Influence of Transformational Leadership Styles on Teacher Turnover

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Abstract: *The trend of teachers leaving teaching profession for other jobs or moving to other schools is worrying. The purpose of the study was to examine the relationship between leadership styles of Principals and reduction of teacher turnover in public secondary schools in Kenya. The objectives sought to determine the extent to which principals use different leadership styles influence teacher turnover in public secondary schools and the relationship between leadership styles of principals and teacher turnover in public secondary schools. This study was guided by the human capital theory. The study population involved 35 principals and deputy principals and 612 teachers. The study established that teacher turnover was experienced in most of the schools with varying reasons. The study concluded that transformative leadership style has a negative influence on teacher turnover hence recommends its use so as to retain teachers at their work stations.*

Keywords: transformational, teacher, turnover, promotion, education

INTRODUCTION

A review of leadership studies indicate that the subject leadership has received much attention from various scholars since ancient times (Alvin, 2008). Aristotle, Plato and Machiavali made a lot of contribution on political leadership while religious leaders provided moral guidelines to their followers. Leadership studies have taken different approaches over the past years. Full-range leadership comprises of Laissez fair, transactional and transformative leadership styles. A leader can use any of these depending on the nature of the organization and the level of maturity of the followers (Bass & Avolio 2004).

The success of any organization depends on the quality of its leadership. Wangai (2015) observed that principals have a duty to provide a conducive working environment that would promote employees job satisfaction. This can only be done by appropriate leadership behaviors. Nwakpa

(2017) noted that the nature and quality of the leadership style of the principal is a critical factor in attaining successful management and satisfaction of teachers.

Turnover can be considered from different perspectives depending on the subject in question. Among teachers, turnover refers to the rate of departure among staff engaged in schools for a given time frame. Teacher turnover can be obtained by identifying the stock of teachers through government departments, principals of schools and even teachers themselves. This is then compared with the actual cases of withdrawals in percentage terms, having taken care of re-entry to derive turnover rates (Maicibi, 2003)

Price (2003) believed that teacher turnover pose problems on both the individual teacher and the government. He said that one challenge to keeping students in the classroom is to keep teachers in the classroom. To the individual teacher, turnover involves some definite loss of earning which have accrued if the teacher was engaged. The individual will not be able to live up to the expectations of the family, and will have inadequate health care. From the government perspective the problem is even greater, since the teacher involved may have enjoyed government sponsorship for training. Public funds would also have been used for the provision of materials, equipment, facilities such as buildings for education and training of the teacher who on completion of schooling, resigns for some other jobs for one reason or another (Price, 2003). This departure results in a net financial loss to the government.

Kerry's (2003) study in US established that the leadership style of the principal significantly predicts teacher job satisfaction. World Bank (2017) was in agreement with the view and listed principals' leadership style among the key factors affecting job satisfaction. According to Mckinsey (2001) teachers perform best after being in the classroom for at-least five years. His study revealed that 14% of American teachers leave after only one year and 46% quit before their fifth year. In countries with the highest results on international tests, teacher turnover rates are much lower around 3%. He further said that the constant cycling in and out of new teachers is a costly phenomenon. Students miss being taught by experienced educators, and schools and districts nationwide spend about 2.2 billion $ per year recruiting and training replacements (Mckinsey, 2001).

According to Ingersoll (2003) in the United States about 50% of teachers leave the profession within their first five years of teaching. Annually teachers enter, leave and move within the first level of teacher workforce. This movement affects the composition of teachers at these schools, institutional stability, and also the demographics and qualification of the teacher workforce as a whole (U.S. Department of Education, Office of Post-Secondary Education, 2005). States, districts and schools are forced to devote attention, time and financial resources to attract additional candidates to replace those teachers who leave the teaching profession.

Another type of teacher turnover which results in teachers leaving the profession is teacher attrition, which sends a powerful and harmful message to students, parents and other faculty members (Boe, Robbit & Cook, 2008). Juliet (2010) said that teachers who move to other schools

or districts represent a third type of turnover which is transfer. Employee turnover is very expensive and so many districts and schools consider employee turnover as a serious problem.

An analysis of schools and staffing survey data found out that leavers rather than retirees are contributing to teacher shortage (Kraft & Papay, 2012). A high level of teacher turnover implies that an organization has major problems and can cause instability and thus lead to additional problem. The movement of teachers from one public school to another does not represent a loss to the profession but it does create recruitment problems for the schools (Boe *et al.,* 2008; Ingersoll, 2001).

Juliet (2010) said that many researchers have shown that salary and poor working conditions influence teacher attrition. Luekens (2004) documented that several teacher and school level characteristics influenced attrition, including teacher gender, whether or not teachers had graduate degree in a subject area, the percentage of minority students in a teachers' school, and salary as compared with the cost of living. Stockhard (2004) examined the past history of teacher turnover during the 2001-2002 academic year by utilizing data from all public school systems in the state of Texas. Average teacher's salary, average years of experience teachers have in a district, the number of students per teacher, the percentage of minorities to total staff within a district, and percentage of students with disciplinary placements were described as factors related to teacher turnover.

Statement of the Problem
Teacher turnover is becoming a big issue for institutions all over the world. As turnover brings both direct and indirect costs to institution, schools with high level of teacher turnover faces high direct and indirect costs. Turnover is considerably costly when high performing employees leave. People change work for different reasons mostly for better life and comfort. The teacher turnover rates observed in the institutions initiated this study. Leadership styles among other factors might be the possible reason for the teacher turnover. As skilled and experienced employees are the back bone of any institution, management of schools should consider all the factors of teacher turnover and also the influence of leadership style that is being implemented. Leadership styles has been linked to teacher dissatisfaction and not much has been done on the same. The influence of leadership styles of principals in public secondary schools on teacher turnover is certainly an area that warrants investigation.

Study Objective
The purpose of this study was to determine the influence of transformational leadership styles on teacher turnover.

LITERATURE REVIEW

Literature reviewed was organized in respect to the objective of the study. This helped in identifying gaps from studies done by other researchers which the study may fill. The last one reviewed on the ways which could be used to help in the reduction of teacher turnover in public secondary schools worldwide and aim at determining if the same was true in Siaya Gem sub-county, being the study area.

Leadership Styles

Leadership is a process of having remarkable influence on subordinates in which they are motivated to achieve specified targets beyond what is expected and group maintain corporation for sustainable development. Fry (2003) emphasized that leadership is a strategic process of offering inspiration to enhance the employees potential for growth and development by the leader. Similarly Northouse (2004) asserts that leadership is where any individual influences a group of people to achieve common goals. The contribution by these researchers to the concept of leadership points the fact that leadership is a positive but persuasive action which generates inspiration among followers and directs effort towards accomplishing specified individual team and institutional objectives.

Leadership is one of the critical and important factors in enhancing an organizational performance (Riaz 2010). According to Lambert (2003) leadership is the cumulative process of learning through which we achieve the purposes of the school. It is an influence relationship among leaders and followers to perform in such a way to reach a defined goal or goals. Hence it is an important element for the success of an organization regardless of its nature of activities, profit or charity oriented, private or government linked organizations. Leadership is indispensable in business, educational and social institutions for the attainment of goals. Several views have been expressed on leadership but most leadership theorist agrees that the traits, styles and contingency dominate the leadership literature.

Transformational Leadership Style

Leadership has a considerable effect on employees' job satisfaction. Maslow (1954) observed that it is the responsibility of the leader to provide a conducive working environment that would promote job satisfaction and support the achievement of organizational goals. The leaders' behavior has a great influence on the different sets of employee satisfaction (Bass, 1985). Transformational leader must articulate a clear vision for the future, communicate expectations of the group and demonstrate a commitment to the goals that have been laid out. These leaders should have the ability to inspire confidence, motivation and a sense of purpose in his followers. This aspect of transformational leadership requires superb communication skills as the leader must convey messages with precision, power and a sense of authority. Other important behaviors of the leader include his continued optimism, enthusiasm and ability to point out the positive (Shield 2010).

According to Sitkin (2013) leaders who improve performance by working to raise through team morale, and motivational techniques act as inspiration for their followers. They are happy to communicate their high expectations to individual followers and motivate them on a singular level to gain their commitment to a shared organizational or team belief. When individual is committed to the organizational goals it intrinsically encourages them to work harder to reach these objectives. Evans (1998) in a study in the United Kingdom found out that leadership had an immense influence on employees' job satisfaction and morale. Similar studies in USA by Johnson (2004) Denton (2009) and Katie (2013) found a strong correlation between principals' leadership styles and teacher job satisfaction. Drysdale (2003) noted that principals who support and provide a conducive working environment for teachers were rated as effective and teachers in such schools were reported to be satisfied.

Mine (2008) in his study on the relationship between leadership behavior and teacher job satisfaction in public secondary schools in Cyprus supported the above view and noted that leadership style of a principal could effectively be a powerful cause of a teacher to leave a school even though intrinsically satisfied. Korkmaz (2007) study in turkey on the effects of leadership on organizational health noted a strong correlation between principals' leadership style and teacher job satisfaction. Hammond (2002) in her study of teacher quality and students' achievement which is a review of state policy evidence indicated that the effects of well-prepared teachers on students' achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status. Policy makers have instituted a wide range of teachers to the profession. Even the best efforts at recruiting highly qualified teachers into the profession fail when they enter schools that do not support quality teaching.

This type of leadership is also known as participative or democratic leadership. These leaders stimulate and facilitate conversations. They provide group members guidance while also engaging in the group and allowing for feedback. When technical guidance is required the leader drafts a general goal and makes suggestions. Democratic groups are friends and their relationship with their leader is unrestricted. This encourages employees to be motivated and creative resulting in higher job satisfaction. According to Lewins (1939) democratic leadership style is the most effective kind of leadership style. Democratic leadership style emphasizes on group and leader participation in the formulation of the policies that serve as guidelines for the institutional operation. In democratic leadership style the leader takes into consideration the wishes and suggestions of members as well as those of the leader. It is a human relation approach where all members of the group are seen as important contributors to final decision making and to improve the quality of the decision. In this type of leadership style power and authority are derived from the governed. The democratic leadership does not only increase job satisfaction by involving team members, but it also helps to develop peoples skills and promotes teamwork. The leadership functions are shared with members of the group and the leader is part of the team.

Conceptual Framework
Teacher labor markets and teacher shortages have strong implications for learning outcomes and equity for students. Teachers are the foundation of public education, an integral part of democratic

society. As such the general public and educators care about issues of equity and productivity in schools and policy makers have spent a considerable amount of time working to ensure that classrooms are staffed with qualified teachers (Hanushek, Kain, & Rivkin, 2004; Ingersoll & Smith, 2003; Loeb, Kalogridges & Beteille, 2012). Substantial evidence indicates that an important facet of the large variations in quantity and quality of the teacher workforce among schools is the teacher turnover rates in certain schools, and scholars have concluded that there is need to learn more about teacher labor markets so that the distribution of quantity and quality teachers can be addressed (Feng & Sass, 2017a; Guarino, Santibanez & Daley, 2006; Lankford, Loeb &Wyckoff, 2002).

Variations in teacher quality and quantity can be explained by multiple factors such as teacher preferences and school hiring practices (Engel & Cannata, 2015; Lankford, Loeb & Wyckoff 2002). These factors affect how teachers are sorted differently across states and schools. High teacher turnover is also costly to schools and districts (Barnes, Crome & Schaefer, 2007). In short teachers represent a critical part of public education and there is compelling interest in retaining quality teachers particularly for disadvantaged schools. Individual studies of teacher turnover often present a tailored framework that focuses on the specific factors that are examined. In terms of critical and systematic reviews of teacher turnover and retention, the two most cited and seminal works are the Guarino, Santibanez and Daley (2006) and Borman and Dowling (2008) studies. The two studies made great contributions to teacher turnover and retention, however there are limitations that need to be addressed. Guarino, Santibanez and Daley (2006) presented a conceptual framework based on the economic labor market theory of supply and demand, this framework does not provide detailed framework for studying teacher turnover and retention since the authors only dealt with several factors that influence teacher turnover and retention. On the other hand, Borman and Dowling (2008) presented five categories of turnover and retention factors with several factors under each category. However these categories were grouped together without guidance from the prior literature, particularly the broader employee turnover literature.

Figure 1 below is an illustration of a conceptual framework that guided this study.

Independent Variable	Dependent Variable
- Leadership Styles - Transformative (innovative)	Teacher turnover

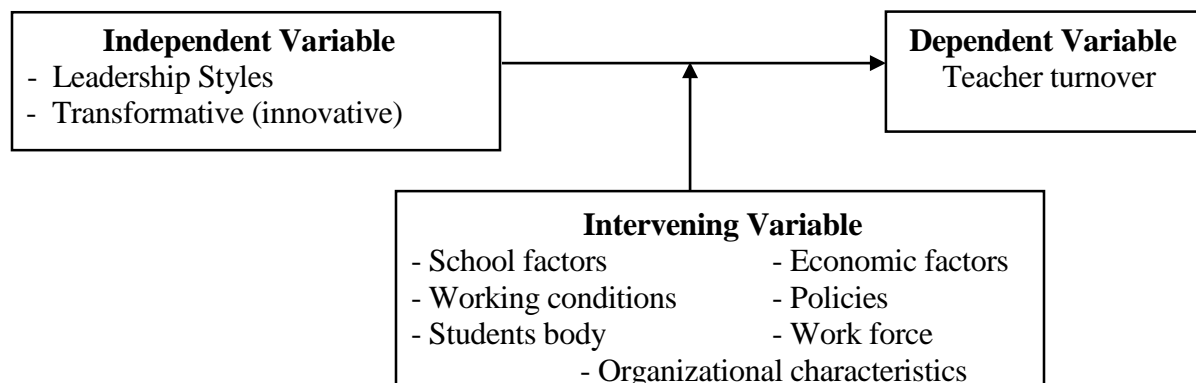| Intervening Variable	
- School factors	- Economic factors
- Working conditions	- Policies
- Students body	- Work force
- Organizational characteristics	

Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

Research Design
This study used concurrent mixed method design since the design involves the collection analysis and integration of quantitative and qualitative data in a single or multiphase study. The design is also used to directly compare and contrast quantitative statistical results with qualitative findings, it can also be used to validate or expand quantitative results with qualitative data. This study dealt with both quantitative and qualitative data hence the design was most appropriate. A descriptive cross-sectional survey method was employed in this study to investigate the relationship between transformational leadership style and teacher turnover. This method was suitable because it enabled the researcher collect data at a single point in time from individuals with different characteristics to establish connections between transformational leadership style and employee turnover intentions.

Study Area
Gem Sub County is in Siaya County and is comprised of 35 public secondary schools. These schools are categorized into three namely extra-county, county and sub-county schools which are either girls/boys or mixed schools. These schools are further categorized into boarding, day and both day and boarding. Gem Sub-County boarders Ugunja Sub-County, Alego-Usonga Sub-County and Kisumu County. Yala - Kisumu-Busia Road and Kisumu-Kisian-Bondo road passes through Gem Sub County. This makes the Sub County well connected by a good transport network. Gem Sub County is among the sub counties which has been having massive teacher turnover leading to teacher shortage in secondary schools. The causes of teacher turnover have been established by other researchers in the Sub County. Effects of teacher turnover on the students' academic performance have also been established by other researchers within the sub-county. However, reduction of teacher turnover has not been researched on and still remains a challenge, this is what prompted this study in Gem Sub County.

Study Population
According to Gem Sub County Education Office (2019) the Sub County has a total of 35 public secondary schools. These schools are of different categories. Some are day schools while others are boarding schools. Some of the schools are pure boys' schools, pure girls' schools, and mixed schools. There are 35 principals, 35 deputy principals, 612 teachers and 16,200 students. This gives a total population of 16,882 (Sub-County Education Office, 2019). The study was conducted in all the sampled public secondary schools and was carried out on teachers, deputy principals, principals and the Sub-County Quality Assurance and Standards Officer (SCQASO).

Sample Size and Sampling Technique
The study used stratified random sampling to get 10 schools where the research was carried out. 30% (10 principals) of the total number of principals in Gem Sub County were sampled. 30% (183 teachers) of the total population of teachers in Gem Sub County sampled for the study through

simple random sampling. 35 Deputy Principals from all the 35 schools were involved in the research.

Table 1: Population Sample Frame

Category of population	Number	Number selected
Deputy Principals	35	35
Teachers	612	183
Principals	35	10
Total	682	228

Table 2: Sample Size from the Strata

Category of schools	Schools	Sampled	Principals	Teachers	Total
Girls	4	2	2	36	38
Boys	4	2	2	58	60
Mixed	27	6	6	89	95
Total	35	10	10	183	193

Instruments of Data Collection

This study used questionnaires and interview schedules as instruments of data collection. These instruments are very relevant in the cases where the respondents are the persons from whom facts are being gathered or whose attitudes, feelings or beliefs are being explored (Jacobs, 2006). Questionnaires and interviews are used to collect data that is not directly observable from the participants in a sample about their experiences and opinions. This helps to generalize the findings to a given population presented by the sample (Cohen, Manion & Morrison, 2007). Some of the questions in the questionnaire will be open-ended while others will be close-ended.

RESULTS AND DISCUSSIONS

This Section presents analysis, results and discussions of the findings of the study to allow the respondents to speak for themselves and numbers would be used to represent the respondents in order not to reveal the identity of the respondents. They will be referred to as principal1, 2 3 teacher1, 2, 3 and so on.

Elements on Transformational Leadership Style

Table 4 Opinions of respondents on the elements of transformative leadership style

Leadership item	Mean	SD
Having ability to inspire confidence to teachers	3.65	.85
Gives a clear vision of the school for future	2.96	1.12
Displays charismatic personality	3.93	.75
Builds trust with the followers	3.55	.92
Communicates expectations	3.62	.87
Encourages creativity and autonomy	3.75	.88
Involves followers in decision making	3.82	.78
Incorporates specific needs and desires of every individual	3.74	.82
Promotes teamwork	3.85	.79
Recognizes teachers for job well done	3.38	.95
Creates a good and supportive working environment	3.78	.86
Believes in teachers competency	3.62	.88
Empowers the followers	3.45	.94

Table 4 above indicates the elements of transformational leadership styles which were among the items in the questionnaires given to teachers and deputy principals. The respondents were to rate the elements using a scale of 1-4 depending on if they agreed with the item or not. The rating was

as follows (1- strongly disagree SD 2- disagree D 3- agree A 4- strongly agree SA). The respondents rated the items in the questionnaire and the researcher used the values they gave in order to calculate the mean value of the items and the standard deviation (SD). The respondents rated the items between 3 and 4 except one item on giving a clear vision of the school for future that had all the ratings. The values gave higher means and low values of standard deviations.

From table 4 above twelve items out of the thirteen items had a mean of 3 and above. This indicates that the respondents were positive and agreed with the items. However one item scored a mean of below 3 an indication that the respondents didn't agree with the item. From the same table 4 Standard deviation (SD) of below one (1) was realized from twelve items an indication that there were no extremes in scoring the items. The respondents opinions were very close indicating that they were agreeing with most of the items. One item scored a standard deviation (SD) of above one (1) an indication that the item had a high dispersion of the scores given by the respondents. They all had varied opinion about the item hence giving it a high value of standard deviation.

Table 5: Distribution of Teachers Opinions on Transformative Leadership Style

Item	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Seeks new opportunities for the staff members.	5	8	70	97	180
Has clear and well defined goals for the institution.	3	10	80	87	180
Inspires teachers to achieve set goals for the institution.	10	15	85	70	180
Fosters collaboration among the staff members.	8	6	90	76	180
Encourages teachers to form team attitude among them.	4	11	90	75	180
Total	**30**	**50**	**415**	**405**	**900**

Table 5 shows a summary of the elements of transformational leadership style given as five items, the table further shows the number of teachers with similar opinion per item. For the first item those who strongly agreed were 97, those who agreed were 70, those who disagreed were 8 and those who strongly disagreed were 5. For the second item those who strongly agreed were 87, those who agreed were 80, those who disagreed were 10 and those who strongly disagreed were 3. For the third item those who strongly agreed were 70, those who agreed were 85, those who disagreed were 15 and those who strongly disagreed were 10. For the fourth item those who strongly agreed were 76, those who agreed were 90, those who disagreed were 6 and those who strongly disagreed were 8. For the fifth item those who strongly agreed were 75, those who agreed were 90, those who disagreed were 11 and those who strongly disagreed were 4. From the table a total of 30 respondents strongly disagreed with the five items, 50 of the respondents disagreed with the five items, 415 agreed with the five items and 405 strongly agreed with the five items.

From table 5 according to the opinions of the teachers on the five items it indicates that a transformational leader seeks new opportunities for the staff members, has a clear and well defined goals for the school, inspires teachers to achieve the set goals for the school, fosters collaboration among the staff members and encourages teachers to form team attitude among them. When all these are done teachers feel fully utilized, they are very motivated they become so innovative and this makes them to be very satisfied with their jobs. Once there is job satisfaction then no teacher would wish to quit and this will reduce the rate of teacher turnover intentions.

Table 6: Factors of Leadership Styles and their Effect on Teacher Retention

Factors	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	Standard Deviation
Personal Attributes	6.6%	15.2%	42.8%	27.5%	3.65	1.07
School characteristics	13.5%	20.7%	37.2%	25.6%	4.42	0.67
Job characteristics	10.5%	17.5%	39.1%	30.5%	4.25	0.66
External factors	11.5%	14.1%	44.5%	21.7%	3.94	0.85

Table 6 shows factors of leadership styles summarized in four items and how the factors affect teacher retention. The respondents rated the items using the rating scale of 1-5 as was stated in the questionnaires. For the first factor 6.6% of the respondents strongly disagreed that personal attributes could lead to teacher retention, 15.2% of the respondents disagreed, 42.8% agreed and 27.5% of the respondents strongly agreed. 7.9% of the respondents were not certain of their opinions. These values were used to calculate the mean and standard deviation of the ratings. For the second factor 13.5% strongly disagreed that school characteristics could affect teacher retention, 20.7% of the respondents disagreed with the factor, 37.2% agreed and 25.6% of the respondents strongly agreed that the factor would affect teacher retention. 3.0% of the respondents were uncertain hence did not give their opinions. The rating values were used to calculate the mean and the standard deviation of the factor. The third factor had 10.5% of the respondents strongly disagreeing that job characteristic would affect teacher retention, 17.5% of the respondents disagreed with the factor, 39.1%agreed and 30.5% of the respondents strongly agreed that the factor would affect teacher retention. 1.6% of the respondents were not sure hence did not give their opinions on the factor. These rating values were used to calculate the mean value and the standard deviation of the values. For the fourth factor 11.5% of the respondents strongly disagreed that external factors would affect teacher retention, 14.1% of the respondents disagreed with the factor, 44.5% agreed and 21.7% strongly agreed that the factor would affect teacher retention. 3.58% of the respondents were uncertain and did not give their views on the factor. The values from the ratings were then used to calculate the mean value and the standard deviation of the factor.

From table 7, 70.3% of the respondents agreed about personal attributes, 21.8% disagreed about personal attributes while 7.9 of the respondents were uncertain about personal attributes. The sample mean was 3.65 which shows that teachers gave a favourable view about personal attributes. It can be inferred that teachers do not retain in their profession because of their different personal attributes as satisfaction and family reasons. About school characteristics 62.8% of the respondents agreed, 34.2% of the respondents disagreed, while 3.0% of the respondents were uncertain. The sample mean of 4.42 also supports that teachers gave a favourable view about school characteristics. It can be concluded that school factors such as climate, living and working

conditions and interpersonal relations affect teacher retention level. On job characteristics 69.6% of the respondents agreed about job characteristics, 28.8% of the respondents disagreed about job characteristics where as 1.6% of the respondents were uncertain about job characteristics. The sample mean of 4.25 also supports the results. It can be inferred that job characteristics such as lack of training, unclear policies, and many others are some of the causes that make teachers not to stay in the teaching profession. About external factors66% of the respondents agreed, 25.6% disagreed while 3.58 were uncertain. The mean was 3.99 which supports the results. It can be concluded that external factors like educational background, security conditions and political interference are reasons of which teachers do not retain in the profession. From the results it was concluded that job characteristic has the most effects on teacher retention while personal attributes were the least affecting among the factors.

CONCLUSION AND RECOMMENDATION

The study examined influence of transformational leadership style on teacher turnover. The study also tried to find out ways of mitigating teacher turnover. However increase in a unit transformational leadership leads to a decrease in teacher turnover intention. Leaders display various kinds of behaviour depending on their personality, values and situations. The most effective leaders can adopt their style to the specific needs of their teachers or schools, some take a more proactive approach and work directly with teachers to improve working conditions. Leaders play an essential role in setting and managing teachers expectations. By doing so they help ensure that teachers are not overworked and that they can meet the demands of their jobs. Influential leaders can develop the capacity of poorly performing teachers to match the job demand and perform as well as the rest of the teachers without which their jobs are in line. A great leader takes the time to teach, mould and mentor teachers who may need some extra attention. Teachers have an obligation to seek assistance from the human resources office if they feel like a lousy leader is leading them. Some employees might not speak up because they are afraid of reprisal, but it is ethical to develop leaders by providing them with the leadership skills to grow. It is widely accepted that there is a strong relationship between leaders and teacher turnover. This is because teachers who are unhappy with their leaders are more likely to leave their jobs while those who are satisfied with their leaders are more likely to stay. There are some reasons why this may be the case, first teachers who are unhappy with their leaders may feel that they are not being treated fairly or allowed to do their best work. This can lead to dissatisfaction and a desire to leave the school. Second teachers who are satisfied with their leaders may feel that they are being allowed to grow and develop within the school. This can lead to loyalty and desire to stay within the school. The study therefore recommends the adoption of democratic decision making practices in institution by including subordinates in decision making process thereby increasing self-belonging drive and commitment of employees towards institution objectives. This can be achieved by training leaders in team building and participatory decision making exercises. From the findings of the study, the following can be recommended to be used in trying to mitigate teacher turnover in secondary schools. Collaboration opportunities; Teachers work better when they collaborate and collaboration also improves retention rates. By providing collaborative opportunities from the very

start, most school leaders and teachers agreed that professional collaboration is beneficial. Not only do teachers benefit by learning but also through sharing of experiences. When schools provide opportunities for teachers to collaborate with one another their teacher retention rates increases.

Support professional development; teachers should be encouraged to participate in external training programs and support advanced degrees or certification. Some of the teachers interviewed talked of professional support being particularly important in changing school contexts and perceived professional mastery.

Balanced workload; At times when the school cannot afford to lose valuable teachers, improving autonomy and reducing workload up to certain manageable level would increase job satisfaction and could help address the retention situation.

Keeping valuable knowledge; Experienced teachers know their school and their students inside out. Their input is vital when it comes to identifying need and individual differences.

Enabling policy development; high teacher turnover is destabilizing for everyone in the education and continual staffing flux makes change and creates discontinuity hence there should be a policy to guide the same.

Empower teachers to succeed; outside classroom teachers need to develop their curriculum, plan upcoming lessons and units, review students work and assessment, take data of students and create support. School leaders can be proactive in their staff retention efforts by addressing issues that cause teachers to leave the profession too soon.

Working conditions; leaders should ensure that their teachers have the best working conditions possible promote a positive school culture where both teachers and students feel safe. Challenging working conditions, limited resources low quality buildings, large classrooms sizes, lack of education leaders and team work should be addressed.

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