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LEADERSHIP SKILLS ADOPTED BY PRINCIPALS IN ENHANCING TEACHERS' RETENTION IN PRIVATE SECONDARY SCHOOLS IN MACHAKOS COUNTY, KENYA

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Abstract: A most serious dilemma facing secondary school principals presently is that of keeping the school system staffed continuously with competent teachers and retaining those in service. Teachers easily leave the teaching profession to better paying jobs in other careers. The purpose of the study was to explore the leadership skills adopted by principals in enhancing teachers' retention in private secondary schools in Matungulu East Sub County, Machakos, Kenya. The study was guided by five research questions that focused on the leadership skills adopted by principals in enhancing teachers' retention in private secondary schools in Matungulu Sub County, the factors that contribute to teacher attrition, the challenges encountered by principals in enhancing teacher retention, ways in which principals' leadership skills enhance teachers' retention and the strategies adopted by principals in enhancing teachers' retention in private Secondary Schools in Matungulu Sub County. The study made use of a Convergent Parallel Mixed Method Research Design in which the researcher simultaneously collected both quantitative and qualitative data and analyzed them concurrently. A Cross- Sectional survey and phenomenology design were used for the study. Six private secondary schools and six principals were used as samples while 100 teachers were selected as samples for the study. Data collection instruments were Questionnaires for teachers and Interview Guide for principals. The analysis was done using Statistical Package for Social Sciences (SPSS) and presented using frequency distribution tables. Findings revealed that teacher attrition is caused by low salary. Many teachers choose to leave the teaching profession because of low salary scale they are placed on. Provision of teaching and learning materials was the leadership skills that principals adopted in enhancing teachers' retention. A major challenge faced by principals in enhancing teachers' retention was the inability to support teachers' financially. The strategy adopted by principals to retain teachers was involvement of teachers in decision making. The study recommended that principals in private secondary schools Matungulu consider establishing income generating projects to raise some finances to augment teachers' salaries.

Key words: Leadership skills, principals, teachers' retention, private secondary schools, Machakos County.

Introduction

1.1 Study back ground

An education system cannot function well without good and qualified teachers because the future development of any nation is in the hands of teachers. Internationally, it is widely recognized that teachers are central to students' success. What people become in life depends on teachers. Teachers are essential to universal and quality education for all. According to Ingersoll (2002), teachers are central to shaping the minds and attitudes of the coming generations to deal with new global challenges and opportunities. Effective teachers who are committed and willing to teach to a diverse student population are essential to the success of a school and can make a difference in the lives of each student. Dessler (2013) believes that one of the most important resources in schools are the teachers and indicates the consequences of ignoring the social, psychological, and physical aspects of their lives. He further states that an important component of any successful drive to improve the quality of education is providing students with access to effective and committed teachers and keeping teachers in schools where they are needed most. Concerns about teacher turnover and attrition are reported widely as a global phenomenon that affects many parts of the world.

There are numerous reports of high teacher turnover in several developed countries such as United States (McMillan and Schumacher (2010), Boyd, Lankford, Loeb, and Wyckoff, (2007); Norway (Mari (2017), United Kingdom Worth, De Lazzari and Hillary (2017), House of Commons Education and Skills Committee (2004); Australia (Mason and Matas (2015) China (Sargent and Hannum (2005) But in developing countries the problem is comparatively serious. Reports in countries such as Ghana (Hedges 2002); South Africa (Mampane 2012); Zambia (International Task Force for EFA 2010); Nigeria (Rosemary, Ememe and Njoku (2011) and Kenya (Waititu (2013), Chepkemboi, Kirago and Iravo (2013) and Ariko and Othuon (2012) indicated that the problem had almost reached a catastrophic stage.

Globally, the education sector and particularly Matungulu need the retention of teachers because there is high teacher turnover. A comprehensive literature confirms the reality that teacher attrition is on the rise and if something is not done to curb it, the education sector could suffer. In Australia for example, Mason and Matas (2015) established that teacher attrition is attributed to the amount of work teachers do and the complex nature of teachers' roles. Studies conducted in Great Britain reveal dissatisfaction with compensation and working conditions as reasons for teacher attrition (House of Commons Education and Skills Committee 2004). Studies by Muller, Alliata and Benninghoff (2009) in Geneva, Masaiti and Naluyele (2011) in Zambia and Huma (2014) in Kenya suggest effective leadership as one of the major strategies that principals need to adopt in order to enhance teachers' retention in schools. This effective leadership involves three things: setting directions, developing people and redesigning organizations.

Regionally, studies in Uganda (World Bank Working Paper No 99 (2007), Ghana (Hedges 2002) South Africa (Mampane 2012) indicate similar trends in Europe for teacher attrition. In sub Saharan African countries, teacher retention remains a concern. Uganda reported through World Bank Working Paper No 99 (2007), that teachers were leaving the profession more frequently before completing ten years of teaching. A study conducted by Hedges (2002) revealed that in Ghana each year, there are 4,000 teachers on study leave while 6,000 new teachers leave

teachers' colleges. Mampane (2012) in South Africa revealed that the education sector continues to experience a situation where teachers are resigning from the profession in droves. She identified educator workload as one of the main challenges facing the teaching fraternity today. Chisholm, Hoadley and Kivulu (2005) established that the advent of the new curriculum of education, the Outcomes Based Education and the National Curriculum Statement has implied the erosion of instructional time into the programs of teachers and schools in South Africa.

In Kenya, Waititu (2013), found out that job satisfaction, salary, professional development, fear of insecurity, enhanced by "mungiki" terror gang menace which mugs, robs and kills were among the major factors that influenced teacher turnover in Limuru district, Kenya. Similarly, Chepkemboi, Kirago and Iravo (2013) established that fear of cattle rustlers, poor working conditions and dissatisfaction were some of the factors that contributed to teacher turnover in West Pokot. Ariko and Othuon (2012) found out that poor working conditions and fear of contracting HIV/AIDS were some of the reasons teachers decided to ask for transfer or to quit teaching entirely in Suba District, Kenya. Tikoko and Chemwei (2014) in Baringo District found out that work conditions and workload are among the key policies that influence teacher turnover in most schools in Embakasi District.

1.2 Statement of the problem

Teacher turnover is a problem affecting both public and private secondary schools globally. Researchers like Ofoyuru and Okema (2011) Sinyolo (2012), Poti, Mutsvangwa and Hove (2014) and Robertson (2016), have come up with various strategies for teacher retention but the aspect of the principals' leadership skills has not come out clearly as one of such strategies to enhance teachers' retention. In Kenya teachers have been leaving teaching profession for greener pastures. However, the five-year strategic plan stated that the teacher deficit in Kenya as at June 2016 stood at 92,000 and predicts this would rise to 95,352 by December 2016 and to 116,513 by 2019. (Teachers Service Commission: Strategic Plan; 2015 – 2019). This implies teacher shortages may continue to be the greatest challenge in provision of quality education hence the need to explore more efficient approaches in utilization of the teaching resources, and in the enhancement of teachers' retention in schools.

High rate of teacher turnover has raised concerns from parents and other educational stakeholders. Teacher attrition has a negative impact on school improvement efforts. According to Ariko and Othuon (2012) the high turnover rate of teachers in some Kenyan schools has a direct impact as well as influence on the quality of education being offered in schools. For instance, the time interval between exit and replacement indicates that students will not receive lessons which may affect their academic performance. In case of the shortage of teachers, the available resources (teachers and finances) are thinly spread in an effort to fill the gap. This, according to Obiri (2015) causes extreme stress and anxiety due to increased work load. Obiri further adds that teacher turnover is costly to the administration because it forces schools to hire part time teachers who may not be fully committed thus 'adding salt to injury'. According to Wambui (2015), parents are also economically and psychologically affected when teachers leave the institutions because the school fees paid for their children is not properly utilized which has a negative impact on students' academic performance. It goes without say that unplanned and unexpected exit of teachers from schools affect curriculum implementation because the syllabus

may not be completed especially if a teacher decides to quit at the middle of the term.

Of concern also are the teacher turnover rates in private secondary schools in Machakos County (Principals, Private secondary schools, Machakos County). A leadership skill that a principal adopts in discharging his/her administrative duties has a significant influence on teachers' retention decisions as well as on students' academic performance. With high teacher attrition rates, few studies have been carried out on the leadership skills adopted by principals in enhancing teachers' retention in Kenya and more specifically in Machakos County. It was based on this importance of school leadership in enhancing teacher retention that the researcher explored the leadership skills adopted by principals in enhancing teachers' retention in private secondary schools in Machakos County.

1.3 Theoretical framework

The study focused on Path-goal theory of leadership developed by Robert House (1971) which states that a leader's behavior is contingent to the satisfaction, motivation and performance of his or her subordinates. Northouse (2016) concurred with House (1971) by stating that leaders motivate followers to accomplish designated goals. Path-Goal Theory emphasizes the relationship between the leader's style and the characteristics of the followers and the organizational setting. In a general way, path-goal theory offers school principals a road map that gives directions about ways to improve teachers' satisfaction and consequently enhance their retention in schools.

1.4 Literature review on school leadership and teachers' retention

Principal leadership remains key to school success and teacher retention.(Hart & Bredeson, 1996). A lot of literature reveals that high teacher retention rates in schools occur largely because of the leadership skills adopted by principals in school administration. According to Peretomode, (1991), leadership in the educational context is the ability especially of the principal to foresee what lies ahead. Through what they say and what they do, leaders in education inspire the whole system by effectively influencing the behaviors, thoughts, and feelings of those working within it, and ensure their vision by creating a strategic alignment across the whole system. Educational administrators like school principals are important agents that can assist the education sector to curb teacher attrition. Ingersoll and Smith (2003) affirm that the principals' leadership skills can set the tone for the school and this together with culture has a significant impact on teacher satisfaction and retention. Leadership according to Ololube, (2013) involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process that enhances teacher retention.

According to Saeid (2006), the success of a school to accomplish the goals depends upon the ability of the head to lead staff members. Principals are central to shaping a positive and professional school culture and climate which indirectly boosts teacher retention rates. Their daily work and value-driven behaviors shape a positive set of underlying norms, values and beliefs that foster learning and enhances teachers' job satisfaction. Without leadership in this area, cultures can become stagnant and toxic (Deal and Peterson, 1998). Principals do many things for schools to help them achieve success as well as enhance teachers' retention.

Leithwood & Reihl (2003) view a school principal as an education leader who understands and develops people especially the staff. This, according to them is the ability to provide intellectual stimulation and leadership through providing an example and establishing the skills that the teachers and the other members of the staff need to realize the school's goals and objectives thus enhancing retention. Leithwood and Reihl (2003) further add that an effective school leadership manages the education system and the learning by creating the productive work conditions for both the staff and the students, nurturing organizational stability for effective leadership that focuses on teacher retention and positive school outcomes.

Studies about the importance of principals' leadership in enhancing teacher retention have been conducted globally, regionally and locally.

Recent surveys of teachers by Ingersoll, and Smith (2003); Bolanle (2013) in South Western Nigeria consistently find that the quality of support provided by school administrators and the prevalence of other issues that are directly affected by school leaders are chief among the factors that lead teachers to leave or remain in their schools and the profession. The above researchers have revealed that the practices of effective school leaders range from establishing a shared vision and fostering a professional school environment to helping advance teachers' instructional practice and scheduling time for collaboration. These leadership practices make a difference to teachers as they decide whether to stay in their schools and the profession.

Ingersoll and Smith (2003) affirm that there is little doubt that leadership is a critical factor in almost all outcomes connected with a school and this is likely to include the retention of teachers and students as well. The principals' leadership skills can set the tone for the school and this together with culture has a significant impact on teacher satisfaction and retention. Studies have been conducted around the world to explore how the leadership skills adopted by school principals can enhance teacher retention.

Ismail (2012) found out in the United States that principals needed to know about all aspects of their school, while still giving teachers autonomy and freedom to make good decisions in classroom. In addition, principals with high moral character and someone whose integrity and intellect teachers respected would go a long way in enhancing teachers' retention. Beesley, Atwill, Blair and Barley (2008) on teacher retention strategies in the US included "grow-your-own" strategy, an approach which encouraged training local people who were most likely to return to the area and fill a need for instance providing additional training to paraprofessionals, retraining service-oriented people like Peace Corps and also partnering with teacher preparation programs. Further investigation revealed that salary increment, scholarship programs as well as location-specific incentives like affordable housing, transportation, access to professional development were strategies that enhanced teacher retention. In addition, comprehensive and on-going teacher induction programs where a new teacher was paired with an experienced mentor, and included extended planning time, mentor coaching, and social activities to establish and enhance new employees' connectedness was found out to be successful in retaining new teachers when the mentor taught the same subject and was consistent.

Varlas (2013) in a study on how to keep your best teachers in the United States recommended

that regular, positive feedback be given to the teachers, and that they be recognized and acknowledged by the administration when they are performing well. She also added that opportunities or paths for teacher leader roles be identified so that teachers can be trusted and entrusted with leadership roles. In Malaysia Raman, Mey, Don, Daud and Khalid (2015) found out that principals' transformational leadership has positive impact on work satisfaction and teacher commitment towards the school. A principal who practices transformational leadership is able to inspire and stimulate the teachers' intellect while at the same time care about the teachers' wellbeing. Nikolaros (2015) carried out a study in the United States of America and found out that enhancing teacher leadership roles is an important part of building successful and effective schools as well as ensuring high retention rate. Principals, he added must instill a sense of leadership within each teacher. The leadership aptitude, a developmental process should begin in the early stages of a teacher's career. Effective principals he noted, identify teachers' strengths, as well as help them face their weaknesses. Progressively, weaknesses are aspirations and not inadequacies. A finite, closed perception of a teacher's skill should not be undertaken after the teacher demonstrates or expresses a weakness. Effective principals construct the effectiveness of performance through growth and development.

In Africa, Bolanle, (2013) in South Western Nigeria discovered that a significant relationship was found between principals' leadership skills and school effectiveness. They possessed technical, interpersonal, conceptual and administrative skills which according to Kartz (1955) are an embodiment of effective leadership skills for successful schools especially teacher retention enhancement. Also in Nigeria, Tafida, Kum and Raihan (2015) found out that the provision of accommodation, special, housing facilities and working tools were some of the strategies that principals adopted in retaining teachers in schools. Further observation revealed that working conditions and important fringe benefits helped to motivate teachers thus enhancing retention. In-service training for technical teachers, workshops and adequate equipment in all technical and vocational institutions were provided to teachers in order to enhance their retention in schools.

Aunga and Masare (2017) discovered in Arusha, Tanzania that was a significant relationship between transformational leadership style and teachers performance. Transformational leaders provide encouragement, optimism, and purpose for what needs to be done (Leithwood 1994). A principal who challenges teachers to grow higher and at the same time encourages them with the hope that growth is possible will help to enhance teachers' retention in his/school. Masaiti and Naluyele (2011) in a study conducted in Zambia on strategies to retain motivate employees in Africa with specific interest in the Zambian educational system revealed that programs that recognized the worth of teachers and rewards, in terms of pay checks, benefits and rewards that are not monetary be used as strategies to enhance teachers' retention in the Zambian schools.

Wambui (2014) found out in Nyeri County, Kenya that most of the principals adopted achievement oriented leadership behavior in their administration. Achievement Oriented Leadership sets challenging goals for the followers and develops confidence in their ability to meet challenging tasks. In a school set up, a principal/ administrator who has achievement oriented leadership makes sure that teachers put in their best performance in their work. The administrator also seeks the teachers' continuous improvement which raises their confidence and consequently increases their retention rate. Kiboss and Jemiryott (2014) in their study in Kenya discovered that that principals' leadership styles have a great impact on the working

atmosphere in a school and consequently on teachers' job satisfaction. Further investigation established that the dominant leadership style in Nandi South District was Democratic Leadership style and that most teachers were satisfied with their jobs in relation to the leadership style in place.

1.5 Methodology

Schumacher and McMillan (2001) assert that research design refers to a plan for selecting subject, research sites and data collection procedures, so as to answer research questions. The current study employed both qualitative and quantitative designs in a convergent parallel mixed methods approach. Purposive, automatic inclusion, stratified and simple random sampling techniques were used to select the sample.

A target population is the entire group of individuals, objects or things which share common attributes (Mugenda, & Mugenda 2012). They are all the members under study which the researcher would like to generalize results of the study from. The target population for the current study comprised of 100 teachers and 6 principals from private secondary schools in Matungulu Sub County, Machakos, Kenya. The teachers and principals were purposively selected as samples for the study. Principals were purposively selected because were the key informants who helped the researcher to generate comprehensive information on the leadership skills they adopt in enhancing teachers' retention in their schools. Teachers were included because they had useful information on their experiences on the leadership skills adopted by principals in enhancing teachers' retention in private secondary schools in Matungulu Sub County. Moreover, some of them might have been positively or negatively affected by the attrition of other teachers and could be contemplating leaving or remaining in the teaching profession. Ex-teachers who represented those who had left the teaching profession were sampled using Snowball technique. They were a critical group for this study to provide first-hand information on reasons for teacher attrition. Data were collected using questionnaires and interview guides. Questionnaires were used to collect data from teachers. The questionnaires comprised both open-end and closed questions which enabled the researcher obtain data required to meet specific objectives of the study. The interview guide was used to solicit information from principals and Ex teachers.

1.6 Discussion of findings

Teachers were given questionnaires to respond based on their experiences on the leadership skills adopted by principals in enhancing teachers' retention. Table 1 shows the analysis of data.

Teachers' perception on skills adopted by principals in enhancing teachers' retention

Teachers' perception on principals' leadership skills in enhancing teachers' retention sought to answer research question one on the leadership skills adopted by principals in enhancing teachers' retention. Table 1 shows data presentation and analysis.

Table 1: Teachers' responses on skills adopted by principals in enhancing teachers' retention

(n=96)

Statements	SA		A		NS		D		SD	
	F	%	F	%	F	%	F	%	F	%
Teachers included in decision making	19	19.8	-	-	12	12.5	20	20.8	45	46.9
Teachers have a sense of autonomy	11	11.5	43	44.8	7	7.3	22	22.9	13	13.5
Principal listen to teachers	13	13.5	42.7	41	11.5	11	26.0	25	6.3	6
Service training organized for teachers	17	17.7	27	28.1	10	10.4	34	35.4	8	8.3
Professional development Awards for excellent performance	14	14.6	23	24.0	19	19.8	30	31.3	10	10.4
Induction programs for new teachers	17	17.7	33	34.4	11	11.5	23	24.0	12	12.5
Supervision from principal	20.8	20	35	36.5	15.6	15	22	22.9	4.2	4
Teaching and learning materials	26	27.1	35	36.5	5	5.2	20	20.8	10	10.4

Researcher, 2018

According to table 1, majority 65(68%) of the teachers disagreed that teachers are included in decision making. The findings therefore showed that teachers were not involved in decision, a lack on the part of the principals in the proper utilization of interpersonal skills. This may account for teacher attrition. More than half of the respondents, 54(56%) agreed that principals give teachers a sense of autonomy to take certain decisions without necessarily consulting the administration. Less respondents, 35(36.4) perceived that principals do not give teachers a sense of autonomy and so they do not see this as a leadership skill manifested by principals to enhance teachers' retention in schools. Seven (7%) remained unsure. The findings showed that although principals were not involving teachers in decision making, they gave them some form of autonomy to take decisions. The study by Ismail (2012) concurred with the findings that principals give teachers certain autonomy to make good decisions in the classroom.

More than half 54(56%) of the teachers felt that they were being listened to by their principals. This point highlights the findings of Bolanle, (2013) in South Western Nigeria, who stated that secondary school principals possessed technical, interpersonal, conceptual and administrative skills which created a significant relationship between principals' leadership skills and school effectiveness. Interpersonal skills indicate the ability for the principal to reach out to teachers as individuals. The findings therefore indicate that principals make good use of interpersonal skill by listening to their teachers, a leadership skill that helps to enhance teachers' retention. In ascertaining if principals organize in-service training for teachers, at least 44(46%) of the teachers, agreed that principals assist teachers in terms of organizing in service training. Those who felt that principals do not assist teachers in terms of organizing in-service training were 42(44%). There is a slight variance in the responses, an indication that some teachers might have experienced the assistance of their principals in the organization of in-service training while some might have not had the opportunity. However, the work of Chen, Yang, Shiau and Wang(2006) who reported low salary scale on which teachers were placed on, a lot of work to

be done by the teachers, and few opportunities to help teachers grow in their professions were most of the factors that contributed to teacher attrition, contradicts the findings.

To determine if Principals encourage and support teachers professional development/scholarship programs, majority of the respondents, 30(31%), disagreed while Ten (10%) strongly disagreed. Those who agreed were 23(24%) and 14(14%) strongly agreed. The findings reveal that most teachers 40(42%) felt that principals do not encourage teachers' professional development in their areas of study. The finding agrees with what Sutchter, Darling-Hammond and Carver-Thomas (2016) identified that teachers who received little pedagogical training are two to three times more likely to leave teaching after their first year than teachers who had received a comprehensive preparation. This indicates that principals do not fully encourage teachers to have professional development in their particular areas of study which may be the cause for teacher attrition in private secondary schools in Matungulu Sub County.

Concerning use of awards/recognition for excellent performance⁵¹ (53 of the respondents agreed that principals acknowledge the effort of their teachers with appreciation and rewards which accounts for this positive response. This is an indication principal's use motivation as a skill to enhance teachers' retention. The finding contradicts the earlier finding of Rosemary, Ememe and Njoku (2011) who stated that lack of incentive for the job and allowances contributed to teacher attrition. In determining whether principals give teachers the opportunity to have induction and mentoring programs for new teachers, about half 50(52%) of the respondents agreed that they are given the opportunity for mentoring and induction programs, an indication that new teachers who come to private secondary schools in Matungulu are smoothly inserted into the teaching profession. This enhanced teacher retention.

In considering regular supervision from the principal, majority 55(57%) of the respondents were positive that principals regularly supervise teachers. The findings contradicts the work of Abdul Rasheed and Bello (2015) who found out from his study in Nigeria that principals were not actively involved in the instructional supervision process in schools; rather they delegated it to the senior staff in their various schools. The findings indicate that principals in private secondary schools in Matungulu Sub County regularly supervise their teachers, a leadership skill that enhances teachers' retention. As for the Provision of teaching and learning materials on time, a large number of teachers, 61(63%), accepted that they are given teaching and learning materials on time. This showed that principals give adequate teaching and learning materials to the teachers in order to improve students' learning outcomes as well as enhance teachers' retention. In the views of the principals who were interviewed, most of them expressed that involvement of teachers in activities of the school helps to enhance teachers' retention. One of them had this to say:

"I involve some of my senior staff in disciplinary matters of the school. I give my teachers some freedom to take certain decisions. I regularly supervise my teachers and I also delegate my Deputy and HODs to supervise teachers. I try to build a good relationship with the staff. They are free to manage their classrooms without much interference. In addition, I include teachers in the planning committee as well as in disciplinary matters" (Interview, July 16th 2018).

This response does not fully support the views of the teachers an indication that principals need

to do more to make teachers active and participate in the activities of the school. This would reduce attrition rates among teachers. The information on the leadership skills adopted by principals in enhancing teachers' retention backed by the results gathered from an open ended question as shown in table 1.1

Table 1.1: *Teachers' responses on other leadership skills adopted by principals in enhancing*

Other leadership skills	F	%
N/A	28	29.8
creates hospitable climate	15	15.6
Good communication skills	14	14.5
Creates good relationship and harmony	10	10.4
Conducts regular supervision	9	9.3
Awards and recognizes good performance	8	8.3
Ensures adequate teaching and learning materials	7	7.2
Enhances teachers' professional development	5	5.2

teachers' retention (n = 96)

Researcher, 2018

Those who felt that none of the statement was applicable in their current situation were 28 (29.1%). In creating hospitable climate in schools, 15(15%) indicated that principals create a warm school climate. Further analysis revealed that the quality of interpersonal relationships and collaboration, a sense of belonging and adequate provision of basic teaching and learning resources and above all good moments of team building exercises were some of the things teachers experienced. This point supports the findings of Raman, Mey, Don, Daud and Khalid (2015) which revealed that out in the southern zone of Sungai Petani district that principals' transformational leadership had positive impact on work satisfaction, commitment towards the organization and teachers' performance. A good number of respondents 14 (14%) felt that principals engage in good communication skills which according to Kartz (1955) enables principals to move along with their teachers towards achieving the schools objectives. Those who perceived that there has been good relationship and harmony among the principal and staff were 10(10%). This is a sign that principals properly utilize their human skills in order to enhance teachers' retention. As for regular supervision, 9(9%) of the total respondents agreed that principals engage in it. Looking at the giving of awards and recognition of good performance, 8(8%) felt positive. In view of principals ensuring adequate teaching and learning materials, 7(7%) accepted that it happens. Enhancing teachers' professional development was mentioned only by 5(5%) of respondents, an indication that few principals help teachers to enhance their professional training. From the findings, it showed that principals in addition to other leadership skills already mentioned, create hospitable climate in schools which motivates teachers and enhances their retention.

Factors influencing teacher attrition

Teachers' responses on the factors influencing teacher attrition were also analyzed. This is shown

in table 2.

Table 2: Teachers' responses on factors influencing teacher attrition (n=96)
Researcher, 2018

Statements	SA		A		NS		D		SD	
	F	%	F	%	F	%	F	%	F	%
Low salary	47	49.0	27	28.1	4	4.2	18	18.8	0	0
poor work conditions	40	41.7	32	33.3	4	4.2	19	19.8	1	1.0
No training/development	24	25.0	34	35.4	7	7.3	17	17.7	14	14.6
Heavy workload	25	26.0	45	46.9	8	8.3	16	16.7	2	2.1
Low Motivation	0	0	45	46.9	5	5.2	17	17.7	29	30.2
Teachers incompetency	14	14.6	43	44.8	9	9.4	13	13.5	17	17.7
Students' gross misbehavior	15	15.6	34	35.4	11	11.5	29	30.2	7	7.3
Inadequate supervision	10	10.4	30	31.3	10	10.4	28	29.2	18	18.8
Insufficient teaching and learning materials	14	14.6	29	30.2	12	12.5	32	33.3	9	9.4
Low entry marks for students	21	21.9	22	22.9	8	8.3	28	29.2	17	17.7

The analysis showed that majority 74 (77%) of the respondents indicated that low salary is the main cause of teacher attrition in private secondary schools in Matungulu Sub County. In other words, teachers felt that they put in a lot of time and energy in their work but receive little. The findings therefore showed that the little amount of salary teachers received contributed to teacher attrition. Teachers need to feed their families and to cater for other family financial needs. When the salary is little, other alternatives present themselves thus enhancing teacher attrition. The finding supports the work of Sargent and Hannum (2005) who found out in their study that low salary and few benefits, accounted for teacher attrition in schools. Also, (Barmby, 2006; Borman and Dewling, 2008 argued that majority of the reasons that result to teacher attrition is viewed from variables such as poor remuneration, lack of management encouragement, not too conducive work atmosphere, issues connected to students, and collegiality with peers. There is need to understand thoroughly the factors that contribute to teacher attrition so as to be able to provide a conducive work environment for them.

More than half 58(60%) of teachers felt that poor working conditions constituted a difficulty in enjoying the teaching profession. These factors resonated with the study conducted in Kenya, Mbooni East Sub-County by Mulei, Waita, Mueni and Kalai (2016) that revealed poor salaries, poor working environment and indiscipline among the teachers as the cause of perpetual teacher attrition. The findings are similar to Johnson et al. (2005) who found that the significance of working in safe structures and properly furnished educational institutions cannot be underestimated. They added that those teachers who work in low income settings frequently lack enough facilities to do their work as expected. Moreover, educational institutions in many developing countries do not possess the requisite standard of infrastructures such as pipe-borne water, electricity, staff rooms, and toilets and so on.

Considering the need for teachers' professional training, 34((35%) of teachers agreed that lack of

professional training and development was one of the factors that caused teachers to leave for other professions. This was followed by 24(25%) who strongly felt that professional development is a need for teachers to broaden their horizons. This reason highlights what Worth, De Lazzari and Hillary (2017) found out in their study. They noted that teachers who have invested very little in particular career path can easily switch their career.

Most respondents, 45(47%) agreed that too much work and responsibilities contributed to high teacher turnover. The finding support those of earlier study by Trudy and Van (2010) who found out in England and wales that school teaching staff were increasingly feeling inadequate in the face of rising expectations and greater responsibilities being placed upon them. A very small percentage (2%) strongly disagreed. None of the principals felt that workload was an issue. Also most teachers (45(46.9) perceived low motivation as a leading factor to teacher attrition. The work of Rosemary, Ememe and Njoku (2011) however confirmed this point as they identified lack of incentive for the job as one of the factors that make teachers to leave. All the six principals, 6(100%) that were interviewed did not see lack of motivation as factor that makes teachers leave their teaching profession. Being in the classroom does not necessarily translate into being a competent teacher, a factor that accounts for teacher attrition as indicated by 43(44.8) of the respondents who felt that some teachers' incompetence causes them to leave the teaching profession.

There was a 49(51%) affirmation from the teachers that students' gross misbehavior was a factor that contributed to teacher attrition. The findings concurred with a study conducted in Canada by Karsenti and Collin (2013) that confirmed students' gross misbehavior as contributor to teacher turn over in schools. Among the teachers, those who felt they were not properly and regularly supervised by their principals were 47(48%), a factor that contributed to teacher attrition. The earlier work of Sutchet et al (2016), who stated that teachers leave depending on how they feel about administrative support, collegial opportunities, and teacher input into decision-making supports the findings.

Concerning the insufficiency of teaching and learning materials as a factor that contributes to teacher attrition, 43(45%) felt that the insufficiency of teaching and learning materials contributes to teacher attrition. However, 41(43%) felt that insufficiency of teaching and learning materials does not contribute to teacher attrition. The findings indicate that the shortage teaching and learning materials contributes to a smaller extent to teacher attrition. Most respondents, 45(47%) felt that low entry marks for students is not a factor that contributes to teachers leaving the profession in Matungulu Sub County. This indicated that low entry marks for students was not a reason for teacher attrition.

In response to the reasons for teacher attrition in private secondary schools in Matungulu Sub County, 3(50%) of the principals who were interviewed expressed that money plays a key role in teachers' decision to leave as captured in what one of them said.

Some of my teachers leave because of low salary scale and lack of professional training opportunities. Also low remuneration and unfavorable working conditions contribute to teacher attrition. When there is no professional training opportunities offered to teachers, the urge to leave the profession is high (Interviewer, 20th July, 2018). Working without adequate

remuneration is a challenging task for most teachers who find it difficult to meet their financial needs. They therefore opt to leave the teaching profession and explore other avenues that can bring them money. The information on the factors that influence teacher attrition was backed by the results gathered from an open ended question as shown in table 2.1

Table 2.1: *Teachers' responses on other factors that influence teacher attrition (n = 96)*

Other Factors	Frequency	Percentage (%)
Poor Salary	23	23.9
Frustration	20	20.8
Job insecurity	17	17.7
School location	12	12.5
Teacher incompetence	8	8.3
Principals' incompetence	5	5.2
Students' gross misconduct	5	5.2
Teachers' age	4	4.1
No professional development	3	3.1

Researcher, 2018

According to table 2.1 poor salary still stands out with a frequency of 23 (24%) as a leading factor that contributes to high teacher turnover. The finding supports Abakpa and Agbo-Egwu (2008) who surveyed some secondary school teachers in Nigeria and reported that about 62.94% took up menial jobs as strategy to adjust to economic situations since they could not cope with their required daily expenditures if they had to rely on their salaries alone.

This was followed by frustration as a second leading factor of teacher attrition with a frequency of 20(21%). Further investigation into the responses revealed that some teachers were frustrated because they did not have enough finances to cater for their needs and family. Job insecurity had a frequency of 17(18%). Further analysis uncovered that teachers leave teaching from particular schools and seek employment with the government because they are sure of a better pay. Some teachers felt their jobs were insecure if they remained in private schools in Matungulu Sub County. This point supports the earlier work by Mari (2017) who stated that in Norway, economic incentives and the availability of attractive alternative employment opportunities play a larger role in teachers' decisions to remain in or leave the profession. Most Private schools in Matungulu Sub County are owned by individuals and could be closed down anytime. So that could be the reason why job insecurity posed a lot of fear in the respondents. From the findings, it indicates that frustration and job insecurity are some of the factors that contribute to teacher attrition.

1.7 Conclusion

Based on the findings of the study, it can be concluded that provision of teaching and learning materials to teachers was the leadership skill that majority of principals adopted in enhancing teachers' retention in private secondary schools in Matungulu Sub County. The study further concluded that principals through their inter-personal skills created hospitable climate in schools. This was translated into good communication where teachers felt they were involved in the affairs of the school. This greatly enhanced retention.

The researcher also found out that the main cause of teacher attrition in private secondary

schools in Matungulu Sub County is inadequate salary. It can further be concluded that frustration due to teachers' inability to meet some of their financial needs contributed to teacher attrition. Moreover, the fear of job insecurity also helped to increase the rate of teacher turnover in Matungulu Sub County.

1.8 Recommendations

Based on the study findings, the researcher recommends the following:

That principals of private secondary schools and the school management should consider reviewing the salaries of their employees since majority of the employees are not satisfied with the salary they receive. It is essential that the principals and all the stakeholders in the private sector of education consider practical ways of taking up income generating projects to raise funds for the schools' financial requirements. Also, school fees could be increased. A certain percentage added to the school fees will help to augment the school finances. In addition, some part of the school land can be rented to business partners in order to raise money. Moreover, the school can be engaged in animal husbandry where they can supply meat and milk to their own schools and to neighboring schools. This can help to bring in some finances. Furthermore, poultry which is a very lucrative business can be started in the schools. The school can partner with big companies that use eggs for baking so that they can supply eggs to these industries. Eggs can also be supplied to supermarkets and proceeds used to augment the schools' finances. The school can also engage in large scale maize farming which is widely eaten in Kenya. With maize cultivation, the school will be assured of constant market and thus quick returns.

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