

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

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Page | 1 **Abstract**

Background:

Teacher retention remains a major challenge in private primary schools in Juba County, South Sudan, affecting the quality and continuity of education. Motivational factors such as working conditions, remuneration and benefits, and progression opportunities play an important role in influencing teachers' decisions to remain in their jobs. This study examined the effect of motivational factors on teacher retention in private primary schools in Juba County.

Methodology:

The study adopted a descriptive research design and targeted teachers in private primary schools under the South Sudan Private Schools Association. A quota sampling technique was used to select 127 respondents comprising executive head teachers, head teachers, deputy head teachers, and classroom teachers. Primary data were collected using structured questionnaires. Data were analyzed using SPSS Version 24.0 through descriptive statistics, correlation analysis, and simple linear regression.

Results:

The findings revealed that working conditions had a statistically significant positive effect on teacher retention, explaining 38.1% of the variation in retention ($R^2 = .381$, $t = 6.750$, $p < .05$). Remuneration and benefits also significantly influenced retention, accounting for 33.6% of the variation in teacher retention ($R^2 = .336$, $t = 7.711$, $p < .05$). Progression opportunities demonstrated a significant positive effect, explaining 17.6% of the variation in retention ($R^2 = .176$, $t = 5.409$, $p < .05$). Correlation analysis showed moderate positive relationships between all motivational factors and teacher retention.

Conclusion:

The study concluded that favorable working conditions, competitive remuneration and benefits, and adequate progression opportunities significantly enhance teacher retention in private primary schools in Juba County. Among these factors, working conditions and remuneration exerted the strongest influence.

Recommendations:

Private primary schools should improve working environments through better infrastructure and resources, adopt participatory leadership practices, establish reward and recognition systems, and promote professional development through training, workshops, and research opportunities to strengthen teacher retention.

Keywords: Motivational factors, teachers' retention, private primary schools, Juba City.

Submitted: June 04, 2026 **Accepted:** July 07, 2026 **Published:** July 27, 2026

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Background of the study

The potential benefits of education include expanding one's perspectives and contributing to individual and national economic empowerment. According to the World Economic Forum (2018), education is a wealth of competencies, skills, and characteristics that enhance human productivity. Barro and Lee (2020) also suggest that education is crucial in transferring knowledge, information, products, and technological innovations from other countries and adapting them locally. The transfer of knowledge and skills from one

generation to another lays a foundation for economic development (Odisa, Kalai, & Okoth, 2021). The quality of human capital is a critical determinant of a nation's economic growth (Valero, 2021), and investing in quality education is one of the most promising strategies. Quality education builds productive human capital, which contributes to economic growth (Synar & Maiden, 2012). The level of teacher motivation and retention is among the factors that influence the quality of education in an institution.

Many Western countries, including the United States, Australia, and certain European nations like the United Kingdom, Norway, and Germany, have reported shortages of teachers (Kyriacou & Kunc, 2007). The factors contributing to this shortage include early teacher turnover, an aging teaching force, an imbalance of high demand for teachers with less compensation, limited career advancement opportunities, job insecurity, and reduced self-esteem (Sinclair, 2008; Watt, Richardson, & Klusmann, 2012).

Recent data from the Department of Education in the United Kingdom indicates a decline in new teacher retention rates (Gewirtz, Ball, Bowe, & Barker, 2018). In 2017, only 84.7% of newly certified teachers continued working in classrooms, which is lower than the 85.1% postqualification rate in 2018. The percentage of teachers who stay in their jobs after five years has also decreased from 68.5% to 67.7% (Eklof, 2019). Although the overall number of teachers has increased slightly, the number of school instructors has decreased. This can be attributed to the negative effects of the school budget crisis and the government's inability to address issues related to workload and compensation, leading to a growing number of teachers leaving the profession (The Reporter, 2022).

Unfortunately, policies and emphasis have been placed more on hiring new teachers than on maintaining the current state-employed teachers supply (GB, Parliament, HoC Education Committee, 2017). The education committee has urged the government to focus on enhancing teacher retention as a more cost-effective way of regulating teacher supply.

Shah and Asad (2018) suggest that employee motivation should be prioritized as part of organizational strategies to increase competitiveness. Ajmal, Tariq, Malik, and Zahid (2015) support this view and argue that motivated employees are happier and more productive. The institutionalization of employee motivation can have positive effects, such as employee retention, fostering loyalty and commitment, and reducing operational costs associated with the recruitment and training of new employees. The Organizational Support Theory (OST) emphasizes the importance of valuing employees to inspire loyalty and reduce staff turnover. This can result in a stable institution that maximizes productivity due to employee retention and provides conducive working spaces. Kumar and Sandhya (2017) explain that employee retention refers to the practice of encouraging staff to stay with an organization for a prolonged period to ensure continued productivity and the attainment of the organization's goals. Employee retention involves creating a positive work environment, demonstrating appreciation for employees, and promoting a healthy work-life balance. The primary aim of employee retention is to maintain skilled workers and decrease turnover rates within an organization (Kariuki, 2020).

According to Shah and Asad (2018), employees hold a critical position within an organization as they play a significant role in achieving the institution's objectives, mission, and values. Motivation is a powerful tool that prompts individuals to behave in a particular way, and it is the duty of supervisors to ensure that the behavior of individuals benefits the organization in the best possible way. Moreover, motivation evaluates how behavior enhances and adapts to achieve goals, and the "event condition" that provides behavior power and purpose is the central focus of motivation. When evaluating an event that leads to unpleasant and directed behavior, motivation is a crucial factor that must be considered. In essence, motivation is the driving force behind all human movement (Hanif, 2021).

According to Willie (2018), teacher turnover is a serious issue that school systems face today. Retaining top-performing teachers is critical for schools to succeed, and creating a supportive environment is essential for teacher motivation to remain in the classroom. This is where teacher retention comes in - it involves implementing processes and strategies to reduce teacher turnover and keep the most valuable teachers. As noted by Wartzman (2014), teacher retention is a significant challenge for human resource managers in schools. To keep teachers motivated and committed, intentional steps must be taken. A strong teacher retention program can help schools retain top-performing teachers, which can lead to increased productivity and success for the institution. Retaining teachers is more cost-effective than recruiting, orienting, and training new ones with the required qualifications.

Abdurrahman (2018) discovered several factors that contribute to teacher attrition in government high schools in Kabul, Afghanistan, such as poor pay, ineffective recruitment and deployment of teachers, heavy workload pressure, unfair work distribution, administrative corruption, low salaries and incentives, lack of professional development programs, and social factors. Manzoor (2018) proposes that the goal of motivation in the workplace is to inspire employees, increase their productivity, and benefit the team and organization. Meanwhile, Othoo and Nekesa (2022) identified job satisfaction and reward systems as factors that influence teacher motivation in public secondary schools in Teso South Sub-County. They found that most teachers were satisfied with their jobs and pay, but were interested in seeking promotional opportunities elsewhere. The study recommended creating a supportive school environment and promoting teachers based on their qualifications and performance.

According to Nzomo (2016), a teacher's motivation and job satisfaction are influenced by various factors in their work environment, such as the behavior of colleagues and students, the availability of facilities like comfortable chairs and smart boards, and even the quality of meals provided. In South Sudan private schools, employees and students strive

for recognition, promotion, or financial rewards from their supervisors, teachers, parents, and others, as noted by Lilian (2018). Conversely, low morale and disengagement may result from the absence of these motivators. The level of motivation of employees has a significant impact on their actions and behaviors toward achieving organizational goals and the amount of effort they put into their work, as highlighted by Njue (2014).

Khalid and Mahmood (2016) conducted a study to determine the factors that influence teacher turnover in private schools, which include poor facilities, being excluded from decision-making processes, unruly students, and negative attitudes from management or administrative bodies. The research reveals that these factors can have adverse effects on teacher retention and contribute to high turnover rates in private schools. In another study, Gichure (2014) identified both extrinsic and intrinsic factors that impact employee motivation and performance, including work conditions, salary, non-monetary rewards, work environment, employee achievements, recognition, work load, promotion opportunities, salary structure, and how appreciated employees feel.

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 ¹. 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. It aims to contribute to the empirical evidence base on the effects of motivation on teacher retention in private primary schools in Juba County, South Sudan (Juma & Odhiambo, 2020).

Methodology

Research Design

In this study, a descriptive survey design was used. According to Creswell and Creswell (2018), a descriptive survey design involves collecting data through surveys, questionnaires, or interviews.

Study area and Population

Study Population

In this study, 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, the study obtained one for its study from the South Sudan Private Schools Association (SSPSA, 2022).

Sampling Technique

The schools in this study were divided into strata based on shared characteristics such as economic status, and non-probability sampling techniques were deemed appropriate for achieving the research objectives. The results of this study would accurately represent the composition of the population (Elder, 2009).

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. The sample size was determined using Cochran's formulae

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

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, and q is 1 – p.

The z-value is found in a Z table

The p was derived at 26.0%.

$$(1.96^2 * 0.260 * (1-0.260)) / (0.05^2) = 127$$

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 (2024)

Data Collection Methods

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

Reliability Test

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

Table 2: Reliability Test

Variable	Number of Coefficients	Cronbach Alpha
Low cost	5	0.794
Middle cost	5	0.809
High cost	5	0.862
Average		0.823

Source: Field data, 2024

Results

Gender Distribution

This study revealed a good number of female teachers compared to male teachers. Overall, 65 females showed up for the study, against 37 males. This investigation showed that there are more female teachers than male teachers working in South Sudan's private primary schools.

This gender distribution is illustrated below:

Gender Distribution

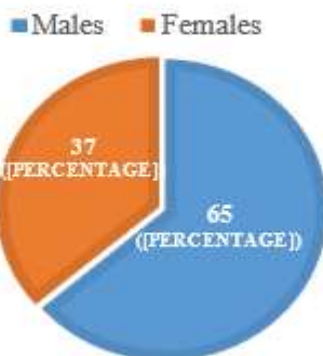


Figure 1: Gender Distribution

Age Distribution

The study examined how the age of participants in this study was distributed. 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.

Lambart et al. (2012) revealed that younger employees display a higher turnover than older employees. 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.

Age Distribution

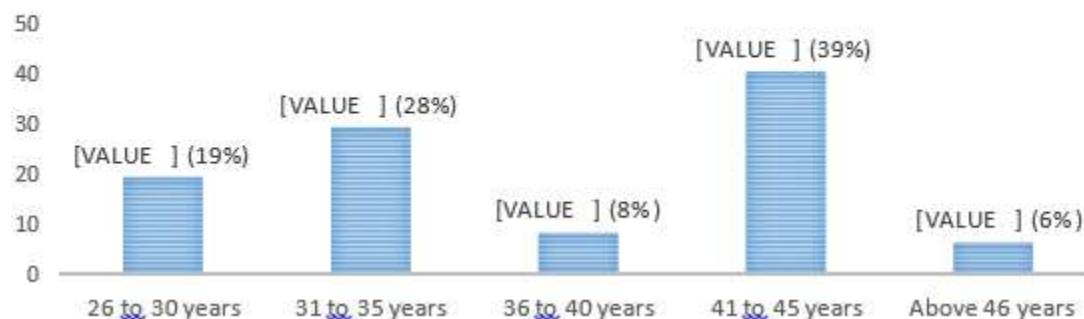


Figure 2: Age Distribution

Education Level

This study investigated the education level of the participants. The findings demonstrated 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 master's, PhD, and doctorate uptakes indicated that most teachers leave teaching in their older ages and opt for other careers.

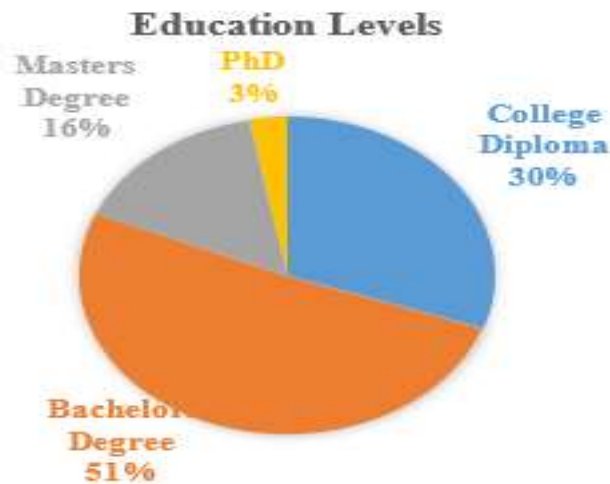


Figure 4: Educational Level
Work Department

The study was keen to note the work sections in which the teachers were placed. Twenty-three percent of the head teachers and deputy teachers played administrative roles and taught other subjects as well. The 102 teachers who

responded to the investigations in this study fell into the categories of mathematics, languages, physical education, and other subjects. These results, where the total frequency surpasses the response rate due to duplicate workstations, are shown below:

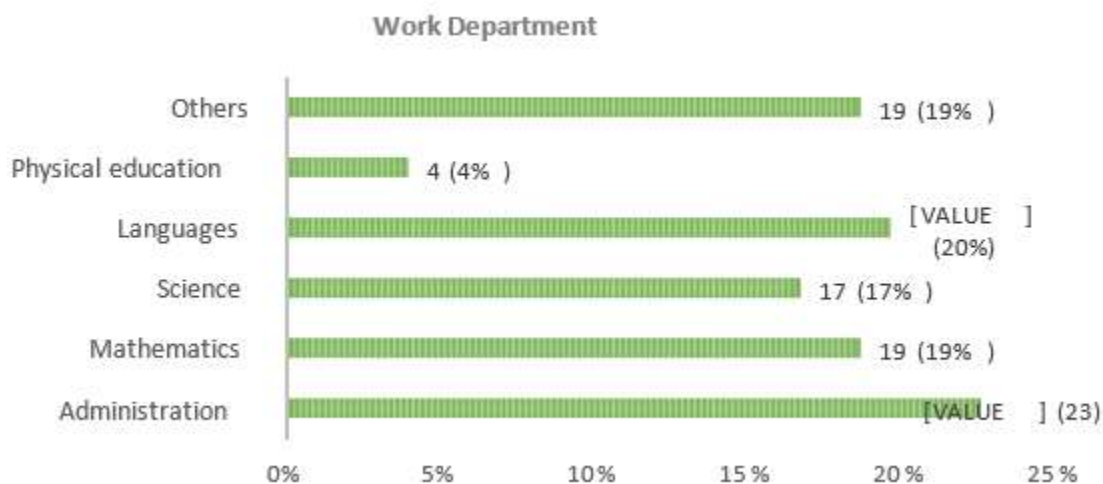


Figure 5; Work Department
Years of Experience

The study investigated the time that the participants under investigation had spent working in their current schools. It was discovered 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. Waititu (2013) suggests that teachers with a few years of experience are more likely to transition to other jobs, compared to their peers with more years of experience. Results for the work experience of the teachers in this study are shown in Figure 5.

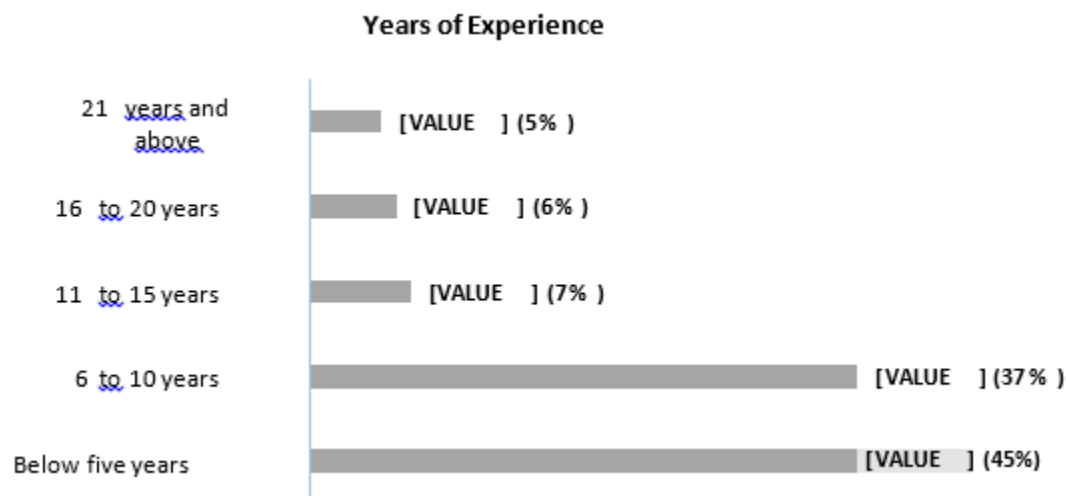


Figure 6: Years of Experience

Rating of the Level of Teacher Retention in Private Primary Schools

The study aimed to determine the impact of motivational factors on teacher retention in private primary schools. The findings related to teacher retention are presented in Table 6. 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 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 "Teachers 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.

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 have experienced 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

Working Conditions and Teacher Retention in Private Primary Schools

The first objective of this study was to investigate the extent to which working conditions affect teacher retention in private primary schools in Juba County. This section presents descriptive findings, correlation output, and regression analysis between the variables of working conditions and teacher retention.

Rating of Working Conditions in Private Primary Schools

The study aimed to analyze the extent to which working conditions affect teacher retention in private primary schools in Juba County, South Sudan. The study employed 24 variables on a five-point Likert scale to study this variable, with which the majority of the respondents disagreed and disagreed strongly. 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 results are tabulated in Table 3

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.

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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 teachers upon employment, with relatively low variability 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 for 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.

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 an open-door policy to discuss matters	4.04	0.26
The school encourages the delegation of 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 a 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

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

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Correlation Analysis Between Working Conditions and Teacher Retention

The study analyzed the correlation between the working environment and teacher 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 are presented in Table 4, showing a correlation coefficient of 0.460 with a significance level of $p < .050$, based on a sample of 102 participants ($r(102) = 0.460, p < .050$).

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).

Regression Analysis Between Working Conditions and Teacher Retention

Model Summary for Working Conditions and Teacher Retention

The results of the model summary indicate that 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 in Table 4 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.

Table 5: 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

Regression ANOVA Between Working Conditions and Teacher Retention

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. As presented in Table 5, 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.

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	Table 6: Regression
	Total	39.60	101		

ANOVA for Working Conditions

- Dependent Variable: Teacher Retention
- Predictors: (Constant), Working Conditions

Regression Coefficients Between Working Conditions and Teacher Retention

Table 6, 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.

Table 7: Regression Coefficient for Working Conditions

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

The estimated regression equation from Table 7 above is given by:

$$\text{Teacher Retention} = 2.163 + 0.514 * \text{Working Conditions}$$

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

Based on the findings presented in Table 7, 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 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 the teachers feel that their salaries are competitive. However, for the statement "The school offers increments on a yearly basis," 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.

Table 8: Descriptive Statistics for Remuneration and Teacher Retention Statement

Mean Remuneration and Teacher Retention Statement	(1-5)	Standard Deviation
The school offers a competitive salary package to teachers	3.62	0.95
The school offers increments on a yearly basis	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

Correlation Analysis Between Remuneration and Teacher Retention

The study conducted a correlation analysis between remuneration and teacher retention to ascertain the statistical relationship between the study variables. The findings for this study revealed a statistically significant, strong positive relationship between remuneration and teacher retention. The results are displayed in the table below, where $(r(102) = 0.580, 0.000 < 0.050)$.

Table 9: Correlations between Remuneration and Teacher Retention

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

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

Regression Analysis

Model Summary for Remuneration and Teacher Retention

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 is summarized in Table 9, which 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.

Table 10: 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

Regression ANOVA for Remuneration and Teacher Retention

To analyze the impact of remuneration on teacher retention, the study used the regression coefficient. The ANOVA table 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 R-squared 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.

Table 11: Regression ANOVA for Linear Relationship between Remuneration and Teacher Retention

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

a. Dependent Variable: Teacher Retention

b. Predictors: (Constant), Remuneration

Regression Coefficient, Remuneration, and Teacher Retention

Table 11 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 ($\beta = .678, t(231) = 7.711, p < .05$).

Table 12: Regression Coefficients for Linear Relationship between Remuneration and Teacher Retention

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. ErrorBeta		
(Constant)	1.457	0.408	3.573	.001
1 Remuneration	0.678	0.088	7.711	.000

The estimated regression equation from Table 12 above is given by:

$Teacher\ Retention = 1.457 + 0.678 * Remuneration$
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

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 were presented in Table 12, which 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 are able to 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 a 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.

Table 13: 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	2.67	0.86
I can count on the school's support to participate in research workshops or advance my studies	2.93	0.85
I can invest in other economic development projects while at my current job	2.99	0.95
Teachers are able to achieve their personal goals and objectives	2.66	0.53
The school has a nursing wing for nursing female employees	2.67	2.90
Our school has a balance between teachers' work and personal lives	2.98	0.97
I am well recognized and appreciated for good performance	3.01	0.24
There is an option flexible time arrangement for teachers in my 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
<u>Composite Mean and Standard Deviation</u>	<u>2.89</u>	<u>0.80</u>

Correlation Analysis Between Progression Opportunities and Teacher Retention

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 moderately positive correlation between progression opportunities and teacher retention, with a statistically significant result of ($r(102) = 0.420, p < 0.05$) as shown in

Table 14: Correlations between Progression Opportunities and Teacher Retention

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

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

Regression Analysis Model Summary for Progression Opportunities and Teacher Retention

Table 4.14 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.

Table 15: 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

Regression ANOVA for Progression Opportunities and Teacher Retention

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.

Table 16: Regression ANOVA for 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

Regression Coefficient for Progression Opportunities and Teacher Retention

Table 16 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.

Table 17: Regression Coefficients for Linear Relationship between Progression Opportunities and Teacher Retention

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.665	0.136		19.571	<0.001
1 Progression Opportunities	0.321	0.059	.0378	5.409	<0.001

The estimated regression equation from Table 17 above is given by:

$$\text{Teacher Retention} = 2.665 + 0.321 * \text{Progression Opportunities}$$

The model shows that progression opportunities positively affect 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.

Table 18: Descriptive Statistics for Teacher Retention

Retention Rate	Mean	Standard Deviation
The frequency of teacher turnover in my school negatively impacts my overall job satisfaction	2.97	0.39
High teacher turnover rates in my school disrupt the sense of community and collaboration among staff	2.10	0.96
Frequent changes in teaching staff due to turnover negatively impact student academic performance in my school	2.93	0.83
The likelihood of colleagues leaving the school reduces my motivation to invest in my own professional development.	3.00	1.05
High teacher turnover rates in my school are a reflection of ineffective school leadership and management.	2.66	0.53
The frequent departure of colleagues makes me feel less committed to staying with my current school long-term.	2.67	2.90

Analysis of Retention Rate Data in Private Primary Schools in Juba County. The data suggest that teacher turnover has a moderate impact on job satisfaction (Mean = 2.97, SD = 0.39) and a relatively stronger impact on sense of community and collaboration (Mean = 2.10, SD = 0.96).

Key Findings:

Statement	Mean	SD	Interpretation
Frequency of teacher turnover impacts job satisfaction	2.97	0.39	Moderate impact
High turnover disrupts community and collaboration	2.10	0.96	Relatively strong impact

Turnover affects student academic performance 2.93, 0.83. Moderate impact. High turnover reflects ineffective leadership 2.66, 0.53. Moderate impact. Frequent departure affects commitment to stay 2.67, 2.90. Moderate impact. **Insights:** Teacher turnover has a moderate to strong impact on school culture and collaboration. Turnover affects job satisfaction and motivation for professional development. School leadership and management may play a role in retention rates. Frequent departures can lead to decreased commitment among remaining teachers.

Interviewee 1: Mr. Emmanuel T., P.6 Class Teacher, Private School in Kator, Juba

Experience: 4 years. Turnover here is not very high, but when it happens, you feel it. On job satisfaction, I would say it affects us moderately. It's not the only reason I'd be unhappy, but when a colleague I plan lessons with leaves, my morale drops for a while. The bigger problem is our sense of community. That one breaks faster. We were five teachers sharing a staffroom and doing team teaching for Science. Two left in one term, and now we don't even meet to plan — everyone just does their own thing. So yes, collaboration suffers first. For the pupils, when their teacher changes mid-term, you see their marks go down, especially in reading and writing. They take time to adjust. I think part of it is leadership. Our headteacher tries, but there's no clear system to keep teachers. No exit interviews,

no support when we complain about delays. So when one person leaves, others start looking too. It makes you less committed. You start thinking, 'If they left, why should I stay and struggle?'

Interviewee 2: Ms. Agnes P., Senior Woman Teacher, Private School in Munuki, Juba

Experience: 7 years. "The turnover rate in private schools is moderate, but the effect is there. For me, job satisfaction is affected, but not completely — I still love teaching. The mean of 2.97 is right. What worries me more is how it spoils the culture we build. We had a mentorship program where older teachers supported new ones. After three teachers resigned last year, the program collapsed because the new ones who came didn't know it, and we were tired of starting over. So community and collaboration get the strongest hit. Academically, the children are affected too. A P.3 class had three different teachers for English in one year. By the end of the term, many couldn't read basic sentences. On leadership, I agree it plays a role. If the director only cares about fees and not teacher welfare, people won't stay. In our school, contracts are not clear, and salaries sometimes come on the 15th instead of the 1st. That pushes people out. And yes, when departures are frequent, even those of us who remain start doubting. You reduce the extra effort you put in, because you feel the school is not stable."

Table 19: Descriptive Statistics for Turnover Rate

Turnover rate	Mean (1-5)	Standard Deviation
The frequency of teacher turnover in my school negatively impacts my overall job satisfaction.	3.53	1.64
High teacher turnover rates in my school disrupt the sense of community and collaboration among staff	3.79	1.50
Frequent changes in teaching staff due to turnover negatively impact student academic performance in my school	3.84	1.05
The likelihood of colleagues leaving the school reduces my motivation to invest in my own professional development	3.35	1.27
High teacher turnover rates in my school are a reflection of ineffective school leadership and management.	4.00	0.26
The frequent departure of colleagues makes me feel less committed to staying with my current school long-term.	3.43	1.24

Table 19 presents descriptive statistics on teacher perceptions of turnover rate in private primary schools around Juba. The data suggests that teachers generally agree that turnover has a negative impact on various aspects of school life.

Key Findings:

Statement	Mean (1-5)	SD
Frequency of teacher turnover impacts job satisfaction	3.53	1.64
High turnover disrupts community and collaboration	3.79	1.50
Turnover affects student academic performance	3.84	1.05
Colleges leaving reduces motivation for professional development	3.35	1.27
High turnover reflects ineffective leadership and management	4.00	0.26
Frequent departure affects commitment to stay	3.43	1.24

Insights: Leadership and Management: Teachers strongly agree (Mean = 4.00, SD = 0.26) that high turnover rates reflect ineffective school leadership and management. Student Academic Performance: Teachers agree (Mean = 3.84, SD = 1.05) that turnover negatively impacts student academic performance. Community and Collaboration: Teachers agree (Mean = 3.79, SD = 1.50) that high turnover disrupts the sense of community and collaboration among staff. Job Satisfaction and Commitment: Teachers moderately agree (Mean = 3.53, SD = 1.64) that turnover impacts job satisfaction, and (Mean = 3.43, SD = 1.24) that frequent departures affect their commitment to stay.

The research thus suggested that private primary schools should Strengthen Leadership and Management: Provide training and support for school leaders to improve retention and management. Foster a Positive School Culture: Encourage collaboration, recognition, and support among staff to reduce the negative impact of turnover. Invest in Teacher Development: Provide opportunities for professional growth and development to improve job satisfaction and retention.

One Deputy headteacher in Munuki had this to say, "Turnover is killing us slowly. I agree strongly that it

reflects on leadership. When teachers are not listened to, when salaries are delayed, or when there's no clear plan for growth, they leave. And immediately you see it in the children's results. Last year, we changed P.4 English teachers twice, and that class performed the worst in mock exams. The other thing is community. Teaching is hard, but it's easier when you plan lessons together or share discipline ideas. High turnover means you are always strangers in the staffroom, so that collaboration disappears. On job satisfaction, I can tell you: every time someone resigns, the rest of us ask ourselves if we are next. To fix this, owners must invest in us. Train the headteachers on leadership, not just business. Create a culture where teachers are appreciated — even a 'teacher of the month' helps. And give us chances to upgrade. If I know this school will pay for part of my diploma, I will commit. Otherwise, we shall continue losing good teachers and the children will suffer."

Ms. Grace L., Primary School Teacher, Private School in Gudele, Juba

Experience: 6 years had this to say: "From what I see every term, when teachers keep leaving, it really tells you

something about how the school is run. We scored that one the highest because it's true — if leadership is weak, people don't stay. In my school, we lost three Maths teachers in one year. Each time a teacher goes, the children lose focus. Their performance drops because the new teacher starts all over again, and sometimes a class stays for weeks without a teacher. It also breaks our teamwork. We had a good reading club among us teachers, but when two members left last term, it just died. For me personally, yes, it makes you think, 'Should I also go?' You start to feel less satisfied when you are always covering for others or training new staff. What would help is if our headteachers were trained on how to manage and keep staff. Also, if the school could support us with training and even small recognition, people would feel they belong and stay longer."

Discussion

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 teacher 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 indicate 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 to 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 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 increasing 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. 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

Working Conditions and Teacher Retention in Private Primary Schools. 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. Private primary schools should, therefore, prioritize creating a supportive and conducive working environment for teachers to improve retention rates. In addition, the study found that violent and poorly behaved pupils, as well as inadequate opportunities for career growth, were factors contributing to teacher turnover. Private primary schools should focus on creating a conducive learning environment for pupils and providing more career advancement opportunities for teachers.

Teacher Remuneration and Benefits and Teacher Retention in Private Primary Schools

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.

Progression Opportunities and Teacher Retention in Private Primary Schools. To sum up, 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. Improving teacher retention through effective career progression opportunities will result in a steadier and more skilled teaching workforce, benefiting both schools and students.

Recommendations

Working Conditions and Teacher Retention in Private Primary Schools

Overall, the findings of this study have significant implications for private primary schools in Juba County, South Sudan, and other similar contexts. The study underscores the importance of investing in teachers and creating a supportive working environment to enhance teacher retention. 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. Management bodies of these private schools should embrace the free flow of information in a horizontal manner, since teachers are key stakeholders in decisions. Schools should engage pupils in more co-curricular activities and be firm on punitive measures that promote respect and discipline.

Teacher Remuneration and Benefits and Teacher Retention in Private Primary Schools

The results of this investigation revealed that remuneration influences teacher retention. Therefore, it is recommended that 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.

Career Progression Opportunities and Teacher Retention in Private Primary Schools

The Ministry of Education, in partnership with the South Sudan Private Schools Association and the Boards of Management, should strongly enhance and fast-track programs that encourage staff development. The school management can encourage participation in workshops and research by sponsoring these programs. The South Sudan Private Schools Association and Board of Management should partner with financial institutions and guarantee that their workers can acquire loans that support 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.

Recommendation for Further Studies

The study's scope was limited to private primary schools located in Juba County. To enhance the generalizability of the findings, the study recommends conducting similar studies in other regions and countries to compare and contrast the results. This research solely focused on motivational factors and their impact on teacher retention in private primary schools, and future studies should compare the findings with those of public primary schools. Moreover, using probability-sampling techniques in subsequent studies would eliminate any possibility of biased participant selection. Additionally, the study did not consider personal factors that may affect teachers' motivation and retention, such as digitization, family life, and individual motivation. Future research should investigate how these factors influence teacher retention in private primary schools.

Acknowledgement

I express my sincere gratitude to Almighty God for granting me the strength, wisdom, and perseverance throughout this study. I am deeply grateful to my supervisor, Mr Richard Semanda, for his professional guidance, encouragement, and constructive comments, which greatly contributed to the successful completion of this dissertation. I also thank the lecturers and staff at Team University for the knowledge and support provided throughout my academic journey. Special appreciation goes to the South Sudan Private Schools Association, school administrators, and teachers who participated in this study. Finally, I acknowledge my family and friends for their unwavering support, encouragement, and understanding throughout the research process.

List of Abbreviations

B.O.M – Board of Management
M.O.I – Ministry of Interior
OECD – Organization for Economic Cooperation and Development

OST – Organizational Support Theory
SPSS – Statistical Package for Social Sciences
SR – Staff Retention
SSPSA – South Sudan Private Schools Association
ST – Staff Turnover
TSC – Teachers Service Commission
WC – Working Conditions

Source Of Funding

This work was not funded

Conflict Of Interest

The author declares that there were no financial, professional, or personal conflicts of interest that could have influenced the conduct, findings, interpretation, or reporting of this study.

Author Contributions

Alier Peter Goch Wuoi conceptualized the study, developed the research design, collected and analyzed the data, interpreted the findings, and prepared the final dissertation manuscript. The supervisor provided technical guidance, review, and academic oversight throughout the research process.

Data Availability

The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request and with permission from the participating institutions.

Ethical Approval

Ethical approval for this study was obtained from the relevant Institutional Review Board of Team University before data collection commenced. Additional authorization was obtained from the concerned education authorities and participating schools.

Informed Consent

Written informed consent was obtained from all participants before their involvement in the study. Participants were informed about the purpose of the research, confidentiality of information, voluntary participation, and their right to withdraw from the study at any stage without any consequences.

Author Biography

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