



Teacher Motivation and Retention in Rural Ugandan Schools: An Ethnographic Exploration

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Abstract

Teacher motivation and retention are critical factors in ensuring quality education delivery, particularly in rural settings where access to resources is often limited. An ethnographic approach was employed, involving participant observation, semi-structured interviews with teachers and school administrators, and a review of relevant literature. Teachers reported high levels of job satisfaction when provided with basic resources like textbooks and classroom materials (85% agreement). Enhanced resource provision significantly contributes to teacher motivation and retention in rural Ugandan schools. Schools should prioritise the procurement and distribution of essential learning materials to support teachers' well-being and effectiveness.

Keywords: *Africanization, Cultural Competence, Ethnography, Inservice Training, Motivational Strategies, Rural Education, Teacher Empowerment*

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