



TEACHER NEEDS MANAGEMENT AND RETENTION OF GENERATION Y TEACHERS IN PRIVATE SECONDARY SCHOOLS IN MUKONO DISTRICT, UGANDA

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First-class employees are a rare species. Once found, retaining them is a big challenge, particularly if they belong to the Generation Y age group. Reports show that many Generation Y teachers are deserting private secondary schools for greener pastures elsewhere. This study enquires into the relationship between teacher needs management and retention of Generation Y teachers in private secondary schools of Mukono District (Uganda). The study employs a cross-sectional survey design. Data were collected using a questionnaire, interview guide, and documentary review checklist. Results reveal that the three needs management areas have a significant and positive correlation with the retention of Generation Y teachers. However, only achievement needs management was strongly correlated. The study concludes that as far as the retention of Generation Y teachers is concerned, affiliation and power needs management play only an ancillary role. Achievement needs seem to house the 'magic bullet'- particularly if accompanied by monetary rewards. Thus, for the retention of Generation Y teachers, schools should devise prompt monetary reward practices as a generation-specific retention strategy.

KEYWORDS: Generation Y, McClelland's Motivation Theory, Needs Management, Teacher Retention


INTRODUCTION

The world over, organisations do their level best to ensure that they keep their high performing employees, as well as those with hard-to-replace skills (Allen, 2008; Ssali et al., 2019). It is such quality employees that enable organisations

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to remain both efficient and effective, and thus to excel even in the face of stiff competition (Allen, 2008). The fact is, however, that retention of quality employees is a big challenge to most organisations (Ssali et al., 2019). Schools in Uganda are not an exception to this general rule, hence the current study, which examines the problem of retention among Generation Y teachers.

The term 'generation' refers to a cluster of people of the same age-group (Polat et al., 2019). Different generational taxonomies exist, the most common of which has four age-groups: Traditionalists (those born in the years 1925-1944); Baby Boomers (1945-1964); Generation X (1965-1980); and Generation Y (1981-2000) (Bartz et al., 2017; Kar, 2018; Polat et al., 2019; Stanimir, 2015; Younas & Bari, 2020). The current study focused on the last age-group (Generation Y). This was because whereas Traditionalists have already retired (the youngest of them are now 77 years old), Baby Boomers are retiring (soon) – the youngest are 57 years old. Considering Generation X and Generation Y age-groups, the study opted for the latter since it represents more young adults that still have more years of their work life ahead of them. Studying such a group's work behaviour was deemed to be more beneficial in shedding light on the emerging employee needs of the worker (teacher) of the future.

Generation Y employees are known by other names such as 'Gen Y', 'millennials', 'next generation' and 'e-generation' (Stanimir, 2015; Younas & Bari, 2020). Thus, the study's Generation Y teacher is a teaching professional born between 1981 and 2000; that is, a teacher employee who is aged between 20 and 40 years. According to Mokoena (2016), Generation Y employees in general, and Generation Y teachers, are characterized by being tech-savvy (smart with technology), innovative, keen to get ahead in their careers in the shortest period possible, and by their desire for immediate feedback about performance. However, they are also thought to be inexperienced and often rebellious against established systems (Younas & Bari, 2020). Might management by generation-specific characteristics and needs perhaps help to mitigate such rebelliousness and lack of experience?

The practice of employee needs management dates to ancient times. For instance, during 1st Century Israel, according to Jesus' parable of talents [Matthew 25:14-30], while the employees who produced excellent results were rewarded with more responsibilities (honours), those with dismal performance were punished with demotion (Gallardo-Gallardo et al., 2013). History further reveals that failure by many employers in a given sector to adequately cater for their workers' needs, makes employees to shun such sectors or professions. For example, Uganda's shortage of skilled teachers in the 1960s was attributed to teachers' meagre pay as compared to that of other professionals such as lawyers and medical personnel (Scanlon, 1964). Consequently, only a few students were enrolling for the Education course

at Makerere University (in Uganda), as compared to other courses such as Medicine and Law (Ssekamwa, 2000). Such poor dismal management of teachers' rewards made the Ugandan Government to seek for teachers from as far away as USA, Canada, Australia, and Britain (Ssekamwa, 2000). Later, with globalisation, technological advancement, and associated competition from the 1990s, organisations came up with better strategies for rewarding their employees' needs so as both to attract and retain the best (Tubey et al., 2015). The strategies are anchored in given theories.

Examples of these theories are Abraham Maslow's hierarchy of needs theory (1970), Alderfer's ERG theory of motivation (1969), and McClelland's theory of needs (1961). To best appreciate how to manage the needs of Generation Y teachers for retention purposes, the current study employed this last theory (McClelland's) – because the theory's three needs of achievement, affiliation and power seem to characterise Generation Y teachers more appropriately than any other theory (Dayna, 2018). McClelland's theory was however reinforced with Kar (2018)'s model of managing Generation Y employees.

McClelland's theory posits that employees with a high need for achievement, employ their maximum effort to achieve organisational goals, accept work risks, and focus on success itself more than the rewards of success (Dayna, 2018; Mojtaba et al., 2012). Then employees with a high need for power long for both command opportunities and control over their work routines (Royle & Hall, 2012). They usually work best when in administrative positions (Dayna, 2018; Pardee, 1990). Lastly, the need for affiliation reflects the desire to have close friendly relationships with others at work (Mulder, 2015; Younas & Bari, 2020). Kar (2018)'s model (of managing Generation Y employees) was also borrowed from because it cherishes Generation Y employee characteristics such as a high ambition for positions, innovation, teamwork, feedback, fun and participatory leadership, which rhyme well with McClelland's needs theory (Dayna, 2018). It was thought that combining such a theory and model would go far in finding answers to the Generation Y teacher attrition problem, which reigns high in Uganda today (Kimuli, 2019).

Geographically, Uganda is found in East Africa. Its formal education system dates to the mid-1880s, when Christian missionaries opened the first schools (Ssekamwa, 2000). Currently Uganda's system of education consists of four levels: pre-primary, primary, secondary, and tertiary/university education (MOES, 2008). The secondary school level has 2,792 schools, most of which (64%) are privately owned (Lee, 2017). This means that although private schools are also regulated by the state (MOES, 2008), they do not receive any statutory grants from Government. Many of them just struggle to meet their routine financial obligations, including payment of teachers. In such private schools, a teacher's monthly salary can be as little as USD 100 (Lee, 2017).

It is also worth noting that in Mukono District (Uganda), most private secondary schools are run like mainstream businesses, with financial profit-making as the bottom line (Musisi et al., 2019; Muwanguzi et al., 2019). Many of these schools' neglect teachers' needs, hence frequent teacher resignations (Ssali et al., 2019; Womakuyu, 2009). Most private secondary schools are thus reported to be characterised by "poor pay, delay of salary and [a] poor work environment" Besimbire (2010). Although the Government of Uganda has sometimes come up with policies such as the 2019 National Teacher Policy to address these issues (Busingye, 2019), there is hardly any change on the ground. Thus, in private secondary schools the problem of retention of Generation Y teachers has escalated (Kimuli, 2019). For example, in Mukono District, where the current study was carried out, private secondary schools lose at least five Generation Y teachers (about 13%) annually (Kimuli, 2019); they lose them to organisations with better employment opportunities. Also, most private secondary schools in the district (85%) are currently faced with critical Generation Y teacher retention issues, such as low salary and delayed payment (Barasa, 2018). Consequently, teacher absenteeism, moonlighting, part-timing, and court cases for non-payment have become rampant (Barasa, 2018). Perhaps better management of Generation Y teachers' unique needs can yield better results. The current study therefore ventured into examining the relationship between teacher needs management and retention of Generation Y teachers in Mukono District.

OBJECTIVES OF THE STUDY

The study's general objective was to examine the relationship between teacher needs management (by head teachers) and retention of Generation Y teachers in selected private secondary schools in Mukono District (Uganda).

The specific objectives were three; namely to find out the relationships between,

1. Teachers' achievement needs management and Generation Y teacher retention.
2. Teachers' power needs management and Generation Y teacher retention.
3. Teachers' affiliation needs management and Generation Y teacher retention.

REVIEW OF LITERATURE

A review of available research indicated that Generation Y teachers are not only known for being innovatively productive, but also tech-savvy and fun-

loving people, however with lots of demands on their employers, hence difficulty in retaining them for long (Brown, 2018; Kar, 2018; Mokoena, 2016; Polat et al., 2019; Younas & Bari, 2020). These attributes explain why Generation Y teacher turnover is quite high in educational institutions in such countries as USA, Pakistan and South Africa (Akram & Bilal, 2013; Behrstock & Clifford, 2009; Pitsoe, 2013). Might the situation in Mukono District in Uganda perhaps be similar?

Literature from other countries further revealed that to improve on Generation Y teacher retention, educational institutions have employed certain strategic management practices such as predictable salary increment policies (Ingersoll, 2001; Kamundi, 2021; Pitsoe, 2013), differentiated pay (Adu-Baffoe & Bonney, 2021), supporting teacher innovations (Hamzah & Shamsudin, 2017; Ingersoll & Smith, 2003), availing ICT facilities, and providing a friendly working environment (Brown, 2018; Hamzah & Shamsudin, 2017; Polat et al., 2019; Rasheed et al., 2016; Younas & Bari, 2020). How are realities in Mukono District (Uganda)?

The few available studies on teacher retention in Uganda were found to be general – not specifically addressed to the needs of Generation Y teachers (Besimbire, 2010; Bimanywarugaba, 2013; Jingdong et al., 2017; Kamundi, 2021). It was against this backdrop that the current study was carried out to examine the relationship between teachers' needs management and Generation Y teacher retention in private secondary schools in Mukono District (Uganda).

CONCEPTUAL FRAMEWORK

The study was guided by the conceptual framework in Figure 1, which was adapted from McClelland's needs theory and model of managing Generation Y employees by Kar (2018).

Figure 1 reveals that the study was conceptualized into three independent variables (IV) i.e., achievement needs (differentiated salary, recognition, support for innovation); power needs (involvement in decision-making, promotion on merit, opportunities for career growth); and affiliation needs (team-building activities, ICT infused-working environment, work-life balance, fun at the workplace). These IVs were assumed to have a relationship with the dependent variable (DV) (Generation Y teacher retention) in private secondary schools in Mukono District. When Generation Y teachers' achievement, power and affiliation needs are met, they are expected to teach in a particular school and/or serve in a given position of responsibility for at least three years. However, there are other factors (extraneous variables) affecting Generation Y teacher retention, including Government policy and individual teachers' health status, notably sickness and death.

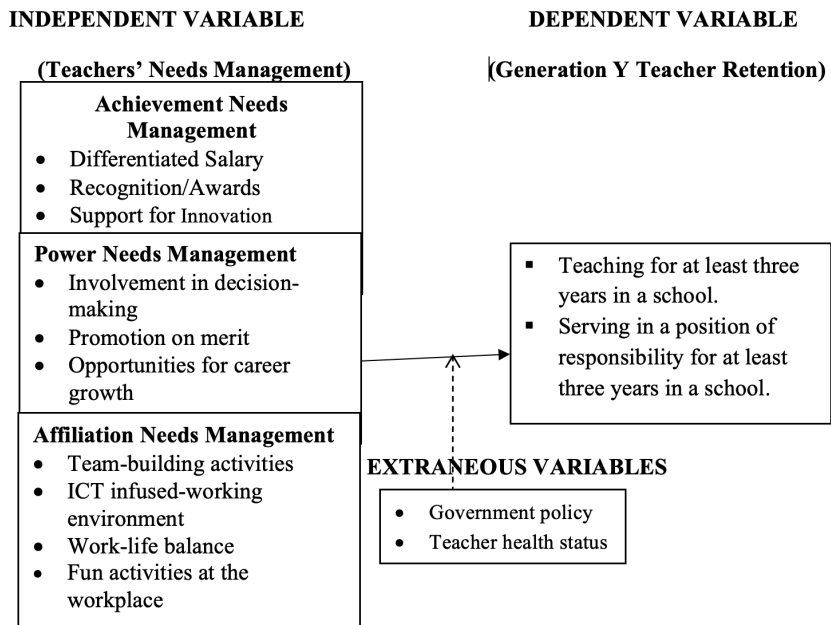


Figure 1. Teachers’ Needs Management and Generation Y Teacher Retention Framework. (Adapted from McClelland’s needs theory (1961) and model of managing Generation Y employees by Kar (2018))

RESEARCH METHODOLOGY

A cross-sectional survey design and a mixed methods approach were used to carry out the study. Whereas the parent population was 320 Generation Y teachers operating in private secondary schools in Mukono District; the sampled population was 175 Generation Y teachers, seven Head teachers and one District Inspector of Schools. Primary data was collected using a Self-Administered Questionnaire (SAQ) and an interview guide. However, documentary analysis was also used to back-up information from the respondents. Internal validity was ensured by attending to the SAQ’s construct and content validity types; a CVI of 0.965 was realised. External validity was catered for by ensuring that the sample used in the study reflected the different categorisations of Generation Y teachers in private secondary schools like sex, working experience and teaching subjects. Reliability was established through pilot-testing, whereby the SAQ was administered to 20 Generation Y teachers from one private secondary school in a neighbouring district. The SAQ was also subjected to the Alpha method, which resulted in a Cronbach

Alpha Coefficient of 0.932.

The SAQ consisted of 48 items, 44 (91.6%) of which were five-level Likert scale. Of these (44), 15 constituted the problem variable (DV, or Gen Y teacher retention), and 29 formed the IV (teacher needs management). Within the IV section, each of the three needs had its own separate sub-section – achievement needs (12 items), power needs (10 items), and affiliation needs (7 items). Thus, the SAQ had a fair representation of structured IV and DV elements, in addition to one open-ended item per sub-section.

Whereas quantitative data was analysed using Pearson's co-relation coefficient index and presented using tables, qualitative data was by thematic analysis. Ethical issues were managed by explaining to the respondents the purpose of the study (in view of informed consent), and requesting them to freely participate. There was also no requirement to provide names for both respondents and their schools; rather pseudonyms were used, hence anonymity. Respective Covid-19 SOPs were observed, such as social distancing and sanitising before handing over questionnaires to potential respondents.

The study's final sample consisted of 175 Gen Y teachers, the majority of whom were female (52.6%), as compared with 47.4%, who were male. In addition, 66.3% of the teacher respondents were aged between 26 and 35 years; 81.7% of them were graduates, and 61% had a teaching experience of at least five years. These biodatas imply that respondents, who constituted the study's actual sample, were not only representative of both males and females, but were also well learned, and had adequate experience to provide valid responses. Seven school administrators and one school inspector also participated in the study. As for the private schools in which the study was actually conducted, 46.3% of them were of religious foundation, 20% belonged to secular companies, and the rest (33.7%) belonged to individuals. This means that all key types of private schools in the district were represented, hence population validity.

ANALYSIS AND DISCUSSION OF KEY FINDINGS

Achievement Needs Management and Generation Y Teacher Retention

The study's first objective was to find out the relationship between teachers' achievement needs management and Generation Y teacher retention. Achievement needs were conceptualized into three aspects namely; differentiated salary, public recognition, and support for teacher innovations.

The study discovered that most of the private secondary schools in Mukono District have a differentiated pay structure tagged to performance as a way

of retaining Generation Y teachers, as indicated by 73.1% of the respondents, and as confirmed by documentary review. For example, the Human Resource Manual of St. Kwanja H/S [pseudonym] puts it that;

The salary structure of staff members shall take into account job types, responsibility levels, qualifications, experience, skills and length of service. (Documentary review)

This means that there are differences in teachers' salary which are partly attributed to the performance (level) of each individual teacher. This management practice was interpreted to enhance more performance among Generation Y teachers and also keep them longer in their particular schools knowing that the more they produce good results, the higher their pay will be. This is in agreement with [Behrstock and Clifford \(2009\)](#)'s recommendation that Generation Y teachers should be rewarded generously with salaries that are competitive and performance-based. It also concurs with [Matongolo et al. \(2018\)](#) that educational institutions which embrace pro-employee reward strategies, such as a differentiated pay structure attached to performance, succeed in retaining their employees longer.

About public recognition for Generation Y teachers with a high need for achievement, most of the respondents (88.6%) agreed that teachers are recognised during their school's public events (e.g. sports-days) as a way of making them feel valued and finally keeping them longer. This is in agreement with [Polat et al. \(2019\)](#) and [Besimbire \(2010\)](#) that recognition of high performing teachers by administration contributes to their continued stay in the same school of work. The finding is also consistent with [Hamzah and Shamsudin \(2017\)](#) that formal recognition of high potential employees is vital for their retention. Denial of public recognition makes many Generation Y teachers with a high achievement need to leave a particular school.

Furthermore, most of the teachers (87.5%) reported that their school's administrators support their creativity and innovation as a strategy of retaining them. This finding suggests that private school administrators give their teachers the freedom, space and support necessary to come up with new ways of doing things in line with the set standards. This helps Generation Y teachers to unlock their potential(s). These findings agree with [Younas and Bari \(2020\)](#) and [Hamzah and Shamsudin \(2017\)](#) that retaining excellent teachers is positively associated with a positive and supportive school culture, including a principal's support for innovation in teaching. This means that administrator's failure to support teacher innovation is one of the factors that explains why Generation Y teachers quit their workplaces. This observation is in agreement with [Polat et al. \(2019\)](#) and [Ingersoll and Smith \(2003\)](#) that a big proportion of teachers who quit teaching attribute it to lack of administrative support for their innovative efforts. The finding further agrees with [Royle and](#)

Hall (2012) and Polat et al. (2019) that many Generation Y teachers with a high need for achievement leave when they see no open opportunities for applying themselves to finding novel solutions to problems.

The responses from the school administrators and Generation Y teachers generally show that as much as Generation Y teachers get satisfied by living industrious, innovative, and result-oriented lifestyles; they also want to have their efforts rewarded in monetary terms. Indeed, denial and/or failure to provide such monetary rewards has landed some school administrators in big trouble. For example, one Key Respondent 8 [KR₈] attested that:

Most of the issues between school administrators and young teachers are about money: salary issues and breach of terms of contract. Many Directors or Administrators of private secondary schools agree on a big payment package as they recruit teachers, but in most cases teachers never see the money. They just quit. (Head teacher interview)

These views on teacher achievement needs management imply that Generation Y teachers cannot be retained at school by simply catering for their achievement needs without pecuniary benefits attached. So, money remains a critical Generation Y motivator, and private school administrators who do not spice their other achievement needs management practices with monetary rewards may not retain Generation Y teachers for long. This finding agrees with Bartz et al. (2017) that verbal appreciation alone does not motivate Generation Y teachers because of the equal value these individuals attach to money. In line with McClelland's theory (1961) and Kar (2018)'s model of managing Generation Y employees, paying attention to the achievement needs of Generation Y teachers through different managerial practices like support for innovation and public recognition contributes to Generation Y teacher retention. However, in the context of this study, these have to be spiced up with monetary rewards.

To sum up the findings for objective one, the relationship between teachers' achievement needs management and retention of Generation Y teachers was tested using Pearson's Correlation Co-efficient Index, as in Table 1.

Results in Table 1 reveal that there is a significant, positive and strong relationship between teachers' achievement needs management and retention of Generation Y teachers ($r = 0.894$, $p\text{-value } 0.003 < 0.05$). This strong relationship (of 89%) means that Generation Y teachers are likely to stay longer in their various private secondary schools once their school administrators take care of their achievement needs, particularly differentiated salary, public recognition, and support for innovation. The finding agrees with Polat et al. (2019), Behrstock and Clifford (2009), Pitsoe (2013), Hamzah and Shamsudin (2017) and Adu-Baffoe and Bonney (2021) that Generation Y teachers should

Table 1
Pearson’s Correlation Co-Efficient Index between Teachers’ Achievement Needs Management and Generation Y Teacher Retention.

		Teachers’ Achievement Needs Management	Generation Y Teacher Retention
Teachers’ Achievement Needs Management	Pearson’s Correlation	1	0.894
	Sig (2-Tailed)		0.003
Generation Y Teacher Retention	N	175	175
	Pearson’s Correlation	0.003	0.894
	N	175	0.003

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

be publicly recognised for their achievements, supported in their innovative efforts and rewarded with competitive performance-based salaries for more retention.

Power Needs Management and Generation Y Teacher Retention

For the second objective, the results show that most of the private secondary schools accord their Generation Y teachers a chance to participate in decision-making processes as a way of satisfying the power needs of Generation Y teachers, and to eventually retain them for long, as indicated by 85.7% of the respondents. This implies that most of the school administrators practise participatory leadership, which enables Generation Y teachers to be part of the decision-making bodies of their respective schools. This in agreement with [Bimanywarugaba \(2013\)](#)’s comparative study, which was discovered that there was better performance and staff stability in Government schools due to the fact that teachers in Government schools were more involved in the decision-making process than their counterparts in private schools. The finding further concurs with [Ingersoll \(2001\)](#) which highlighted lack of teacher involvement in school administration as one of the major reasons why teachers leave schools in USA.

Secondly, the study found out that most of the schools based their promo-

tion of Generation Y teachers on merit, as indicated by 58.9% of the respondents. This suggests that promotion to a higher position was based on clear guidelines, such as one's academic qualifications and earlier teaching accomplishments, and teachers had to work harder to deserve a particular position of responsibility. For instance, during interview KR₇ revealed that:

Here in our school, it is excellence first. Teachers are promoted on merit, and they remain in positions of responsibility on merit after an annual performance appraisal. (KR₇; Head teacher interview)

These findings agree with [Besimbire \(2010\)](#) that clear promotion policies encourage teachers to stay longer in the same places of work. The findings also agree that most of the 'irreplaceable', gifted and/or effective teachers will stop teaching in their current schools once they realise that teacher-leader positions are offered just as often to lower-performing teachers.

The current study also discovered that private secondary school administrators give opportunities for career advancement in form of seminars and workshops to their Generation Y teachers as a strategy of satisfying their power needs and retaining them, as indicated by 70.9% of the respondents. Career growth workshops increase teachers' chances of getting positions of responsibility, such as Head of Department, which normally come with an allowance. For instance, a key respondent said that:

All our teachers in positions of responsibility work hard to remain there because these offices or responsibilities come with perks which are mainly monetary (KR₆).

These findings mean that most of the schools, from which the Generation Y teachers came, pay attention to the continuous professional development of their staff, which is good for both individuals and their institutions. This agrees with [Bimanywarugaba \(2013\)](#) that private secondary schools expose their teachers to more opportunities of career growth in form of seminars and workshops than government schools. The study also agrees with [Kinyoro et al. \(2017\)](#) that, if accompanied with allowances, the training and professional development opportunities given to teachers were indeed effective in facilitating their professional development and decision to continue teaching.

The above findings on teachers' power needs management seem to imply two things. First, that Generation Y teachers enjoy the autonomy and trust that come with particular positions of responsibility. Second, monetary rewards (allowances) remain a critical issue if Generation Y teachers are to serve in positions of responsibility with enthusiasm and to eventually stay long in their schools of work. Thus, it is not enough simply to give these teachers 'empty' promotions or offices; the promotions must also be of 'tangible' (pecuniary) value. Going back to McClelland's theory (1961) and [Kar \(2018\)](#)'s model of managing Generation Y employees, satisfying Generation Y teacher's power

needs like promoting them and exposing them to career growth seems to make sense to Generation Y teachers only when such practices are accompanied with monetary allowances. It is like ‘money’ is ‘the real’ power need of these teachers.

All findings on power needs management and teacher retention were eventually subjected to Pearson’s Correlation analysis, as given in Table 2.

Table 2
Pearson’s Correlation Co-Efficient Index between Power Needs Management and Teacher Retention.

		Power Needs Manage- ment	Teacher Retention
Power Needs Management	Pearson Correlation	1	0.514
	Sign (2-tailed)	175	0.004
Teacher Retention	N		175
	Pearson Correlation	0.004	0.514
	N	175	0.004

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

Data in Table 2 reveals that a significant, positive but medium relationship exists between power needs management and retention of Generation Y teachers ($r = 0.514$, $p\text{-value } 0.004 < 0.05$). The medium relationship means that as much as managing the power needs of Generation Y teachers may influence them to stay; it accounts for only about 51.4% of their retention factors. Other factors such as salary increment, and prompt payment of salaries and allowances should also be put into consideration. The finding implies that it is teachers’ power needs management together with management of other needs that will result in retention of Generation Y teachers in private secondary schools in Mukono District.

These findings agree with [Polat et al. \(2019\)](#), [Bimanywarugaba \(2013\)](#), [Bubb and Earley \(2004\)](#), and [Ingersoll \(2001\)](#) that teachers’ involvement in school administration and decision-making processes influence their stay at their workplaces. Similarly, the findings concur with [Kinyoro et al. \(2017\)](#) that the training and development opportunities offered to teachers influenced

teachers' decision to continue teaching in Kenyan public secondary schools, particularly if they are accompanied with monetary allowances. Though earlier research was done in different contexts and not specifically on Generation Y teachers, agreement with the current study further confirms the importance of power needs management to the retention of Generation Y teachers.

Affiliation Needs Management and Generation Y Teachers Retention

The last objective of the study was to establish the relationship between teachers' affiliation needs management and Generation Y teachers retention. Results indicated that, first, private secondary schools in Mukono District organise team-building activities like sports encounters and community projects as a strategy of motivating and keeping Generation Y teachers longer in their schools, as indicated by 82.8% of the respondents. Team-building activities help Generation Y teachers to shake-off work stress in addition to building ties with each other and the community. This makes work fun and interesting – a factor which is key in 'touching' the hearts of Generation Y teachers. This is in agreement with [Polat et al. \(2019\)](#) and [Huybers \(2011\)](#) that team-building activities are often used as a strategy to retain Generation Y employees at work. In the current study as many as 72.3% of the Generation Y teachers agreed that these activities motivate them to produce better results and to stay longer on job. The team spirit derived from such team-building activities can be harnessed by creating cross-generational teams to work on school issues, for example conveyor-belt marking and co-teaching as proposed by [Williamson and Meyer-Looze \(2010\)](#).

The study also reported that most of the schools had ICT facilities like TV-sets, computers and the internet, which were meant to ease communication with fellow staff and colleagues outside school, as indicated by 83.4% of the respondents. For example, the Head Teacher of Edward Secondary School (KR₁) explained how their school's computers and free wireless internet connection enhances communication among staff:

We have made our staffroom homely by providing computers, a TV-screen and free Wi-Fi for our staff. Our teachers use the free internet to communicate with their friends all over the world. Administratively, we benefit from this free internet connection because it keeps teachers around and students who want to consult easily get them (KR₁).

These findings imply that most of the Generation Y teachers in these schools can give social-support to each other using school-based ICT facilities, which makes them to stay longer in particular schools. This agrees with [Polat et al. \(2019\)](#) and [Williamson and Meyer-Looze \(2010\)](#) that embracing technology as both a teaching and communication strategy helps in retaining Generation Y

teachers in schools. However, there was a fear among some school administrators that some Generation Y teachers can easily quit to join other schools after sharing ideas about better job opportunities elsewhere using the easy ICT access to social media platforms like Facebook and WhatsApp. Moreover, other administrators opined that the school ICT facilities were pedagogical tools, not tools for keeping in touch with one another. Even then, both purposes can be served by the same ICT.

Another study finding was that the study schools respect work-life balance by giving their Generation Y teachers time to meet their family and friends, as indicated by 83.4% of the respondents. This concurs with [Polat et al. \(2019\)](#), [Huybers \(2011\)](#) and [Younas and Bari \(2020\)](#) that work-life balance is key in Generation Y employee retention. This also agrees with [Akram and Bilal \(2013\)](#)'s recommendation that private educational institutions in Pakistan should have flexible working schedules that allow teachers to attend to their families as a strategy of retaining them. Management practices and policies that allow Generation Y teachers to have time for their family and friends make them feel valued as individuals, and this helps to improve on their retention.

It was also found out in the study that schools have managerial practices which help Generation Y teachers and school administrators to bond with each other while having fun at work in the form of staff parties, as reported by 73.1% of the respondents. For example, parties are often held to celebrate individual teachers' personal achievements like weddings and graduation, as indicated by 70.3% of the respondents. These findings imply existence of cordial working environments, which are key in employee retention. The findings therefore agree with [Polat et al. \(2019\)](#) and [Besimbire \(2010\)](#) that friendly working environments do not only help to improve teacher - administrator relationships, but also influence teachers to stay longer in their schools. The findings also agree with [Huybers \(2011\)](#)'s recommendation that HR officers should periodically organise fun-social events for their Generation Y employees as a strategy of retaining them.

However, administrators from two schools had a different view. According to them, many Generation Y teachers have financial challenges that make them prefer cash (money) to staff parties. One of these administrators put it this way:

At our school, we have started alternating between having staff parties and giving teachers 'brown envelopes' [money] especially at the end of the academic year. This is because some teachers raised a concern that we waste a lot of money during parties yet they could put that money to a better use individually, like paying for housing rent. Therefore, since last year we had a staff end of year party, this year we shall most likely just invite our teachers to sign for their 'December envelope' (KR₃).

In general, the quantitative and qualitative responses on managerial

practices for managing Generation Y teachers' affiliation needs imply that it is when the practices also help to relieve Generation Y teachers from one personal financial challenge or another that they succeed. Therefore, affiliation needs managerial practices, which have no monetary value attached, may not do much in retaining Generation Y teachers for long in a particular private secondary school. Financial and/or economic needs first, then affiliation needs (and others), as Maslow posited. In reference to McClelland's theory (1961) and Kar's model of managing Generation Y employees, affiliation needs management practices like work-life balance, ICT and fun activities contribute to Generation Y teacher retention when (in addition) they provide a 'financial cushion' to Generation Y teachers in Ugandan private secondary schools.

Finally, the findings on the third objective were analysed using Pearson's Correlation analysis. Results are presented in Table 3.

Table 3

Pearson's Correlation Co-Efficient Index between Affiliation Needs Management and Generation Y Teacher Retention.

		Affiliation Needs Management	Generation Y Teacher Retention
Affiliation Needs Management	Pearson	1	0.671
	Correlation		
	Sign(2-tailed)		0.006
Generation Y Teacher Retention	N	175	175
	Pearson	0.006	0.671
	Correlation		
	N	175	0.006

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

Table 3 indicates that a significant, positive but moderate relationship exists between affiliation needs management and retention of Generation Y teachers ($r = 0.671$, $p\text{-value } 0.006 < 0.05$). This means that taking care of affiliation needs contributes to Generation Y teachers' retention by about 67%; the remaining percentage being accounted for by other factors such as salary increment and allowances. The finding implies that it is teachers' affiliation needs management together with other needs management practices in private secondary schools that will result into retention of Generation Y teachers. This finding agrees with [Younas and Bari \(2020\)](#), [Polat et al. \(2019\)](#), [Hamzah and Sham-sudin \(2017\)](#) and [Williamson and Meyer-Looze \(2010\)](#) on the use of ICT for

both instruction and employee friendship needs management. However, both studies are silent on the importance of spicing up employee affiliation needs using monetary tokens. Perhaps financial survival is not as big an issue in [Polat et al. \(2019\)](#)'s, [Hamzah and Shamsudin \(2017\)](#)'s and [Williamson and Meyer-Looze \(2010\)](#)'s Turkish, Asian and USA's contexts (respectively) as it is in the Ugandan (African) context.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that, first, the relationship between teachers' achievement needs management and retention of Generation Y teachers is not only significant and positive, but also strong. This means that the more private secondary schools attend to their teachers' achievement needs (e.g., differentiated salary), the more the years the schools are likely to retain the teachers. However, achievement needs management without prompt monetary accompaniments does not work for Generation Y teachers for long, hence, the importance of monetary rewards concurrently.

Secondly, although the relationship between power needs management and retention of Generation Y teachers is also both statistically significant and positive, it is only moderate in effect. This means that power needs management is not as influential as achievement needs management in Generation Y teacher retention. It seems these teachers view power (or positions of influence), not as an end in itself, but as an 'achievement' with monetary benefits, thus back to achievement needs.

Thirdly, the relationship between teachers' affiliation needs management and retention of Generation Y teachers is also a significant and positive one, but moderate. This means that although affiliation needs management (e.g., through social gatherings) succeeds in enhancing Generation Y teacher retention, its influence is not outstanding – although higher than that of power needs. This may be explained by the fact that managing affiliation needs in a way that both psychologically relaxes and tangibly reduces Generation Y's financial burdens is a big challenge for most of the financially constrained private secondary schools studied.

Thus, in general, the study contends that Generation Y teacher retention is more explained by achievement needs management than by management of any of the other needs. The rationale is that since reward practices such as public recognition and a differentiated salary structure both enhance healthy competition and offer monetary relief; they motivate Generation Y teachers to maximise their abilities and to stay longer in given schools, seeing that the more results they deliver, the higher their monetary rewards. In the Ugandan context, affiliation and power needs management practices only play an ancil-

lary role to achievement needs management. This study therefore also serves as a correction to McClelland (1961)'s needs theory. Although the theory's three elements (achievement, power and affiliation needs) remain important, achievement needs – pegged to financial gain – are more important in the context of Generation Y teachers in developing countries like Uganda. It even looks like each of the elements of McClelland (1961)'s theory needs to be given a financial lens if it is to make sense. Otherwise, Generation Y teachers do not yearn for achievement, power or affiliation needs satisfaction for its own sake, but in view of a 'higher good', which, in this case, is monetary gain for economic survival.

The study recommends that private secondary school administrators should attend more to Generation Y teachers' achievement needs by putting in place differentiated salary structures and attending to teachers' financial rewards promptly. Similarly, administrators should both entrust their Generation Y teachers with more positions of responsibility and support them financially during their joyful and sorrowful life events. This is because for Generation Y teachers' achievement, power and affiliation needs to be effectively managed for better retention, there is need of motivating the teachers with prompt monetary rewards. However, due to the study's localisation in private schools only, the results are limited in extrapolation. Similarly, the study focused only on one group of teachers (Generation Y), leaving other generations unexamined. The study, therefore recommends investigation of other generations and other types of schools. Nevertheless, the current study remains significant both for its conceptual alignment of McClelland's needs theory with Kar's model, and for its discovery of the relative importance of different needs' management practices among secondary school teachers in the context of a developing country such as Uganda.

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