policy Studies, 1(1), 14-20.
13. Chabari, S. (2010). The impact of school discipline on learners' achievement: A case study of secondary schools in Matabeleland region in Zimbabwe. Journal of Social Sciences, 24(3), 183-190.
14. Chen, C. W., Hsieh, A. T., & Lin, B. W. (2018). Bonus incentives, job satisfaction, and organizational commitment: An empirical study of Taiwanese information technology professionals. Information Development, 34(5), 502-516.
15. Cheng, Y. C., & Chan, K. W. (2015). Teachers' sense of efficacy, job satisfaction and occupational stress in the era of accountability: A large-scale empirical study. Educational Psychology, 35(7), 838-857
16. Chung, H., & Van de Lippe, T. (2018). Flexible working-time arrangements and gender inequality: A comparative analysis of working-time flexibility in European companies. Work, Employment and Society, 32(2), 267-284.
17. Cochran, W. G. (1977). Sampling Techniques. 3rd Edition, John Wiley & Sons, New York.
18. Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

19. Cruz, C. (2012). Factors influencing teacher retention in urban schools: A qualitative analysis from the perspective of school administrators. Urban Education, 47(1), 91-116.
20. Dancher, M. (2019). Support for life progression. Journal of Education and Practice, 10(5), 27-32.
21. Dembe, A. E. (2005). The impact of overtime and long work hours on occupational injuries and illnesses: New evidence from the United States. Occupational and Environmental Medicine, 62(9), 588-597. https://doi.org/10.1136/oem.2004.016667 PMid:16109814 PMCid:PMC1741083
22. Gichure, D. N. (2014). Factors influencing employee motivation and impact on employee performance: A case of Amref Health Africa in Kenya. Unpublished master's thesis, University of Nairobi, Nairobi, Kenya.
23. Guarino, C. M., & Reckase, M. D. (2011). Examining the relationship between teacher compensation and retention: An empirical analysis using a hazard model. Economics of Education Review, 30(1), 1-
24. Hamdan, A. H., Al-Husseini, H. A., Al-Sa'di, A. M., & Al-Khouri, R. (2018). The Effect of Transportation Subsidies on Employee Turnover: An Empirical Study in Saudi Arabia. Academy of Strategic Management Journal, 17(4), 1-9.
25. Ikechukwu, O. A., Olawale, F. A., & Egbule, C. L. (2019). Impact of office layout on employee productivity: Evidence from a Nigerian federal ministry. International Journal of Economics, Commerce and Management, 7(1), 9-22.
26. Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Educational Research, 81(2), 201-233. https://doi.org/10.3102/0034654311403323
27. Khalid, A., & Mahmood, S. (2016). Factors affecting teachers' turnover in private schools: An empirical study. Journal of Educational Research, 19(2), 91-107.
28. Kim, S., & Kim, J. (2017). The Impact of Employee Benefits on Job Satisfaction and Loyalty: A Study of South Korean Employees. Journal of Asian Finance, Economics and Business, 4(1), 47-54.
29. Lee, H. Y., & Lee, Y. J. (2019). Teacher retention in South Korea: How teacher empowerment and working conditions matter. Teaching and Teacher Education, 81, 55-67.
30. Ma, H., & Xu, C. (2019). The relationship between teacher compensation and retention in private schools: Evidence from China. Journal of Education and Work, 32(1), 65-81.
31. Ma, X. (2019). The effect of job embeddedness on teacher retention: The mediating role of organizational support. Teaching and Teacher Education, 84(11), 24-34.
32. Mallaiah, M., & Nandagiri, R. (2017). Factors influencing teacher retention in private schools in Karnataka. Asian Journal of Management, 8(3), 785-793.
33. Marques, J. S. (2015). Attrition of private school teachers in São Paulo, Brazil. British Educational Research Journal, 41(4), 582-600
34. Muasya, J. (2014). Work-life balance of urban workers in Kenya. International Journal of Humanities and Social Science Research, 4(1), 1-8.
35. Mugenda, O. M., & Mugenda, A. G. (2012). Research methods: Quantitative and qualitative approaches. Nairobi: Acts Press.
36. Muguongo, W. M., Kanyiri, G. W., & Sang, W. C. (2015). Head teacher influence on teacher retention in public primary schools in Kenya. International Journal of Education and Research, 3(7), 369-382.
37. Muguongo, W., Inoti, M., & Gakuu, J. (2015). Factors Influencing Teacher Turnover in Private Primary Schools in Kenya: A Case Study of Kiambu County. Journal of Education and Practice, 6(26), 104-115
38. Munga, J. (2018). The impact of flexible working hours on employee job satisfaction in the Kenyan banking sector. International Journal of Economics, Commerce and Management, 6(11), 15-26.
39. Nagy, J., & Kozma, T. (2019). What keeps Hungarian teachers in their jobs? Factors influencing teacher retention. European Journal of Teacher Education, 42(4), 465485
40. Nazir, T., & Islam, J. U. (2017). The impact of employee engagement on job satisfaction and organizational commitment in Pakistan's banking sector. Pakistan Journal of

Commerce and Social Sciences, 11(1), 283-302.
41. Neubert, M. (2019). Kenya's education market-Mapping of private schools and potential for impact investment. Journal of Instructional Psychology, 29(2), 108-113.
42. Njeru, A. W., & Bichanga, W. O. (2020). Influence of remuneration on employee retention in the public sector in Kenya. International Journal of Business and Management, 15(11), 143-156. doi: 10.5539/ijbm.v15n11p143
43. Nyaga, C. N. (2015). Factors contributing to teacher turnover in public secondary schools in Kenya: A case of Bureti Sub-County, Kericho County. International Journal of Education and Research, 3(6), 161-174.
44. Nyaga, K. (2015). Teachers Demotivated in Private Schools. Daily Nation. https://www.nation.co.ke/news/1056-2796744-1x18lpz/index.html
45. Nzomo, J. (2016). Effects of work environment on teacher motivation and retention in secondary schools in Kenya. International Journal of Scientific Research and Management, 4(5), 64-75.
46. Oplatka, I., & Arar, K. (2018). The role of job satisfaction, work environment, and education in retaining Jewish and Arab teachers in Israel. Teachers and Teaching, 24(4), 392410.
47. Rajithakumar, A. N., & Menon, K. (2017). Employee recognition and rewards: A review study. International Journal of Business and Management Invention, 6(7), 27-32.
48. Ramlall, S. (2014). Employee retention: A review of literature. Journal of Human Resources Management Research, 2014.
49. Ruto, A., & Simatwa, E. M. (2019). Determinants of access and quality of education in private primary schools in Nakuru County, Kenya. International Journal of Education and Research, 7(5), 83-98.
50. Shah, S. A., & Asad, M. M. (2018). The impact of employee motivation on organizational performance. European Journal of Business and Management, 10(24), 1-7.
51. Shen, J., & Cooley, V. E. (2013). A multilevel analysis of job satisfaction: Effects of individual and school-level factors on elementary and middle school teachers in China. Educational Research and Evaluation, 19(1), 33-57.
52. Sherry, A., & Smith, J. (2021). The role of technology in promoting work-life balance among educators: A review of the literature. Educational Research Review, 34(9), 100369. https://doi.org/10.1016/j.edurev.2021.100369
53. Shin, D., Kim, M., & Lee, J. (2020). The effects of bonus payment on employees' job satisfaction: The mediating role of perceived organizational support. Asia Pacific Journal of Management, 37(2), 423-442.
54. Surbhi, S. (2015). A study on employee retention in a construction company. International Journal of Scientific and Research Publications, 5(6), 1-6.
55. Synar, E., & Maiden, M. J. (2012). Teacher Turnover: Costs, Causes, and Cures. National Education Association.
56. Evidence from Jordanian banking sector. Journal of Economics and Behavioral Studies, 12(5), 41-51
57. Wachuka, G. (2021). Factors impeding job satisfaction among teachers in Murang'a South District. Journal of Education and Practice, 12(8), 78-85.
58. Wachuka, G. (2021). Impact of Motivation on Staff Retention in Private Primary Schools in Nairobi County, Kenya. International Journal of Humanities and Social Science Research, 2(2), 36-44
59. Wang, M., & Noe, R. A. (2020). Why and when does career growth opportunity enhance employee retention? A multilevel study in China. Journal of Organizational Behavior, 41(8), 737-753. doi:10.1002/job.2442 https://doi.org/10.1002/job.2442
60. Wang, X., & Guo, J. (2019). Working conditions, job satisfaction, and intention to stay among Chinese primary and secondary school teachers: A cross-sectional study. Journal of Educational Research, 112(3), 306-316.
61. Wanjohi, J., Sirere, V., & Gitonga, K. (2020). Effect of teachers' remuneration on performance in public secondary schools in Ndaragwa constituency, Nyandarua County, Kenya. International Journal of Humanities, Arts and Social Sciences, 6(1), 13-26.
62. Yinka, O. T. (2017). Impact of remuneration on employee performance in the polytechnics and colleges of education in Zamfara State, Nigeria. International Journal of Academic

Research in Progressive Education and Development, 6(1), 125-139

63. Ylimaki, R. M., & Jacobson, S. L. (2017). Push and pull factors of teacher turnover: A comparative study. Educational Management Administration & Leadership, 45(2), 287-303.

64. Zafar, S. A., & Shahzad, K. (2020). Investigating the relationship between workplace environment and employee retention: A study of higher education institutions in Pakistan. Journal of Public Affairs, 20(2), e2102. https://doi.org/10.1002/pa.2102



## PUBLISHER DETAILS

**SJC PUBLISHERS COMPANY LIMITED**

SJC Publishers Company Limited

Catergory: Non Government & Non profit Organisation
Contact: +256 775 434 261 (WhatsApp)
Email: info@sjpublisher.org or studentsjournal2020@gmail.com
Website: https://sjpublisher.org
Location: Scholar's Summit Nakigalala, P. O. Box 701432,Entebbe Uganda, East Africa