

Determining the relationship between transformational style of leadership and retention of teachers in private secondary schools in Bushenyi district, Uganda

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Abstract: This study determined the relationship between transformational leadership styles and retention of teachers in Bushenyi district, Uganda. The study adopted the correlational and cross-sectional designs and data was collected using a self-administered questionnaires as well as interview guides on a sample of 107 secondary school teachers. Data analysis involved descriptive and inferential analyses. Descriptive results revealed that there was moderate use transactional leadership and it had a positive significant relationship with retention of teachers. Therefore, it was concluded that transformational leadership is imperative for retention of teachers though is not the most probable leadership style for retention of teachers. The recommendation of the study was that head teachers should make it a priority to be transformational in their leadership and should limit their use it.

Key words: Leadership Styles and Retention

I. INTRODUCTION

These leadership styles emerged in Burns's 1978 delineation of a type of leadership that he labelled transformational. Burns in 1978 and other researchers such as Avolio in 1999 and Bass in 1998 contrasted transformational leadership style with transactional leadership style. The transactional leadership style was described as involving a more conventional sense of clarifying subordinate responsibilities, rewarding them for meeting objectives, and correcting them for failing to meet objectives (Giorgi, Shoss & Di Fabio, 2017). According to Eagly, Johannesen-Schmidt and Van Engen (2003) in addition to transformational and transactional leadership styles, Avolio in 1999 and Bass in 1998 distinguished a laissez-faire style that is marked by a general failure to take responsibility for managing. This study sought to investigate the relationship between the transformational leadership style to retention of teachers.

Theoretical Review

This study was underpinned by the Transformational and Transactional theories. The Transformational and Transactional leadership theories were propounded by Burns in 1978 and further developed by Bass (1985). The Transformational leadership theory suggests that transforming

leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. Transformational leadership has four components; idealised influence, individual consideration, intellectual stimulation and inspiration (Bolden, 2004). The Transformational Leadership Theory points out that the leader transforms followers' self-interest, increases their confidence, elevates their expectations, encourages behavioural change and motivates them to higher levels of personal achievement.

The Transactional Leadership Theory emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers (Bolden, 2004). Transactional leadership theory deals with the role of rewards such as pay and promotion as the motive for achieving results and punishment such as loss of salary, demotion and loss of position as a motive to ensure adherence to the goal to be achieved (House, Ramirez & Waldman, 2001). In relation to this theory, it would be anticipated that teacher retention will be low in schools where the head teacher uses transactional style since the leadership style emphasises the use of rewards as well as punishments to influence the behaviour of followers. The Transformational and Transactional theories identify the importance of leadership in influencing the attitudes of employees such as teachers. Therefore, this theory was the basis for it and retention of teachers.

II. REVIEW OF RELATED LITERATURE

The Transformational Leadership was first introduced in 1960 by James Macgregor Burns, and later developed by Bass and Avolio (Yucel, McMillan & Richard, 2014). Today, in the field of leadership, Transformational leadership model is the most sought after model among researchers (Hytter, 2014). Rao (2014) defined Transformational leadership as "a motivational leadership style which involves presenting a clear organizational vision and inspiring employees to work towards this vision through

establishing connections with employees, understanding employees' needs, and helping employees reach their potential, resulting into good outcomes for an organization". In Bass and Avolio's Model of Transformational Leadership, there are four behavioural components of transformational leadership: Idealised influence, Individual consideration, Intellectual stimulation and Inspirational motivation (Bass & Riggio, 2006). Idealised influence is concerned with charismatic actions by the leader related to values, beliefs and mission. It is believed that charismatic behaviour by the leader fosters strong emotional bonds with followers based on faith, trust, respect and pride. The behaviour of the leader becomes idealised and manifests in collective values and actions within the organisation, as the leader provides a compelling vision, mission and high standards for emulation. Individualized consideration is where the leader recognises the individual's uniqueness and individual needs and provides support, encouragement and coaching, delegation, advice and feedback for personal development. Such leaders also link the individual's needs to that of the organisation to enable opportunities for growth and self-actualization (Venkat, 2005). Intellectual stimulation involves behaviour by the leader that encourages new ways of solving problems and innovative ways of executing daily responsibilities by challenging the beliefs and values of the followers, as well as that of their leaders and the organisation. The leader appeals to the followers' logic and analysis and the followers are encouraged to take intellectual risks and challenge the status quo. Inspirational motivation involves the development and communication of an appealing vision that provides shared and challenging goals, and arouses team spirit, enthusiasm and optimism by modelling the behaviours that are deemed appropriate. It involves energising the followers in their beliefs to achieve a challenging but achievable vision.

Different scholars (e.g. Ahmad, Gul, Rehman, Razzaq&Shabir, 2012; Gill, Mathur, Sharma & Bhutani, 2011; Long & Ismail, 2012; Martin & Epitropaki, 2001; Pieterse-Landman, 2012; Sellgren, Ekvall&Tomson, 2008) have analysed the relationship between transformational leadership style and employee retention. For instance, Ahmad et al. (2012) conducted a study to investigate the association between leadership styles, organisational commitment and turnover intention in Malaysia using employees of Small and Medium Enterprises (SMEs) as unit of analysis. The findings of the study indicated that there was insignificant negative association between turnover intention and transformational leadership style. Gill et al. (2011) carried out a similar study among restaurant workers in India. It was found that transformational leadership is significantly related to increased satisfaction, increased staff well-being, decreased burnout and decreased overall stress among the workers. The findings further indicated that greater degrees of transformational leadership were associated with a reduction in the intention to leave the profession among the restaurant workers. Long (2012) in an exploratory study examined the relationship between leadership styles and employee turnover

intention among academic staff in a community college in Malaysia and also found that transformational leadership was negatively related to turnover intention hence, it promoted retention of employees.

Martin and Epitropaki (2001) carried out a study investigating the relationship between leadership and employee retention in Tanzania using secondary school teachers as unit of analysis. Regression coefficient analysis revealed that transformational leadership has had a positive relationship with employee retention. Pieterse-Landman (2012) in a non-experimental quantitative study examined the relationship between leadership and employee turnover intention. Deriving results from managers in local manufacturing companies in South Africa, the study found a significant negative relationship between transformational leadership and intention to quit. Furthermore, another study conducted by Sellgren et al. (2008) on exploring the relationship between transformational leadership of managers and staff turnover using nurses in India as unit of analysis. The findings revealed a weak correlation between leadership behavior and staff turnover. Essien et al. (2013) carried out a study to determine the relationship between leadership styles and staff turnover in Nigerian banks using bank employees as unit of analysis. The findings revealed that there exists a positive relationship between transformational leadership style and turnover. The study of Choi (2016) in Malaysian hospitals using hospital staff as unit of analysis shows that job satisfaction and retention among employees is affected due to empowerment and transformational leadership.

The literature shows that scholars have made effort to relate transformational leadership style to employee retention. However, gaps emerge at a contextual level. For instance, at contextual level, all the above studies were carried out outside Africa and generalising these findings globally may be problematic. Secondly, national culture can produce statistically significant differences in leadership behaviours. In cultures such as the United States and Canada where people believe that they can dominate their environment, individuals and leaders alike take a proactive view of change. However, in countries such as Iran and Ghana where people see themselves as subject to their environment, leaders tend to take a passive approach towards change (Hofstede, 2011). This assertion is similarly observed by Long and Ismail (2012) in an exploratory study of Academic Staff in a Malaysian College, where it was observed that no significant relationship existed between leadership and employee retention as opposed to the numerous studies.

Sample size determination and sampling method.

The sample size for teachers for the survey was determined using Slovin's formula of determining sample size (Tejada&Punzalan, 2012) from a total population of 221 teachers. This formula is used when the researcher has no idea about a population's behaviour/characteristics (Dionisio& Unsay, 2016).

Sample size, n was computed as: $n = \frac{N}{1 + Ne^2}$

$$1 + Ne^2$$

Where, n= Number of samples

N= Total population

e= Error tolerance $n = \frac{221}{1 + 221 \times 0.05^2}$

$$n = \frac{221}{1 + 221 \times 0.0025}$$

$$n = \frac{221}{1 + 0.5525}$$

$$n = \frac{221}{1.5525}$$

$$n = 142$$

$$n = 142 \text{ teachers}$$

Therefore, out of the total population of 221 teachers in Bushenyi, a sample size of 142 teachers was used in the study. For the sample size of head teachers and Municipal Education Officials, all the 11 head teachers and 02 Municipal Education Officials were considered since they are a small sample for interviews, making the overall sample size for the study to be 155 respondents. The sample for each school was determined using proportionate sampling. To get the number of respondents in each school, proportionate sampling was used using the formula: Proportionate Sample: $n_1 = \frac{\text{size of entire sample}}{\text{target population}} \times \text{sample size}$

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For example, the sample for School A was determined as follows: $n_1 = \frac{142}{221} \times 32 = 21$

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The determined sample is presented in Table 1:

Table 1: Schools and number of respondents (teachers) in the study sample

School	Population	Sample
School A	32	21
School B	21	13
School C	24	15
School D	26	17
School E	19	12
School F	19	12
School G	17	11
School H	19	12
School I	15	10
School J	14	09
School K	15	10
Total	221	142

Data Analysis

Quantitative data collected was processed by coding, entering them into the computer using the Statistical Package for Social Sciences (SPSS 24.0), summarising them using frequency tables. Thereafter, descriptive statistics namely; frequencies, percentages and means were calculated. Inferential statistics namely; correlation and regression were done to test hypotheses. Qualitative data collected was coded and grouped according to the study objectives and emerging themes and analysed using thematic methods and content analyses. Thematic analysis involved clustering of texts with similar meaning (Kim & Wilbur, 2012). Content analysis helped to distil words into fewer content related categories. The aim was to attain a condensed and broad description of the phenomenon and the outcome of the analysis of concepts or categories (Ingham-Broomfield, 2015). Qualitative data supplemented quantitative data and helped in providing explanations.

III. RESULTS AND DISCUSSION

Data was collected from a total of 115 respondents. The response rate was as presented in Table 4

Table 2: Response Rate for the Study

Instruments	Targeted	Actual	Response Rate
Interview	13	8	61.5%
Questionnaires	142	107	75.3%
Total	155	115	74.2%

Source: Secondary Data

The data in Table 2 shows that interview data were collected from 8 (61.5%) of the selected respondents for interviews and 107 (75.3%) respondents for the questionnaire survey. The overall response rate for both interview and survey data respondents was 115 (74.2%). This response rate was considered satisfactory because Mellahi and Harris (2016) suggest that a response rate of 50% and above should be considered good in humanity studies.

Background Characteristics

This section presents facts about the respondents' background characteristics covering their gender, age groups, highest level of education attained, working experience, and responsibilities held in the organisation. The data on the same was as given in Table 5.

Table 3: Respondents Background Characteristics

Item	Categories	Frequency	Percentage
Gender	Male	63	58.9
	Female	44	41.1
	Total	107	100.0
Age group	Below 20 years	02	1.9

	20-30 years	51	47.7
	30-40 years	33	30.8
	40-50 years	15	14.0
	50 years and above	06	5.6
Marital status	Total	107	100.0
	Single, never married	31	29.0
	Married	70	65.4
	Widowed Divorced	05 01	4.7 0.9
Highest level of education attained	Total	107	100.0
	Certificate	60	56.1
	Diploma	41	38.3
	Bachelor's Degree	04	3.7
Years spent in the school	Master's Degree	02	1.9
	Total	107	100.0
	1 - 5 years	58	54.2
	5 - 10 years	31	29.0
	10 years & above	18	16.8
	Total	107	100.0

Source: Secondary Data

The results on gender showed that the larger percentage (58.9%) was of males with females being 41.1%. This suggested that although the larger percentage of the respondents was males, even females were many because the difference was only 17.8%. This suggested that the data collected was representative of both gender groups because the number of females was equally high and they effectively participated in the study. With regard to age groups of the respondents in years, the results showed that the bigger percentage (47.7%) was of the respondents who were between 20-30 years followed by 30.8% who were 30-40 years. 14%

were between 40-50, 5.6% were those of 50 years and above and the smallest percentage (1.9%) was of those below 20 years. This means that most of the respondents were between 20 and 50 years. It was thus believed that the respondents could give reliable data basing on their ages that gave them enough experience about management of employees and their retention.

Data on the marital status of the respondents showed that the majority of the respondents (65.4%) were married, 29% were single, 4.7% were widowed while 0.9% were divorced. With data collected from respondents with different family obligations, this suggested that data were representative of views of teachers with different life and family experiences. The results on family life thus can be generalised on different teachers. The results on levels of education showed that the majority of the respondents (56.1%) were certificate holders, 21.9% had diplomas, 3.7% were degree holders and 1.9% had Master's degrees. These results suggested all the respondents were literate and were therefore able to provide reliable responses because of their proficiency in the English language used in the questionnaire. With respect to the number of years the respondents worked with the school, the bigger percentage (54.2%) had worked for 1-5 years, followed by 29% that had served for 5 – 10 years and the lesser percentage of 16.8% had served the school for 10 years and above. The results suggest that most of the respondents had worked in their schools for a long time and could therefore provide reliable information about leadership styles of their head teachers.

IV. RESULTS ON TEACHER RETENTION

Teacher retention was studied as a unidimensional concept using 11 items. The results on teacher retention included frequencies, percentages and means. The results on teacher retention were as presented in Table 3.

Table 3: Teacher Retention in Private Secondary Schools in Bushenyi district

Teacher Retention	SD	D	NS	A	SA	Mean
I am planning on working for another school within a period of three years	2220.6%	87.5%	4340.2%	1514.0%	1917.8%	3.00
Within this school, my work gives me satisfaction	87.5%	32.8%	4945.8%	2119.6%	2624.3%	3.50
If I wanted to do another job, I would look first at the possibilities within this school	43.7%	1312.1%	3633.6%	3330.8%	2018.7%	3.49
I see a future for myself within this school	65.6%	109.3%	4844.9%	2624.3%	1514.0%	3.32
It does not matter if I am working for this school or another, as long as I have work	76.5%	1413.1%	2927.1%	3229.9%	2321.5%	3.48
If it were up to me, I will definitely be working for this school for the next five years	65.6%	1312.1%	2826.2%	3330.8%	2523.4%	3.55
If I could start over again, I would choose to work for another school	21.9%	43.7%	4340.2%	3936.4%	1715.9%	3.61
If I received an attractive job offer from another school, I would take the job	43.7%	76.5%	4643.0%	3129.0%	1917.8%	3.50
I love working for this school	98.4%	76.5%	2826.2%	3229.9%	3028.0%	3.63
I have checked out a job in another school previously	1514.0%	87.5%	2624.3%	3330.8%	2523.4%	3.42
The work I am doing is very important to me	32.8%	54.7%	1615.0%	1211.2%	7166.4%	3.34

The data in Table 3 on whether teachers were planning on working for another school within a period of three years cumulatively revealed that the majority percentage (40.2%) of the respondents were not sure while 20.7% strongly disagreed and 17.8% strongly agreed. With the mean = 3.00, the results suggested the teachers agreed that sometimes they were planning on working for another school within a period of three years. As to whether teachers felt within their schools, their work gave them satisfaction, cumulatively the majority percentage (45.8%) of the respondents were not sure while 7.5% disagreed. The mean = 3.50 close to 4 suggested that the respondents agreed. With respect to whether teachers would look first at the possibilities within their schools, if they wanted to do another job, cumulatively the majority percentage (30.8%) agreed while 3.7% disagreed and 33.6% were not sure. The mean = 3.49 indicated that the respondents agreed.

As regards whether teachers saw a future for themselves within their schools, cumulatively the majority percentage (44.9%) of the respondents were not sure while 24.3% agreed. The mean = 3.32 meant that the respondents agreed. Regarding whether it did or didn't matter whether teachers were working for their schools or not, as long as they have work, the majority percentage (29.9%) of the respondents agreed while 27.1% were not sure. The mean 3.48 implied that the respondents agreed. Concerning whether teachers would definitely be working for their schools for the next five years if it were up to them, the majority percentage (30.8%) of the respondents agreed while 26.2% were not sure. The mean = 3.55 close four suggested that the respondents agreed. As to whether teachers would choose to work for another school if they could start over again, cumulatively the majority percentage (40.2%) of the respondents were not sure while 36.4% agreed. The mean = 3.50 suggested that the respondents agreed.

As to whether teachers would take another job offer from another school if it was attractive, cumulatively the majority percentage (43.0%) of the respondents were not sure while 29.0% agreed. The mean = 3.50 implied that the respondents agreed. Regarding whether loved working for their schools, the majority percentage (29.9%) agreed while 8.4% disagreed and 26.2% were not sure. The mean = 3.63 close to four indicated that the respondents agreed. With respect to whether teachers had checked out a job in another school previously, the majority percentage (30.8%) of the respondents agreed with 14.0% disagreeing. The mean = 3.42 meant that the respondents agreed. As to whether the work the teachers were doing was important to them, the majority percentage (66.4%) of the respondents agreed with 2.8% disagreeing. The mean=3.34 implied that the respondents agreed.

To find out if results on teacher retention were normally distributed, the researcher calculated an average index for the eleven items measuring teacher retention and

drew a histogram from the same showing the normality of the results as in Figure 4.1.

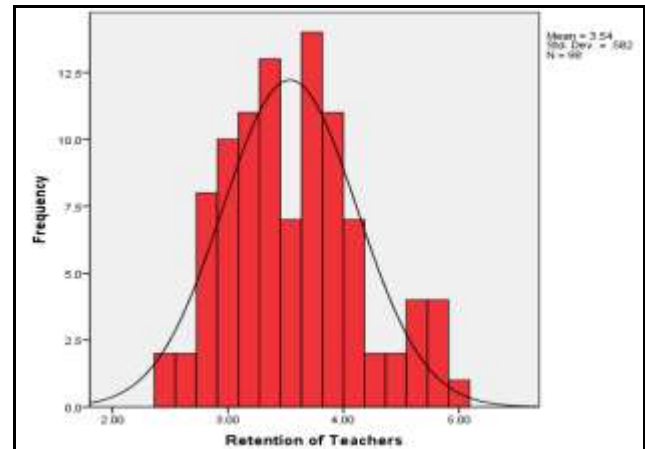


Figure 1: Histogram for Retention of teachers

The results in Figure 2 show a high mean = 3.54 which indicates that the respondents agreed. With the low standard deviation (0.582) and the curve in the figure showing normality, it can be deduced the results on Retention of teachers were normally distributed. Thus, the data on Retention of teachers could be subjected to linear correlation and regression and suitable results obtained. In the interviews with head teachers, they were asked to give their assessment of how retention of teachers in their school has been over the years. Several related responses were given pointing to the effect that retention of teachers in the schools was good. One interviewee said; "As management of the school, we ensure that teachers are encouraged to speak out the challenges they face so that they become stable at the work place. Sometimes, we interface with the teachers about their satisfaction with the working conditions under which they operate. Largely, the teachers report satisfaction with the working conditions save for a few teachers. However, we are trying to talk to them and ensure that we meet their needs. Nevertheless, there are some few teachers who insist and look elsewhere for other jobs especially if the new offer is more paying or if the teacher has been promised an administrative position in the new school." Another head teacher stated that; "We have made effort to ensure that teachers are listened to so that they can work longer for their school. Myself I am positive that our teachers are going to work longer for this school." These views support the descriptive statistics results which showed that teacher retention in the schools was at a high level.

Results for Transformational leadership and retention of teachers

The focus of the study was to determine the relationship between Transformational leadership and retention of teachers in Private Secondary Schools in Bushenyi district. The descriptive results on the same were as presented in Table 4

Table 4: Descriptive Statistics for Transformational leadership style

Transformational leadership	SD	D	NS	A	SA	Mean
My head teacher instills pride in me	5	5	47	19	31	3.62
	4.7	4.7	43.9	17.8	29.0	
My head teacher focuses my strengths	3	6	41	27	30	3.70
	2.8	5.6	38.3	25.2	28.0	
My head teacher behaves consistent with values	1	3	31	34	37	4.00
	0.9	2.8	29.0	31.8	34.6	
My head teacher clarifies rewards	9	18	33	23	20	3.26
	8.4	16.8	30.8	21.5	18.7	
My head teacher treats us as individuals	11	11	31	21	32	3.50
	10.3	10.3	29.0	19.6	29.9	
My head teacher talks about trusting each other	2	8	25	25	42	4.00
	1.9	7.5	23.4	23.4	39.3	
My head teacher talks enthusiastically	4	3	34	34	29	3.80
	3.7	2.8	31.8	31.8	27.1	
My head teacher provides reassurance for overcoming obstacles	3	3	40	35	23	3.70
	2.8	2.8	37.4	32.7	21.5	
My head teacher provides encouragement	2	5	23	34	42	4.02
	1.9	4.7	21.5	31.8	39.3	
My head teacher expresses confidence	1	2	20	40	43	4.15
	0.9	1.9	18.7	37.4	40.2	
My head teacher encourages us to rethink ideas	1	4	27	43	29	3.91
	0.9	3.7	25.2	40.2	27.1	
My head teacher encourages us to express ideas	2	3	36	35	30	3.83
	1.9	2.8	33.6	32.7	20.8	
My head teacher encourages non-traditional thinking	10	8	31	31	21	3.44
	9.3	7.5	29.0	29.0	19.6	
My head teacher encourages reasoning	1	4	27	33	40	4.01
	0.9	3.7	25.2	30.8	37.4	
My head teacher provides advice for development	1	4	21	34	46	4.13
	0.9	3.7	19.6	31.8	43.0	
My head teacher promotes development	2	4	19	38	43	4.09
	1.9	3.7	17.8	35.5	40.2	
My head teacher recognises my achievements	1	8	32	36	29	3.08
	0.9	7.5	29.9	33.6	27.1	

My head teacher rewards my achievements	18	11	33	32	23	3.48
	7.5	10.3	30.8	29.9	21.5	
My head teacher assists based on effort	4	7	28	39	27	3.74
	3.7	6.5	26.2	36.4	25.2	

The results in Table 4 on whether head teachers instilled pride in the teachers showed that cumulatively, the majority percentage (43.9%) of the teachers were not sure while 29.0% agreed. With the high mean = 3.62 close to code 4 which on the scale used corresponded with agreed, the results suggested head teachers instilled pride in the teachers. As to whether head teachers focused teachers' strengths, the majority percentage (38.3%) of the teachers were not sure while 28.0% agreed and the high mean = 3.70, suggested that head teachers in the schools focused teachers' strengths. The teachers further indicated that head teachers in the schools behaves consistent with values because the majority percentage (34.6%) agreed with a high mean = 4.00. As to whether head teachers clarified rewards, the majority percentage (30.8%) of the teachers were not sure while 21.5% agreed and the mean = 3.26, suggested that head teachers in the schools clarified rewards. The teachers revealed that head teachers treated them as individuals. This was because the majority percentage (29.9%) of the teachers agreed and the mean = 3.50 is high. With a majority percentage (39.3%) of teachers agreeing and a high mean = 4.00, the teachers also suggested that head teachers talked about trusting each other. Also, with the majority percentage (31.8%) of the teachers agreeing and a high mean= 3.80, the teachers indicated that head teachers talked enthusiastically. With respect to whether head teachers provided reassurance for overcoming obstacles, the majority percentage (37.4%) of the teachers were not sure while 32.7% agreed and the mean = 3.70, suggested that head teachers in the schools provided reassurance for overcoming obstacles. With respect to whether head teachers provided encouragement, the majority percentage (39.3%) of the teachers agreed while only 1.9% disagreed and the mean = 4.02, suggested that head teachers in the schools provided encouragement.

With the majority percentage (40.2%) of the teachers agreeing and a high mean= 3.91, the teachers indicated that head teachers encouraged teachers to rethink ideas. As regards head teachers encouraging teachers to express ideas, the majority percentage (32.7%) of the teachers agreed while 33.6% were not sure and the mean = 3.83, suggested that head teachers in the schools encouraged teachers to express ideas. As regards head teachers encouraging non-traditional thinking, 29.0% of the teachers agreed while 29.0% were not sure and the mean = 3.44, suggested that head teachers in the schools encouraged non-traditional thinking. With respect to whether head teachers encouraged reasoning, the majority percentage (37.4%) of the teachers agreed while only 0.9% disagreed and the mean = 4.01, suggested that head teachers in the schools encouraged reasoning. With the majority

percentage (43.0%) of the teachers agreeing and a high mean= 4.13, the teachers indicated that head teachers provided advice for development. With the majority percentage (40.2%) of the teachers agreeing and a high mean= 4.09, the teachers indicated that head teachers promoted development. As to whether head teachers recognised teachers’ achievements, the majority percentage (33.0%)of the teachers agreed while only 0.9% disagreed and the mean = 3.80, suggested that head teachers in the schools recognised teachers’ achievements. As to whether head teachers rewarded teachers’ achievements, the majority percentage (30.8%)of the teachers were not sure while 29.9% agreed and the mean = 3.48, suggested that head teachers in the schools rewarded teachers’ achievements. With respect to whether head teachers assisted based on effort, the majority percentage (36.4%)of the teachers agreed while only 3.7% disagreed and the mean = 3.74, suggested that head teachers in the schools encouraged reasoning. To find out if results on transformational leadership were normally distributed, the researcher calculated an average index for the nineteen items measuring transformational leadership and drew a histogram from the same showing the normality of the results as in Figure 3

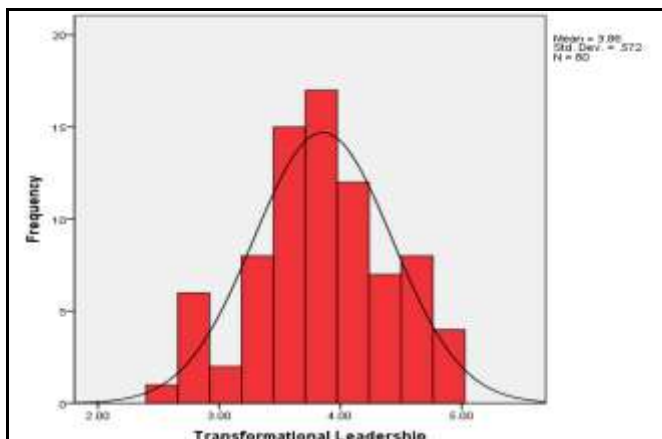


Figure 2: Histogram for transformational leadership

The results in Figure 2 show a high mean = 3.86 which indicates that the respondents agreed. Therefore, the hypothesis that transformational style of leadership has a significant relationship with retention of teachers was accepted. With the low standard deviation (0.572) and the curve in the figure showing normality, it can be deduced the results on transformational leadership were normally distributed. Thus, the data on transformational leadership could be subjected to linear correlation and regression and suitable results obtained. In the interviews with head teachers, they were asked to give their assessment of how teachers in the schools are inspired to achieve the set goals and objectives in the schools. Several related responses were given pointing to the effect that transformational leadership in the schools was used. One interviewee said; “As administration of the school, we normally provide encouragement and motivation to our teachers so that they can work harder to achieve the set goals and objectives. We organise workshops in which

teachers are talked to and inspired to believe in themselves, think creatively and work as a team to achieve the set goals and objectives. Another head teacher stated that; “We have in place a system which rewards the best performing teachers but we also strive to empower average teachers to be transformed into great achievers.” These views support the descriptive statistics results which showed that transformational leadership in the schools was at a high level.

Correlation of transformational Leadership Style and Retention of Teachers.

To establish the level of the relationship between transformational leadership style and retention of teachers, at preliminary level a correlation analysis was done. The results were as presented in Table 5.

Table 5: Correlation analysis of the relationship between transformational Leadership Style and Retention of Teachers

	Retention of Teachers	Transformational Leadership	Transactional Leadership	Laissez-Faire
Retention of Teachers	1			
Transformational Leadership	0.582**	1		
	0.000			

The study findings in Table 5 suggest that there is a positive significant relationship between Transformational style of leadership and teacher retention ($r = 0.582, p = 0.000 < 0.05$).The critical value was significant at below 0.05 implying the acceptance of the research hypothesis stating that Transformational style of leadership has a significant relationship with retention of teachers.

Regression of Retention of Teachers on Leadership Styles

To ascertain whether transformational leadership styles has a significant relationship with retention of teachers, regressed was made. The results are represented Table 6.

Regression analysis of Retention of Teachers on transformational Leadership Style

Leadership Style	Standardized Coefficients	Significance
	Beta (β)	P
Transformational Leadership	0.469	0.001
Adjusted R ² = 0.252		
F = 8.543, p = 0.000		

a. Dependent Variable: Retention of Teachers

The results in Table 6 showed that transformational, transactional and laissez-faire leadership explained 25.2% of the variation in retention of teachers (adjusted R² = 0.252). This meant that 74.8% was accounted for by other variables not considered in this model. The regression model was significant (F = 8.543, p = 0.000 <

0.05). The results showed that transformational leadership style ($\beta = 0.469$, $p = 0.001 < 0.05$) significantly predicted teacher retention. Therefore the hypothesis that Transformational style of leadership has a significant relationship with retention of teachers was accepted.

V. CONCLUSION

The study drew the conclusion basing on the findings of the study that Transformational style of leadership by head teachers and other school administrators is essential for retention of teachers in private secondary schools. This is especially so when head teachers and other school administrators instil pride in the teachers, talk enthusiastically, provide encouragement, express confidence, recognise teachers' achievements and provide advice for development.

VI. RECOMMENDATION.

Basing on the conclusion, Head teachers in private secondary schools should use Transformational style of leadership in their schools. This should involve instilling pride in the teachers, talking enthusiastically, providing encouragement, expressing confidence, recognising teachers' achievements and providing advice for development.

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