



**FACTORS AFFECTING THE RETENTION OF
UGANDA NATIONAL EXAMINATIONS
BOARD (UNEB) EXAMINERS**

A CASE OF UNEB PRIMARY LEAVING EXAMINATIONS (PLE) EXAMINERS

BY

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DECLARATION

I, **Sylvia Lunkuse**; confirm that the research work embodied in the Masters Dissertation titled “Factors affecting the retention of Uganda National Examinations Board (UNEB) Examiners. A case of UNEB Primary Leaving Examinations [PLE] examiners” has been executed entirely by me. I declare that the information presented in this report is a true record of the study findings and confirm that the research has not been submitted for any other academic award anywhere.

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APPROVAL

This is to certify that this dissertation has been submitted for examination with our approval as supervisors.

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DEDICATION

I dedicate this piece of work to my parents; the late Aloysius Lwokya and Mrs. Teopista Nanfuka and the rest of my family for their support.

ACKNOWLEDGEMENT

I appreciate the contribution and care offered to me by my parents in the course of my studies. Indeed this research is owed to them for having been there for me especially when I needed them the most. I am grateful to my relatives and friends for their love, encouragement and support during my studies.

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ACRONYMS/ ABBREVIATIONS

CBS	:	Conveyor Belt System
CPA	:	Cambridge Primary Assessment
PLE	:	Primary Leaving Examinations
TMS	:	Traditional Marking System
UACE	:	Uganda Advanced Certificate of Education
UCE	:	Uganda Certificate of Education
UNEB	:	Uganda National Examinations Board

ABSTRACT

This study assesses the factors affecting the retention of Uganda National Examinations Board (UNEB) examiners with specific reference to Primary Leaving examinations. Geographically the study was particularly conducted at St.Maria Gorret Katende in Mpigi district, Covering period of five years(2008-2012)this period immediately precedes the start of the research and therefore has the most recent and relevant experiences regarding PLE marking. The research idea is summarised in a conceptual framework that portrays the relationships between the study variables. The study sought to examine the factors affecting retention of PLE examiners by UNEB in which motivational factors formed the independent variable while examiner retention was the dependant variable. Literature was reviewed under themes that reflect specific research objectives and the research variables, this aimed at exploring information gaps. In this study, a cross-sectional research design was used. This was adopted in order to collect data from several sample population frames in more or less the same period of time in the one marking centre selected to represent the other marking centres. The design was based on both quantitative and qualitative methods for data collection and analysis. Particularly, the questionnaire and interview methods were used for data collection and both statistical and interpretive techniques were adopted for presentation and analysis of such data. Accordingly, the study findings reveal that there is a positive effect on the motivational factors as regards the retention of examiners at PLE marking level. In other words, when these examiners are not assured of such benefits like; a pay system which is commensurate with the amount of work that they are doing for the institution, favourable organisational policies and practices and a good working environment at marking centres, they are more likely not to stay on, It was therefore concluded that motivation is the most underlying factor in retaining examiners in the marking of PLE. Considering the research findings and conclusions, the study recommended for a clear reward structure, periodic revision of contracts signing, organisational policies and practices that meet the current trends of the working environment and the working conditions to be assessed periodically for a better retention strategy of examiners.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study of employee retention is a topic of great interest to both people who manage employees in organizations and academicians. Job retention has been closely related to many organizational phenomena such as motivation, satisfaction, leadership, performance, attitude, conflict, morals among others. This study set out to examine the factors affecting retention of Uganda National Examinations Board (UNEB) PLE Examiners. In this chapter, several introductory sections are given to explain the Historical background to the study, Statement of the problem, theoretical background, conceptual and contextual frameworks, purpose and objectives of the study, research questions and hypotheses.

1.2 Background of the study

In the last five years, increasing rates of absenteeism and turnover of examiners at PLE marking level has been realised. This has lead to a variety of costs for UNEB including training new hires every year and decreased morale in the remaining workforce. When some examiners leave or absent themselves, the remaining examiners delay the marking process and this requires working for extra hours. This increase in workload leads to job stress, fatigue, absenteeism, attrition and ultimately lack of fair assessment and good judgment, thus undermining the reliability of PLE results. It also undermines the performance of examiners, the planning and operations at the marking centres, retaining the examiners and the marking exercise in general.

In this case, the study specialised in examining factors affecting the retention of UNEB examiners at PLE marking level.

1.2.1 Historical Perspective

Globally, examining at different levels of learning has been in existence for a long time. In USA for example, until 1840's, education was not examined. Today examining in USA consists of programmes of instructions created, controlled, operated and principally financed by private individual groups. While in UK, many schools at primary level examine using the Cambridge Testing Structure which is the 'Cambridge Primary Assessment (CPA)' to assess Learners. CPA uses internationally bench marked tests that teachers use to give structured feedback to Learners and to compare strengths and weaknesses of individuals, giving parents extra trust in the feedback they receive. There are two assessment options; one is the CPA progress tests marked in schools by teachers and the Primary Check Point marked by Cambridge examiners.

In Uganda today, 'The Uganda National Examinations Board (UNEB)' is the National Assessment body of public exams in Uganda, (Pido, 2008). Its establishment and functions were mandated under the 1983 Uganda National Examinations Board Act (Ch 137) to promote and serve the interests of Uganda and all its citizens as regards management of education assessment. UNEB strives to maintain fair assessment in a bid to produce valid and reliable results (Government of the Republic of Uganda, 1983 & Ministry of Education and Sports, 2010). Considering its repute, UNEB is expected to deliver quality service that is hinged on internal efficiency mainly dependent on examiners who are involved in marking final examination

scripts for PLE, UCE and UACE students.

UNEB regards the examination process as critical if Uganda as a country must reach its objective of developing a well laid out assessment system and procedures for quality education outcome. Since its inception in 1983, UNEB contracts teachers around the country and confines them in different marking centres to mark final exams. This is because teachers are the most convenient subject matter specialists. UNEB had been using a Traditional Marking System (TMS), where one examiner could mark all questions on a candidate's script. However in 2003, UNEB piloted at PLE level a new marking system called the Conveyer Belt System (CBS) whereby an examiner is restricted to marking only one or a set of specified questions and passes over the script to another. The change from TMS to CBS was intended to reduce on fatigue and stress which were associated with the TMS, thus facilitated retention of PLE examiners. (Pido, 2008).

However, it should be noted that the quality of examiners' scores may be affected by contextual factors which may include, social, economic and managerial conditions, (Leighton, Gogkiert, Cor & Herman, (2010). It is also worth noting that retention of examiners may be affected by other variables such as gender, training in marking, job responsibility, examiners' growth, work autonomy, and experience in marking.

1.2.2 Theoretical Perspective

This study is based on Herzberg's (1950) 'Two factor theory', which is an effective way of identifying an effective retention protocol (Armstrong, 2001). Herzberg's findings looked at hygiene factors which he indicated as organizational policies and practices, remuneration and the working conditions which significantly relate to

the major variables in the study such as; the working conditions and rewards offered to PLE examiners at marking centers. While Herzberg's motivators (intrinsic) which cover, job responsibility, self esteem, work autonomy also relate to the variables in the study. Herzberg's system of needs is segmented into motivators (intrinsic) and hygiene (extrinsic) factors, which are in line with Maslow's theory of hierarchy of needs such as motivators which are often unexpected bonuses that foster the desire to continue working. Breugh and Starke (2000) state that; when intrinsic and extrinsic factors are missing among workers, it creates dissatisfaction among employees thus creating a high attrition rate at work. In such a case if examiners are dissatisfied, they will absent themselves from the marking exercise. The theory integrates factors that essentially underlie retention of an employee such as the working environment as stated by (Nadeem, 2011) and may therefore be significantly relevant to UNEB and its PLE Examiners who need a conducive environment to effectively and efficiently mark candidates' scripts.

In respect of Nadeem's (2011) perspective of essential factors underlying the retention of employees, when relating to the education institutional setting such as UNEB, intrinsic factors involve a direct link between the agency and workers' day to day routine and the actual performance of the job itself. Intrinsic factors according to (Herzberg, 1987) are: the work itself, responsibility, and growth or achievement. Herzberg's extrinsic avoidance factors include organizational policy, status, pay, benefits, and overall work conditions. Other factors comprise the background of one's work, the environment setting and conditions offered. Extrinsic factors do not immediately affect the UNEB examiners' day today job performance but will always

be in the background, if attended to examiners will feel very comfortable and perform their duty diligently without hopes of quitting the marking exercise. Nonetheless, all such factors are equally significant for employee retention, only that they have perhaps been given less attention in some organizations or agencies such as UNEB because of lack of clearly documented research

Another theory supporting the research is the Expectancy theory developed by Victor Vroom (1950), he developed a model of motivation based on individual needs and motivation. He argues that individuals make conscious decisions to maximize pleasure and minimize pain in every aspect of their lives. Vroom states that, the way an individual responds to work is unique to a given situation and for that reason, motivation is much more complex than earlier theories indicate. In such a case PLE examiners' conscious decisions to quit the marking exercise depends on the pleasure and pain they experience during marking exercise.

Vroom further argues that an individual's performance is also linked to many other factors such as skills and experience, as well as their personality and desire to accomplish the agency's objectives. The main tenets of Vroom's theory state that people will perform better if there is a desirable outcome or reward. If these PLE examiners are satisfied with the desirable outcome, they may not opt out of the exercise. The reward must be something that is not only desirable but also something that will make the effort exerted worthwhile (Borkowski, 2005).

1.2.3 Conceptual perspective

In this study, the independent variables were considered as the retaining factor for examiners in the marking exercise. Of which the indicators under motivation of

examiners entails, rewards which consist of remuneration and career growth and development. While organisational policies and practices that govern examiners in the marking process entail contractual obligation, swearing the oath of secrecy and residential marking. Among the aspects of the working conditions offered to examiners by the organisation for a better and safe environment include, the work load per examiner, ambience of structures at the marking centres, all of which may make examiners like and enjoy their work.

The dependent variable in this study was retention of UNEB examiners at the PLE marking level. In this case, If the independent variables, that is; Rewards, Organisational Policies & Practices, and Working Environment are conducive enough, then the retention factor will be met easily ,while the reverse will trigger off high attrition and absenteeism rates .As Hendricks (2006) says; staying with an organisation for a long time will only be realised when a combination of factors such as a conducive environment and good rewarding system is put in place, which may also apply to PLE examiners in the marking exercise. In the process of marking PLE examinations, it is evident that examiners are the most strategic, therefore, it is mandatory to UNEB to motivate them in order to retain them for a long period of time. The study therefore examined factors that affect the retention of PLE examiners in the making exercise.

1.2.4 Contextual Perspective

Primary education serves as the foundation in the Ugandan education system. It is provided in a seven-class school system at the end of which pupils (primary school children) sit for National Examinations, Primary Leaving Examinations (PLE).

Successful candidates have the opportunity to join secondary schools and ultimately tertiary institutions such as colleges and universities for further education (Ojik, 2008).

There are eight (8) PLE marking centres designated by UNEB around the country. The marking exercise is manned by examiners recruited by UNEB. Their services are only seasonal since Primary Leaving National Exams are done once a year, at the end of the academic year. This means that examiners are contracted by UNEB only during this period when their services are needed.

UNEB trains examiners for the task, pays them for the services offered and even tries to regularly revise the rate at which examiners are paid in order to cope with the changing economic conditions. In addition, it tries to make the living and working conditions at marking centres as comfortable as possible by providing free medical care and meals, entertainment, out of pocket allowance, among others. Although as a UNEB policy, examiners must each year sign to renew their contract, swear an oath of secrecy, they also do routine marking and they are restricted from moving out of the marking centres and being in possession of mobile phones during the whole marking period.

However, over the years it had been noted that there has been high rates of attrition and absenteeism among examiners. Due to this, the Board has been forced to train new examiners every year, which is not only proving to be very expensive but also every year the Board loses some of its trained and experienced work force. UNEB management have a fear that, if these motivational factors create gaps among examiners, it may create a negative implication on their performance, retention and reliability of the results.

Table 1: Trend of PLE Examiners attendance (2008 – 2012)

YEAR	Number of Examiners expected	Examiner who turned up	Absentees	
2008	3300	3191	109	3.3%
2009	3700	3505	195	5.3%
2010	4000	3781	219	5%
2011	4200	3978	222	5.3%
2012	4500	4023	477	10.6%

Source: UNEB records 2008-2013

According to the table above, by 2008 examiners' absenteeism rate was at 3.3%, in 2012 it had increased to 10.6% by 2012, showing an increase of 7.3% within five years. It is not clear whether this trend of absenteeism of examiners can be attributed to institutional policies and practices, motivation, working environment or other related issues. It is also too early to comment on the intensity and to specify determinants of examiners absenteeism at these centres. Doing so would be speculative, a generalisation and thus prejudicial because there is no clearly documented evidence, particularly about UNEB and the phenomena. Much as there are a variety of factors that can influence the rate of employee turnover and absenteeism, the aim of this study is to determine the factors particularly affecting the retention of UNEB examiners at PLE marking level because according to Schulze (2006), different organisations have different cultures to retain employees and so are human resource needs

1.3 Statement of the problem

Given the critical role that UNEB examiners play in assessing the grades awarded to primary seven candidates, their reliability and validity is paramount. It is an essential part for UNEB to ensure quality service delivery at marking centres so that examiners feel comfortable in order to offer fair assessment to candidates. In such a case, to provide reliable results, UNEB has put in place a number of initiatives to enhance examiner retention at PLE marking centres in order to ensure validity and reliability of the results for candidates. Among the initiatives to facilitate retention are; a conducive marking environment at marking centres, free training, free medical services. Adding to that, in 2003, a Conveyer Belt Marking System was introduced, where an examiner marks a set of questions on one script and sends it to another examiner, which was to reduce on fatigue and fair judgement. In spite of all this, retention of examiners has remained a major challenge to UNEB. According to the UNEB primary department records, by 2008 examiners' attrition rate was at 3.3%, in 2012 it had increased to 10.6%, showing an increase of 7.3% within five years. If the trend continues, the examination results may be at a risk of being unreliable. In this case, UNEB needs to maintain an adequate number of well trained and experienced examiners.

If this situation continues, it will lead to a variety of costs for UNEB including; training new hires, the few remaining examiners may delay the marking process thus requiring working additional hours and decreased morale in the remaining workforce, increased workload may also lead to job stress, fatigue and ultimately, lack of fair assessment and good judgment, which undermines the validity and reliability of PLE

results. All in all, this undermines the performance of examiners, the planning and operations at the marking centres and the marking exercise in general. Owing to the noticeable lack of studies addressing determinants of retention among UNEB PLE examiners, this study addresses this issue. The information obtained hopefully assisted in identifying factors affecting retention of examiners at PLE level.

1.4 Purpose of the study

The purpose of this study was to examine the factors affecting the retention of UNEB examiners' at PLE marking level.

1.5 Study Objectives

- i. To examine the reward system and its effect on retention of examiners at PLE marking level.
- ii. To examine whether organisational rules and practices affect the retention of examiners at PLE marking level.
- iii. To examine the working conditions at marking centres and how they affect the retention of examiners at PLE marking level.

1.6 Research Questions

- i. How do rewards affect retention of examiners at PLE marking level?
- ii. How do the organisational rules and practices affect the retention of examiners at PLE marking level?
- iii. How do the working conditions at marking centres affect the retention of PLE examiners at marking level?

1.7 Hypotheses

- i. Reward has an effect on the retention of examiners at PLE marking centres.
- ii. Organizational rules and practices largely affect retention of examiners at PLE marking level.
- iii. Working conditions at marking centres affect the retention of examiners at PLE marking level.

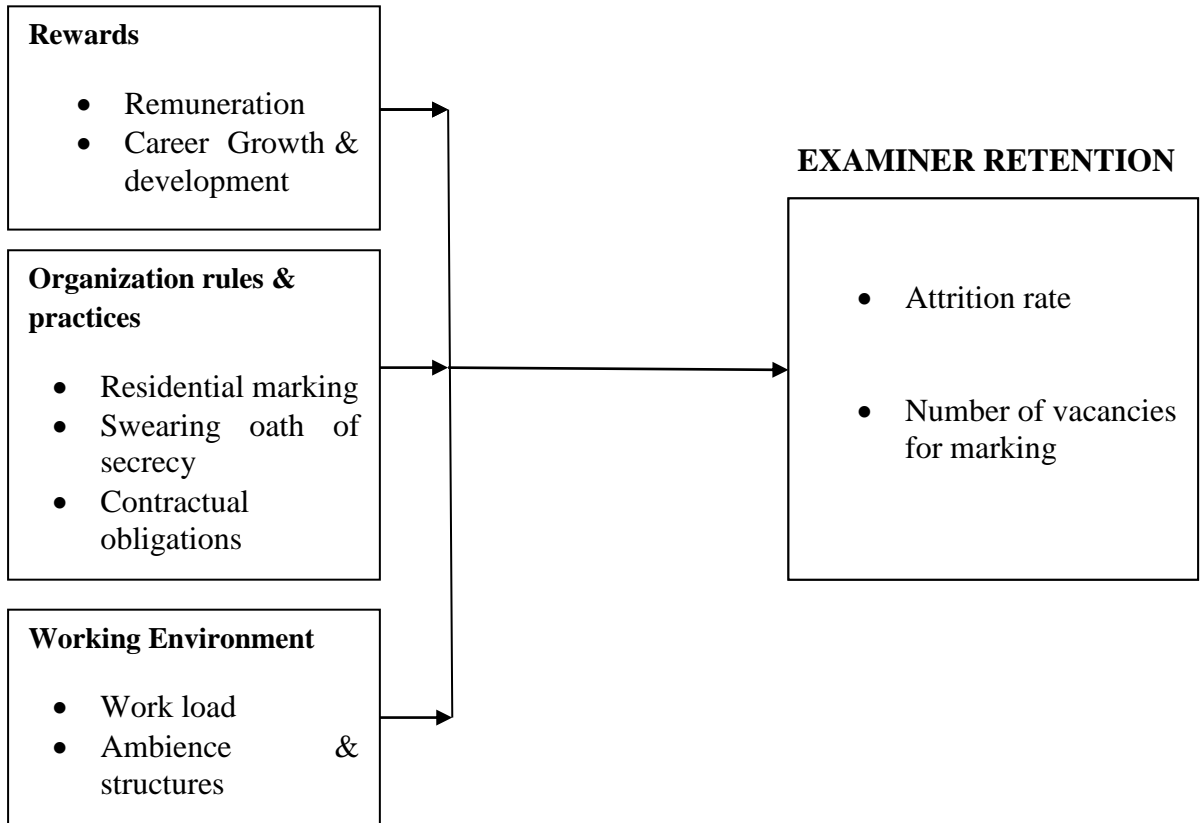
Figure 1: Factors affecting UNEB examiners’ retention at PLE marking level.

1.8 Conceptual framework

Independent variable
variable

Dependent

MOTIVATION



Source: Adopted from Herzberg’s two factor Model (Herzberg, 1959) and modified by Researcher (2012).

The above conceptual framework (Figure 1) presents a description of the factors affecting employee retention. Particularly it specifies how these factors categorised as independent variables that affect retention of examiners. In this case, these factors are significant for the retention of UNEB examiners at PLE marking level. These examiners will be retained as long as such factors like rewards, working

conditions, organizational rules and practices are favourable and motivating enough. Employees working without any form of recognition, growth, unfavourable rules and poor working environment tend to be demoralised at work thus resulting into absenteeism and turnover. Incentives are normally offered to stimulate employees to a desired outcome; such schemes are a motivational tool in that they enable staff to share the success of the whole business and as a result, employees may be retained.

In this study therefore the main focus was about the factors affecting the retention of UNEB examiners at PLE marking level, as there was no substantive evidence about the situation.

1.9 Significance of the study

The study findings were hoped to provide information that is important to UNEB Examiners' administration, and practice. UNEB Administrators may use this information to build solid and supportive exam management units. This is important because if the vision and mission of the organization is not fulfilled by the examining staff, it may affect every aspect of an Examiner's practice and also the quality of UNEB exams management.

In addition, this study may be important to examiners' performance development because it can be used as a building block to assist in developing strategies to attract and also retain examiners. Also, when there is a poor retention system, staff development becomes costly due to the lack of experienced staff to mentor new examiners. In order to maintain adequate and safe staffing levels, the retention of examiners is vital for addressing the shortage of exam marking staff. A thorough

understanding of retention of examiners is extremely important to UNEB staff administration as there is reduction in high expenditure in training new staff. If supervisors comprehend what makes examiners satisfied, they can make changes to facilitate examiner retention and therefore improve the quality of education assessment.

The study is hoped to form a basis for further research on job retention in general. This should lead to the generation of new ideas for the improvement of working conditions in the education sector in Uganda and the rest of the world.

1.10 Justification of the study

To the policy review committee of UNEB, it will help to review the administrative policies and procedures that govern examiners at the marking centres. To the host centres, it is an eye opener for them to offer a conducive environment to examiners and make them appreciate their working environment and enjoy the marking exercise. To the examiners, it will create an opportunity for a conducive working environment at the marking centre thus creating advancement in their marking skills, work autonomy and growth. In this case examiners are prompted to retain their status as UNEB examiners. If there are gaps within the environment the examiners operate, then there could be some irregularities in the examination scores. UNEB management in this case should provide conducive factors favouring the examiners in order to reduce on examiners' absenteeism and turnover.

1.11 Scope of the study

1.11.1 Geographical scope

The study was conducted at St.Maria Gorret Katende in Mpigi District. This was chosen because the examiners deployed at this centre that year were the most experienced and longest serving examiners

1.11.2 Content Scope

The study specifically examined the factors affecting UNEB examiners' retention at PLE marking level basing on the Herzberg' model of motivator- hygiene factors. These factors included; rewards, policies and practices of UNEB and the working environment at marking centres and how they relate to retention of examiners.

1.11.3 Time scope

The study particularly interviewed examiners who have been marking PLE examinations within the period of five years (2008- 2012). This period is long enough to show retention trends at PLE marking level.

1.12 Operational Definitions

Examiner; Any person engaged in marking Uganda National Examinations Board examinations under a contract of more less than a month.

Marking centre. A place where UNEB examiners converge to mark a set of national exams.

Traditional marking system. It was the old method of marking used by UNEB

examiners, where an examiner would mark a complete script(s) of a candidate.

Conveyer belt system. This is the new marking system used by UNEB examiners that replaced the traditional marking system, whereby an examiner marks a set of questions on one script and sends it to another examiner.

Candidates. These are registered learners by UNEB at various examinable stages like; Primary Leaving Examinations, Uganda Certificate / Advanced Certificate of Education, among others.

Hygiene factors. These are also termed as dissatisfiers and are directly related to job dissatisfaction. These factors include company policy and procedures, supervision, salary, interpersonal relations, and working conditions that are put in place by UNEB.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Researchers such as Hendricks (2006) have attempted to identify the various components of employee retention, measure the relative importance of each component and examine what effects these components have on organizational productivity. However, research on factors affecting the retention of employees in the Uganda's education sector particularly the Uganda National Examinations Board (UNEB) has not been exhaustive. This chapter therefore reviews the existing literature along themes specifically related to the determinants of retention of examiners for specific information gaps that help in addressing the respective research objectives. The Literature was reviewed in accordance with the major theme in the independent variables such as; motivational factors in relation to retention

2.2 The concept of employee retention

Bratton & Gold (2003) relate employee retention to keeping employees that have already been hired. The components of employee retention that he identifies are compensation, organizational environment, relationship, growth and career, and support.

Employee retention entails a combination of activities that, when working well together, results may be employees staying with the organisation for a long time, (Hendricks, 2006). According to Bratton & Gold (2003), employee retention focuses on; both attracting employees to join the organization through focused

recruitment and ensuring that employees with crucial skills who are already in the organization stay and keeping employees motivated. In disregard of this idea, it is a fact that retention depends on all the other human resource management practices within the organization and is not just a recruitment issue and motivation, (Gosh, et al, 2013).

For the above to work, there is need to be underlying policies and structures that will support employee retention. Some of the crucial factors identified by Hendricks (2006) are that, there should be clear and well-defined human resource planning, recruitment and selection processes. There is also need to be an alignment between compensation, benefits for the employees and a conducive working environment in order to retain them at work.

According to Bussin (2009), employee retention can be defined from two viewpoints; to hold and to keep in possession. This includes having people sign contracts that bind them with the organisation and almost force them to stay, and the second is to engage them in service for a long time. Hendricks (2006) challenges the second view of keeping employees engaged for a long time and asserts that one way of doing this is by providing an environment where skills transfer and knowledge sharing can be easily facilitated and the trend of the modern organisation is to follow the employee engagement process rather than to hold or keep them. In this case PLE examiners need to be engaged in service by creating a conducive environment to foster their stay in the marking exercise.

In Dibble's (1999), study and view of retention of employees suggests that employee retention starts at the job description, recruitment, selection and orientation which

form the foundation for any retention strategy that a company may adopt.

In another perspective identified by Herzberg's Motivator-Hygiene theory which findings indicated that factors garnering job satisfaction are separated from factors leading to poor job satisfaction and employee turnover (Armstrong, 2001). Herzberg's system of needs is segmented into motivators and hygiene factors. Like Maslow's hierarchy, motivators are often unexpected bonuses that foster the desire to excel. Hygiene factors include expected conditions that if missing will create dissatisfaction (Breaugh & Starke, 2000).

Moreover, equity theory states in effect that, people will be better motivated and retained if they are treated equitably and de-motivated if they are treated inequitably. Equity theory realizes the humanitarian concern with fairness and equality. While one party may be given motivational rewards and opportunities, the individual will assess the work-reward ratio based on similar external positions. If the individual feels that the rewards and motivators do not meet the standard, the employee will lose the motivation, request more compensation, or leave their current position in search of more favorable benefits (Armstrong, 2001).

2.3 Theoretical perspective

The study is guided many by many theories that include Herzberg's motivation-hygiene theories and the Expectancy theory of vroom among others. Employee retention has been the topic of extensive research dating back to the early 20th century. Public administration looks at theories of employee motivation from many academic disciplines, including but not limited to psychology and sociology that may trigger employee turnover. The ongoing problem of employee absenteeism and

turnover is the result of a variety of factors such as poor motivation and poor organizational policies. The major theories regarding employee motivation have emerged in the 20th century: Maslow's Theory of Human Motivation (1943), McGregor's "The Human Side of Enterprise" (1957), and Vroom's Industrial Social Psychology (1961).

2.3.1 Herzberg's two-factor theory.

Most of the theories consider motivation from personal need satisfaction perspective, while Herzberg considers the motivation through restructuring of the work environment. For this reason, Herzberg's theory was found to be more appropriate for this study.

The conceptual framework was based on Herzberg's (1968) Motivation- Hygiene theory. The theory directly addresses satisfaction and dissatisfaction on the job. Herzberg describes two types of needs of humans as the intrinsic and extrinsic. The extrinsic needs relate to the animal nature and built in drives and the intrinsic needs relate to the unique human characteristics such as, achievements and psychological growth. Herzberg suggests that dissatisfaction is caused by deficits in the extrinsic hygiene dimensions of a job, such as salary, job security and working conditions. Rather it is the 'Motivation' dimensions which are the intrinsic to a job such as, achievement; responsibility, advancement and the work itself have the power to increase job satisfaction thus leading to retention of employees in an organization. Granting PLE examiners more responsibility and recognition in their job is an example of a motivator encourages them to exert more effort and remain in the marking exercise. Herzberg argues that, when motivators are absent, workers are

neutral towards work but when motivators are present, workers are highly motivated to excel at their work. In contrast, hygien factors can only work to prevent job dissatisfaction.

Parvin & Kabir, (2011) also have the same belief like Herzberg that, a conducive environment describes how content an individual can be within his/her job. This is also in line with Ajayi's (1983), argument of personal feelings of contentment or a compound of various attitudes, mental and emotional, which a worker has and exhibits toward his/her work situation if motivating factors are conducive enough. It is imperative that if internal efficiency is to be attained, social and economic incentives deserves due attention in human resource management in organisations such as UNEB. According to Parvin and Kabir (2011), people management is an important aspect in retention of employees in an organisational process. This emanated from the recognition that the human resources of an organisation and the organisation itself are synonymous. A well-managed work environment normally considers the average employees, such as PLE examiners in the case of UNEB, as the primary source of productivity gains and as a retention strategy, (Pido, 2010),

2.3.2 Maslow's theory of Needs

According to Maslow, employees must first meet their basic physiological needs such as food, shelter and clothing. Once all basic physiological needs are met, safety concerns become the next most important set of motivating forces. This means that when these basic needs are provided, the employees will appreciate their work environment and intentions to quit their jobs may diminish. In this regard, if UNEB meets the physiological needs of its examiners, they will feel safe within their

worksites thus reducing on the rate of absenteeism and turnover at marking centers and other factors such as belonging to the group become a motivational consideration.

Additionally, employees respond favorably to recognition for job performance, (Huczynski & Buchanan, 2001). In this way if PLE examiners feel that the work they are doing is recognized as a benefit to UNEB, then it is also of benefit to them because they can feel connected to the overall operations of the organization thus raising their heads high as having gained self actualization in the marking process.

Conversely, employees will not strive to stay on job and work towards productivity in their work environment if they feel that the agency only responds to negative aspects of their job performance, (Schulze, 2006).

In disregard to Maslow's theory of motivation and retention, Hendricks (2006) argues that, an employee whether motivated through attaining the basic needs or not, she/he may retain his job because of some pressing factors that may be out of duty or lack of alternative. In this regard, PLE examiners may at times be pushed by other factors to attend the marking exercise, may be because of lack of an alternative and may also need to add on their wages or as pastime to see off the long end of year holiday. In such a case, whether marking conditions are pleasant or not, examiners may opt to stay in the marking exercise.

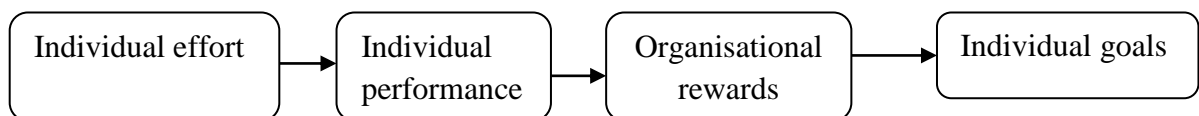
2.3.3 The Expectancy Theory

Victor Vroom (1950) developed a model of motivation based on individual needs and motivation. He argues that individuals make conscious decisions to maximize pleasure and minimize pain in every aspect of their lives. Vroom states that, the way

an individual responds to work is unique to a given individual and for that reason, motivation is much more complex than earlier theories indicate. Vroom states that an individual's performance is linked to many factors, such as skills and experience, as well as their personality and desire to accomplish the agency's objectives. The main tenets of Vroom's theory state that people will perform better if there is a desirable outcome or reward. The reward must be something that is not only desirable but also something that will make the effort exerted worthwhile (Borkowski, 2005).

In respect of the above, Vroom's theory relates to UNEB PLE examiners in such a way that, examiners will respond positively to the exercise and accomplish the organisational goals if the expected outcome from the UNEB management is worthwhile. This positive response will give them a desire to remain as UNEB examiners and thus reduce on the rate of absenteeism at marking centres.

Figure 2: Simplified Expectancy model



Source: Decenzo & Robbins (2002).

In the figure above, the strength of people's willingness to stay on job depends on how strongly they believe that they can achieve what they attempt. In such a case as regards PLE examiners, if their efforts are recognised by the UNEB and rewarded accordingly, then the examiners will stay in the marking exercise and UNEB goal will be achieved.

Decenzo (2002) argues that, the expectancy theory is a contingency model which

recognises that there is no universal method for motivating people. Because we understand that, what an employee seeks for satisfaction does not ensure that the employee herself perceives high job performance as necessarily leading to the satisfaction of these needs. In such a case, it may not be rewards expected in return for employee motivation, but due to lack of alternative, he may cling on to the job.

Expectancy theory further states that employees have a variety of expectations and that management needs to ensure that employees feel confident in the jobs they are performing. In such a case, examiners expect that UNEB management will provide them with information regarding their job and will train them adequately, provide a conducive environment so that they can be retained as UNEB employees and perform their role of marking better. Examiners also expect to be compensated for the job they are performing. Essentially, in order to retain a work force and get the best results from them, one must know what their expectations are and ensure these expectations are met (Borkowski, 2005).

Locke (1975) criticizes expectancy theory by arguing that expectancy theory is little more than an attempt at understanding human behavior by assuming that all actions are good. Locke further explains that if all actions were strictly made on the basis of what outcome would provide the most amount of pleasure, then all employees would all be happy in their jobs because they chose them based on the pleasure that they would receive from the position.

Locke further refutes expectancy theory by noting that not all decisions are made consciously. In other words, individuals are sometimes impulsive and make choices based on emotions, not their values or beliefs about the pleasure or pain that

they will receive from their actions. For example, if an employee does something against an agency policy based upon their anger toward a co-worker, the given act may not have been thoroughly thought through and would result in punitive action rather than the pleasure they may have thought that they would receive from their behavior (Locke, 1975)

Examiners not only expect to gain a sense of accomplishment and belonging to their position, but they also want to know that the environment they work in is safe. If UNEB understands and puts in place what examiners expect from the organization, then examiners will have been served thus enhancing retention. In this way the organization can provide better trainings, job descriptions and other human resource assistance (Locke 1975).

2.4 Rewards

A reward is a benefit obtained as result of action taken (Encarta.msn.com/dictionary). An offer of response given by authority of law (attribution.dualopment.diffinition.html). Zigon (1998) cited Ratan (1998) who defined rewards as something that increases the frequency of an employee's action. The definitions of the term reward point out an obvious desired outcome of rewards and recognition to evoke individual satisfaction. Rewards can be categorised as financial and non financial, intrinsic and extrinsic which together comprise total remuneration. Amstrong (1996) considers financial rewards in form of wages, bonus and profit sharing while non financial rewards cover desirable incentives that are potentially at the disposal of the organisation. He continues to describe financial rewards as having the ability to either enhance employees' financial well being

or not, while non financial rewards do not increase an employee's financial position irrespective of the type of reward offered, they are all seen to motivate employees and make them stay on job.

The definition gives a description of two expectancies to mean the relationship between what a person does and what outcomes he obtains in the organisation environment. The Expectancy theory seeks to bring together a large number of separate factors which are expected to influence the individual's expenditure of effort and his level achievement. In such a case, UNEB examiners may tend to tag retention to expectancies as described by Vroom's model. The expectancy theory seeks to link an individual's decision to existing environmental factors and processes. Key factors identified are individual perception of expenditure of efforts the reward resulting from intrinsic and extrinsic factors and the level of retention, so if the expectancy is positively rewarded, examiners will cling on in the marking exercise.

The concept of reward is to have some sort of multiple factors where motivation and retention are all intertwined to produce added value to the corporate aspect. This description does not take into account that some rewards like the base pay is standard and whether performance is reflected or not, the reward remains an entitlement and must be offered. Employees can be dissatisfied when they are denied other rewards in form of bonuses, promotions and other privileges, (Thomanson 1981).

Whereas Ryan, (1998) says that tangible rewards are another possible way and creative use of personalised non monetary rewards that re-enforce positive behaviours and improves employees' retention. In controversy, Krause (2006) argues that tangible rewards may not be instrumental in employee retention because

individual needs vary. So it becomes difficult to ascertain the type of rewards from which each individual derives satisfaction in order to remain at his/her job. This may also apply to PLE examiners who have various intentions to stay in the marking exercise.

Motivated behaviors are voluntary choices controlled by the individual employee. Therefore UNEB management should improve on the social factors that motivate employees to higher levels of retention. Darmon (1974) believes that motivation is the educating of employees to channel their efforts towards organizational activities and thus increasing the hope of retaining them. If management neglects to educate and motivate their employees, they will become dissatisfied or lose interest thus absconding from work. This lack of interest in the workplace by poorly motivated work force can be costly in terms of excessive staff turnover, higher expenses in recruitment, negative morale and increased use of managements' time, absenteeism, sick leave, strikes, and grievances. Jobber (1994).

According to Walker (2001), compensation offers recognition, but non-monetary forms of recognition are also not ignored as important. Recognition from bosses, team members, co-workers and customer enhance loyalty. While Davies. & Gold, (2001), agrees that, employee participation in decision making and influence in actions are also important in retaining employees.

Contrary to the above, Lynn (1997) argues that, incentives can harm quality when employees aim for speed or other goals. One more general notion is that people don't want more responsibility if reward is not worthwhile. Actually they don't want more work if they're already overloaded due to lean staffing; but people indeed want the

opportunity to grow and develop their skills, advance their careers and have the opportunity for greater variety. Still, people seek to make a contribution, and organizations that provide healthy doses of the main satisfiers enjoy significantly lower turnover and higher morale.

Growth and development are also an integral part of every individual's career. If employees cannot foresee their path of career development in their current organization, there are chances that they will leave the organization as soon as they get an opportunity (Bratton and Gold, 2003). The important factors in employee growth that an employee looks out for are work profile, personal growth and dreams, training and development. In this case, PLE examiners would have wished to stay on job for their entire careers. In this regard, growth in marking will not only develop examiners' marking skills but also learning how to set exams and make marking guides hence facilitating retention of this experienced workforce.

2.5 Organisational rules and practices

To ensure the achievement of institutional goals, the organisation creates an atmosphere of commitment and cooperation for its employees through policies and practices that facilitate employee retention. UNEB being a high profile agency and definitely result oriented it is expected to embrace this world order; UNEB rules and practices concerning marking exams include, residential marking, swearing the oath of secrecy before the exercise and signing a contract each time he/she turns up for marking. However there is no evidence of these rules resulting in attrition of the examiners at PLE marking level.

Wayne & Liden, (1997) argues that, organisation policies aim at promoting positive work attitudes and behaviours amongst employees. Schulze (2006) also supports the argument thus; typical issues that cause satisfaction are company policies and procedures, quality of supervision, working conditions, relationship with the immediate supervisor and salary. Effective policies and practices in place that address employee diverse needs is a better retention strategy as it is a systematic effort by employers to create and foster an environment that encourages employees to remain on job.

To a large extent, positive attitudes depend on employee's perception of how much the employing organization cares about the well being and value of their contribution through human resource policies and practices. In such a case, PLE examiners will be retained only if all Human resource policies in the organization favour the working conditions in which they operate. In this regard, confinement of examiners at marking centres as one of the UNEB policies may be perceived as a negative policy that may result in examiners' absenteeism.

The relationships developed between direct care staff and organizational policy can either increase or reduce employee morale (Schulze, 2006). In such a case, UNEB policies need to respond to positive aspects of the work environment and procedures at the marking centres in order to increase the morale of and connectedness of examiners to their work which will prompt them to stay in the marking exercise. The more connected a person feels to the work they are doing the closer they become to self actualization and fulfilment. Belonging to an agency and feeling a connection to

the services provided are important characteristics of retention of employees.

Working under pressure to meet deadlines is yet another UNEB practice. Krause (Oct 13 2006) in the New Vision observed that people working constantly under high pressure from supervisors will always experience stress as negative rather than positive attitude. Negative stress is an undesirable state among workers because it compromises workers' health thus resulting in absenteeism. Looking at Krause's observation, he also points out that absenteeism can be affected by other factors resulting from company policies; such policies may be an indication of the complexity in developing organisational commitment which is not easy according to individual performance.

Kajungu, (2006) argues that, organizational policies have an effect on employee retention. His evidence provided by the literature is supportive of the possibility that organizational policies influence retention. In this, policies may be ineffective after having been in place for a long period and they direct the attention away from work itself towards the immediate gratification they create. The challenge for UNEB lies in designing and implementing effective policies on a continuous basis for repeated short term gains thinking to keep its examiners happy and motivated so as to remain in the marking exercise. For instance, it is ineffective to confine examiners without communicating to their people outside the marking centre, making examiners swear an oath of secrecy which may lead to imprisonment and re-signing contract each year may result into examiners losing morale to stay at marking exercise. If policies are streamlined carefully, they may aim at improving motivation of examiners to stay in the marking exercise.

According to Denton (1961), favorable organization policies with a motivated workforce will lead to greater understanding, acceptance, commitment to implementation, understanding of objectives and decision making between management and employees. Therefore, there is a direct link between the levels of organizational practices and retention of employees, (Tyagi 1982). The importance of employees' absenteeism must be understood by the management and sincere policies must be put in that direction.

Carney (1998) believes that the key to employee retention is to communicate policies and practices to employees which must begin early on in the relationship. He believes that the imprinting period of a new employee is probably less than two weeks. Lynn (1997) follows this up by stating that early an atmosphere of fairness and openness must be created by clearly laying out company policies and pointing out that the vision of the organization must be shared with the employee as well as the importance the employees play in helping fulfill it. Some companies also allow employees to help in setting work schedules. This type of environment contributes to employees enjoying their work and providing exceptional service and as a result retains their jobs (Weinberg 1997). Similarly, if UNEB allowed examiners more freedoms at marking centers like involving them in deciding work schedules and allowing flexible marking hours with minimum supervision, examiner retention could be enhanced.

2.6 Working environment

When an organization creates a healthy work environment free of stress, good

hygiene, openness, trust, mutual understanding, team spirit and cooperation, the manpower can be utilized more efficiently and effectively to contribute to organizational goals. If the management in an organization creates an environment with the help of organizational policies, day to day dealing, rules and regulations regarding; welfare, promotion, discipline, incentives, training among others, it creates confidence in persons who are delivering a service to an organization like UNEB which is an incentive for retention of employees.

Cuendet (1996), believes that, through job autonomy, the work itself can motivate employee behavior if the conditions for the work are attractive and creative. If responsibilities are constantly renewed by the management; employees will be motivated, thus boosting their morale to retain their jobs. Such an example of job enrichment, growth and work autonomy will provide employees with more variety and responsibility in their jobs. Employees will gain new skills and get a better understanding about their job and the organization. Marking can also be enriched by allowing the examiners some authority in decision making, encouraging their participation, providing feedback on their performance, and involving them in analysis of challenging tasks which in turn will motivate them to stay in the marking exercise.

Employee empowerment is a process by which individual or group capability is improved to enable them to take fruitful decisions (Robbins, 1998). Many organizations today are using employee empowerment as a motivational technique to increase its productivity. Through empowerment examiners get the opportunity to attain intrinsic rewards from their work, such as a greater sense of achievement and a

feeling of importance. When decisions require task-specific knowledge, those on the front line can better identify problems. In such situation empowerment works well for UNEB examiners and if they are more aware of their career development, job enrichment, association with management, then they may have been empowered. By ensuring a congenial and harmonious work atmosphere organizations can motivate employees and foster their stay on job.

Provision of adequate and appropriate working equipment and clean facilities are related to high retention of employees, (Robbins, 1998). It is not the amount of money one receives but it's the health working environment created based on worker perception that leads to retention. Examiners also prefer conducive work environments that allow them to stay safe and healthy in order to use all their skills, mentally and physically thus reducing on excessive challenge to one's ability that may create frustrations thus absenting him/her self from the marking exercise.

Breaugh & Starke (2000) believe that; organizations that focus on managing the work environment to make better use of the available human assets will always retain its workforce. It is in this regard that, people want to work for an organization which prepares a good hygiene worksite, appreciates work performance and has opportunities to grow, a friendly and cooperative environment and a feeling that the organization is second home to the employee. Decenzo & Robbins (1994), further observe that; three types of environment that an employee needs in an organization are; learning, supportive and good work environment. Learning environment includes continuous learning and improvement of the individual. For supportive environment, provide support in the form of work-life balance. This may include flexible hours,

telecommuting, dependent care, alternate work schedules and wellness. Conducive work environment also includes efficient managers, supportive co-workers, challenging work, involvement in decision making, clarity of work and responsibilities, recognition and the hygiene. The absence of such environment pushes UNEB examiners to look for new temporary opportunities. The environment should be such that examiners feel connected to the organization in every respect.

Hytter (2008), believes that, Psychological work environment consist of work load, decision, support, and stressors. If the workload out ways efforts of employees, the outcome will be absenteeism or attrition. In regard to PLE examiners, when a large percentage does not turn up for marking exercise, the workload may be overwhelming for the remaining individuals thus leading to absenteeism for the next marking session. It is of much important to know and recognize the emerging needs of employees and provide good work environment as required to keep the employees committed with organization.

Rendall, (1986) believes that, in some working environments, sometimes relationship between management and peers becomes the reason for an employee to leave the organization. Management sometimes is unable to provide an employee a supportive work culture and environment in terms of personal or professional relationships. There are times when an employee feels bitter towards management or peers. This reduces employees' interest and they become de-motivated, which leads to less satisfaction and eventually attrition. A supportive work culture helps to grow employees professionally and boosts employee retention,(Breugh and Starke, 2000). To enhance good professional relationships with examiners at marking centers,

UNEB should keep the following points in mind: respect for its examiners, hire supervisors who can make and maintain good relations with their subordinates, create a conducive marking environment, promote team work, promote an employee based culture, consider individual development and induce loyalty. This will be a good retention strategy for its examiners.

2.8 Summary of Literature Review

The aspect of job retention as discussed in the study relates to improving employer's behaviour as means of strengthening employee retention and ultimately benefiting the organization. Employee retention has for decades been such a major area of study in public administration and Organisational and Industrial psychology. Many factors have been advanced as strategies for employee retention. Many Theories have also been developed such as Herzberg's Motivation and Hygiene theory, Maslow's Theory of Needs and Vroom's Expectancy Theory among others. However, the study singled out Reward factors, Organisational policies and practices, working environment as the major determinants of examiner retention and literature has been reviewed along those concepts. Literature was reviewed to bridge the information gaps that exist in this vast area of study, to explore the different ideas about this Topic and to present the author's view points about the same.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, study area, population of study, sample size, sampling technique, data collection methods and quality control. It also shows how validity and reliability were tested, measurement of variables as well as the procedure on how the research data was managed.

3.2. Research Design

In this study, a cross-sectional survey design was employed. According to Linda (2002), a cross sectional survey design is used to collect data at one point in time from a simple selected to represent a larger population. This approach involved use of quantitative and qualitative methods of collection and analysis of data about” Factors affecting the Retention of Uganda National Examinations Board Examiners. A case of UNEB Primary Leaving Examinations”. The design was based on the use of Questionnaires and Interview guides constructed along ideas embedded in the Research objectives and Research questions. Questionnaires and interview guides were employed because the sample population was literate, and they could easily generate a lot of information in more or less the same time, the interview guide especially helped to gain insight into institutional concerns, value systems and social/economic conditions underlying retention of Examiners at PLE marking level, the design was therefore chosen because of those attributes.

3.3 Study Population

The study was carried out among PLE UNEB examiners. The total population of study was 516 persons who turned up for marking 2012 PLE exams at this particular centre.

3.4 Sample size and selection procedure

Singleton and Straits (1999), believe that a sample size is a portion of subjects drawn from a larger population. In that sense, it must have the same characteristics of the population from which it is drawn. Given the size of 516 respondents, to select a sample size, the researcher used the matrix sampling technique of probability sampling to ensure that the whole population was represented in the research. 235 UNEB examiners were targeted for this study. In addition, the researcher interviewed 20 team leaders and 05 chief examiners who filled the interview guide.

Table 2: Showing selection of the sample size

Category	Population	Sample size	Sampling technique
General examiners	462	235	Simple random
Team leaders	48	20	Purposive
Chief examiners	06	05	Stratified
Total	516	260	

Source: UNEB records of examiners at St. Maria Gorret 2012

The table shows the number of examiners that were selected in each category where an appropriate sample was determined. The sample size was determined using Morgan & Krejcie (1970) table. According to Morgan & Krejcie (1970) table, a table determining sample size required for a given population observed that; for a population of 516, a sample of 260 respondents would be appropriate. The

total number of 516 examiners employed by UNEB at an individual marking centre in 2012 was estimated and a sample of 260 respondents was appropriate as it was the nearest figure indicated.

3.5 Sampling Technique and procedure

Barifaijo, et al (2010) emphasised that sampling techniques must rhyme with the research design and must be justified. This study used both probability and non-probability techniques. In the non-probability techniques, a simple random sampling was used to select the key informants (general examiners). Simple random sampling was employed to select general respondents (General Examiners) because every Examiner was deemed fit/able to give reliable information about the topic. General examiners were randomly selected to have a fair representation of the total population of examiners. While Team leaders were selected using purposive sampling because of their rich experience in marking .and their close contact with examiners meaning they know the real feelings of the examiners and could give a much better analysis of the situation and Chief examiners were selected using stratified sampling technique, this was so because Chief Examiners have served longest and were hoped to give a much deeper analysis of the factors affecting Retention of Examiners by responding to the Interview guide. The researcher employed research assistants to collect data from Team leaders and Chief examiners to avoid bias.

3.6 Data collection methods

The study used primary and secondary sources of data. Both qualitative and quantitative methods were used (triangulation) in data collection to enable the researcher examine social factors affecting the retention of UNEB examiners at the PLE marking level.

3.6.1 Questionnaire survey

The questionnaire survey was the major method used for data collection. Questions for respondents were designed and administered; these involved the use of a set of questions printed in a definite order (Kothari, 2004). The Questionnaire was used because of its suitability in reaching respondents in large numbers and it enables respondents give information free of influence. It is less expensive and does not require the researcher to be present for the respondent to fill up the questionnaire. It was used to collect data in the category of general examiners. Attitude scale (Linkert Scale) was also used to enable the respondents to best select a statement that best describes his/her reaction to the statement in the question. This scale was used to determine what an individual believes, perceives or feels about self, others, activities, institution or situation, (Amin, 2005).

3.6.2 Interview method

Interviews were administered to Team leaders and Chief examiners as key informants. The interviews were guided by semi- structured questions composed of mainly open ended and closed questions. Open ended questions were used to capture perceptions and feelings of the key informants. The interviews helped the researcher to obtain data that may not have been effectively got through the questionnaire and this helped guard against confusing the questions since the information from the interviews availed some clarity, helping the respondent to give relevant responses. Using these interviews, very personal and sensitive information was obtained from the respondents. This face to face encounter required maximum cooperation from respondents (Mugenda, 1999).

3.6.3 Documentary review

The researcher analysed different UNEB records and documents that were studied to gather more data about the study. In the records; lists for examiners trained each year, examiners expected to report for the marking exercise and attendance lists per year were used to check the absenteeism and turnover of examiners.

3.7 Data collection instruments

Self administered survey questionnaires and interview schedules were the instruments used to collect the relevant data.

3.7.1 Questionnaires

Collection of the relevant data was done using a written set of questions to which respondents indicated their answers. Questionnaire drafts (Appendix 01) were used because of their suitability in reaching respondents in a large sample and to enable respondents give information free of influence, as observed by Kervin (1999). 235 questionnaire drafts altogether were prepared and administered. The questionnaire contained both closed and open questions (see the Appendix). Close-ended questions were on the Likert scale statement questions with a category response continuum running from Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), Neutral (N). These were used to collect quantifiable data relevant for precise and effective correlation of research variables. Open-ended questionnaires were used to enable respondents add more in-depth relevant information and experiences.

3.8 Data quality control

Data quality control in this study involved the measurement of validity and reliability of instruments.

3.8.1 Validity of instruments

Validity refers to how accurately instruments capture data that gives a meaningful inference with respect to the particular study variable (Mugenda & Mugenda, 2003). That is, if they actually measure what they are supposed to measure. Instrument validity was ascertained by; discussing questionnaires with colleagues, after which adjustments were made and submitted to the supervisor who assessed the face validity. The research Instruments were then pre-tested, after which the content validity Index was computed. This intended to find out whether the questions were capturing the intended data that is stated in the research objectives and questions using the formula below.

$$CVI = n/N$$

Where: n = items rated relevant and N = Total number of items

According to Amin (2005), for the instrument to be considered valid, the CVI should be 0.7 and above. Comments that were received on the acceptability of the instruments helped to improve on the final instrument that was used to collect data (Barifaijo, Basheka & Oonyu (2010). The results of the validity test are shown in the table below.

Table 3: Showing the results of the validity test

Variable	Anchor	Cronbach Alpha Value
Rewards	4 – Point	.713
Organization Policies & Practices	4 – Point	.701
Working Environment	4 – Point	.718
Examiner Retention	4 – Point	.707

Source: Extract of SPSS Cronbach Alpha Co-efficient Test (2012).

3.8.2 Reliability

Reliability is defined by Gall (1996), as the degree of consistency of measuring an instrument. In this case, a research instrument yields consistent results or data after repeated trials. The reliability of research instruments were established using SPSS Cronbach Alpha Co-efficient Test which were correlated and results evaluated using this formula,

$$a = \frac{N - \bar{r}}{1 + (N - 1) - \bar{r}}$$

N was equal to the number of items and the r- bar was the average inter-item correlation among items. From the formula, the reliability of instruments was considered perfect according to Roynold (1999), as it all fell within a range of 0.7 to 1.0. The results of the reliability test are shown below

Table 4: Showing the result of the reliability test

Variable	Anchor	Cronbach Alpha Value
Rewards	4 – Point	.713
Organization Policies & Practices	4 – Point	.701
Working Environment	4 – Point	.718
Examiner Retention	4 – Point	.707

Source: Extract of SPSS Cronbach Alpha Co-efficient Test (2012).

3.9 Data analysis

Both quantitative and qualitative data analysis methods were employed.

3.9.1 Quantitative data analysis

The questionnaire was used to collect the Quantitative data from the field. After this,

the Statistical Programme for Social Sciences (SPSS) was used to analyse the data. Data was cleaned, sorted, edited and coded in SPSS. Descriptive statistics were applied to describe the distribution of scores (Mugenda & Mugenda, 1999). At this level, correlations showed the percentages for the respondent attributes were employed. The research study employed Pearson correlations while the regression models further helped to examine the level to which the independent variables predict the dependent variable.

3.9.2 Qualitative data analysis

For qualitative data, data from the interview guides were explored and classified into themes. In order to support the hypotheses to be tested, detailed interviews on the study objectives were scrutinised, analysed and presented in form of quotations upon permission of respondents. Themes that were generated were reported upon in a qualitative manner so as to supplement the quantitative data findings.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction.

The results in the chapter reflect the analysis and interpretation of findings of the study about the factors affecting the retention of PLE examiners. The main findings are presented and interpreted under various sections that address the research specific objectives and particularly the related research hypotheses specified in chapter one. The results were presented using such statistical tools as correlates and regression models. These findings were presented with the guidance of the following research study objectives;

- i. To examine the reward system and its effect on retention of examiners at PLE marking level.
- ii. To examine whether organisational policies and practices affect the retention of examiners at PLE marking level.
- iii. To examine the working conditions at marking centres and how they affect the retention of examiners at PLE marking level.

4.2 Response Rate

The table below shows the response rate for all the various categories of the respondents in the study

Table 5: Showing Examiners' Response Rate

Category	Sample size	Acquired	Response Rate
General examiners	235	228	97.0%
Team leaders	20	15	75.0%
Chief examiners	05	4	80.0%
Total	260	247	95.0%

Source: UNEB records of PLE examiners at ST. Maria Gorret (2012).

This section contains the results for each of the categories that the researcher gathered data. Out of the 260 respondents that were targeted for the study, the researcher was able to receive a response rate of 247 respondents, making the overall response rate to be 95.0%. This high response rate indicated that the data collected was both representative and worth using as a basis for making study conclusions (Amin, 2005).

4.3 Background Information of the Respondents

Background attributes of the respondents in this section were explored using percentages. These results are shown in the appendix. This information is ideally relevant as reflected in Achor's (2008) assertion on the need for respondents' background characteristics analysis to determine their eligibility to contribute to the study of any research problem. The relevant data was presented and analyzed under subsections related to the respective research items in the questionnaires for each of the groups of respondents shown above. This gives the reader an insight into the nature of the respondents who participated in the study thus giving needful insights for future researchers in this area.

The subsections include personal profiles about the respondent's gender, academic

qualification, age group, marital status and period worked for the institution. These are some of the personal characteristics which Muwanguzi (2010) considers as core variables for explaining the suitability of respondent to the research process. The respective data on each of these items is summarized in the tables below.

Table 6: Examiner’s Gender, Age, Level of education, Marital Status and Experience as an examiner

Item	Response	Frequency	Percent
Gender	Male	199	87.3
	Female	29	12.7
Level of Education	Diploma	168	73.7
	Degree	27	11.8
Age	Below 40	137	52.0
	41-50	94	41.2
	Above 50	16	7.0
Marital status	Single	13	5.7
	Married	215	94.3
Period worked with UNEB	Less than 3 years	50	21.9
	4-6 years	63	27.6
	7-8	47	20.6
	8 and above	68	29.8

Source: Field research and extract of SPSS frequencies (2012)

4.3.1 Gender of the Respondents

Results from the back ground information showed that the majority of the respondents were male 199(87.3%) while the female constituted 29(12.7%). This shows a degree of gender imbalance which needs to be studied and addressed. From this, we deduce that the percentage of males is much greater than the females at the UNEB examination centres. It is clear that there is some form of gender imbalance at the UNEB marking centres which may create negative impressions about the practices of the UNEB at

examination marking centres.

4.3.2 Highest Level of Education of the Respondents

The highest proportion of the respondents were holders of Diplomas 168 (73.7%) while those with Degrees, Post Graduate qualifications and Qualifications of other classifications other than those indicated, constituted 27(11.8%), 4(1.8%) and 29(12.7%) of the sample size. The results show that a rise in Examiner qualifications triggers a fall in retention of Examiners by UNEB. This could be attributed to the fact that they feel the rewards are no longer commensurate with their qualifications. It is therefore essential that management at the UNEB centres works out ways of retaining not only the examiners with low qualifications but also those with high qualifications.

4.3.3 Age Group of the respondents

The results indicated that most respondents were aged between 41 – 50 years (41.2%) while on the other hand, the lowest representation was that of the respondents aged over 50 years and these comprised (7.0%) of the sample.

4.3.4 Marital Status of the respondents

It was noted that most of respondents were married 215 (94.3%) and only 13(5.7%) of them were single. It is clear that the majority of the UNEB examiners are married and only a small percentage of 5.7% are not married. Married employees are generally considered to be more responsible, committed and productive than the single ones. UNEB management should encourage all the single Examiners to marry.

4.3.5 Period worked with UNEB as Examiner

According to the findings, majority of the respondents have worked with UNEB for more

than 8 years 68 (29.8%) followed by those who have worked for 4-6 years with a response percentage of 63 (27.6%), 50 (21.9%) have marked for less than three years while 47(20.6%) of the examiners have worked with UNEB for 7-8 years; their work experience is long enough to give reliable data on the study variables. Further, there are quite a big percentage of respondents who have been with the institution for more than 7 years yet the majority of these respondents as indicated in section

4.4 Descriptive Analysis and Discussion of the Relationships among Variables

4.4.1 Motivation

Table 7: Showing rewards

	Remuneration	<i>Disagree</i>	<i>Agree</i>
1	I am satisfied with the reward system that UNEB uses	63.2	36.8
2	My pay and benefits are always worth the work done for UNEB	90.8	9.2
3	My pay measures up to my expectations whenever I mark national exams for UNEB	82.9	17.1
4	I am satisfied with the benefits that UNEB gives for the work we actually undertake at the marking centers.	75.9	24.1
5	UNEB reviews our pay for increment on an annual basis	57.0	43.0
6	UNEB payment at the marking centers is on one's qualifications experience	93.9	6.1
7	I am involved in decisions concerning my pay and benefits when dealing with UNEB	93.0	7.0
8	The pay for UNEB examiners is never delayed.	25.4	74.6
	Career development & Growth		
1	UNEB organizes very useful training for examiners on an annual basis.	17.1	82.9
2	Through working with UNEB, I have made useful contacts and networks for the betterment of my career.	3.9	96.1
3	By working as an examiner for UNEB, I have attained benefits and privileges at other places other than UNEB.	22.4	77.6
4	The experience and skills I have acquired while working for UNEB, has been very useful to my job as a teacher.	.9	99.1
5	The supervisors at UNEB examination centers are very helpful and share information which is quite essential for me.	7.5	92.5
6	Working at UNEB has given me confidence when dealing with other work related situations outside of the examination centre	3.1	96.9
7	I have received profession and personal development as a result of working for UNEB at the examination centers	6.1	93.9
8	Feedback from UNEB about my performance has been very essential in helping me minimize my weaknesses at the job	11.4	88.6

Source: Field research and extract of SPSS frequencies (2012)

4.4.2 Rewards

Remuneration: In this section, the results show that there was general disagreement among the respondents on most of the issues that pertain to remuneration. For example, the results indicated that the majority of the respondents indicated dissatisfaction with the reward system that UNEB uses (63.2%) and further expressed that their pay and benefits are not always worth the work done for UNEB (90.8). Further, the majority of the respondents (82.9%) indicated that their pay does not measure up to their expectations whenever they mark national exams for UNEB. In addition, 75.9% of these respondents indicated that they are not satisfied with the benefits that UNEB gives for the work they actually undertake at the marking centers. At the same time, UNEB does not review their pay for increment on an annual basis as indicated by 57.0% of the respondents.

Career development & Growth: With issues that pertain to career development and growth, the results indicated that for the majority of the respondents agree that marking UNEB exams facilitates career development and growth. For an example, it was noted that the majority (82.9%) agreed that UNEB organizes very useful training for examiners on an annual basis, through working with UNEB; they have made useful contacts and networks for the betterment of their career (96.1%).

In addition, 99.1% indicated that the experience and skills they have acquired while working for UNEB, have been very useful to their job as a teacher while at the same time, the supervisors at UNEB examination centers are very helpful and share information which is quite essential for them (92.5%).

4.4.3 Organization Rules & Practices

Table 8: Descriptive analysis for Organizational Rules & Practices

	▪ Residential Marking	<i>Disagree</i>	<i>Agree</i>
1	Marking UNEB exams from one center helps to avoid cheating	21.9	78.1
2	The UNEB centers are well equipped to facilitate residential marking for prolonged periods.	32.9	67.1
3	There is adequate security at the UNEB examinations marking centers to facilitate integrity and honesty when handling examinations.	1.3	98.7
4	Marking from one centre where examiners do not leave, is necessary for the benefit of all schools involved to ensure equity.	10.1	89.9
5	Residential marking increases boredom and fatigue among the examiners.	63.2	36.8
6	I believe I would exhibit the same level of integrity even when I did not have to mark UNEB exams from one centre.	21.5	78.5
7	When examiners are at UNEB examination marking centers, they are not easy to influence by external parties.	4.4	95.6
8	The working environment at the UNEB examination marking centers is quite commendable.	7.9	92.1
	▪ <i>Swearing Oath of Secrecy</i>		
1	I am always loyal to my Oath of secrecy that I swear before undertaking UNEB duties.	1.8	98.2
2	There are many times when I have had to compromise on the oath of secrecy that I take when working with UNEB.	59.2	40.8
3	There is no disciplinary action for failure to keep the oath of secrecy that one takes when working with UNEB.	89.5	10.5
4	It is easy to abide by the oath of secrecy that is taken by examiners at the UNEB marking center	7.9	92.1
5	There are several loop holes in the oath of secrecy that UNEB has in place for enforcing the security of the examinations marking process.	87.3	12.7
6	The oath of secrecy is revised from year to year because UNEB operates in a completely dynamic environment	38.2	61.8
7	There is a clear code of conduct for expected of examiners who have taken the Oath of secrecy	4.4	95.6

Source: Field research and extract of SPSS frequencies (2012)

Residential Marking: Results revealed that the majority of the respondents (78.1%) believe that Marking UNEB exams from one center helps avoid cheating for any single school, The UNEB centers are well equipped to facilitate residential marking

for prolonged periods (67.1%) and there is adequate security at the UNEB examinations marking centers to facilitate integrity and honesty when handling examinations (98.7%).

Swearing Oath Of Secrecy: It was revealed that most respondents feel that there are only a few times when they have had to compromise on the oath of secrecy that they take when working with UNEB (59.2%) and there is disciplinary action for failure to keep the oath of secrecy that one takes when working with UNEB (89.5%). The majority of the respondents (61.8%) further indicated that the oath of secrecy is revised from year to year because UNEB operates in a completely dynamic environment (61.8%) and there is a clear code of conduct for expected of examiners who have taken the Oath of secrecy (95.6%).

Contractual Obligations: This component of Organizational Policies and practices, indicated that there is a general agreement for most of the issues that were raised in this case.

Table 9: Contractual Obligations

	<i>Contractual Obligations</i>	<i>Disagree</i>	<i>Agree</i>
1	Working for UNEB has enabled me to my social and economic obligations	12.7	87.3
2	With UNEB, one is assured of their pay as long they do that which is expected of them.	3.5	96.5
3	The contract that I have with UNEB truly explains what is expected of me as an examiner.	2.6	97.4
4	The contract that examiners have with UNEB is reviewed from time to time to improve productivity	12.7	87.3
5	Management of UNEB examination centres is always keen to keep their contractual obligations.	11.8	88.2
6	Whenever there will be a breach of the contractual obligations UNEB ensures that there is a communication sent in advance	14.5	85.5
7	Working for UNEB, is characterized by job security	46.5	53.5
8	UNEB does not change its agreement with the examiners without first consulting and communicating	40.8	59.2

Source: Field research and extract of SPSS frequencies (2012)

The majority of the respondents (87.3%) reported that working for UNEB has enabled them to meet their social and economic obligations (87.3%), With UNEB, one is assured of their pay as long they do that which is expected of them (96.5%) and the contract that examiners have with UNEB truly explains what is expected of them as examiners (97.4%).

4.4.4 Working Environment

Workload: Due to the heavy work load, the majority of the respondents (65.4%), revealed that there are so many mistakes made by the examiners at the UNEB centers and Many examiners ensure that they have a very big work load so as to earn more at the UNEB examination centers (49.1%).

Table 10: Workload

	<i>Workload</i>	<i>Disagree</i>	<i>Agree</i>
1	I only do that which is expected of me at the UNEB examination centers	17.1	82.9
2	There is often more work to do than the management of the UNEB examination center communicates	46.1	53.9
3	Due to the heavy work load, there are so many mistakes made by the examiners at the UNEB centers	65.4	34.6
4	Many examiners ensure that they have a very big work load so as to earn more at the UNEB examination centers.	49.1	50.9
5	I often do work meant for others who are slow and inefficient at a fee.	33.3	66.7
6	The job descriptions given to the UNEB examiners are not helpful at minimising the work overload.	55.3	44.7
7	Due to the heavy workload at the UNEB centers, examiners are often stressed as they go about their job.	42.5	57.5
	Ambience and Structures		
1	The structures at the UNEB marking centers are still in a very good condition	27.6	72.4
2	Marking rooms are well maintained in terms of painting	23.2	76.8
3	The lay out of the rooms at the marking centers promotes cooperation and teamwork	6.1	93.9
4	UNEB marking centers are always well ventilated	8.3	91.7
5	There is always adequate lighting	10.1	89.9
6	The office space at the Examination centers is sufficient and satisfactory	7.5	92.5
7	The furniture we use at the UNEB marking centers is always comfortable	30.3	69.7
8	Toilets at the UNEB marking centers are very clean and so easy to access.	34.2	65.8
9	The work environment is healthy	14.9	85.1
10	The work environment can slow down your work	48.2	51.8

Source: Field research and extract of SPSS frequencies (2012)

It was also indicate that the job descriptions given to the UNEB examiners are not helpful at minimizing the work overload (55.3%).

Ambience and Structures: The results on Ambience and Structures indicated that the structures at the UNEB marking centers are still in a very good condition, as reported by the majority of the respondents (72.4%). Further, a great proportion of the respondents indicated that; The Marking rooms are well maintained in terms of painting (76.8%) and the layout of the rooms at the marking centers promotes cooperation and teamwork (93.9%). In addition, the UNEB marking centers are always well ventilated (91.7%) and there is always adequate lighting at the UNEB examination marking centers (89.9%).

4.4.5 Examiner Retention

Number of vacancies for marking: With this key aspect of the examiner retention, results indicated that over 20% of the respondents, revealed that; they are not generally happy with the work schedule at the UNEB marking examination centers (21.9%), There are no opportunities for more privileges at the UNEB examination centers (41.7%) and they would have a problem giving referrals to UNEB for business (23.7%).

Attrition rate: The majority of these respondents indicated that; - they don't feel they will stay very long with UNEB as examiners (78.5%), they are always looking for "greener pastures" other than UNEB where they can earn more money (71.9%), and the management of the UNEB examination centers is not always hard to satisfy (65.8%).

But given an opportunity, they would continue working for UNEB as examiners rather than go to another place altogether.

Table 11: Number of vacancies for marking

	Creation of vacancies for marking	Disagree	Agree
1	I am generally happy with the work schedule at the UNEB marking examination centers.	21.9	78.1
2	Management is flexible at the UNEB centers in case an examiner gets at emergency of a problem.	6.1	93.9
3	There are opportunities for more privileges at the UNEB examination centers.	41.7	58.3
4	I generally enjoy a good working relationship with my co-workers	1.3	98.7
5	I am satisfied with the leadership style at the UNEB centers and it encourages me to remain an examiner with UNEB.	10.1	89.9
6	I hope to be working with these UNEB centers in the next 5 years.	7.9	92.1
7	Examiners at the UNEB examination centers are well empowered to do their job	9.2	90.8
8	I would not have a problem giving referrals to UNEB for business	23.7	76.3
	Attrition rate		
1	I am always in time for the examinations marking exercise at the UNEB centers	.4	99.6
2	I don't think I will stay very long with UNEB as an examiner	78.5	21.5
3	I am always looking for "greener pastures" other than UNEB where, I can earn more money	71.9	28.1
4	Management of the UNEB examination centers is always hard to satisfy	65.8	34.2
5	I report as and when I feel like at the UNEB examination centers.	77.6	22.4
6	Given an opportunity, I would continue working for UNEB as an examiner rather than go to another place altogether	17.1	82.9
7	I speak well of the UNEB examination marking centers to other persons	6.6	93.4
8	I am always in time for the examinations marking exercise at the UNEB centers	1.3	98.7

Source: Field research and extract of SPSS frequencies (2012)

4. 5 Rewards and their effect on retention of examiners at PLE marking level.

Pearson (r) correlation coefficient was used to examine the nature of the relationship between the study variables.

Table 12: Showing correlation between Rewards and examiners' retention

		Rewards	Examiner Retention
Rewards	<i>Pearson Correlation</i>	1.000	
	<i>Sig.</i>	.	
Examiner Retention	<i>Pearson Correlation</i>	.451**	1.000
	<i>Sig.</i>	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Extract of SPSS person's correlations (2012)

The results in the table above indicated that rewards are positively related to Examiner Retention ($r = .451^{**}$, $p < .01$). This is an indication that if UNEB improves the Reward Systems through for instance improved career development and growth, there will be a reduction in absenteeism and improvement in commitment at the marking centres.

4.5.1 Regression Model on rewards and their effect on retention

The results in the table below indicate the degree to which the Rewards variable predicts the Examiner Retention at UNEB.

Table 13: Showing regression on rewards and examiners' retention

	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.067	.107		19.355	.000
Rewards	.246	.032	.451	7.585	.000
Dependent Variable: Examiner Retention					
R	.451				
R Square	.204				
Adjusted R Square	.200				
F Statistic	57.539				
Sig.	.000				

Source: Extract of SPSS person's regression (2012)

Results indicate that rewards can improve the Examiner Retention by 20.0% (Adjusted R Square = .200). Results indicated that the Regression model is statistically significant (sig. <.05). This being a statistically significant regression model, it can be concluded that without any shadow of doubt careful planning of rewards given out to examiners paid in time, can improve career growth and development, will cause examiner satisfaction thus increment in the Examiner Retention.

Supporting the quantitative data, the qualitative interview findings in this study revealed a number of issues that are worth rising at this point of the study presentation on the impact of Rewards that UNEB offers. Respondents agreed that rewards are given for performance through Promotions through the ranks and levels of the management at UNEB centers. It was further raised that these rewards that UNEB offers the examiners is still little but if raised, it will help them enhance the commitment, team spirit and accuracy as they go about their jobs. In other words,

increased level of the rewards would ultimately lead to increased retention of Examiners at the marking centers of PLE. However, these respondents indicated that given the ever rising cost of living in the country, they desire a slight increment in the remuneration that the examination body currently offers.

4.5.2 Organisational Policies & Practices and their effect on the retention of examiners at PLE marking level.

The relationships between Organisational Policies and practices were examined using the Pearson (r) correlations indicated in the table below.

Table 14: Showing correlation between organisational rules and practices with examiners' retention

		Organisational Rules and Practices	Examiner Retention
Organisational Rules and Practices	<i>Pearson Correlation</i>	1.000	
	<i>Sig.</i>	.	
Examiner Retention	<i>Pearson Correlation</i>	.554**	1.000
	<i>Sig.</i>	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Extract of SPSS person's correlations (2012)

The results in the table indicate that the Organisational Rules and Practices were positively related to the Examiner Retention ($r = .554^{**}$, $\text{sig.} < .01$). This implies that, when put in practice that examiners must operate from centres which are equipped with the necessary items such as good accommodation, free medical attention, improved contract signing(at least three years contract) examiners will hopefully be working with UNEB for several years to come.

If there is a clear code of conduct expected to follow after swearing an oath and well streamlined policy on the compromise of the oath and the contractual obligation.

The breaches of contract by examiners will then cease to exist thus reduced absenteeism and turnover at marking centres and UNEB will retain its precious examiners for a long time.

4.5 3 Regression Model on organisational Rules and practices and retention

Results in the table below show the predictive potential of organizational Policies and Practices on the Examiner Retention.

Table 15: Showing regression on organizational rules and examines' retention

	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.932	.095		20.351	.000
Organisational Policies and Practices	.275	.028	.554	9.972	.000
Dependent Variable: Examiner Retention					
R	.554				
R Square	.306				
Adjusted R Square	.303				
F Statistic	99.438				
Sig.	.000				

Source: Extract of SPSS person's regression (2012)

Results indicated that the Organisational Policies and Practices can predict 30.3% of the changes in Examiner Retention (Adjusted R Square = .303). The model was statistically significant (sig. <.01). In other words, if the Organisational Policies and Practices are neglected, the Examiner Retention will drop by 30.3% and if it is well attended to, then the Examiner Retention will improve by 30.3%.

On testing the qualitative results on organization policies and practices, it was further revealed by senior examiners that, in order to improve the retention strategy at PLE marking level, there is need to improve on the UNEB policies especially with, regulations at marking centers like; contract signing, punishments on compromise of the oath, among others. Further, the examiners desire that they receive appointment letters which makes a bond between them and UNEB rather than invitation letters every year without a contract. Other recommendations that were raised included offering certificates for the recognition and dismissing the people that are not efficient. It was as well raised that, UNEB should ensure that the different sections in the examination papers should be marked by different people to reduce on the pressure and stress.

4.5.4 Working Environment at marking centres and how they affect the retention of examiners at PLE marking level.

The relationships between the working environments were examined using the Pearson (r) correlations indicated in the table below.

Table 16: Showing correlation between the working environment and examiners' retention

		Working Environment	Examiner Retention
Working Environment	<i>Pearson Correlation</i>	1.000	
	<i>Sig.</i>	.	
Examiner Retention	<i>Pearson Correlation</i>	.466**	1.000
	<i>Sig.</i>	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Extract of SPSS person's correlations (2012)

The results in the table indicate that the working environment is positively related to the Examiner Retention ($r = .466^{**}$, sig. $<.01$). When examiners operate from centres which have a conducive environment which constitutes a manageable workload that reduces on the stress and structures in which they operate be kept in good condition through; proper ventilation, adequate lighting, sufficient marking space, comfortable furniture, clean lavatory among others, then the likelihood that examiners will be working with UNEB for several years to come, will be increased.

4.5.5 Regression Model on working environment and retention

Results in the table below show the predictive potential of the working environment s on the Examiner Retention.

Table 17: Showing regression between working environment on examinees' retention

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.055	.104		19.777	.000
Working Environment	.277	.035	.466	7.910	.000
Dependent Variable: Examiner Retention					
R	.466				
R Square	.218				
Adjusted R Square	.214				
F Statistic	62.567				
Sig.	.000				

Source: Extract of SPSS person's regression (2012)

Results indicated that the working environment can predict 21.4% of the changes in Examiner Retention (Adjusted R Square = .214). In other words, if the working

environment is neglected, the Examiner retention will drop by 21.4% and if it is well attended to, then the Examiner retention will improve by 21.4%. The model was statistically significant (sig. <.01). In such a case, if the living conditions at marking centres are conducive enough, then examiners will not absent themselves from the marking exercise.

On testing the qualitative results on the working environment in relation to retention of examiners, it was further revealed by senior examiners that, in order to improve the marking conditions at the marking centers, there is need to increase off pocket allowance and the living conditions at the centers. The living conditions at some marking centers include issues such as accommodation, meals and the general hygiene at the facilities.

It was further raised by the interviewees that, several causes of turnover and absenteeism of the examiners from the marking centers are not consequences created by UNEB. Among these causes, the interviewees raised the issue of death which is accepted world over as an incident that truly brings an individual's earthly work to an end. Another key cause noted was the fact that some of these examiners retire from their role at the UNEB centers due to the fact that some find more lucrative activities to do and thus abandon the marking centers while others have been reported to leave over unprofessional conduct. Unprofessional conduct may range from attempts to cheat exams for certain schools, failure to abide by the strict regulations at the UNEB marking centers, to employing unscrupulous means so as to get money from schools whose examinations are being marked at the centers. Other causes noted that bring about the departure of the examiners, included a low interest in the marking exercise,

a hectic work schedule, many were Headteachers who were retired from marking due to conflict of interest, while some had domestic troubles. Domestic troubles involve issues such as marital troubles, having to deal with delinquent children or the terminally sick. Some examiners mark only for two years just to get skills of marking for their career growth and benefit of their schools.

The interviews revealed that the departure of the examiners has an impact on UNEB where it loses its experienced examiners and experienced individuals. Having lost these experienced persons, it means that the institution has to spend more money to recruit more examiners annually. It is ironic that the institution may fail to raise the payments of the examiners but yet incurs much more money in the training and recruitment of new examiners than the experienced persons retained. Further, it was noted that departure of the experienced examiners who were Headteachers, led to a greater level of inefficiency at the marking centers. Many of the examiners, who were serving as Headteachers were experienced, but could not keep up the compromise with the oath and most of them were above 50 years who could not cope up with the great speed required in CBS marking system.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS:

5.1 Introduction

This chapter contains the summary of the findings from the previous chapter, the discussion which was done by contrasting and expounding the findings by using scholarly literature and the work that other scholars have come up with. Finally, conclusions and the recommendations which are practical measures that should be implemented so as to improve the Examiner retention especially at PLE marking level.

5.2 Summary of findings.

The findings of the study are a reflection of relevant specific objectives with which the purpose of the study was fulfilled. This was possible by testing the research hypotheses drawn from such objectives particularly concerned about the retention of UNEB examiners at PLE marking level. Thus, discussion of findings is herein made in respect of each of these variable parameters used to assess the factors affecting the retention of UNEB examiners with specific reference to PLE marking level

5.2.1 The effect of rewards and their effect on retention of examiners at PLE marking level.

The results in the previous chapter indicated that the rewards have a positive and significant effect on retention of PLE examiners in UNEB. This was observed from the Adjusted R Square value of 0.200 in a regression model that was statistically significant and the correlations between the study variables which were positive. These results showed that when rewards are well managed, then they will

definitely bring about an increased retention rate of the examiners at PLE marking level.

5.2.2 The effect of the organisational rules and practices on the retention of examiners at PLE marking level.

The organizational rules which in this case comprised issues that pertain to Residential marking, Swearing an Oath of secrecy and Contractual Obligations. This was noted from the Adjusted R Square value of 0.303 in the regression model and a positive relationship between the study variables in the correlations. It can be seen from here that the Organizational rules and practices, have an effect on the Retention of the examiners at the UNEB marking centers which is slightly greater than the effect of the rewards (0.200) that the institution may offer to these examiners.

5.2.3 The working conditions at marking centres and how they affect the retention of examiners at PLE marking level.

The marking centres at the PLE marking level are positively related to the retention of the examiners as well. The Adjusted R Square in this case was 0.214 in a regression model that was statistically significant (sig. <.01). The working conditions come second to the organisational policies and practices(0.200) in predicting the Retention of the examiners and the reward come last. This implies that, management should priorities these variables in that order if it is to attain the desired retention of the examiners at P.L.E marking level.

5.3 Discussion.

5.3.1 The effect of rewards and their effect on retention of examiners at PLE marking level.

In this study, it is indicated that there is a positive effect of the rewards on the retention of examiners at PLE marking level. In other words, when these examiners are not assured of such benefits as career development and growth, pay which is commensurate with the amount of work that they are doing for the institution, they are more likely not to stay on, and show diligence whenever an opportunity arises to mark exams for UNEB. This is in line with Darmon, (1974), who believes that, motivation is educating the employees to channel their efforts towards organisational activities and thus increasing hope of retaining them. Jobber (1994), in agreement also believes that, if management neglects to motivate employees, they will become dissatisfied and lose interest and then absent themselves from duty, this may not only be costly in terms of turnover but also may cause higher expenses in recruitment and increased strikes. Victor Vroom, (1950) also believes that, the way an individual respond to work is unique as in regard to the rewarding system in place and for that reason, the rewarding system must be desirable to make the efforts exerted worthwhile. In this case examiners will respond positively to the exercise and accomplish the goals if the expected outcome of rewards from UNEB is worthwhile.

However, when these examiners feel that UNEB does not do enough for them on the issue of rewards especially when the pay is not fairly distributed among the various teams as payment is done regarding the scripts marked per team, they are less likely to come up for consequent marking. If and when they do turn up in this case, they will

not be that committed and zealous about the work they are doing, which may as well lead to their dismissal from the exercise hence increased attrition. These findings are in agreement with the research work done by Anderson et al. (2002) whose research work reveals that rewards are a major reason why some employees may or may not stay on working with the organization. Their work is also supported by Randall (2003) who argues that when employees are not rewarded at all or rewarded but the rewards are not above what the market rate dictates, is a very commonly cited reason why employees on many occasion leave their work place to seek for better paying jobs.

5.3.2 The effect of the organisational rules and practices on the retention of Examiners at PLE marking level.

Organisational rules and practices were noted to have a positive effect on the retention of the examiners at the PLE marking level. This variable showed the greatest influence when it comes to the retention of the examiners. By reason of the fact that it can reliably predict the retention to a reasonable and significant degree, it is one variable that the management of the institution should thoroughly examine and address so as to bring about the desired changes in the retention of examiners.

Proper and adequate management of the components of this variable such as, residential marking, swearing oath of secrecy and the Contractual Obligations, will encourage the examiners to continue working for UNEB. Taking the case of signing a contract annually as a policy for UNEB, may cause examiners to leave the marking exercise when they believe and are not sure that the contracts renewed annually will favour them or hoping to have no security for their safety for the job. This is

supported by Schulze, (2006) who believes that, effective policies and practices in place that address employee diverse needs and reduce fears among workers is a better retention strategy as it is a systematic effort by employers to create and foster an environment that encourages employees to remain employed.

Kajungu, (2006) also agrees that, organizational policies and practices influence absenteeism and turnover especially when these policies have been in place for a long time. His evidence provided by the literature is supportive of the possibility that, if these policies are ineffective after having been in place for a long period they may direct the attention of workers away from work itself towards the immediate gratification they create. The challenge for UNEB lays in designing and implementing effective policies on a continuous basis for repeated short term gains thinking to keep its examiners in high esteem to remain in the marking exercise. For instance, it is ineffective to confine examiners without communicating to their people outside the marking centre, making examiners swear an oath of secrecy which may lead to ones imprisonment and re-signing contract each year, may result to examiners losing morale to stay at marking exercise. If policies are streamlined carefully, they may aim at improving motivation of examiners to stay in the marking exercise or the reverse may be true.

5.3.3 To examine the working conditions at marking centres and how they affect the retention of examiners at PLE marking level.

The working conditions at the marking centers were positively related to the retention of examiners at the P.L.E marking centers. Attributes of the working conditions such as the workload the examiners are subjected to, the ambience and the structures that

UNEB has at its centers, predict the Retention of these examiners. As an example, when the examiners have a big workload compared to what they are expecting from supervisors, then they are likely to only do what is expected of them without the slightest desire to help each other. This is in line with Krause (2006)'s argument, who recognises the factor of working under pressure from supervisors to beat deadlines always create stress and negative attitude among workers, this in turn compromises workers health thus resulting into absenteeism. This is also in Hytter, (2008), 's line of argument that, if workload out ways efforts of employees, the outcome will be absenteeism and attrition.

This heavy workload, when coupled with issues such as the low hygiene, space limitations, poor lighting and ventilation, and poor painting at the UNEB centers, will cause the examiners to be less contented with the working conditions and therefore less likely to stay on with UNEB as examiners. Hendricks,(2006), relating to the above factor believes that, one way of keeping employees engaged for a long time in service is by providing a conducive working environment where skills transfer and knowledge sharing can easily be facilitated thus following the modern organization employee engagement process.

5.4 Conclusions

The study examined factors affecting the retention of UNEB examiners at PLE marking level. Specific focus was on rewards, organizational policies and practices and the working environment. All facets examined have a significant role they play in the retention of examiners at PLE marking level.

5.4.1 The effect of rewards and their effect on retention of examiners at PLE marking level.

Rewards are positively related to the retention of P.L.E examiners in UNEB. This means that rewards can easily be manipulated by the management of UNEB so as to bring about an increased level of retention. This is more needful than ever since it was noted that some examiners stop working for the institution in search of greener and more lucrative ventures. Therefore there is need for a clear rewards structure for the examiners at the PLE marking level.

The rewards that are given to the examiners for their labour is a sure way of retaining them. This is only on condition that the rewards are perceived to be fair and commensurate with the work that the examiners undertake for the institution. Without this perception among the examiners, it is unlikely that the examiners will continue working for the institution.

Qualitative findings indicated that UNEB has not taken into account the inflation in country. Examiners stated that the costs of living have been rising at rates that are way beyond the rate at which their pay has been increased. They expressed their desire for an increment in the salaries and the remuneration that the examination body

currently offers to cater for the inflation.

5.4. 2 The effect of organisational rules and practices on retention of examiners at P.L.E marking level.

Organisational rules and practices can be relied upon to enhance the level of examiner retention in the organisation. This is because the Organisational rules and practices were noted to be positively related to the Retention of examiners and to significantly predict the retention of the examiners at PLE marking level.

Issues related to the Organisational rules and practices in UNEB have not been revised for a long time to deal with the ever changing conditions in which the organisation operate. This makes some of the Organisational rules and practices irrelevant to the current technical and socio-economic circumstances within which the examiners are expected to deliver and do their job.

The Organisational rules and practices have not been tailored to take into account the fact that the old examiners, who were Headteachers, would leave any time. Even when management noted that most of these examiners were growing old and would not stay long with UNEB as examiners, no concrete measures were put in place to cater for the near departure of these examiners. Contract signing annually is yet another practice that brings about loss of morale among examiners who may not be sure of their fate each year.

5.4.3 To examine the working conditions at marking centres and how they affect the Retention of Examiners at PLE marking level.

The working conditions in the organisation have the potential to bring about a positive effect on the Retention of the examiners at PLE marking level. When the working conditions are well managed, they increase the level of retention and the reverse happens when they are not prioritised as has been the case at the UNEB centres in Uganda.

The examiners reported that there is a need for an improvement in the lighting, and the hygiene at the UNEB centres. These conditions are very necessary for the comfort and wellbeing of the examiners at the marking centres and when these conditions are not attended to, the examiners are more susceptible to catching diseases when issues that pertain to hygiene are not prioritised.

The examiners reported that they are constantly subjected to a very heavy workload and they work on a very hectic schedule. This means that they are more prone to stress and its negative consequences. The greater impact is ultimately exerted on the very marking centre for which these persons are at the UNEB centres. When they are much stressed, these examiners are more likely to make grave errors in the marking and prone to absent themselves or abstain from the marking exercise.

5.5 Recommendations.

5.5.1 The effect of rewards and their effect on retention of examiners at PLE marking level.

There is need for a clear rewards structure for the examiners at the PLE marking level. This rewards structure should clearly spell out the expectations of the examiners in line of rewards and the expectations of UNEB. In this way, the examiners shall realise that the rewards are fairly distributed and shall be more willing to stay on as examiners with UNEB.

UNEB rewards and motivation issues such as promotions should be done as per known conditions. This helps the institution improve its image among the examiners. When they realise that there is fair distribution of pay and other rewards, then these examiners know that if they work hard and show commitment, then they shall equally benefit from UNEB just like others who have shown similar dedication to the work before.

When designing the payment structure for UNEB examiners, there is a need to take into account other critical aspects such as the inflation levels, and the qualifications of the examiners. Without a consideration of the inflation level, examiners will continually perceive that the rewards that they are receiving are not worthwhile even with the increasing cost of living.

Looking at career growth and development, organising annual training, networking, confidence building among others will build confidence for examiners for continued profession and personal development, and improved performance thus reduction in

examiners leaving the marking exercise.

The reward systems can be improved by ensuring that the examiners receive their pay in time, examiners reward system depends on one's qualification and experience and believe that this pay is commensurate with the work they are doing for UNEB. When considering career growth and development as a retention factor for examiners, rewarding examiners through organising annual training, networking, confidence building among others, will increase the professionalism, personal development and satisfaction among examiners thus reduction in absenteeism and turnover at marking centres.

5.5.2 The effect of the organisational policies and practices on the retention of Examiners at PLE marking level.

Issues related to the Organizational rules and practices such as the Swearing Oath of Secrecy and Contractual Obligations should be revised from time to time so as to ensure that they meet the current trends of the working environment. In doing this, the aspects related to the rewards should be given serious consideration since the dimensions of the Organizational rules and practices relate to Retention of examiners

Leadership of the UNEB Centers should ensure that the organizational rules and practices take into account that the career paths of the individuals more so the examiners are always changing because the individuals have changing tastes and preferences. These Organizational rules and practices should therefore take into account issues such as the possibility of retiring, recruiting and related issues.

Organizational rules and practices were the most influential variable at explaining the

Retention of the examiners. Management of the UNEB centre should priorities the aspects related to this such as the Contractual Obligations and the Swearing of the Oath of Secrecy. The consequences of failure to keep each party's end of the bargain for both UNEB and the examiners should be clear.

5.5.3 To examine the working conditions at marking centres and how they affect the Retention of Examiners at PLE marking level.

The working conditions at the UNEB marking centers should be assessed periodically. This should be done by the procurement department in liaison with experienced external parties for instance firms comprising hygiene specialists and civil engineers. These parties would give an honest and realistic opinion about the physical and working conditions of the UNEB centers. Their recommendations would improve the conditions for the examiners.

More examiners in some cases ought to be recruited or increase on the number of marking centers at PLE level. The examiners who are working for UNEB reported that they have such a heavy workload and they hardly have breathing space. To avoid errors and stress during the marking stress, an optimal number of examiners should be employed by UNEB. This will as well minimize the errors made by the examiners.

UNEB should assign a maximum number of papers that can be marked by any single examiner. Without an upper limit to this number of papers, the examiners are willing to take on an extremely heavy load of papers but when they are simply motivated by monetary rewards. They will not be able to give quality time and consideration to each script but will have their greater focus on the numbers.

5.6 Contribution of the Study.

The research study adds to the base of knowledge for the examinations body UNEB and by taking heed to the recommendations and the findings of the study, UNEB can significantly improve the level of retention of the examiners. Even other Examination bodies and academic institutions can borrow a leaf from this study and apply some of the measures so as to improve the retention of the examiners.

5.7 Areas for further study.

Further research efforts should be directed at the following research themes;

An examination of the components of the rewards and the best reward systems to use in order to bring about an increase in the productivity among the examiners. This will bring about the best measures that should be employed in order to enhance the performance of the individual examiners. Similar research can also be made at other marking levels like UCE and UACE or other Uganda's tertiary examining bodies.

5.8 Limitations of the research and how they were overcome:

One of the major limitations in this study was the fact the study was conducted to examine the impact of the Work environment, organizational rules and practices and Rewards, on the Retention of examiners but in only one setting which was the context of the examiners and consideration was not given to any other category of respondents like the management of marking centers or any industry. This was overcome by following all the necessary scientific procedures of the research study so as to make the research study as relevant as possible.

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APPENDIX: 01

UGANDA MANAGEMENT INSTITUTE

Academic Research Questionnaire

This questionnaire is intended to facilitate the study on the **Factors Affecting the Retention of Uganda National Examinations Board (UNEB) Examiners**. The study is for **academic purposes and is carried out as partial requirement of the award of A Post Graduate Qualification at Uganda Management Institute**. Your responses will also be treated with **utmost confidentiality**. Your input is highly appreciated.

Section A: BACKGROUND INFORMATION

A1. Gender Male Female

A2. Age Group

21 – 30 yrs	31 – 40 yrs	41 – 50 yrs	Over 50 yrs
1	2	3	4

A3. Marital Status

Single	Married
1	2

A4. Highest level of education

Diploma	Degree	Post Graduate	Other (Please specify)
1	2	3	4

B5. How long have you worked with UNEB as an examiner?

Less than 3 yrs	4 – 6 yrs	7 – 8 yrs	More than 8 yrs
1	2	3	4

For the sections that follow, please indicate your level of agreement for each statement by ticking once under the column of the options i.e. whether you Strongly Disagree, Disagree, Agree or you Strongly Agree.

Section B: MOTIVATION

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	▪ Remuneration				
1	I am satisfied with the reward system that UNEB uses	1	2	3	4
2	My pay and benefits are always worth the work done for UNEB	1	2	3	4
3	My pay measures up to my expectations whenever I mark national exams for UNEB	1	2	3	4
4	I am satisfied with the benefits that UNEB gives for the work we actually undertake at the marking centers.	1	2	3	4
5	UNEB reviews our pay for increment on an annual basis	1	2	3	4
6	UNEB payment at the marking centers is on one's qualifications and	1	2	3	4
7	I am involved in decisions concerning my pay and benefits when dealing with UNEB	1	2	3	4
8	The pay for UNEB examiners is never delayed	1	2	3	4
	Career development & Growth				
1	UNEB organizes very useful training for examiners on an annual basis.	1	2	3	4
2	Through working with UNEB, I have made useful contacts and networks for the betterment of my career.	1	2	3	4
3	By working as an examiner for UNEB, I have attained benefits and privileges at other places other than UNEB	1	2	3	4
4	The experience and skills I have acquired while working for UNEB, has been very useful to my job as a teacher	1	2	3	4
5	The supervisors at UNEB examination centers are very helpful and share information which is quite essential for me	1	2	3	4
6	Working at UNEB has given me confidence when dealing with other work related situations outside of the examinations centre an edge when	1	2	3	4
7	I have received profession and personal development as a result of working for UNEB at the examination centers	1	2	3	4
8	Feedback from UNEB about my performance has been very essential in helping me minimise my weaknesses at the job	1	2	3	4
	Section C: ORGANIZATION RULES & PRACTICES				
	▪ Residential Marking				
1	Marking UNEB exams from one center helps avoid cheating for any single school	1	2	3	4
2	The UNEB centers are well equipped to facilitate residential marking for prolonged periods.	1	2	3	4
3	There is adequate security at the UNEB examinations marking centers to facilitate integrity and honesty when handling examinations.	1	2	3	4

4	Marking from one centre where examiners do not leave, is necessary for the benefit of all schools involved to ensure equity.	1	2	3	4
5	Residential marking increases boredom and fatigue among the examiners.	1	2	3	4
6	I believe I would exhibit the same level of integrity even when I did not have to mark UNEB exams from one centre.	1	2	3	4
7	When examiners are at UNEB examination marking centers, they are not easy to influence by external parties.	1	2	3	4
8	The working environment at the UNEB examination marking centers is quite commendable	1	2	3	4
	▪ Swearing Oath of Secrecy				
1	I am always loyal to my Oath of secrecy that I swear before undertaking UNEB duties.	1	2	3	4
2	There are many times when I have had to comprise on the oath of secrecy that I take when working with UNEB.	1	2	3	4
3	There is no disciplinary action for failure to keep the oath of secrecy that one takes when working with UNEB.	1	2	3	4
4	The oath of secrecy is undertaken by all examiners regardless of their status	1	2	3	4
5	There are several loop holes in the oath of secrecy that UNEB has in place for enforcing the security of the examinations marking process	1	2	3	4
6	The oath of secrecy is revised from year to year because UNEB operates in a completely dynamic environment	1	2	3	4
7	There is a clear code of conduct for expected of examiners who have taken the Oath of secrecy	1	2	3	4
8	It is easy to abide by the oath of secrecy that is taken by examiners at the UNEB marking center	1	2	3	4
1	Contractual Obligations Working for UNEB has enabled me to my social and economic obligations	1	2	3	4
2	With UNEB, one is assured of their pay as long they do what is expected of them.	1	2	3	4
3	The contract that I have with UNEB truly explains what is expected of me as an examiner.	1	2	3	4
4	The contract that examiners have with UNEB is reviewed from time to time to improve productivity	1	2	3	4
5	Management of UNEB examination centres are always keen to keep their contractual obligations.	1	2	3	4
6	Whenever there will be a breach of the contractual obligations UNEB ensures that there is a communication sent in advance	1	2	3	4
7	Working for UNEB, is characterised by job security				

8	UNEB does not change its agreement with the examiners without first consulting and communicating	1	2	3	4
Section D: WORKING ENVIRONMENT					
▪ Workload					
1	I only do that which is expected of me at the UNEB examination centers	1	2	3	4
2	There is often more work to do than the management of the UNEB examination center communicates	1	2	3	4
3	Due to the heavy work load, there are so many mistakes made by the examiners at the UNEB centers	1	2	3	4
4	Many examiners ensure that they have a very big work load so as to earn more at the UNEB examination centers.	1	2	3	4
5	I often do work meant for others who are slow and inefficient but not at a fee.	1	2	3	4
6	The job descriptions given to the UNEB examiners are not helpful at minimising the work overload.	1	2	3	4
7	Due to the heavy workload at the UNEB centers, examiners are often stressed as they go about their job.	1	2	3	4
▪ Ambience & Structures					
1	The structures at the UNEB marking centers are still in a very good condition	1	2	3	4
2	Marking rooms are well maintained in terms of painting	1	2	3	4
3	The lay out of the rooms at the marking centers promotes cooperation and teamwork	1	2	3	4
4	UNEB marking centers are always well ventilated	1	2	3	4
5	There is always adequate lighting at the UNEB examination marking centers	1	2	3	4
6	The office space at the Examination centers is sufficient and satisfactory	1	2	3	4
7	The furniture we use at the UNEB marking centers is always comfortable	1	2	3	4
8	Toilets at the UNEB marking centers are very clean and so easy to access	1	2	3	4
9	The work environment is healthy	1	2	3	4
10	The work environment can slow down your work	1	2	3	4

Section E: EXAMINER RETENTION

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<ul style="list-style-type: none"> ▪ Vacancies created for marking 				
1	I am generally happy with the work schedule at the UNEB marking examination centers.	1	2	3	4
2	Management is flexible at the UNEB centers in case an examiner gets at emergency of a problem.	1	2	3	4
3	There are opportunities for more privileges at the UNEB examination centers.	1	2	3	4
4	I generally enjoy a good working relationship with my co-workers	1	2	3	4
5	I am satisfied with the leadership style at the UNEB centers and it encourages me to remain an examiner with UNEB.	1	2	3	4
6	I hope to be working with these UNEB centers in the next 5 years.	1	2	3	4
7	Management of the UNEB examination centers is always hard to satisfy	1	2	3	4
8	I would not have a problem giving UNEB all my support	1	2	3	4
	Attrition rate				
1	I am always in time for the examinations marking exercise at the UNEB centers	1	2	3	4
2	I don't think I will stay very long with UNEB as an examiner	1	2	3	4
3	I am always looking for "greener pastures" other than UNEB where, I can earn more money	1	2	3	4
4	I will always give my time to mark PLE when need be	1	2	3	4
5	I report as and when I feel like at the UNEB examination centers.	1	2	3	4
6	Given an opportunity, I would continue working for UNEB as an examiner rather than go to another place altogether	1	2	3	4
7	I speak well of the UNEB examination marking centers to other persons	1	2	3	4
8	Examiners at the UNEB examination centers are well empowered to do their job	1	2	3	4

THANK YOU VERY MUCH FOR YOUR TIME

Appendix 02- Interview Guide

- 1) How long have you been serving as a team leader/ chief examiner?
- 2) Does UNEB offer rewards in a view of improving individual retention in the marking exercise?
- 3) How has UNEB been effective in enhancing individual performance?
- 4) How are excellent performers rewarded?
- 5) What would you recommend as the best way to reward best performers?
- 6) As a Chief examiner / team leader what is your comment on singing of the oath of secrecy?
- 7) What comment do you have on the signing of the marking contract?
- 8) What effect has this signing of the contract got to do with retaining of examiners?
- 9) About how many examiners do know that have left the marking exercise in the last five years in your subject?
- 10) If any, what may be the cause of their turnover?
- 11) What is the impact of their departure?
- 12) What are the possible ways to improve the marking conditions?

END

Thank you for your participation.