

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES
ON TEACHER RETENTION IN PRIVATE SECONDARY SCHOOLS
IN UASIN-GISHU COUNTY, KENYA**

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**A Thesis Submitted to the Faculty of Education in the Partial Fulfillment of
the Requirement for the Award of the Degree of Master of Education in
Educational Administration and Planning of the Catholic University of
Eastern Africa**

2013

DECLARATION

I, the undersigned, declare this thesis is my original work and has not been presented in any other college or university for the award of any degree. All information obtained from other sources has been properly acknowledged.

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DEDICATION

I dedicate this thesis to my dear parents Thomas Kaisamo and Salina Mokicho who ensured that I got a good foundation in education and have always wished I could proceed to the highest level possible.

ABSTRACT

Teacher turnover is a problem affecting both public and private secondary schools globally. Many researchers have come up with various strategies for teacher retention. The aspect of the principals' leadership style has not come out clearly as one of such strategies. Therefore this study investigated the influence of the principals' leadership style on teacher retention. The study was guided by the following research questions: (i) Which leadership styles are commonly used by school principals in Uasin-Gishu County in the running of institutions? (ii) What causes teacher turnover in private secondary school in Uasin-Gishu County? (iii) To what extent do the principal's leadership styles affect teacher retention in private secondary schools? (iv) How can principals increase teacher retention in private schools in the county? The research employed the mixed approach research methods. The quantitative research design used was cross-sectional survey design, and naturalistic phenomenology for qualitative research design. The target population consisted of principals and teachers with the sample consisted of 12 principals and 72 teachers and 3 District Quality and Assurance Officers. The sampling techniques that were used to select the sample were purposive sampling technique, stratified sampling technique and simple random sampling technique. Data from respondents was collected using interview guides, questionnaires and document analysis guides. The data was analyzed using both qualitative and quantitative techniques. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and presented in tables of frequencies, means, percentages, graphs and pie charts. Qualitative data was organized into themes and presented in a narrative form and direct quotations. The findings of the study showed the various leadership styles used by principals, with democratic type being commonly used. There were different causes for teacher turnover, some touched on the principals' leadership style while others did not. Examples of those which touched on the principals' leadership style include lack of support from the administration and too much supervision. Those outside the principals' leadership style include poor working conditions and poor remuneration among others. The study also showed that the commonly used leadership style which was democratic style promoted high teacher retention as compared to autocratic and laissez faire leadership styles. Teacher retention strategies that came out of the study included motivation of teachers, salary increment, including teacher in decision making and appreciating them among others. The study recommended that private schools need to develop policies on teacher retention to govern all private secondary schools and that private school management should offer competitive pay packages and other benefits to reduce teacher turnover in these schools.

ACKNOWLEDGEMENTS

I thank the Almighty God for His infinite goodness to me and for the opportunity to study. Special thanks go to the Superior General of the Assumption Sisters of Eldoret, Sr. Paschalia Mbatha, for giving me the opportunity to pursue my postgraduate studies. I also thank my fellow sisters for their encouragement, prayers and support throughout my studies. Special thanks to the Catholic Scholarship Programme for funding my master's degree programme.

I owe special thanks to my supervisors Sr. Dr. Jacinta M. Adhiambo and Prof. Justus Mbae for their invaluable guidance, wisdom, constructive criticisms, suggestions, patience, inspiration and support during my research. I also thank all my lecturers who taught me during my studies in the university.

I am indebted to all those people who participated in this research; the principals, teachers, and the District Quality Assurance and Standard Officers of Uasin-Gishu County for their generous ideas and willingness to be informants to this research. Last but not least, I am grateful to all my colleagues and friends for their support and positive criticisms. Thanks too to my family for their well wishes and prayers.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
REFERENCES	x
APPENDICES	x
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABBREVIATIONS AND ACRONYMS	xiii

CHAPTER ONE

INTRODUCTION	1
1.1 Background of the Study	1
1.1.1 Principal's Leadership	2
1.1.2 Teacher Retention	5
1.2 Statement of the Problem	8
1.3 Research Questions	10
1.4 Significance of the Study	10
1.5 Scope and Delimitations	11
1.6 Theoretical Framework	11
1.6.1 Strengths of Transformational Theory	14

1.6.2 Weaknesses of Transformational Theory	15
1.6.3 Justification for Using Transformational Theory	16
1.7 Conceptual Framework	18
1.8 Operational Definitions of Key Terms	20

CHAPTER TWO

REVIEW OF RELATED LITERATURE	22
2.0 Introduction	22
2.1 Hersey-Blanchard Situational Leadership Theory	22
2.1.1 Strengths of Situational Theory	23
2.1.2 Shortcomings of Situational Theory	23
2.1.3 Linkage of Situational Theory to the Study	24
2.2 Principals' Leadership Styles	24
2.2.1 Authoritarian Leadership Style	25
2.2.2 Democratic Leadership Style	26
2.2.3 Laissez Faire Leadership Style	27
2.3 The Concept of Retention	30
2.4 Causes of Teacher Turnover	32
2.5 Strategies for Retaining Teachers	37
2.6 Critique of Literature Reviewed and Knowledge Gap	48

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY	50
3.0 Introduction	50
3.1 Research Design	50

3.2 Target Population.....	51
3.3 Description of sample and sampling procedures	52
3.3.1 Schools	53
3.3.2 Principals	54
3.3.3 Teachers	54
3.3.4 DQASO.....	55
3.4 Description of Data Collection Instruments	55
3.4.1 Questionnaires for Principals.....	56
3.4.2 Questionnaire for Teachers.....	56
3.4.3 Interview Guide for Principals	57
3.4. 4 Interview Guide for District Quality Assurance and Standards Officers	57
3.4.5 Document Analysis Guide	57
3.5 Validity and Reliability of Research Instruments	57
3.5.1 Validity of Research Instruments	57
3.5.2 Pilot Testing	58
3.5.3 Reliability Quantitative Instruments	58
3.5.4 Reliability Qualitative Instruments	59
3.6 Description of Data Collection Procedures	60
3.7 Description of Data Analysis Procedures	60
3.8 Ethical Considerations	61

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS	62
4.0 Introduction	62

4.1 Demographic Characteristics of Respondents	62
4.1.1 Gender of Principals and Teachers	63
4.1.2 Age of Principals and Teachers	64
4.1.3 Highest Academic and Professional Qualification	66
4.1.4 Teaching Experience	67
4.1.5 Duration as Principal	69
4.1.6 Duration of Stay in Current School	70
4.1.7 Type of Schools	72
4.2 Principals' Leadership Styles	73
4.3 Causes of Teacher Turnover	82
4.3.1 Existence of Cases of Teacher Turnover	82
4.3.2 Teacher Transfers from School per Year	83
4.3.3 Intention of Leaving Current School Soon	84
4.3.4 Reasons for Intention of leaving Current School Soon	84
4.3.5 Inadequate Support from Administration Causing High Turnover	86
4.4 Extent of Influence of Principals' Leadership Style on Teacher Retention	86
4.5 Teacher Retention Rates	89
4.6 Teacher Retention Strategies	90

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS	94
5.0 Introduction	94
5.1 Summary of the Study	94
5.2 Summary of the Findings of the Study	95
5.3 Conclusion	97

5.4 Recommendations	98
5.5 Areas of Further Research	98
REFERENCES	99

APPENDICES

Appendix I Interview Guide for Principals	106
Appendix II Interview Guide for District Quality Assurance and Standards officers...	107
Appendix III Letter of Introduction to Principals	109
Appendix IV Questionnaire for Principals	110
Appendix V Letter of Introduction to Teachers	112
Appendix VI Questionnaire for Teachers	115
Appendix VII Document Analysis Guide	118
Appendix VIII Criteria for Validation of Instruments	119
Appendix IX Reliability Test for Principals Piloting	120
Appendix X Reliability Test for Teachers Piloting	121
Appendix XI Authorization from National Council for Science and Technology	122
Appendix XII Research Clearance Permit	123
Appendix XIII Research Authorization from County Director of Education	124
Appendix XIV Map of Research Location	125

LIST OF TABLES

Table 1	Target Population	51
Table 2	Sampling Frame	53
Table 3	Gender of Principals and Teachers	63
Table 4	Age of Principals	64
Table 5	Age of Teachers	65
Table 6	Level of Academic and Professional Qualification	66
Table 7	Length of Teaching Experience of Principals	67
Table 8	Length of Teaching Experience of Teachers	68
Table 9	Length of Stay as a Principal in the Current School	70
Table 10	Length of Stay as a Teacher in the Current School	71
Table 11	Principals' Views on Autocratic and Democratic Style.....	74
Table 12	Principals' Views on Laissez Faire and Transformational Style	76
Table 13	Teacher's Views on Principals' Autocratic and Democratic Styles.....	78
Table 14	Teacher's Views on Principals' Laissez Faire and Transformational Styles	80
Table 15	Responses on Existence of Cases of Teacher Turnover.....	82
Table 16	Rating of Leadership Style on Teacher Retention.....	87
Table 17	Table of Teacher Retention Rates from 2008-2012.....	90
Table 18	Responses from Principals and Teachers on Retention Strategies.....	91

LIST OF FIGURES

Figure 1	Relationship between Principals' Leadership Styles and Teacher Retention ...	18
Figure 2	Length of Experience as a Principal	69
Figure 3	Types of Participating Schools	72
Figure 4	Average Number of Teachers who go on Transfer per Year	83
Figure 5	Teachers' Having Intention of Leaving the Current Station Soon	84

ABBREVIATIONS AND ACRONYMS

BoM	Board of Management
EFA	Education For All
DQASO	District Quality Assurance and Standards Officer
KPSA	Kenya Private Secondary Schools Association
LD	Leadership Development
MDGs	Millennium Development Goals
MoE	Ministry of Education
NCTAF	National Commission on Teaching and America's Future
SMART	Specific, Measurable, Attainable, Realistic and Timely
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Private school management is entirely dependent on the owner or the sponsor of these schools. There are no standard policies on teacher retention in these schools, unlike the public schools where retention can be influenced by the Teachers' Service Commission (TSC), which stipulates the minimum number of years that a teacher can serve in a particular school before seeking a transfer as pointed out by Olembo, Wanga and Kiragu (1992). These schools experience high rates of teacher turnover as compared to public schools, 18% and 12% respectively as indicated by Ingersoll (2012). The challenge facing many private schools, those in Uasin-Gishu included, is how to retain teachers in these institutions.

There are many reasons that cause the high turnover rates in private schools. Teachers who have worked in these institutions associate the massive movement from these schools to poor pay, too much supervision from the principals, poor working conditions, too much workload, and lack of appreciation from the school administration. Those teachers who cannot stand this opt to look for employment elsewhere, which could be in other private schools, public schools or leave the teaching profession for other sectors.

There are many strategies that have been employed to retain teachers, which include: salary increment, providing good working conditions, among others, but this has not stopped teachers from leaving these institutions to seek employment from the government, leave the teaching profession for other job opportunities, or move to other private schools. If all other factors are kept constant, can the leadership style also promote teacher retention in these institutions? Therefore this study investigated the influence that the principals' leadership style has on teacher retention in Uasin-Gishu County. To understand the leadership styles used by principals it is also important to discuss briefly the concept of leadership.

The concept of leadership evolves as the needs of organizations change. According to Daft (2008) the environmental context in which leadership is practiced influences which approach might be most effective, as well as what kind of leaders are most admired by society. According to him, leadership refers to the ability to influence people toward the attainment of goals. He sees leadership as a ‘people’ activity, distinct from administrative paper shuffling or problem-solving activities. Smit and Cronje (2002) on the other hand have defined leadership as the process of directing the behavior of others towards the accomplishment of the organization’s goals. It involves taking the lead to bridge the gap between formulating plans and reaching goals, in other words translating plans into reality. Leadership entails activities such as formulating the organization’s mission, goals and strategies and explaining this to followers, giving orders and instructions to followers deliberating with them and supervising their work, taking steps to improve their performance, disciplining them and dealing with conflict. The next section narrows down to the principals’ leadership.

1.1.1 Principals’ Leadership

Principal leadership according to Ubben, Hughes and Norris (2001) is the way school principals use themselves to create a school climate characterized by student productivity, staff efficiency and creative thought. D’Souza (2001) asserts that a leader has a significant impact on the attitudes, behavior and performance of colleagues and subordinates and that leadership seeks to meet the genuine needs and expectations of the group. This can also apply to a school principal who is also a leader in his or her institution.

Leader’s styles change from group to group and from situation to situation (D’Souza, 2001). It then follows that effective school principals change their leadership styles according to the situation as well as to the kind of people under them. Mbwiria (2010) and Goleman

(2000) point out some leadership styles commonly used by school principals in the running of their schools. These are:

- (i) The authoritative leadership style in which the principal tells both the staff and students what to do and how to do it, without getting any advice from them. This leadership style works well if there is little time to accomplish goals. Generally it is not the best way to get the best performance from a group.
- (ii) The coercive leadership style where the principal commands immediate compliance;
- (iii) The pacesetter principals expect excellence and self-direction from staff and students.
- (iv) The democratic principal on the other hand involves one or more staff and students in the decision making process, but the leader maintains the final decision making authority. This style allows everyone to be part of the team. The principal encourages participation, delegates wisely and values group discussion. It motivates the employees by empowering them to direct themselves and the leader guides with a loose reign. The decision making process can take long due to the discussions involved.
- (v) The Laissez-faire principals allow the staff and students to make decisions. The staff and students analyze situations and determine what needs to be done and how it is done. The principal sets priorities and delegates. He/she has little control and the team has little direction and motivation.
- (vi) The transformational leadership style where the principal inspires others towards collaboration and interdependence as they work towards a purpose to which they are deeply committed. In addition, transformational leaders are typically emotionally stable and positively engaged with the world around them, and they have a strong ability to recognize and understand other's emotions.

School principals vary their leadership styles. They do not strictly use one or another. Most of them use more than one style; one style however becomes the dominant one. This

study examined the autocratic, the democratic, laissez-faire leadership styles. These are the commonly practiced styles of leadership. It also investigated the influence of the transformational leadership theory on these leadership styles.

D'Souza (2001), points out some factors which influence leadership styles. The first factor is the personality of the principal which comprises of:-his/her value system, that is, what he/she feels about individuals sharing in decision- making, the importance he/she attaches to organizational efficiency and personal growth of subordinates; the confidence he/she has in the group members. School principals differ in the amount of trust they have in other people; leadership inclinations:-they differ in the way they function more comfortably; feeling of security in uncertain situation-leaders who release control over the decision-making process reduces the predictability of the outcome.

The second factor according to D'Souza is the personality of the group members. Principals need to understand the influence of personality variables. Generally leaders permit groups greater freedom if the following conditions exist: i) if members have the readiness to assume responsibility; ii) if they have relatively high need for independence; iii) if they have relatively high tolerance for ambiguity; iv) if they are interested in the problem and feel that it is important; v) if they understand and identify with the goals of the organization; vi) if they have the necessary knowledge and experience to deal with the problem; and vii) if they expect a share in decision making. For the principal to be able to influence the teachers he/she has to know their personalities. For example if they expect to be involved in decision making, then the principal needs to involve them where necessary. This is likely to impact positively in their level of commitment and may in turn lead to their retention.

The third factor is the nature of the task. Critical pressure on the principals includes the problems themselves and the pressure of time. If a situation calls for a quick action, he/she has to make a decision even without consulting other people. The fourth factor is the

nature of the environment which includes the structure of the organization, which comprises of the values and traditions, policies job descriptions among others. It also includes outside pressures which could be economical, political situations, and labor unions (D'Souza, 2001). The nature of the task will call for the principal to use various leadership styles. The principal therefore as to be flexible enough to embrace different leadership styles, which may in turn, have an influence on a teacher's decision to quit or continue staying in a particular school.

Laferla (2008) points out that the appropriate leadership style depends upon the phase where the school is in, the circumstances in which the school finds itself, and the level of education and expertise of the staff. Therefore the various leadership styles used by school principals may or may not influence a teachers' decision to leave or continue teaching in their current schools. According to Gacheri (2013), the problems facing teachers in Kenya, whether private or public include poor working conditions, poor physical facilities, low salary, and unfair treatment by the administration, student's behavior and poor performance. These affect teachers' satisfaction and by extension affect his/ her decision to leave or stay longer in the school.

1.1.2 Teacher Retention

Concerns about educator turnover and attrition have been reported widely as a global phenomenon. Turnover translates, amongst other things, into shortages in educator supply, costs in recruitment, training and mentoring, poor learner performance due to disruption of planning programmes and continuity, as well as overcrowded classes. This poses a challenge to the education system to manage turnover and retain teachers (Xaba, 2003).

At the World Education Forum in 2000, the international community defined Education For All (EFA) agenda as relating to six areas, namely, early childhood care and education, primary education, youth and adult learning needs, literacy, gender equality and quality in education. Three quantifiable goals were set for 2015: having increased number of

adult literates, ensuring universal primary education and gender equality. The latter two are reiterated in the Millennium Development Goals (MDGs). Adequate numbers and quality of teachers is a precondition to achievement of these goals (Alliance for Excellent Education, 2008). Teacher retention in schools is therefore essential if these goals are to be achieved.

Teacher retention is the act of teachers remaining in the same institution for a long time and wanting to stay even longer. According to Musaazi (1982) retention of employees, teachers included, increasingly becoming a real challenge today as employers begin to realize the value of people that make up their organizations. Talent shortage today has resulted in fierce competition for workforce talent. About twenty years ago, employee loyalty was generally high and a few people would consider leaving their job for another. This has changed and employees take responsibility for their careers. There is no such thing as job for life and today's workers have few fears about leaving employers for greener pastures (Armstrong, 2009). Teachers prefer to leave the teaching profession for promotion posts in non-teaching areas within the education sector, while others leave the education sector all together for the private sector. The retention of teachers in private schools has been an issue of continuing concern in education. Internationally, the teaching profession is continuously beset by several serious problems. One of the most serious problems in the teaching profession is teacher turnover and Governments are finding it difficult to retain teachers in schools (Kayuni & Tambulasi, 2007).

According to Sawchuk (2012), policy makers, administrators and advocacy groups have correctly diagnosed a major problem plaguing the teaching profession, the high rates of teacher attrition but have missed the mark in their prescription for fixing it. In addition, he contends that most school leaders fail to identify and encourage the very best teachers to stay in their schools. Some studies reveal that bright college graduates are less likely to enter the teaching profession, and that even if they do, they leave in a short period of time (Murnane,

Singer, Willet, Kemple & Olsen, 1991). This raises concern about the quality of the teaching force. In addition to the issue of quality, high rates of teacher turnover disrupt program continuity and planning, hinder student learning, and increases school expenses on recruiting and hiring teachers.

According to Alliance for excellent Education (2008) report, approximately half a million teachers leave their schools each year across the United States. Only 16% of this teacher attrition at the school level can be attributed to retirement. The remaining 84% is due to teachers transferring between schools and teachers leaving the teaching profession entirely. Another study done by Goe (2010) in California, United States, showed that every year close to 200,000 teachers leave the teaching profession, with another 200,000 transferring to other schools and that this costs the public school systems about \$5 billion annually. According to a report from the National Commission on Teaching and America's Future (NCTAF) in 2007, it is true that expenses of recruiting, hiring, and training new teachers is quite high. Its estimate was about \$10,000 per teacher.

Teachers leave their current schools for various reasons. Scholars such as Chabari (2010) and Smollin (2011) outline the causes of teacher turnover in schools to include: poor working conditions; testing pressure in an attempt to raise the students' scores which causes teachers to experience more stress and less job satisfaction; low wages that cannot sustain the teacher and meet other basic needs; job insecurity or threats of layoffs, which contributes to teacher's anxiety, pursuit of 'greener pastures' and burnout. The situation is not different in Kenya, and more so in Uasin- Gishu-County and more specifically in private schools in the county. Griffin (1996) contends that Kenyan teachers, on seeing a chance of earning more money, can, and quite frequently do, quit their teaching positions with no notice at all. Therefore there is need for school principals to look for ways of retaining teachers in their

institutions, both in private and public schools. The main concern for this study was on private schools.

It is with this concern that the research examined the influence that the school principal's leadership style had on the teachers' decision to leave or continue teaching in their current private schools. The researcher studied the influence the principals' leadership styles had on teacher retention in private schools in Uasin-Gishu County, Kenya. The county is situated in an area where there are many job opportunities for teachers, so that the issue of teacher retention becomes important.

1.2 Statement of the Problem

Private schools play a fundamental role in supplementing the government's effort to provide education for all (Kathuri & Juma, 2007). A feature of the past ten years has seen the increasing levels of private provision of education across all levels. In 2008, 924,192 primary school children representing 10.8% of total primary education enrolment were in private schools while 171,097 secondary school children representing 12.31% of total enrolment were in 1,329 private secondary schools (Republic of Kenya, 2012). Therefore private schools play a very important role in the provision of education. These schools are faced with many challenges, of which many of them have been addressed. The issue of teacher retention in private secondary schools has not been addressed and whether the principals' leadership styles affect or not.

From observation, most private schools in Kenya experience high rate of teacher turnover and at the beginning of every new term, especially in the month of September, spend some time for recruitment of new teachers. This is because the recruitment of secondary school teachers by the Teachers' Service Commission is done in the month of August and those who qualify for teaching posts in public secondary schools are required to report to their new stations in September. Teachers in these schools complain of too much supervision,

too much workload, undisciplined students and lack of support from the administration. Schainker and Brown (2008) and Brown and Wynn (2009) outline the effects of high teacher turnover in schools to include disrupting the school program, negatively affecting the student achievement, hurting staff morale and the cost to recruiting other teachers. They also indicate that most teacher turnover, whether through attrition or migration, is costly and has negative effects at the school level.

It then follows that teacher retention is crucial in the education sector. Mbwiria (2010) carried out a research on the influence of principals' leadership styles on teacher's career commitment in secondary schools in Imenti South District in Kenya. In his study he sought to establish whether principals' leadership style stimulates and sustains teacher career development. His study did not address the influence of the principals' leadership styles on retention of teachers. Chabari (2010) carried out a study on the challenges facing effective implementation of free secondary education in public secondary schools in Kangundo District in Kenya. In his study he established that there was a shortage of teachers to attend to the rising number of students resulting in inadequate curriculum supervision and implementation in schools. His study did not indicate if there were other factors, other than the increased number of students, which might have contributed to the teacher shortage. The study did not identify any strategies of retaining the few teachers to continue teaching in these schools. Could teacher retention be associated with the principals' leadership styles? This study therefore sought to find out the influence of principals' leadership styles on teacher retention in private schools in Uasin-Gishu County Kenya.

1.3 Research Questions

The study was guided by the following questions:

- i. Which leadership styles are commonly used by school principals in Uasin-Gishu County in the running of institutions?
- ii. What causes teacher turnover in private secondary school in Uasin-Gishu County?
- iii. To what extent do the principal's leadership styles affect teacher retention in private secondary schools?
- iv. How can principals increase teacher retention in private schools in the county?

1.4 Significance of the Study

The findings of the study were meant to equip private school administrators in private secondary schools with knowledge on how they can influence the retention rate of teachers in their schools, the board of management who take part in the recruitment process to come up with employment terms and conditions that would bond teachers to remain longer in the schools, and the parents who play a greater role in paying fees and other payments needed to sustain the teachers in the school, to the benefit of students, teachers and the school system.

This study was geared towards providing pertinent information to the Kenya Private Schools Association (KPSA) to ensure implementation of policies that would govern recruitment and retention of teachers in private secondary schools in Kenya.

As Sass, Seal and Martin (2010) stated 'theoretical models are needed to assist school administrators and researchers in developing programs to improve teacher retention and to predict those teachers who will struggle within the profession'. This study was meant to add to the existing body of knowledge on teacher retention strategies in private schools in Kenya and beyond.

1.5 Scope and Delimitations of the Study

The study was confined to private secondary school principals and teachers in private secondary schools and District Quality Assurance and Standards Officers (DQAO), in Uasin-Gishu County in the North- Rif part of Kenya. It covered the influence of private secondary school principals' leadership styles on teacher retention. The study focused on principals and teachers in the sampled schools. The principals and teacher possess the required characteristics; they would give pertinent information needed for this study. The county has part of it situated within an urban setting and part of it in a rural setting. Another reason why this research was conducted in this county is because there is limited evidence of such a study to have been conducted in the county.

This county has a good number of private schools and the data obtained can be generalized to other private schools in the county. This would give a good representation of all the private schools in Kenya. Earlier studies have examined teacher retention strategies and the issue of principals' leadership styles has not been explored.

1.6 Theoretical Framework

There are many theories of leadership which include: the trait theory of leadership; contingency theory of leadership; the path-goal theory of leadership; situational theory; the exchange group theories of leadership such as the transformational theory and the transactional theories leadership; and charismatic leadership theory.

This study adopted the transformational leadership theory. This theory was proposed by Bass in 1985 and it belongs to the exchange group of theories, it is the exchange, the nature of the relationship that underlies a leader's ability to direct and be effective. This theory states that leadership is the process by which a leader engages with others and is able to create a connection that results in increased motivation and morality in both followers and

leaders. This theory describes the leader's involvement in changing the attitudes of followers towards making decisions to stay longer in the organization or leave.

This theory is often likened to the theory of charismatic leadership that espouses that leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are best able to motivate followers (Wolinski, 2010). The key in transformational leadership is for the leader to be attentive to the needs and motives of followers in an attempt to help them reach their maximum potential. In addition, transformational leadership typically describes how leaders can initiate, develop, and implement important changes in an organization. This theory is often discussed in contrast with transactional leadership.

This theory pays more attention to the relationship at work that is intimately connected with the behavior and attitude of the leaders. Bass (1985) asserts that the leader shows empathy towards the workers, exercises less supervision and encourages employee participation. The workers in turn perceive him/her from an inspirational view with loyalty and enthusiasm. The leader's personal quality persuades and influences his/her subordinates into working towards the set goals of the institution. They use their knowledge, skills and principles of integrity and trust in transforming all those around them into willing followers. Bass (1985) argues that leaders are effective depending on the work situation. That is, does the work warrant room for personal qualities of the leader such as kindness, participation and exercising self-control? If this is favorable then they will appraise emotional and spiritual dimensions as well as the physical and mental aspects of both the leader and the workers. It is from the trust and confidence the workers have in the leaders that leads them to accept them. Workers trust in a leader who exhibits his competence and effectiveness. The leader provides direction and keeps the mission in right with effectiveness and results. This makes the workers gain confidence and trust in the leader

In this theory, the leaders display many techniques which they use in transforming the workers, for example, direct and intimate communication with the workers. The leaders exhibit a friendly and face-to-face interaction with the workers. He/she listens to them and provides solutions to their problems or involves them in problem-solving methods. They are easy to access, cheerful, pleasant in their outlook. The leaders explain to the workers the importance of their contribution to the welfare of the organization by encouraging their participation and in delegating duties. These leaders make emotional appeals to the workers by striking the right balance between the employee's needs, and goals in a given situation. The transformational leader also uses the workers high level of enthusiasm and commitment towards achieving the goals by showing concern and believes in the worker's unseen potential. He interacts with them and seeks help on behalf of the whole group.

Transformational theory has four components. These are: idealized influence or charisma; inspirational motivation; intellectual motivation and individual consideration. Idealized influence according to Bass (1990) is the dimension of transformational leadership theory characterized by making others feel good, making them proud to be associated with the leader and earning faith from the employees. Charismatic leaders display convictions, take stands appeal to followers on an emotional level. This is about leaders having a clear set of values and demonstrating them in every action providing a role model for their followers.

Inspirational motivation according to Bass (1990) is characterized by how well the leader communicates his or her goals, the manipulation of images, and helping others find meaning in their work. Leaders with inspirational motivation challenges followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act.

Intellectual stimulation is characterized by the leader's ability to make others think about new ways of performing work, new ways of looking at work and to be creative in their

own problem-solving methods. Individualized consideration or individual attention is characterized by how well the leader encourages individuals to develop themselves, how much feedback the leader thinks he or she gives to followers and how well the leader takes to bring workers into the team or the group (Bass, 1990).

Therefore, the transformational theory relies much on the relationship cultivated by the leader among the workers in working towards the set goals through their commitment and enthusiasm. The theory thus shows that a principal (leader) cannot be effective without the cooperation of the teachers (workers) behind him/her and it is upon him/her to influence them to remain in their current schools. This theory describes the principals' involvement in changing the attitudes of the teachers towards making decisions to stay in the institution or leave. This would in turn influence the teacher's decision to remain or leave their current schools.

1.6.1 Strengths of Transformational Theory

The transformational leader can effectively influence followers at the individual level and at the institutional level; the transformational leader strongly emphasize the employee's needs and values.

The transformational leader recognizes and exploits an existing need or demand of a potential follower, looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. Burns described transformational leaders as heroic, vigorous, decisive -- even charismatic -- because the transformational leader so skillfully motivates employees. A leader with these exceptional people skills brings an advantage to any endeavor he/she undertakes.

The transformational leader fully engages with people and seeks to satisfy their needs right along with the organization's needs. The employees are more likely to feel a corporate fit and stay with the institution when they report to a transformational leader. Fewer turnovers

mean less hiring and less training -- a big savings for the institution. When a transformational leader interacts with followers in the same, effective manner, he retains them, potentially limiting the cost of constantly marketing for and selling new employees.

The transformational leader empowers employees to make changes in themselves and realizes their full potential. This provides the institution the advantage of superior employee performance. A transformational leader brings increased effectiveness to employees when he/she engages in corporate learning - a definite advantage for institution. Transformational leaders are particularly good at culture building, providing intellectual stimulation and individual support, modeling positive behaviors, vision-building and holding high performance expectations for your employees.

Transformational leader instills a positive mindset in followers; this is particularly effective during crises such as economic difficulties that hamper the growth of a particular institution.

1.6.2 Weaknesses of Transformational Theory

The transformational leader treats leadership more as a personality trait than a learned behavior and such leaders has the potential for abuse power (Hall, Johnson, Wysocki & Kepner, 2008). According to them, transformational leadership depends entirely on the charismatic qualities of the leader. Such leaders do not share power, and vehemently reject any sense of challenge or question. The transformational principal will want to change the teachers: he will want to instill new motives in them, making them better teachers. The organization and its mission are articulated in idealized terms, and it is this radical idealism that provides the motivation. Such a principal seeks to alter the nature of the reality around the teachers. Such power knows no intrinsic limits. Charismatic leaders seeking transformation are inherently manipulative. It is passions, not reason that these people seek to provoke. At their worst, transformative principals seek to suppress reason and access only the

passion and enthusiasm of teachers. Such principals want teachers who are followers, not thinkers.

According to the Management study guide (2008), the transformational principal, at his worst, is a combination of a cult leader and a politician. Rhetoric dominates substance, passion dominates reason and docility dominates critical thinking. Transformational leadership drains personnel when not properly used or assigned to the right position; it makes use of impression management and therefore lends itself to amoral self promotion by leaders; it is very difficult to be trained or taught because it is a combination of many leadership theories; Followers might be manipulated by leaders and there are chances that they lose more than they gain.

1.6.3 Justification for Using Transformational Theory

Transformational leadership theory conceptualizes ideals that are capable of bringing about teacher retention. This is because a transformational leader such as a principal moves the teachers beyond immediate self-interests through idealized influence; charisma, inspiration, intellectual stimulation or individualized consideration. It elevates teachers' level of maturity and ideals as well as concerns for achievement, self-actualization, and well being of others, the organization, and society.

Idealized influence and inspirational leadership are displayed when the principal envisions a desirable future, articulates how it can be reached, sets an example to be followed, sets high standards of performance, and shows determination and confidence. Teachers would want to remain and identify with a school where such a principal leads.

According to Management Guide (2008), the current environment characterized by uncertainty, global turbulence, and organizational instability calls for transformational leadership to prevail at all levels of the organization. The followers of such leaders demonstrate high levels of job satisfaction and organizational commitment, and engage in

organizational citizenship behaviors. With such a devoted workforce, it will definitely be useful to consider making efforts towards developing ways of transforming organization through leadership. Educational institutions are also experiencing the same, thus transformational leaders are needed in this field.

The educational institutions, with special reference to private secondary schools, experiencing challenges such as high teacher turnover rates need transformational principals who will motivate teachers to work towards achieving educational objectives, using techniques such as paying attention to the teachers' individual needs and motives. This will in turn affect the teacher's decision to leave or remain in the school, hence affecting the teacher retention rates.

1.7 The Conceptual Framework

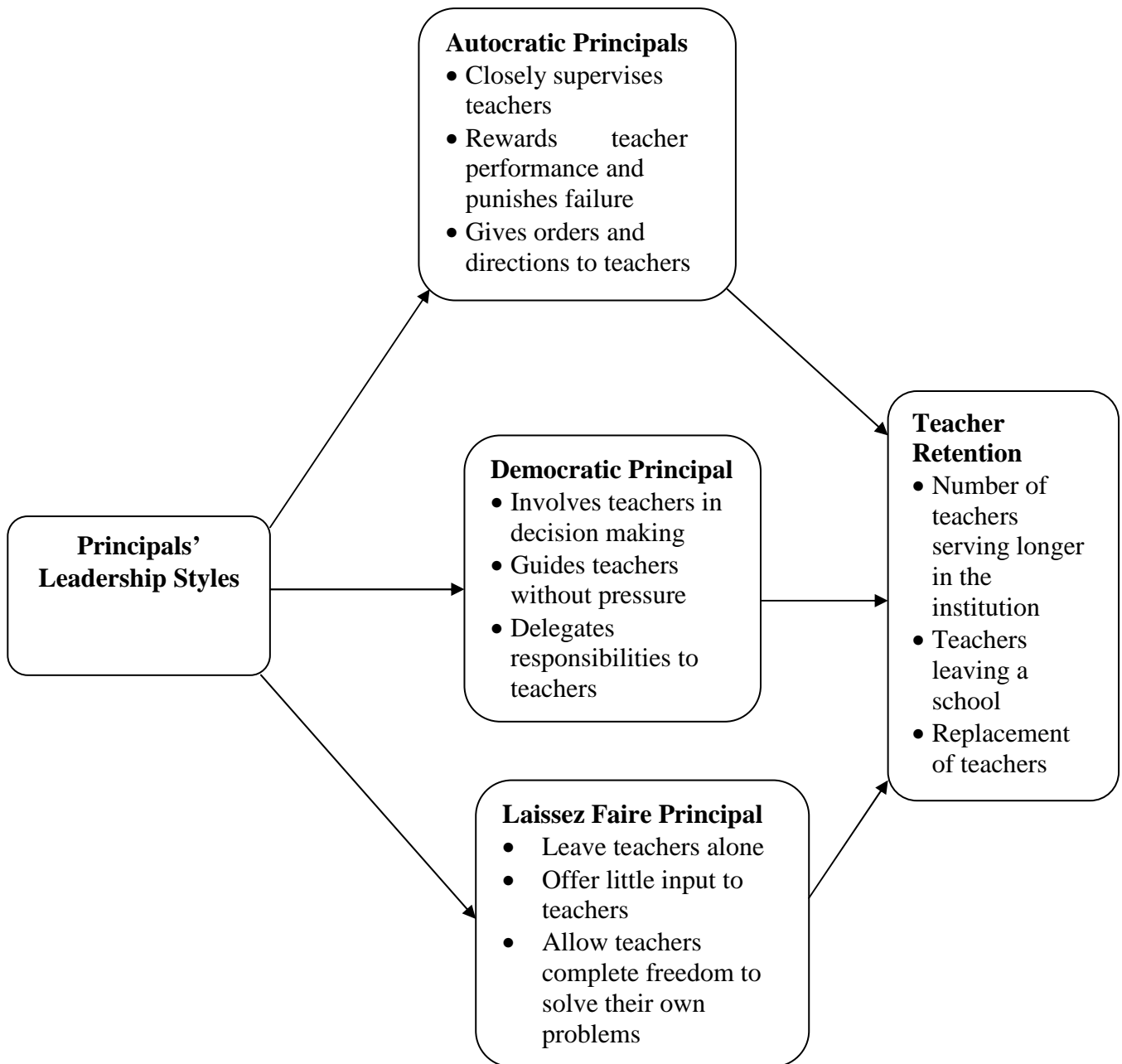


Figure 1: *Relationship between the Principals' Leadership Styles and Teacher Retention*

Source: Researcher's Synthesis of Leadership Theories and Literature Reviewed

The study was based on the various leadership styles as shown in Figure 1, which led to varying rates of teacher retention in private schools. The study focused on the principals' leadership style which depends on how much it has been influenced by the transformational theory, which in turn influences the rate of teacher retention.

The autocratic principal as demonstrated in Figure 1 monitors teachers very closely using ways such as observing lessons being taught, insisting on teachers signing attendance lists, signing in and out; he/she believes that teachers are generally lazy and must be controlled by structures such as deadlines, signing performance contracts, setting targets; he/she gives directions and orders which must be followed by the teachers without question, for example insisting that all teachers must be in school by 7.30 am to prepare for their morning lessons and that they are to be in school throughout the day unless absent with permission. Such leadership style may encourage low retention rates. This type of leadership has influence on teacher retention which this study seeks to establish.

The democratic principal on the other hand involves teachers in decision making by asking for their opinions before making decisions, he/she delegates responsibilities to teachers by appointing teachers to handle various assignments in the school, for example leaving his or her deputy to take full authority when he/she is absent, mandating heads of departments supervisory and advisory functions within the department, creating an academic department to handle academic issues and disciplinary committee to handle disciplinary cases. This study was aimed at finding out what influence democratic leadership style had on teacher retention.

The laissez-faire principal as depicted in Figure 1 leaves teachers alone and rarely interferes with their work, he/she does not bother to know whether a teacher is in class or not, whether a teacher is in school or not; he/she allows teachers complete freedom to solve

their problems. Since the principal deals with different teacher personalities, some teachers may like his/her leadership style while others may not like it and so leave.

Teacher retention is the dependent variable for this study. The indicators for retention include: the replacement rate of teacher, the number of teachers staying longer in their current schools and number of teachers leaving the school by the end of the year. The number of teachers present in a school at the beginning of the year will be compared to those present at the end of the year to determine those who have been retained and those who have left the school. Those who have been retained will comprise of teachers present both in January and December. The number of teachers retained and the total number of teachers in January will be used to compute the teacher retention rate. The teacher retention rates for various schools will be compared with the principals' leadership styles in these schools to establish the relationship between the principals' leadership style and teacher retention rate.

1.8 Operational Definitions of Key Terms

Influence is the power of the principal to sway or affect the teachers' decisions.

Leadership is the way school principals carry out their administrative activities to create a school climate characterized by student productivity, staff productivity and creative thought.

Leadership styles are modes or methods of leadership adopted by various school principals in the running of their schools.

Principal is a person who holds a position of presiding rank, especially the head of a secondary school or high school.

Private school refers to a school that is run and supported by private individuals rather than government or private agency.

Teacher Attrition the movement of teachers away from the teaching profession due to retirement or moving to another profession.

Teacher Retention refers to the ability of a school system to keep its staff in their jobs and make them want to stay.

Teacher turnover refers to the movement of teachers from teaching in their schools for any reason.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter consists of reviewed literature on the Hersey-Blanchard Situational Leadership Theory; principals' leadership styles, types of leadership styles, causes of teacher turnover in schools; strategies for retaining teachers; the concept of retention; empirical studies and critique of literature and knowledge gap.

2.1 Hersey-Blanchard Situational Leadership Theory

The study is also related to the Hersey-Blanchard situational leadership theory. The Hersey-Blanchard Situational Leadership Theory was created by Dr Paul Hersey, a professor and author of "The Situational Leader," and Ken Blanchard, author of the best selling "The One-Minute Manager," among others. The theory states that instead of using just one style, successful leaders should change their leadership styles based on the maturity of the people they're leading and the details of the task. Using this theory, leaders should be able to place more or less emphasis on the task, and more or less emphasis on the relationships with the people they're leading, depending on what's needed to get the job done successfully (Mind tools, 2008).

This theory suggests that different situations require different styles of leadership and for one to be effective in leadership requires the ability to adapt or adjust one's style to the circumstances of the situation (Wolinski, 2010). The primary factors that determine how to adapt are an assessment of the competence and commitment of a leader's followers. Daft (2010) contends that the suitability of a person's leadership style is determined by whether the situation is favorable or unfavorable for the leader. The favorability of a leadership style can be analyzed in terms of the quality of relationships between the leader and followers, the degree of task structure, and the extent to which the leader has formal authority over

followers. The assessment of these factors determines if a school principal should use a more directive or supportive style to maintain a certain status of teacher retention or reduce turnover.

2.1.1 Strengths of Situational Theory

The advantages of this theory include the fact that there is no one leadership style that should be used in a particular situation. This means that in a school set up, the principal should be able to change his or her leadership style depending on the situation at hand. For example, if the school is experiencing high teacher turnover, the principal should change his/her leadership style and adopt one that will encourage teachers to consider staying longer in the institution. Another advantage is that this theory is directive and flexible in nature, in that it tells the principal what to do given different situations (Contanzo, 2005). For example, when teachers relax in carrying out their daily routine, the principal can use autocratic leadership style to restore order in the school. It is also prescriptive, yet flexible by guiding the principal in balancing the amount of direction versus support teachers need depending their ability and desire.

Situational leadership is applicable at both micro and macro scales, appropriate for simple or complex tasks and adaptable for followers of all developmental levels. Situational Leadership Theory is timeless because it addresses both the changing complexity of the tasks, and the changing abilities of the followers, as they move together toward goal attainment. The primary responsibility of the situational leader is to adapt their own leadership style to meet the team member's needs for varied amounts task direction and personal encouragement based on the individual's readiness to complete a particular assignment.

2.1.2 Shortcomings of Situational Theory

The shortcomings of this theory include the fact that it requires incredible judgment based on task knowledge and human assessment. Not everyone has the vision, character,

perception, strength, tenacity, luck or constituent to lead in every situation despite their traits, skills, or style. Misdiagnosing either the follower's ability or willingness to complete a task can disrupt the team's progression and undermine the follower's self-esteem (Contanzo, 2005). This theory may not favor all principals since not all will be keen enough to vary their leadership styles depending on the prevailing situations.

A strong situational leader would need to be well educated in cognitive and psychosocial development theory, alert to differences among people due to the influences of gender, age, cultural and racial identity and of the social parameters that cause change.

2.1.3 Linkage of Situational Theory to the Study

Different circumstances will call for different leadership styles; therefore the principal should be ready to vary his/her leadership style to meet the rising needs of the teachers. For instance, if teachers are reluctant in carrying out their duties, he/she can use force to make them work or employ a leadership style that allows him to listen to them and find out if they are communicating something to the school administration.

2.2 The Principals' Leadership Styles

According to Waite (1995) a school revolves around the principal. On him/her depends the reputation of the school and the framework upon which the structure of the school is built. The principal's leadership is an important ingredient in a school. Competent leaderships help schools through periods of academic distress and come in a variety of styles depending on the circumstance (Roberts and Sampson, 2011). According to Mbwiria (2010), effective school principals are relatively consistent in the way they attempt to influence the behavior of teachers. The principal who makes all the major decisions in one situation is not likely to share decision-making in another. Also, the principal who is considerate in one situation is not likely to be insensitive in another. The relatively consistent pattern of behavior of most principals and leaders in general is too complex to be described by a single

style and some of them modify their styles to match a situation. Discussed below are the common leadership styles used by school principals in the running of their institutions.

2.2.1 Authoritarian Leadership Style

This type of leadership is also referred to as autocratic leadership, coercive leadership or dictatorship. In this type of leadership the leader retains all authority and responsibility. He/she assigns people to clearly defined tasks and it is primarily a downward flow of communication (Kreitner, 1999). The distinguishing features of an authoritarian leader include the promotion of personal interests; one-way communication; quick spontaneous action; personalized organization; centralized decision-making; emphasis on technical matters; and control by inspection (Laferla, 2008). In a school situation, an authoritarian principal dictates to the teachers what is to be done and the teacher is supposed to follow the orders without any question.

According to Bennars, Boivert and Otiende (1994) autocratic principals hardly allow their teachers and students to freely exchange their views on school matters. The principals assign workers to specific tasks and expect orderly and precise results. The teachers are told what to do and the principal does close supervision and workers have no say. Failure to execute these orders, the concerned teacher faces the consequences.

This leadership style is appropriate during the early stages of the institution, when the staff lacks skills, when there is in-fighting and disunity among staff and when rapid change or transformation is required. It stresses prompt orderly and predictable performance. Many autocratic leaders have been successful as high-level leaders in the private and public sectors (Bennars et al 1994). Teklemariam (2009) adds that this style is acceptable for routine matters and in emergency cases. In emergency situations the principal has to make quick decisions and give orders to the teachers.

This type of leadership kills staff morale, can lead to riots or strikes and staff turnover. Laferla (2008) adds that this type of leadership leads to drop in productivity tends to stifle individual initiative leading to few innovations, and dissatisfaction among workers.

2.2.2 Democratic Leadership Style

Democratic leadership rests on the idea that members of the group or their representatives shall be involved in the making of policies (Okumbe, 1999). It is also called participatory leadership as it emphasizes group and leader participation in the formulation of the policies that serve as guidelines for organizational operations. The leaders delegate a great deal of authority while retaining ultimate responsibility. Work is divided and assigned on the basis of participatory decision making. Active two-way flow of upward and downward communication (Kreitner, 1999). The principal and the teachers work as a team, though the principal remains the final decision maker. This helps the teachers to be more responsible since their contributions in the school matters are valued.

The Characteristics of Democratic Leadership as cited by (Cherry, 2013) include: Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions; Members of the group feel more engaged in the process; Creativity is encouraged and rewarded. As indicated by Boisvert et al (1994), school principals practicing democratic leadership style, use open communication networks between themselves, teachers and students. Both students and teachers show interest in the school activities and work together as a team to accomplish the goals and find solutions to issues affecting them.

According to Kreitner (1999) the strengths of democratic leadership include promoting high staff morale; it is also a means by which the creative talents of many teachers can be tapped, and for that reason it is called creative leadership; it enhances personal commitment through participation.

The democratic leadership has some weaknesses which include the fact that it is time consuming thus delaying the decision making process, the principal may lose part of the grip or control of the teachers. Teklemariam (2009) contends that this style runs the risk of inconsistency and may avoid individual responsibility. Therefore the school principal, while using this leadership style has to be careful otherwise he/she may be avoiding taking responsibility and leaving everything to the teachers, including what he/she should be doing as the principal. There are certain things the principal should be able to handle without involving the teachers, for example handling a teacher's disciplinary case.

2.2.3 Laissez-Faire Leadership Style

According to Kreitner (1999), this type of leadership is one in which the leader denies responsibility and abdicates authority to group. The group members are told to work things out themselves and do the best they can. It permits self starters to do things as they see fit without leader interference. There is horizontal communication among peers.

According to Karagu (1999), some principals adopt management styles that are laissez-faire to allow participation by others; they fail to bring any meaningful direction for the school. As a result no one else takes initiative in decision- making. The leadership vacuum results in role conflict. He further points out that laissez- faire principals leave teachers and students unsupervised: and that is detrimental to students' performance, physical and behavioral development. He adds that lack of a sense of direction leads to indiscipline. He suggests that since the children in schools are still young and at the formative stage, they need to be guided; therefore this style is not recommended for use by school principals. In this management principals sit back and allow everyone to do what pleases them. This might lead to chaos which would hardly be conducive to the provision of quality education.

Laissez- faire principals avoid attempting to influence their teachers and avoid supervisory duties. They bury themselves in paperwork and avoid situations that prevent any

possibility of confrontation. They leave too much responsibility with the teachers; they set no clear goals, and do not help their teachers to make decisions. They tend to let things flow, since their main aim is to stay on good terms with everyone. The Group may drift aimlessly in the absence of direction from principal.

This type of leadership is not ideal for secondary schools, since not all teachers are not responsible enough direct themselves, some are from college and need to be directed and mentored to fit into the school system. This study examined whether this leadership style, among many other leadership styles, had an influence on teacher retention.

The principals' leadership style plays an important role in the daily running of a school. Some studies on leadership styles have been carried out by various scholars. Some of them are discussed below: Wangui (2012) carried out a study on the influence of head teachers' leadership styles on pupil's performance in the Kenya Certificate of Primary Education (KCPE) in Miharati Division, Kipipiri District, Kenya. The study used the ex-post facto research design. The sample size for the study was 168 teachers and 28 head teachers. The split-half technique was used to test the reliability of the instruments. The researcher collected data using questionnaires with both open and closed ended questions to head teachers and teachers.

The findings revealed that 53% of the teachers perceived their head teachers' leadership style as autocratic while 65% of the head teachers perceived their leadership style as democratic. The study established a strong positive relationship between the principals' leadership styles and pupils' performance.

The above study was concerned with the head teacher's leadership style and its relationship with pupil's performance in KCPE. The above study did not address the issue of teacher retention and the leadership styles. This study examined the relationship between the

principals' various leadership styles; autocratic and democratic leadership styles included, and teacher retention which was not addressed by the study.

Cerit (2009) carried out a study on the effects of servant leadership Behaviors of School Principals on Teachers' job satisfaction in Duzce Province, Turkey. The population of this study was 29 primary schools. Data were collected from 595 teachers working in primary schools. Servant leadership behaviors of principals were determined with the servant leadership scale while teacher job satisfaction was determined using the job satisfaction scale. Mean, standard deviation, correlation and multi-regression test was used in data analysis.

The findings of the study showed a strong positive relationship between servant leadership behaviors of school principals and teachers' job satisfaction and servant leadership was a significant predictor of teacher job satisfaction. He posits that servant leadership may contribute to improving teachers' job satisfaction due to its characteristics such as allowing them to take part in decision-making, giving autonomy, respecting them, creating a trustable environment and esteeming teachers. He concluded that school principals should be servant leaders to improve job satisfaction, which in turn contributes to the effective work of teachers. Therefore, it can only be inferred from this study that this may in turn influence a teachers' decision to leave a school or even serve longer within the institution.

The study was carried out in primary schools while this study will be in secondary schools. The focus of the study is on servant leadership which is one of the leadership styles in relation to job satisfaction. There is need to do a study on various leadership styles and their influence on teacher' retention as put forward by this study.

A study was carried out on the Effects of the Head Teachers' Leadership Styles on Motivation of Teachers in Public Primary Schools in Westlands District, Nairobi County, Kenya by Olele (2012). The study sought to establish the level of motivation among teacher

in public primary schools, the head teachers perception on their leadership styles, leadership styles used by head teachers and the methods used by head teachers to motivate teachers.

The study adopted a descriptive survey design. The target population of teachers and head teachers from 26 public primary schools comprised of 117 teachers who were selected using simple sampling technique from 14 public primary schools and 14 head teachers who were purposively selected. The researcher relied on self- administered questionnaires.

The data collected were analyzed qualitatively and quantitatively, and the findings revealed that teachers were highly motivated. They further revealed that the teachers had a positive perception of their principal's leadership styles. It was found that most head teachers used democratic leadership styles which in turn influenced teachers' motivation positively. In addition the findings indicated that head teachers used different methods of motivating teachers with which the teachers were satisfied and motivated.

The research came up with one leadership style that influenced teacher's motivation positively, the democratic leadership style. It does not say anything about retention, which is the concern of this study. This study therefore investigated the relationship of the principal's leadership styles, democratic leadership style included, and teacher retention in private secondary school, not primary schools as in this study. The concept of retention is discussed below.

2.3 The Concept of Retention

Retention according to Musaaazi (1982) is the ability of a school system to keep its staff in their jobs and make them want to stay. He outlines the following guidelines to help school authorities to encourage or persuade teachers to remain: establishing a clear staff policy on the principle of justice and fair pay; establishing a clear channel of communication with teachers; encouraging teacher participation in the decision making process; welcoming and encouraging teacher's initiative; being fair in providing opportunities for promotion and

further or in-service training; providing facilities and equipment needed by teachers; avoiding dictatorship and unnecessary hostility and antagonism; trying to know teachers collectively and individually and always trying to understand their personal and social problems and needs; defending teachers when they are unfairly criticized; assigning reasonable duties and teaching loads to teachers.

Employee retention is a challenge not only to the education sector alone but also to other sectors. Noe, Hollenbeck and Wright (2006) assert that organizations must take steps to ensure that good performers are motivated to stay with the organization. The same case applies to educational institutions that are also losing performing teachers. Lack of teacher retention threatens provision of quality education in these institutions.

According to Wynn, Carboni and Patall (2007), a teacher's decision to remain at their school site and in the school district is most strongly associated with the school climate and the principal leadership. It is the duty of the principal to create an environment that is conducive for teaching and learning. School climate refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures (National School Climate Center, n. d). Establishing a healthy school climate is an essential element of a safe school plan to foster academic success, positive youth development, risk prevention, health promotion and teacher retention. This study examined whether or not the principals' leadership styles had an influence on teacher retention.

According to Brown and Schainker (2008), the conditions and resources needed to support new teachers in their continuous learning, growth, and professional development include shared decision making on substantive issues, collaborative work with others to reach shared goals and expanded teacher leadership capacity. Principals need to model high expectations for all and keep the vision of student learning alive and at the forefront of all

decisions. Principals should maintain an open door and a visible presence throughout their schools and encourage and support collegiality among all teachers while providing nurturance, guidance and leadership when needed. By fostering official or unofficial professional learning communities, principals can reduce teacher isolation; increase teacher responsibility and understanding; improve teacher satisfaction, morale, commitment and influence teacher retention. The literature above point out some qualities principals can employ to foster teacher retention. These qualities do not point to a particular leadership style. Therefore this study sought to find out if the principals' leadership styles had an influence on teacher retention.

As noted by Swars, Meyers, Mays and Lack (2009), organizational variables affecting teachers' decisions to stay or leave their schools include administrative support, student characteristics, decision- making opportunities, and pressure associated with high stakes testing and accountability, and teacher morale. This study was done in Turkey. In their studies they found out that shared values, unique student population, teachers' relationships with administrators, teachers' daily experiences, and teachers' relationships with fellow teachers contribute to teacher retention. In their studies, they found out that teacher retention for schools with stable leadership was higher as compared to schools with changing principals. The study did not suggest if the principals' leadership style had any influence on teacher retention, which was the concern for this study. Teacher retention is necessitated by teacher turnover in schools. To be able to retain teachers the principal needs to be aware of what makes them move out of their schools to join other institutions or quit the teaching profession.

2.4 Causes of Teacher Turnover

Different scholars have come up with various reasons as to why teachers leave their current schools. Studies show that poor climate conditions in schools have a negative impact

not only on teacher retention, including the retention of experienced teachers but also on the achievement of students. According to Wynn, Carboni and Patall (2007), the working conditions which is a component of the school climate is linked with the beginning teacher's retention and often includes principal's support. When teachers receive support from their principals especially when handling students' indiscipline cases, they may choose to stay longer in the school. Principal's support to the teacher depends on the formers' leadership style and how much they apply transformational theory in practice.

Another main cause of teacher turnover is lack of motivation (Eng'airo, 2010). Motivation is the process of satisfying the needs and motives of an individual in order to inspire him/her to work efficiently, willingly and enthusiastically towards the achievement of the desired goals. It also has an influence on the teachers' decision to leave an institution or stay longer. She identified other factors as; the nature of duties teacher perform, the leadership styles adopted by principals, and students characteristics which may motivate or demoralize teachers. Motivated teachers were likely to stay longer in their current schools than demoralized teachers. This study therefore examined whether or not the principals' leadership styles that led to teacher motivation also influenced teacher retention.

The principal's support for mentoring and induction programs, particularly those related to collegial support, appears to play a prominent role in beginning teachers' decision to quit or remain on the job (Brown and Schainker , 2008). Induction programs help new teachers to fit well into a school program and environment and lack of it may impact negatively on the new teacher, hence influencing the retention rate.

As pointed out by Swars, Meyers, Mays and Lack (2009), the causes of teacher turnover to include spheres of mismatch, trust and control, parity, and leadership style. Spheres of mismatch are discrepancies between teachers and administrators which include disagreements on particular teaching philosophies and school policies or expectations. Fear

associated with expressing concerns to administrators and feelings of disempowerment may make teachers to consider leaving their current schools. Inequitable treatment of teachers by administrators can lead to discontent and departure.

In addition, the type of leadership that is outcome- driven, lacks interpersonal skills, lack transparency and operates on hearsay discourages teachers and encourages high rates of teacher turnover in schools. This study did not come up with a particular leadership style that could encourage teachers to remain in their current schools longer. On the contrary, a report from House of Commons Education and Skills Committee (2004) attributes high rates of teacher turnover in schools to be caused by poor standards of pupil behavior, that is, the general indiscipline, violent behavior and verbal abuse, which makes teachers to leave the teaching profession or contemplate leaving it.

A study done by Odland (2007) revealed that teacher characteristics such as age and subject specialization also cause teacher turnover. He found out that young teachers were likely to change schools within the first five years of their teaching profession more than older teachers. Though the principal may not choose the age group of teachers who would teach in his/her institution, through his/ her leadership style he/she can prompt them either to leave or stay. He also found that some subjects were more marketable than others and teacher with these subjects would not stay longer in one school due to the high demand. The other cause according to him is job dissatisfaction and the desire to pursue a better career on job opportunity. Job dissatisfaction was due to poor salary, poor support from administration, student discipline problems, lack of teacher influence over decision-making. The administration according to him plays a role in teacher turnover. It is not indicated if this is associated with the principals' leadership style. This study investigated if the principals' leadership style, which touches on the administrative role of the principal, also influenced teacher retention.

A study done by Candle (2010) showed that loss of group cohesion, poor working conditions, poor pay, poor management or supervision, unmet expectations, better pay elsewhere, low status of teaching profession, and competitive conditions elsewhere also contribute a great deal to teacher turnover in schools. The poor management or supervision could be associated with the principals' leadership style.

The principals' leadership style has not come out clearly as one of the causes of teacher turnover. The studies reviewed indicate lack of support from the administration, poor management or supervision. The studies did not show the leadership style that encourages turnover. If leadership styles can influence teacher turnover, can it also influence teacher retention?

Eng'airo (2010) conducted a study on the Human Management factors that influence teacher turnover in public secondary schools in Nairobi. The study sought to establish the relationship between teacher turnover and the job challenges, how leadership styles in schools influence teacher turnover and if student characteristics also contribute to teacher turnover.

The descriptive research was used to collect data and probability sampling techniques, stratified sampling technique, to select schools to take part in the study. The researcher used one type of questionnaire; one for teachers only therefore lacked source triangulation of data. The study population was made up of secondary school teachers in public secondary schools in Nairobi province. The findings from this study will not be generalized to all schools including private schools. Therefore there is need to carry out the same research in private schools as well. Twenty schools were used in the study which made 30 percent of the total public secondary schools in Nairobi.

Inferential and correlation statistics method of analyzing data was used and the findings of the study were; that job motivation factors such as remuneration, promotions, and

working conditions, job challenges such as workload and leadership (administration style) influence the teacher's turnover in public secondary schools in Nairobi. Can the administrative style also affect teacher retention in schools?

The research addressed the problem of turnover in relation to job satisfaction but did not suggest any ways of retaining teachers in these schools. The research indicated that leadership styles was one of the factors that influenced teacher turnover but did not identify any specific leadership style associated with it. The concern of this study is to establish the relationship between teacher retention and the principal's leadership styles, which was not addressed by this research.

A research on teacher attrition and retention: a meta-analytic and narrative review in America was carried out by Borman and Dowling (2008). This study involved a comprehensive meta-analysis of all quantitative studies related to teachers' career trajectories and attrition from or retention in the field. They used quantitative research design only and applied the economic labor theory. The purpose of their study was to find out why teacher attrition occurs, or what factors moderate teacher attrition.

The study organized and conceptualized the moderators of teacher attrition within five categories: teacher demographic characteristics; teacher qualifications; school organizational characteristics; school resources; and school student body characteristics.

Under school organizational characteristics, it included among others administrative support and regular supportive communication with administrators. Administrative support which aids in predicting the probability of attrition was generally defined as the school's effectiveness in assisting teachers with issues such as student discipline, instructional methods, curriculum, and adjusting to the school environment. The moderating effects of regular supportive communication with administrators were studied as the percentage of

teachers reporting regular or supportive communications with the school's principal, other administrators, or department chairs.

From the evidence reviewed, it appears that initiatives that lessen the bureaucratic organization of schools and school systems and strategies that promote more genuine administrative support from school leaders are strategies that may improve retention. The review stated among others that defining the roles that administrators and more senior teachers can play in improving retention requires more research and development. It is evident therefore that as part of organizational characteristics, a study on the influence of principals' leadership styles on teacher retention should be investigated as proposed in this study. The next section dealt with the strategies for retaining teachers in schools.

2.5 Strategies for Retaining Teachers

Earlier studies show that there are various teacher retention strategies that have been employed by school principals to keep teachers longer in their school, hence reducing teacher turnover. According to Nance and Calabrese (2009), a culture that encourages listening to teacher's experience and including them in decisions that affect them, is important in an effort to retain them. When teachers are listened to, especially by the school authorities, they are likely to be comfortable working in the institution and are more likely to stay longer in their current institutions. Therefore school principals need to develop a culture that encourages listening to teachers in their schools. It is not clear if this culture has anything to do with the principals' leadership style or not, which was the concern of this study.

Pitsoe and Machaisa (2012) did their study in South Africa and came up with the following strategies of teacher retention: that schools need to provide mentoring and induction programmes for new teachers to reduce turnover rates; that schools which provide more autonomy in planning and delivering the curriculum, are found to have lower rates of attrition; and there is need for schools to provide support for professional development.

Schools which encourage and support staff development are likely to see improved retention. Thus principals need to consider developing programmes that give room for staff development in their institutions as a way of promoting teacher retention. Among the strategies identified by Pitsoe and Machaisa, the leadership style has not come out as one of such strategies. This study will therefore fill this gap by investigating the influence that the leadership styles of the principal will have on teacher retention.

According to Corbell (2009) increasing salary, face-to-face time with the administrators, mentor interactions, collaborative time, providing on-going beginning teachers seminars, decreasing beginning teacher's assignments, providing a beginning teacher network, can increase the likelihood of retaining beginning teachers. Eng'airo (2010) identified motivation as one of the strategies school principals can employ to retain teachers in their schools. This study did not link motivation to leadership styles.

Minarik, Thornton and Perreault (2003); Meiywa (2011) propose five strategies which principals can employ to retain teachers in their institutions. These strategies include: - First- Developing an effective principal leadership of the school; they assert that when principals develop an organizational paradigm that is centered on vision, mission, and staff growth, they provide the basis for intrinsic motivation and continuous improvement. This strategy does not associate the retention to the principals' leadership styles, other than just effective principals' leadership. The second strategy is transforming schools into an employer of choice; principals can implement strategies that will create an employer-of-choice environment and thus give themselves a competitive edge. This can be done by replacing the old 'command and control' structures with a more democratic environment among the professional stakeholders. This strategy advocated for democratic leadership style which was one of the leadership styles studied by the researcher. The effect of the other leadership styles was not

mentioned. This study considered three leadership styles, namely autocratic, democratic and laissez faire leadership styles and their influence on teacher retention.

The third strategy is hiring the right teachers; they suggest that principals should select from their pool of applicant the strong candidates. The recruitment, screening, and interviews must be aligned with the district framework of teaching and learning. This strategy encourages principals to hire those who are actually interested in teaching, and more particularly in that particular institution. Such teachers are likely to stay longer in these institutions before they could probably think of moving to other institutions, therefore promoting retention.

The fourth strategy is enhancing relationship within the educational community; improved interconnectedness, relationships, and collaborative professional interaction create meaning and improve intrinsic rewards. A school that provides these will increase its employee retention rate. Mentoring, coaching, team teaching, and orientation programs address the needs of new teachers, connect teachers to each other, and develop staff loyalty and satisfaction. Principals can promote strong professional relationships within the educational community to reduce teacher attrition (Minarik et al, 2003).

The fifth strategy is promoting connectedness with the larger community; educational leaders should look beyond the boundaries of the school, the district, and the profession. Connecting with organizations such as government agencies, private industries, and community based services, the arts, faith communities, nonprofit service groups, and recreational activities helps new teachers become members of the community. Community connections directly affect the quality of life for all who live in the community; therefore these connections will affect retention (Minarik et al, 2003). The principals can create all the above connections regardless of the leadership styles they employ. The strategies proposed by Minarik et al (2003) above do not point to the principals' leadership styles as one of the

teacher retention strategies. Therefore this study sought to find out the influence of these leadership styles had on teacher retention.

A report by the House of Commons Education and Schools Committee (2004) made a recommendation that a graduate entry programme integrating the end of training, the induction year and support in the early years of a teacher's career be introduced. This could help teachers stay longer in the teaching profession and reduce the number of those leaving the teaching profession within five years of qualifying. Ingersoll (2012) suggested that induction can help retain teachers, improve their instruction and their students' achievement. Induction is the first step towards gaining an employees' commitment, it is aimed at introducing the job and institution to the recruit and him or her to the organization. It involves orientation and training of the new teacher in the institutional culture, and showing how he or she is interconnected to (and interdependent on) everyone else in the institution.

The purpose of induction according to Torrington, Hall and Taylor (2008) is to prepare the employees, teachers included, to work as effective as possible and as soon as possible in their new jobs. Griffin (1994) agrees that induction, especially of new teachers is important as it will make them feel welcome. The nature of induction is likely to affect a teacher's decision to either quit or remain in a given school. Well inducted teachers are likely to fit well into the institution's system and are likely to serve longer in the institution.

Goe (2010), suggests other teacher retention strategies which include: providing incentives and policies to distribute the teacher workforce; making challenging schools more attractive; improving working conditions for teachers; asking new teachers what they want or need; partnering with institutions of higher education to better prepare teachers for urban and rural school settings; developing/supporting high quality alternative certification programs; creating partnership to address out-of -school issues that affect recruitment and retention.

The principals' leadership styles are not mentioned as one of the factors promoting teacher retention.

Enga'iro (2010) asserts that concerted effort is required to retain talented people but there are limits to what institutions can do and that it is also necessary to encourage the greatest contribution from existing talent and to value them accordingly. The above studies point out many teacher retention strategies. The principals' leadership style has not been addressed as one of such strategies; therefore the study investigated the influence the principals' leadership style had on teacher retention.

A research on beginning teachers' perceptions of mentoring, climate, and leadership: promoting retention through a learning communities' perspective was carried out by Wynn, Carboni and Patall, (2007) in North Carolina, USA. They used the survey design to collect data from 217 first- and second-year teachers in a small urban school district. However, the study does not indicate how the 217 teachers were sampled.

In their study they found out that principals have a great deal of power and influence, perhaps even more than they realize, when it comes to beginning teacher satisfaction and decision to remain at their school. It therefore indicated that there is need to focus first on gaining information related to principals' abilities to support teachers and then explore ways to assist principals as they work to support teachers.

The study focused on 'strong instructional, operational and strategic leadership' of the principals in relation to teacher retention and did not specify the specific leadership styles. The researchers recommended that 'further research is needed in order to identify specific leadership styles and practices of principals who most effectively promote teacher retention' which is the thrust of this study.

Denton (2009) conducted a research on teachers' perceptions of how leadership styles and practices of principals influence their job satisfaction and retention, in South Carolina.

The purpose of this study was to identify what school principals can do to increase teachers' job satisfaction and retention. This study addressed the challenges principals face in retaining highly qualified and effective teachers in their schools. The researcher studied twelve veteran teachers from four schools and employed qualitative research design. The research instrument used was an interview guide. The use of the qualitative research design only generates findings that cannot be generalized to other schools within and outside the district. The sampling technique that was utilized to select the four schools and the twelve teachers was not indicated.

The data revealed that principals can increase teachers' job satisfaction and retention rates by encouraging positive and respectful relationships among teachers and their students and among the faculty, staff, and administration; treating teachers as professionals and providing them with opportunities for professional growth; providing teachers with positive feedback; being accessible and listening to teachers; establishing high expectations for student achievement and teacher performance and supporting the efforts of teachers.

The study focused on teachers from both 'public and private elementary, middle and secondary schools' while this study will focus on private secondary schools only. The findings on teachers' perceptions on how principals can increase their retention through various practices are not directly linked to a particular leadership style. Therefore this study investigated various leadership styles of principals and their influence on teacher retention

A study has also been done by Mancuso, Roberts and White (2010) on teacher retention in international public schools: the key role of the school leadership. Descriptive survey design was used. The purpose of the study which was done in the USA was to examine: teacher characteristics, school characteristics and organizational conditions and relate them to teacher retention. Organizational conditions play a significant role in teachers' decisions to stay in or leave a school.

The results of the study indicate that the predictors of teacher turnover in international schools with the most practical value are those in the category of organizational conditions such as physical working conditions, salary and benefits, class size, support and supervision, recognition of teachers' efforts, intrusions or interference with teaching time, student discipline problems, and faculty influence over decision-making or more intrinsic elements such as a sense of self-efficacy, relationships with colleagues, professional competence of colleagues, prestige or esteem of the profession, student motivation, level of autonomy or responsibility accorded to teachers, opportunities for professional or personal growth, and job satisfaction. Organizational conditions can be altered or improved through policy changes, hiring practices of heads of school, leadership practices and professional development of school leaders. Therefore, identifying a model that isolated organizational conditions as key determinants of teacher movement was critical to discovering elements that will inform practice.

The study was carried out in international schools and it did not address private schools as planned by this study. The study focused on teacher retention and key role of leadership as indicated by various leadership practices. However, the characteristics that defined teachers' perceptions of supportive leadership are closely linked with transformational and distributed leadership and not a specific leadership style of principals and how it can influence teacher retention.

Sass, Seal, and Martin (2010) carried out a research on predicting teacher retention using stress and support variables. The study was conducted in the University of Texas, USA. The research was concerned with testing the complex interrelationships between support variables.

The study used a sample of 479 certified teachers who taught either at elementary, middle, or high school levels, three competing theoretical models with variables related to

teacher stress or support were tested using structural equation modeling to predict job dissatisfaction and eventual intention to quit. The study does not indicate the research design that was used in the study and the sampling techniques used to select the 479 teachers who participated in the study.

They found out that student stressors completely mediated the relationship between teacher efficacy related to student engagement and job satisfaction. Results also revealed a strong positive correlation between teacher efficacy for student engagement and superiors' social support. Thus, teachers who perceived greater administrative support were more inclined to believe they could make a difference in their students' education.

The study was concerned with the relationship between stress and support variables and teacher retention. The support referred to in the study is from colleagues and the school administration. The administrative support discussed is not linked to principal's leadership styles. Thus this study will establish whether there is a relationship between retention and the principal's leadership styles.

Nance and Calabrese (2009) researched on special education teacher retention and attrition: the impact of increased legal requirements, in USA. Legal requirements for general education teachers include licensure and the highly qualified status per No Child Left Behind Act (NCLB). Much like their general education colleagues, special education teachers face similar job related stress factors that contribute to their high attrition rate. Moreover, the increased burden of addressing bureaucratic-driven legal requirements adds an additional dimension to their stress levels.

The study used a qualitative multiple case study of two units of analysis which was conducted through a constructionist epistemology. The study used a qualitative case study, thus the findings of the study will not be generalized to special teachers outside the area of study. Data were collected from 40 current and former tenured special education teachers

through focus groups, semi-structured interviews, and review of appropriate documents. The data collected were analyzed using text analysis software, content analysis, and pattern matching.

The research indicated that continued iterations of promulgated legal requirements related to licensure and required paperwork were viewed as a burden to special education teachers; the lack of organizational culture support and appropriate organizational learning strategies may aggravate the feelings of job dissatisfaction and contribute to their attrition. In addition, this study also indicated how organizational culture and organizational learning influence special education teachers' perceptions of their jobs and job requirements and, ultimately, their decisions to stay in or leave their position. Organizational learning and organizational cultures that encourage listening to the experience of tenured special education teachers and including them in decision-making needed to be included as part of their retention efforts. In these ways, organizational culture will support learning that allows effective and necessary change to occur, which also should aid in special education teacher retention.

The study was conducted in USA and was focused on special education teacher's attrition and retention with special reference to the impacts of increased legal requirements. Other than legal requirements, there could be other factors that could also affect their attrition and retention. The leadership style of the principal could be one of these factors. The researcher is concerned with retention and not attrition. Therefore, this study will establish whether or not there is a relationship between the leadership styles and retention of teachers in general.

A study was carried out by Waterman and He (2011) on the effects of mentoring programs on new teacher retention: a literature review. This study was done in South Carolina in USA. The purpose of this study was to evaluate the effectiveness of mentoring

programs for retention of new teachers in the USA since 2005. They used survey design. They found out that it was not easy to examine how mentoring affects retention.

The above study focused on the effects of mentoring programs on new teacher retention and from the study it was found that the relationship was not clear. Therefore there is need for further research on the relationship between the mentoring programs and retention. The study was carried out in the USA and it could also be replicated in other parts of the world, Kenya included. This study does not address the researchers' concern. Mentoring is one among many other strategies for retaining teachers, and ends at the end of the mentoring duration. The mentor may not necessary be the principal. Leadership styles could be the other strategy for teacher retention, hence there is need to study the influence of the principal's leadership styles on teacher retention.

A study on moral school building leadership: investigating praxis for alternative route teacher retention was done by Easley (2007) in the USA. The purpose of the study was to identify and explore the factors and conditions of moral leadership that affect the potential for teacher retention among alternative route certification teachers. The methodology used was a single focus group, the participant's dialogues were recorded and analyzed for themes and the themes triangulated with external data from a related study. The findings were that, not only are Alternative Route Certification teachers drawn to the profession due to their own moral ideals, the findings also revealed that they are simultaneously responsive to principals' moral leadership.

Three themes from this study define moral leadership as: a respect for teachers as professionals; relationships with teachers; and focusing on the right things. The praxis of moral leadership is expressed through relationships between principals and teachers and is defined by dispositions as well as actions.

The study was carried out in the USA which is first-world country with a well-developed democratic leadership style. The study is more concerned with the moral aspects of educational leadership and its effects on teacher retention. However, moral leadership component which obliges all principals to respect teachers as professionals, relate well with teachers and focus on doing the right things, is a pre-requisite of any leadership style. Principals should have human skills for good interpersonal relations. Different leadership styles therefore may be the main focus that determines teacher retention and not a constituent which is common and mandatory for all leadership styles. Moreover, the research design is qualitative and the findings cannot be generalized. This study which was carried out in Kenya, addressed the influence of principals' leadership style on teacher retention.

Xaba (2003) conducted a research in South Africa by on managing teacher turnover. His study revealed that there was need to capacitate school managers with the competencies to influence school organizational characteristics and conditions so as to foster teacher job satisfaction and commitment. He saw the need to begin recruitment drives to attract students to study teaching in areas that are demanded by the country's socio-economic needs and then strive to retain them. The study recommended a research to be conducted on the effect of the lack of management preparation of school managers on teacher turnover. The concern for principals' leadership styles and its implications on teacher turnover is therefore in line with this recommendation.

The study suggested that the effects of teacher turnover necessitate the management of teacher turnover. It outlined a number of measures that have been taken to address teacher turnover in various countries which include among others; aggressive recruitment drives, lowering standards for entry into teaching and provision of allowances as incentives. Since the management measures seem largely to address attracting people into teaching, Xaba suggested the need for a holistic approach to manage teacher turnover effectively especially

critical sources of turnover, namely, organizational characteristics. This study therefore focused on leadership styles of principals as an organizational characteristic.

The above study advocates for an approach driven by the education system rather than school managers due not only to the effects of turnover costs and the system's mandate to deliver quality education, but also because school managers are not adequately equipped to manage organizational features like turnover and do not have control over some variables of teacher turnover. This is because public schools including teachers are managed from various levels in the education system. In particular, the management roles of principals regarding teacher turnover are limited to instructional leadership and motivational processes while issues like compensation, service conditions and entry requirements into teaching are located in the MoE. Managing teacher turnover thus requires an approach primarily involving the education department. However, this is only practical in public schools because of the decentralized nature of teacher management. On the contrary, private schools, which are the focus of this study, are often highly centralized and teacher retention is therefore highly dependent on the principals' characteristics such as leadership styles.

2.6 Critique of Literature Reviewed and Knowledge Gap

The reviewed studies did not examine the relationship between the principals' leadership styles and teacher retention which this study is going to focus on. Some of the studies focused on influence of school principals' leadership styles on pupils' performance (Wangui, 2012) and on motivation of teachers (Olele, 2012). These studies have been conducted mainly in public schools. Therefore this study investigated the influence that the principals' leadership styles have on teacher retention in private secondary schools.

Other studies on teacher retention have been conducted abroad, for example Easley (2007) in the USA, Nance and Calabrese (2009) in USA, Sass, Seal, and Martin (2010) in USA, Borman and Dowling (2008) in America, Wynn, Carboni and Patall, (2007) in North

Carolina, USA, Denton (2009) in South Carolina. Among the few that have been carried out in Kenya, none of them has addressed the influence of the principal's leadership styles on teacher retention in private secondary schools which this study is set to address.

Studies on teacher retention strategies have been conducted and so far the principals' leadership style has not come out as one of these strategies. Therefore this study investigated if the principals' leadership style can also bring about teacher retention.

From the studies above it is clear that the principal plays an important role in the retention of teachers. However it is not clear if the leadership styles employed by the principal can perhaps influence teacher's decision to leave or continue serving in a particular institution. This is the concern of this study.

Some researchers, for example, Eng'airo (2010) used only the qualitative research design. The present research employed both qualitative and quantitative research designs. He also used only one type of questionnaires. The present research used two types of questionnaires, interview guides, and document analysis guides.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter explains the research methodology that was used in the study. It is divided into the following sub headings; research design, target population, description of sample and sampling techniques, description of data collection instruments, description of data collection procedures and description of data analysis.

3.1 Research Design

The research used the mixed methods research. Mixed methods research involves the use of both quantitative and qualitative research designs. The mixed methods research according to Creswell and Clark (2007) provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone. This study employed both cross-sectional survey and naturalistic phenomenology research designs to assess the influence of principals' leadership style on teacher retention in Uasin-Gishu County. Cross-sectional study according to Babbie (2010) involves observations of a sample, or cross section, of a population or phenomena that are made at one point in time.

Cross sectional survey research was used in this study to obtain data at one point from private secondary schools, principals and teachers. Cross sectional design is appropriate for getting information at one point in time so as to describe the influence the principals' leadership styles had on teacher retention in Uain-Gishu County. By using Phenomenology design the researcher sought to understand the experiences of teacher retention in relation to the principals' leadership styles' and principals in relation to their own leadership styles.

Phenomenology according to Gall et al (2007) is the study of the world as it appears to individuals when they lay aside the prevailing understandings of those phenomena and revisit their immediate experience of the phenomena. The central characteristic of

phenomenology is the emphasis on respondents' experience and interpretation. Phenomenological inquiry is a straight forward procedure capable of detecting many aspects of experience that may prove to be important with no further analysis. The systematic procedure of conducting a phenomenology study involve: identification of a topic of personal and social significance, selecting appropriate participants, interviewing participants and analyzing the interview data (Gay et al, 2009). By using phenomenology, the researcher sought to find out their lived experiences of the teachers and principals.

3.2 Target Population

The target population for this study was principals, teachers and District Quality Assurance and Standards Officers (DQASO from the three districts that make up the county as shown in Table 1.

Table 1

Target Population

Target population	Number
Private secondary schools	35
Principals	12
Teachers	240
DQASO	3

Source: *Data from DEO'S ,Wareng, Eldoret East and Eldoret West Districts (2013)*

Principals were targeted because the researcher was interested on the influence their leadership styles had on teacher retention. The teachers were targeted because they were on the receiving end of the various leadership styles and there were no standard policies to govern their retention in private schools. The DQASO, who were education officials, gave useful supervisory, evaluative information and perceptions on the influence of principals' leadership styles on teacher retention in private schools in the county. Education officers

were therefore strategically positioned to report on principals administrative performances in their areas of jurisdiction.

3.3 Description of Sample and Sampling Procedures

Probability and non-probability procedures were used to select the sample size and sampling procedures. Non probability sampling is used when the researcher wants to get information from particular sources. According to Best & Kahn (2004), purposive sampling helps the researcher build a sample that is satisfactory to their specific needs. The researcher purposively selected 5 principals who had served for more than ten years in their current schools.

According to Gay, Mills and Airasian (2009) probability sampling is a procedure that uses techniques that permit the researcher to specify the probability, or chance, that each member of a defined population was selected for the sample Cohen et al (2007) say that a probability sample is useful because the researcher is able to make generalizations since it seeks representativeness of the wider population. In addition, it gives equal chances of participation to each member of the population. Simple random sampling as Gay et al describes, involves listing the number of the defined population, identifying the desired sample number and randomly picking them from the list. There is no exact size of sample but this depends on the purpose of the study and the nature of the population under scrutiny (Cohen et al 2007). For a survey research, a sample of 10% to 20% of population is acceptable (Gay, Mills and Airasian 2009, Mugenda, 2003). For this study, the researcher chose to use 30% and 34.3% as the percentage of sampling which, according to Best & Kahn, (2004), is representative enough of the target population.

The sample for this study consisted of 12 principals and 72 teachers from the various schools and 3 Quality Assurance and Standards Officers as shown on Table 2. The principals

and teachers were obtained from computing 34.3% of the 35 and 30% of the 240 teachers in the county.

Table 2

Sampling Frame

Item	Population Total	Sample Size	% of Total	Sampling Technique
Private secondary schools:	35	12	34.3	Stratified sampling Simple random sampling
Wareng District	10	4	40	Simple random sampling
Eldoret East	9	4	44.4	Simple random sampling
Eldoret West	16	4	25	Simple random sampling
Principals	35	12	34.3	Simple random sampling, Purposive sampling
Teachers:	240	72	30	Stratified random sampling
Male	136	41	30	Simple random sampling
Female	104	31	30	Simple random sampling
DQASO	3	3	-	Purposive sampling
Total	275	87	33.5	-

3.3.1 Schools

There were 35 private secondary schools in the Uasin- Gishu County. The researcher obtained the list of all private secondary schools from the county director of education’s office. The researcher used stratified sampling technique to put the schools into the three districts. Stratified random sampling was applied on teachers based on gender. Stratified sampling according to Gay, Mills and Airasian (2009) involves dividing a population into separate levels, or strata and randomly sampling from the separate strata. For this study the schools were divided into three districts.

Four schools from each district were randomly sampled to participate in the study. Simple random sampling involves giving each and every item in the population an equal chance of inclusion in the sample. The names of these schools were written on pieces of paper, folded and put in a basket. They were thoroughly mixed and randomly picked when blind folded and returning back, with shaking after a paper was picked until 4 schools from each district were picked. This gave a total of 12 schools.

3.3.2 Principals

All the principals from the sampled schools were included in the study because the study examined their leadership styles and the influence it had on the teachers' decision to stay or leave. Five of the 12 principals from the sampled schools were purposively sampled due to their long term of service, 10 years and above, and were interviewed. Purposive sampling according to Mugenda and Mugenda (2003) is a sampling technique that allows a researcher to use the cases that have the required information with respect to the objectives of his or her study. The five principals were picked because they possessed the required characteristics for the study. The principals were picked because they would help the researcher examine the teacher retention rates during their term of office, relating this to their leadership styles.

3.3.3 Teachers

There were 240 teachers in all the private schools in the county, 30% of the teachers translated into 72 teachers who were picked proportionally from every school using the school teacher population at a ratio of 1: 3 teachers. This meant that out of every 3 teachers in a school, one was picked to participate in the study. The ratio was obtained by dividing number of teachers who took part in the study by the total number of teachers. For instance, a private school with 15 teachers had 5 teachers sampled to participate in the study.

Stratified random sampling was applied on teachers based on gender. Stratified sampling according to Gay, Mills and Airasian (2009) involves dividing a population into separate levels, or strata and randomly sampling from the separate strata. For this study, it gave 136 males and 104 females. After stratification into male and female, each gender was randomly sampled in the ratio of 1male: 1 female. According to Orodho (2005) and Cohen, Manion and Marrison (2000) simple random sampling involves giving each and every item in the population an equal chance of inclusion in the sample.

The method involves selecting at random from a list of the population the required number of subjects for the sample. Teachers were randomly selected from every school. The total number of teachers in each school was sought, and then all the numbers written on papers, folded and placed in a basket. The basket was shaken and the papers were picked by the teacher's one at a time, those with numbers between one and five were issued with a questionnaire to fill. The teachers were included in the study because they would give the information about the principals' leadership styles and how this had affected their decision to either leave or continue working in their current schools. A total of 72 teachers were selected to take part in the study.

3.3.4 District Quality Assurance and Standards Officers

Purposive sampling was used to select 3 education officers namely, DQASO. These officers occupy positions which enable them to interact professionally with principals and therefore have relevant supervisory information to assess their influence on teacher retention. The participant education officers were drawn from Wareng, Eldoret East and Eldoret West Districts which form Uasin-Gishu County.

3.4 Description of Data Collection Instruments

The research instruments that were used for this study included questionnaires, interview guides and document analysis guides. The researcher designed questionnaires for

principals and teachers, an interview guide for principals, and carry out document analysis to establish the trends of teacher turnover in the past in private schools in the County.

3.4.1 Questionnaires for Principals

A typical questionnaire consists of questions and statements. It is used when factual information is desired (Best & Kahn, 2004). The questions asked are either closed- ended or open ended questions. The researcher used both closed and open-ended questions. The closed- ended questions were used to collect facts. The respondents were asked to select an answer from among a list which was structured in such a way that the respondent is provided with a list of response from which to select an appropriate answer. The closed- ended questions provided a greater uniformity of responses.

The open-ended questions on the other hand left room for free responses in the respondent's own words (Cohen et al, 2000). The researcher used this type of questions to allow the respondents to give their own answers to the questions. The instrument was suitable for collecting both qualitative and quantitative data. Section A of the questionnaire consisted of demographic information; section B, leadership styles; section C, causes of teacher turnover; and section D, extent of influence of principals' leadership styles on teacher retention and section E, strategies for teacher retention.

3.4.2 Questionnaires for Teachers

A questionnaire was constructed to collect data from teachers. It was similar to that of the principals except for the section on the leadership styles, where the items were rephrased to fit the teachers. The questions asked were closed- ended and open- ended questions. The closed- ended questions were used to collect facts. The open-ended questions on the other hand left room for free responses in the respondent's own words (Cohen et al, 2000). The researcher used this type of questions to allow the respondents to give their own responses to the questions. The instrument was suitable for collecting both qualitative and quantitative

data. Section A of the questionnaire consisted of demographic information; section B, leadership styles; section C, causes of teacher turnover; and section D, extent of influence of principals' leadership styles on teacher retention and section E, strategies for teacher retention.

3.4.3 Interview Guide for Principals

The interview guide was used by the researcher to collect in-depth information, through probing, on the principals' leadership styles and how this influences teacher retention in their institutions. Unstructured interview was effective for this study. A friendly relationship with the intended respondents before the actual interview was created in order to obtain maximum cooperation and accurate information during the actual exercise.

3.4.4 Interview guide for District Quality Assurance and Standards Officers

The interview was used to collect in-depth information from the District Quality Assurance and Standards Officers about the principals' leadership styles and their influence on teacher retention.

3.4.4 Document Analysis Guide

The documents that the researcher reviewed included various office records such as the teacher's registers, attendance registers, duty rosters, time-tables, pay roll lists. These documents were used collect to data on the retention trend of teachers in the past and currently.

3.5 Validity and Reliability of Instruments

3.5.1 Validity of Research Instruments

The validity and reliability of the instruments were tested after pilot testing the instruments. The validity of an instrument is the extent to which it measures what it is intended to measure (Mugenda & Mugenda, 2003). The researcher gave the questionnaires, the interview guide and document analysis guide to the two supervisors and a panel of 3

experts from the department of educational administration and planning in the Catholic University of Eastern Africa to look at them for content, and face validity. A criterion for validation of the instruments was provided. Their suggestions which included, providing enough space, removing some sections of the questions and rephrasing some questions, were incorporated into the final draft of the instruments.

3.5.2 Pilot Testing

The pilot testing which is a preliminary survey (Kothari, 2004) was carried out on four private schools from a neighboring county. The instruments were administered to 4 principals and 10 teachers. The respondents were not part of the actual sample. Pilot testing was conducted in order to determine the consistency, to detect any deficiencies, difficulties that the respondents are likely to face while responding to the items (Gay et al, 2009). Suggestions for improvement were considered and any corrections were made in the instruments before administering them to the intended respondents.

3.5.3 Reliability of the Instruments

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. After pilot testing the instruments, the Likert type items in the questionnaires which yielded quantitative data were used to compute Cronbach's Alpha reliability test. These are items from the leadership styles and the extent of influence of principals' leadership styles on teacher. Data was entered into the SPSS. The study used Cronbach's Alpha reliability test which, according to Gay, Mills and Airsian (2009) estimate internal consistency by determining how items on a test relate to all other test items and to the total test.

An alpha of 0.5 or higher is considered accepted as showing internal consistency (Bowling 2002). The study used 27 items from the research questions which yielded

reliability 0.637 for principals' questionnaire and 0.799 for teachers' questionnaire. (Ref. appendix x and xi)

3.5.4 Reliability of Qualitative Research Instruments

According to Cohen, Manion and Morrison (2007), the reliability of research instruments in qualitative data focuses on the researcher for being the instrument itself. In qualitative research, both validity and reliability of research instruments are treated together. The trustworthiness of a researcher therefore involves credibility, transferability, dependability and confirmability.

Credibility (truth value) according to Lincoln and Guba (1985) refers to confidence in the findings from respondents and the context in which the study was undertaken. In this study, the researcher allowed respondents to freely consent to participate in the study without coercion, the right to withdraw and encouraged them to feel free to express themselves. The respondents were assured that the findings would be treated with confidentiality and would not be used to implicate them. A wide range of respondents and instruments for collecting data were used for triangulation.

Transferability (applicability) refers to showing that the findings can be applied to other contexts and settings (Lincoln & Guba, 1985). The researcher followed a research design and methodology, collected in-depth data and for description of the phenomenon of the study. This allows other researchers to read and make judgments about the findings and transfer to other contexts.

Dependability (consistency) indicates that the findings are steady if the study could be repeated. The researcher ensured employment of triangulation of data collection methods. In addition, the researcher reported in detail the processes within the study, thereby enabling the future researchers to repeat the work, if not necessarily to gain the same results.

Confirmability (neutrality) involves the degree of neutrality or the extent to which the findings of a study are shaped solely by the participants and not the researcher bias, motivation or interests. The researcher used method and source triangulation in order to avoid the effect of investigator's bias. Leading questions were avoided during interviews and respondents were given enough time.

3.6 Description of Data Collection Procedures

After clearance for data collection from the Catholic University of Eastern Africa, the researcher applied for a research permit from the Ministry of Higher Education, Science and Technology, through the National Council for Science and Technology. Using the permit the researcher approached the education officers in Uasi- Gishu County whose permission was sought in order to visit private schools within the county. The schools were visited for familiarization with the respondents and appointments for conducting the research made.

The data was collected through self administered questionnaires which were filled as the researcher waited for them. Meanwhile the researcher conducted a face-to-face interview with the selected principals, and carried out document analysis. The responses were written in the blank spaces provided in the guide.

3.7 Description of Data Analysis Procedures

The collected was both qualitative and quantitative. The quantitative data was coded and entered into a computer Statistical Package for Social Sciences (SPSS). The data was then analyzed using descriptive statistics which included frequencies, means and percentages. Qualitative data from the open-ended items from questionnaires and interview guides were categorized according to the research questions. The data was analyzed through the discussion of findings, which was written in a narrative form and direct quotations.

3.8 Ethical Considerations

The researcher sought for authorization from the National Council for Science and Technology as evidence for proficiency to conduct research. The researcher then sought clearance from the county educational department after which she wrote an introductory letter to the various institutions to introduce herself and her intention to collect data in these institutions. She sought the consent of the participants by requesting them to freely volunteer to be informants of the study. Gay et al, (2009) posit that the consent of the participants must be always sought before involving them in the study. The researcher then made an appointment for particular days to administer the instrument in these schools.

Adequate measures were taken to protect the confidentiality of the respondents. Best and Kahn (2004) indicate that confidentiality is a requirement while conducting a research. Any promises made to the survey respondents were kept. The researcher ensured that the purpose of the study was fully explained in advance to the respondents. Confidentiality at all times was maintained. Anonymity of identity of respondents was safeguarded by using numbers. The researcher was open and honest in dealing with the respondents.

The researcher ensured that there was no plagiarism by acknowledging all authors of any source used in the research work. Mugenda and Mugenda (2003) caution researchers against plagiarism.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents the findings the study based on the data collected from questionnaires for principals and teachers, interview guides for principals and District Quality and Standard Assurance Officers and document analysis guides. The summaries of the findings are presented in tables of frequencies and percentages, pie charts and bar graphs, and in narrative form and direct quotes. The chapter is divided into two sections. Section one presents the demographic characteristics of respondents while section two presents the findings according to the research questions.

The respondents' questionnaire response rate for principals was 66.7% while that for teachers was 93.05%. According to Mugenda and Mugenda (2003), the percentage of subjects who respond to questionnaires is adequate if it is 50%, good at 60% and very good at 70%. The response rates for this study are good and very good respectively.

4.1 Demographic Characteristics of Respondents

The respondents were asked to indicate their background information. The information was collected on their gender, age, highest academic and professional qualification, teaching experience, duration as a principal, duration of stay in the current school, length of stay as a teacher in the current school and type of school. Their responses are summarized below.

4.1.1 Gender of Principals and Teachers

The principals and teachers were asked to indicate their gender and their responses are summarized in Table 3.

Table 3

Gender of Principals and Teachers

Gender	Principals		Teachers	
	F	%	F	%
Male	6	75.0	46	68.7
Female	2	25.0	21	31.3
Total	8	100.0	67	100.0

The findings showed that 75% of the principals who participated in the study were male while 25% were female. There were 68.7% male and 31.3% female teachers. The findings showed that there was gender disparity in the distribution of the respondents hence there are more male than female staff in private secondary schools in Uasin-Gishu County. However this is still below the gender equality and equity policy in Kenya which seeks to attain measurable equal representation of women and men in access to jobs, opportunities, education and control of society and its institutions (Republic of Kenya, 2006).

One principal during an interview indicated that many private schools prefer to have more male teachers in their staff to reduce absenteeism in schools due to maternity leaves taken by the female teachers. This reduces the cost of recruitment and saves more time for teaching. Another added that male teachers are in a better position to take care of both male and female students, especially in the mixed schools. Most of them have female deputy principals to take care of the needs of the female students. Most male teachers are comfortable in all types of schools unlike for most female teachers who prefer teaching in girls schools. This implies that private schools in the county employ more male principals due to the fact that most schools are mixed secondary schools.

4.1.2 Age of Principals and Teachers

The age brackets of principals and teachers are varied as presented in Tables 4 and 5.

Table 4

Age of Principals

Age Bracket	F	%
Below 24 years	1	12.5
31 - 36 years	1	12.5
37 - 42 years	2	25.0
43 - 48 years	2	25.0
49 - 54 years	1	12.5
55 years and above	1	12.5
Total	8	100.0

From the findings in Table 4, 75% of the principals were above 37 years of age. There was only one principal 12.5% each below 24 years of age and 55 years and above. This implies that most principals are old enough to comprehend teacher retention issues in private schools. Most private schools in the county perform well and most private school board of management prefers employing principals who are old enough so as to uphold the standards of the school and are likely to stay longer in this schools. This is in agreement with Odland (2007) who indicated that older teachers are likely to stay longer than young ones. One principal who had served in his present school for 18 years said that his employer was happy with his work and will do everything possible to keep him even longer and he had no intention of leaving soon.

Table 5

Age of Teachers

Age Bracket	F	%
Below 24 years	9	13.4
25 - 30 years	36	53.7
31 - 36 years	8	11.9
37 - 42 years	9	13.4
43 – 48 years	1	1.5
49 years and above	4	6.5
Total	67	100.0

The findings in Table 5 showed that 53.7% of the teachers were aged between 25-30 years and except for 13.4% who were below 24 years, the rest are above 30 years of age. Comparatively, majority of the teachers are much younger in age than principals. This implies that they are young graduates who will stay longer before they are absorbed elsewhere. This is in agreement with what one principal said during an interview; “I prefer employing young graduate teachers because they would stay longer in the school before they are absorbed by the TSC”.

Young teachers according to Odland (2007) are more likely to change schools within the first five years of their teaching profession more than older. The principals therefore have the duty of retaining these young and energetic teachers. They have to employ some transformational leadership qualities such as individualized consideration, intellectual motivation, inspirational motivation and idealized influence or charisma (Bass, 1990). Another principal preferred employing retired teachers. He expressed this by saying,

For the past few years I have been employing older teachers and even retired teachers because they are stable in life and will not think of moving soon. These teachers concentrate in their work and are able to maintain the standards of the school.

These teachers are docile and can be easily led. With the experience they already have, most of them are more likely to be comfortable with any leadership style.

4.1.3 Highest Academic and Professional Qualification

The researcher also wanted to know the academic and professional qualification of principals and teachers. The following Table depicts the findings:

Table 6

Level of Academic and Professional Qualification

Level of Qualification	Principals		Teachers	
	F	%	F	%
Diploma in Education	1	12.5	7	10.4
Bachelors degree in Education	5	62.5	56	83.6
Masters degree in Education	1	12.5	-	-
Non-professional teachers	1	12.5	4	4.0
Total	8	100.0	67	100.0

Table 6 shows that, among the principals who participated in the study, 62.5% of them and 83.6% of the teachers were holders of bachelor's degree in education. Diploma holders in education were 12.5% of the principals and 10.4% of the teachers. It was observed therefore that teachers in private secondary schools were professionally qualified as teachers. This confirms what one of the DQASO's said during an interview, "our work is to ensure that private schools employ qualified teachers". Only 12.5% of the principals and none of the teachers who participated in the study had a master's degree in education. The findings showed that 12.5% of the principals and 4% of the teachers did not have the appropriate professional qualification as teachers. The employment of non- professional teachers could be a teacher retention strategy employed in private secondary schools in Uasin Gishu County.

This was confirmed by a number of principals who indicated that they preferred employing non professional teachers who could be teaching and during their free time pursue their studies.

4.1.4 Teaching Experience

Principals and teachers were asked to indicate their length of experience as teachers.

Tables 7 and 8 summarize their responses.

Table 7

Length of Teaching Experience of Principals

Years	F	%
2 – 5 years	1	12.5
6 – 9 years	1	12.5
10 – 13 years	1	12.5
14 – 17 years	1	12.5
17 years and above	4	50.0
Total	8	100.0

From the study findings in Table 7, 50% of the principals had been in the teaching profession for 17 years and above. Most of them have either taught in the same school or have changed schools in the course of their teaching. This implies that they are aware of the challenge of teacher retention in these schools.

The researcher was interested in the teaching experiences of teachers. Their responses are as shown in Table 8.

Table 8

Length of Teaching Experience of Teachers

Years	F	%
Below 1 year	12	17.9
2 – 5 years	39	58.2
6 – 9 years	3	4.5
10 – 12 years	3	4.5
13 – 16 years	6	9.0
17 years and above	4	6.0
Total	67	100.0

The study results in Table 8 showed that 76.1% of the teachers had below 5 years teaching experience. These could be fresh graduates waiting to be employed by the government. Some of the teachers admitted that it was easy to get employment in private schools than in public schools and that these schools pay better as compared to those in public schools who were employed by the Board of Management (BoM). They also indicated that it was convenient for them to wait to be absorbed by the TSC while teaching in private schools.

4.1.5 Duration as Principal

Principals were asked to indicate their length of experience as principals. Their responses are summarized in Figure 2.

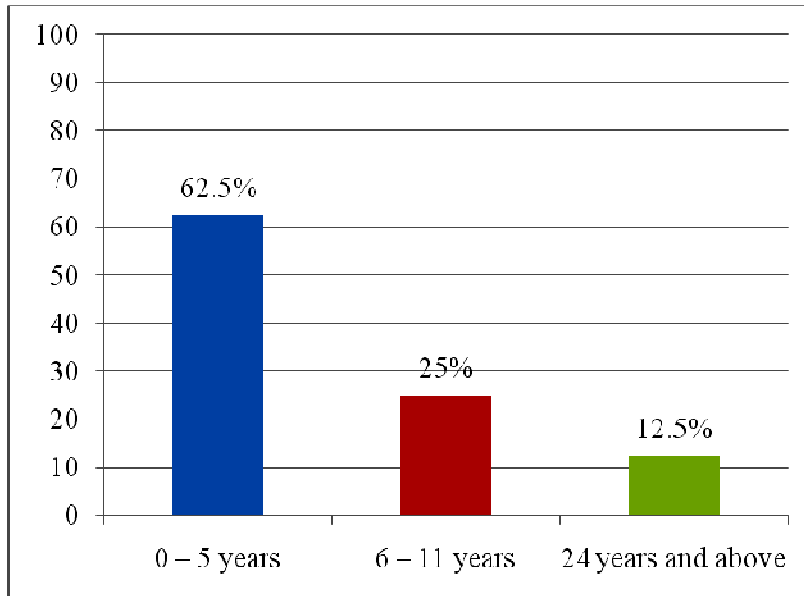


Figure 2: *Length of Experience as a Principal*

Figure 2 shows that 62.5% of the principals had been principals for less than 5 years and very few, 12.5%, had served as principals for more than 24 years. Many of the principals who participated in the study had few years of experience in managing private schools and therefore do not have much knowledge on teacher retention issues. The fact that many principals have an experience of less than 5 years indicated that there was also principal turnover. Most of them changed schools due to remuneration differences and relationship with school management. Some principals indicated that the school management influenced their length of stay in these schools. Those who had stayed for more than 6 years indicated that their employers were taking good care of them.

4.1.6 Duration of Stay in Current School

Respondents were asked to state the length of stay in their current schools as principals and as teachers accordingly. Their responses are presented below.

Table 9

Length of Stay as a Principal in the Current School

Years	F	%
Below 1 year	3	37.5
2 – 5 years	4	50.0
6-9 years	-	-
10-13 years	-	-
14 years and above	1	12.5
Total	8	100.0

According to the findings in Table 9, the bulk of principals, 87.5%, had served as principals in their stations for five years and below and only 12.5% had worked as principal for 14 years and above. None of the principals had served as principals between 6-13years. This implied that most principals, 87.5%, might not have had much experience about teacher retention in private schools. This also indicated that there was high rate of principal turnover in these schools.

The researcher was also interested in knowing the length stay for teachers in their current schools. Their responses are summarized in Table 10.

Table 10

Length of Stay as a Teacher in the Current School

Years	F	%
Below 1 year	28	41.8
2 – 5 years	30	44.8
10 – 13 years	1	1.5
14– 17 years	6	9.0
18 years and above	2	3.0
Total	67	100.0

Most teachers who participated in the study, 86.6% had been in their current schools for a period of 5 years and below, those who had served for between 10-17 years formed 10.5% and those who had served in their current schools for more than 18 years formed 3%. The findings show that majority of teachers teaching in private school had been in these schools for less than 5 years. This is an indication that the attrition of young teachers is high in private schools in this county. This confirms what Murnane, Singer, Willet, Kemple and Olsen, (1991) said, that bright college graduates are less likely to enter the teaching profession, and that even if they do, they leave in a short period of time. This implies that most of these teachers are likely to be graduates from colleges waiting to be absorbed in other fields and the principals’ transformational leadership style is needed to retain them longer in their schools.

Those who had served in their current schools for more than 10 years formed 13%. These teachers were either retired or enjoy some other benefits such as running businesses; the school is near their homes and can engage in other activities after school. They could be

comfortable in these schools because of convenience reasons. One principal whose school is located in an urban setting indicated during an interview that “teachers in my school hardly transfer because of convenience. This is because teachers are free to engage in other private businesses when not in class”.

4.1.7 Type of Schools

Principals were asked to indicate the type o schools they were heading and their responses are summarized in Figure 3.

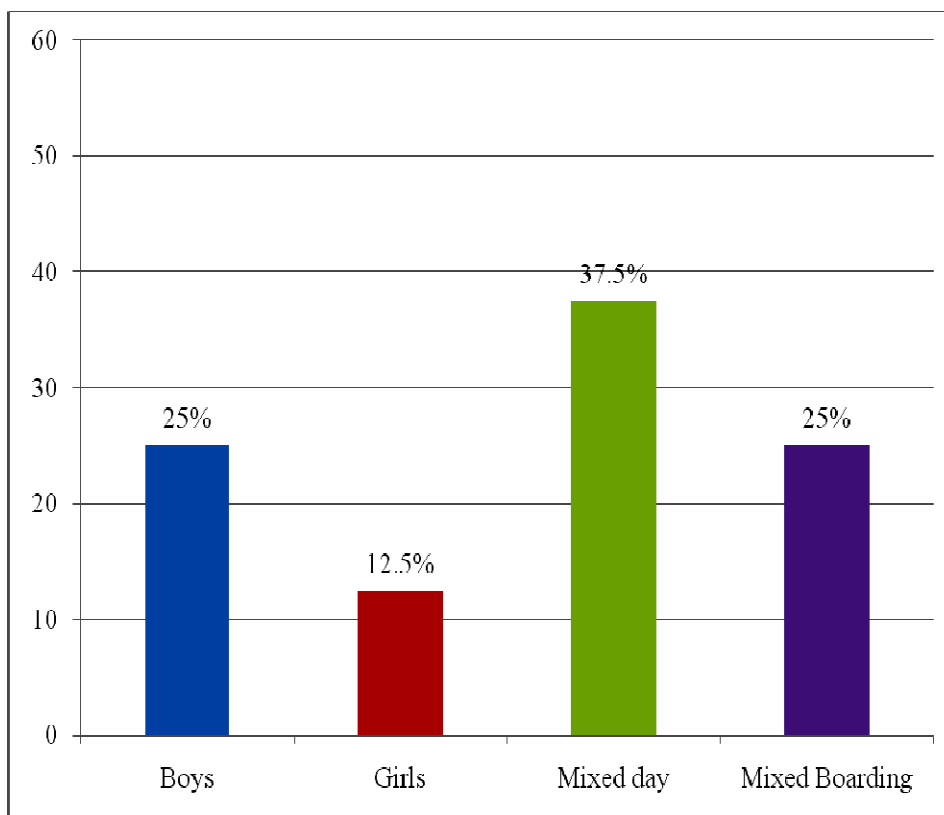


Figure 3: *Types of Participating Schools*

Figure 3 shows that there were many mixed day schools in the county 37.5%, followed by mixed boarding and boys only, each 25% and girls only formed 12.5% of the schools who participated in the study. This implies that a good number of private schools are mixed schools. These schools supplement the government in the provision of quality education as indicated by Kathuri & Juma, (2007). These schools absorb a good number of students who could not be absorbed in public schools and provide employment to a good

number of qualified teachers who could not be absorbed by the TSC. The number of private schools is expected to increase gradually.

4.2 Principals' Leadership Styles

The study sought to find out which leadership style was commonly used by principals of private schools in Uasin-Gishu County. A total of 24 rated questions were asked to principals and teachers. Tables 11 and 12 give the responses from the principals.

Table 11

Principals' Views on Autocratic and Democratic Styles

Statements	SA	A	N	D	SD	Total	Mean
Autocratic Leadership Style	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	
Teachers need to be closely supervised, or they are not likely to do their work.	1(12.5%)	3(37.5%)	0(0.0%)	3(37.5%)	1(12.5%)	8(100.0%)	3.00
It is fair to say that most teachers are generally lazy.	0(0.0%)	0(0.0%)	1(12.5%)	4(50.0%)	3(37.5%)	8(100.0%)	1.75
As a rule, teachers must be given rewards or punishments in order to motivate them to achieve institutional objectives.	1(12.5%)	3(37.5%)	2(25.0%)	1(12.5%)	1(12.5%)	8(100.0%)	3.25
Most teachers feel insecure about their work and need direction.	1(12.5%)	3(37.5%)	2(25.0%)	1(12.5%)	1(12.5%)	8(100.0%)	3.25
The principal is the chief judge of the achievements of the teachers in the institution.	0(0.0%)	5(62.5%)	2(25.0%)	0(0.0%)	1(12.5%)	8(100.0%)	3.38
Effective principals give orders and clarify procedures.	3(37.5%)	4(50.0%)	1(12.5%)	0(0.0%)	0(0.0%)	8(100.0%)	4.25
Mean of Means							3.15
Democratic Leadership Style							
Teachers want to be a part of the decision-making process.	4(50.0%)	4(50.0%)	0(0.0%)	0(0.0%)	0(0.0%)	8(100.0%)	4.50
Providing guidance without pressure is the key to being a good principal.	4(50.0%)	3(37.5%)	0(0.0%)	1(12.5%)	0(0.0%)	8(100.0%)	4.25
Most teachers want frequent and supportive communication from their principals.	3(37.5%)	5(62.5%)	0(0.0%)	0(0.0%)	0(0.0%)	8(100.0%)	4.38
Principals need to help teachers accept responsibility for completing their work.	3(37.5%)	3(37.5%)	0(0.0%)	1(12.5%)	1(12.5%)	8(100.0%)	4.62
It is the principals' job to help teachers find their passion.	3(37.5%)	2(25.0%)	1(12.5%)	2(25.0%)	0(0.0%)	8(100.0%)	3.75
Teachers are basically competent and if given a task will do a good job.	1(12.5%)	3(37.5%)	0(0.0%)	3(37.5%)	1(12.5%)	8(100.0%)	3.00
							4.01
<i>SA – Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree</i>							

Table 11 shows the principals' views on autocratic and democratic leadership styles used in schools. Most of the principals were in favor of the democratic leadership style than autocratic leadership. Various sets of questions sought to establish the level of leadership style used; questions 1-6 for level of autocratic leadership style used, questions 7-12 for level of democratic leadership style used in schools. The mean for each question was calculated and the mean of means for each leadership style worked out. A scale of 1.0- 1.7 rated as very low, 1.8- 2.6 low range, 2.7- 3.4 moderate, 3.5- 4.1 high range and 4.3- 5.0 as very high range was used to rank the leadership styles. The mean of means for democratic leadership style was higher, 4.01, than that of autocratic leadership, 3.19. The autocratic leadership style was rated as moderately used while democratic was ranked high range. The mean of means showed that the most commonly used leadership style according to the principals was democratic leadership style.

Table 12 presents the responses of principals on laissez faire and transformational leadership styles. The principals had varied views on the two leadership style. The table presents their overall views on these leadership styles.

Table 12

Principals' Views on Laissez Faire and Transformational Styles

Statements	SA	A	N	D	SD	Total	Mean
Laissez Faire Leadership Style							
Principal leadership requires staying out of the way of teachers as they do their work.	1(12.5%)	1(12.5%)	1(12.5%)	4(50.0%)	1(12.5%)	8(100.0%)	2.63
As a rule, principals should allow teachers to appraise their own work.	0(0.0%)	5(62.5%)	0(0.0%)	2(25.0%)	1(12.5%)	8(100.0%)	3.13
In complex situations, principals should let teachers work problems out on their own.	0(0.0%)	0(0.0%)	5(62.5%)	2(25.0%)	1(12.5%)	8(100.0%)	2.50
Principals should give teachers complete freedom to solve problems on their own	0(0.0%)	1(12.5%)	1(12.5%)	4(50.0%)	2(25.0%)	8(100.0%)	2.13
In most situations, teachers prefer little input from the principal.	0(0.0%)	2(25.0%)	1(12.5%)	4(50.0%)	1(12.5%)	8(100.0%)	2.50
In general, it is best to leave teachers alone	1(12.5%)	1(12.5%)	1(12.5%)	2(25.0%)	3(37.5%)	8(100.0%)	2.38
Mean of Means							2.55
Transformational Leadership Style							
Principals avoid making decisions	1(12.5%)	0(0.0%)	1(12.5%)	4(50.0%)	2(25.0%)	8(100.0%)	2.25
Principals should emphasize strengths over weaknesses of teachers reflecting a feeling of confidence and high expectations in their institutions	3(37.5%)	0(0.0%)	0(0.0%)	4(50.0%)	1(12.5%)	8(100.0%)	4.13
principals should spend time mentoring and coaching teachers	1(12.5%)	3(37.5%)	2(25.0%)	1(12.5%)	1(12.5%)	8(100.0%)	3.25
Effective principals talk optimistically about the future	4(50.0%)	3(37.5%)	0(0.0%)	0(0.0%)	1(12.5%)	8(100.0%)	4.25
Principals have the ability to move their institutions in a direction that transforms the organizations' values and norms.	7(87.5%)	1(12.5%)	0(0.0%)	0(0.0%)	0(0.0%)	8(100.0%)	4.88
Principals should communicate a clear vision of the future state of their institution	6(75.0%)	2(25.0%)	0(0.0%)	0(0.0%)	0(0.0%)	8(100.0%)	4.75
Mean of Means							3.92
<i>SA – Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree</i>							

Table 12 shows the principals' responses on laissez faire and transformational leadership styles used in schools. Various sets of questions sought to establish the level of leadership style used; questions 1-6 for level of laissez-faire style used, questions 7-12 for level of transformational leadership style used in schools. A scale of 1.0- 1.7 rated as very low, 1.8- 2.6 low range, 2.7- 3.4 moderate, 3.5- 4.1 high range and 4.3- 5.0 as very high range was used to rate the leadership styles. The principals were in favor of the transformational leadership style with a mean of means of 3.92 as compared to laissez faire leadership style which had a mean of means of 2.55. Most principals indicated that they had the ability to direct their institutions to a level they desire and that they communicate a clear vision to the teachers.

Table 12 shows that the least used leadership style according to principals was laissez faire rated as moderately used with a mean of means of 2.55. Transformational leadership style was included in the study to show whether or not the transformational theory has influenced various leadership styles. It was ranked second to democratic leadership style, with a mean of means 3.92 of because they share many qualities. Tables 11 and 12 indicated that the principals were in favor of democratic leadership style, followed by autocratic and finally laissez faire. There was high influence of transformational theory.

The various leadership styles used by the principals have an influence on teacher retention rates in these schools. The principals indicated earlier that the average number of teachers who left their schools in a year were between 1-3 teachers. This implies that the commonly used leadership style, that is, democratic leadership style leads to high teacher retention rates.

Tables 13 and 14 summarize the responses from teachers on their principals' leadership style.

Table 13

Teacher's Views on Principals' Autocratic and Democratic Styles

Statements	SA	A	N	D	SD	Total	Mean
Autocratic Leadership Style	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	
The principal closely supervises teachers, or they are not likely to do their work.	17(25.4%)	13(19.4%)	7(10.4%)	15(22.4%)	15(22.4%)	67(100%)	3.03
The principal perceives that most teachers in the general population are lazy.	2(3.0%)	2(3.0%)	7(10.4%)	32(47.8%)	24(35.8%)	67(100%)	1.90
The Principal gives rewards or punishments in order to motivate them to achieve institutional objectives.	4(6.0%)	27(40.3%)	22(32.8%)	11(16.4%)	3(4.5%)	67(100%)	3.27
The principal thinks that most teachers feel insecure about their work and need direction.	1(1.5%)	5(7.5%)	22(32.8%)	18(26.9%)	21(31.3%)	67(100%)	2.21
He/she acts as the chief judge of the achievements of the teachers in the institution	5(7.5%)	26(38.8%)	12(17.9%)	21(31.3%)	3(4.5%)	67(100%)	3.13
He/she gives orders give orders and clarifies procedures.	18(26.9%)	28(%)	13(19.4%)	5(7.5%)	3(4.5%)	67(100%)	3.79
Mean of Means							2.89
Democratic leadership style							
The principal perceives that most teachers want frequent and supportive communication from him/her.	17(25.4%)	26(38.8%)	11(16.4%)	7(10.4%)	6(9.0%)	67(100%)	3.61
The principal involves teachers want in decision-making processes.	20(29.9%)	21(31.3%)	16(23.9%)	5(7.5%)	5(7.5%)	67(100%)	3.69
The principal provides guidance to teachers without pressure as the key to being a good leader.	21(31.3%)	31(46.3%)	5(7.5%)	7(10.4%)	3(4.5%)	67(100%)	3.90
The principal helps teachers accept responsibility for completing their work.	12(17.9%)	39(58.2%)	13(19.4%)	2(3.0%)	1(1.5%)	67(100%)	3.88
He/she helps teachers find their passion.	10(14.9%)	35(52.2%)	12(17.9%)	7(10.4%)	3(4.5%)	67(100%)	3.63
He/she perceives that teachers are basically competent and if given a task will do a good job.	39(58.2%)	13(19.4%)	9(13.4%)	6(9.0%)	0(0.0%)	67(100%)	4.27
Mean of Means							3.83
<i>SA – Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree</i>							

Table 13 shows teachers' responses on autocratic and democratic leadership styles of used by principals in private schools. A scale of 1.0- 1.7 rated as very low, 1.8- 2.6 low range, 2.7- 3.4 moderate, 3.5- 4.1 high range and 4.3- 5.0 as very high range was used to rate the leadership styles. Majority of the teachers agreed that their principals used democratic leadership style with a mean of means of 3.83, as compared to autocratic leadership style which had a mean of means of 2.89. Teachers prefer to be involved in decision making process. They also like a principal who provides guidance to them. The autocratic leadership style was ranked moderately used; most teachers agreed that their principals were the chief judges of the achievements of the teachers in the institution. Table 13 therefore shows that democratic leadership style was ranked higher than autocratic style. According to the teachers democratic leadership style was commonly used by their principals.

The teachers also gave their views of *laissez faire* and transformational leadership styles. Their views are summarized in Table 14.

Table 14

Teacher's Views on Principals' Laissez Faire and Transformational Styles

Statements	SA	A	N	D	SD	Total	Mean
Laissez Faire Leadership Style	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	
He/she gives teachers complete freedom to solve problems on their own.	15(22.4%)	27(40.3%)	11(16.4%)	8(11.9%)	6(9.0%)	67(100%)	3.55
As a rule, he/she allows teachers to appraise their own work.	13(19.4%)	25(37.3%)	19(28.4%)	7(10.4%)	3(4.5%)	67(100%)	3.57
The principal prefers to stay out of the way of teachers as they do their work.	9(13.4%)	13(19.4%)	24(35.8%)	19(28.4%)	2(3.0%)	67(100%)	3.12
In complex situations, the principal lets teachers to work problems out on their own.	3(4.5%)	21(31.3%)	12(17.9%)	16(23.9%)	15(22.4%)	67(100%)	2.72
In most situations, teachers prefer little input from their principals.	8(11.9%)	23(34.3%)	12(17.9%)	22(32.8%)	2(3.0%)	67(100%)	3.19
In general, the principal leaves teachers alone.	0(0.0%)	10(14.9%)	7(10.4%)	39(58.2%)	11(%)	67(100%)	2.24
Mean of Means							3.03
Transformational Leadership Style							
He / she emphasizes strengths over weaknesses reflecting a feeling of confidence and high expectations in their institutions	19(28.4%)	19(28.4%)	16(23.9%)	9(13.4%)	4(6.0%)	67(100%)	3.60
The principal talks optimistically about the future	25(37.3%)	25(37.3%)	6(9.0%)	9(13.4%)	2(3.0%)	67(100%)	3.93
The principal spends time teaching and coaching teachers	7(10.4%)	11(16.4%)	16(23.9%)	19(28.4%)	14(20.9%)	67(100%)	2.67
He /she demonstrate the ability to move the institution in a direction that transforms the organizations' values and norms.	30(44.8%)	19(28.4%)	6(9.0%)	9(13.4%)	3(4.5%)	67(100%)	3.96
He/she avoids making decisions	7(10.4%)	1(1.5%)	10(14.9%)	18(26.9%)	31(46.3%)	67(100%)	2.03
The principal communicates a clear vision of the future state of their institution	27(40.3%)	23(34.3%)	6(9.0%)	0(0.0%)	11(16.4%)	67(100%)	3.82
Mean of Means							3.34

Key: SA – Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree

Table 14 shows teachers' responses on laissez faire and transformational leadership styles used by principals in private schools. A scale of 1.0- 1.7 rated as very low, 1.8- 2.6 low range, 2.7- 3.4 moderate, 3.5- 4.1 high range and 4.3- 5.0 as very high range was used to rate the leadership styles. The mean of means of laissez faire leadership style was 3.03 indicating that most of the teachers were neutral on this leadership style and moderately used, some indicated that their principal used while others disagreed that their principals used this leadership style. The mean of means of transformational leadership style was 3.34, rated as moderately used and higher than laissez faire. Teachers indicated that their principals perceived them as basically competent and if given a task will do a good job, therefore teachers enjoy some degree of freedom. According to Tables 13 and 14 which summarizes the teacher's responses, democratic leadership style had a high range of use, laissez faire was moderately used, autocratic leadership style was also moderately used, and transformational leadership style was rated highly used. This indicated that the transformational leadership theory had influenced the principals' leadership styles.

According to the teachers transformational leadership styles had an influence on their principals' leadership styles. The findings showed that the teachers in the county rated their principals as using democratic leadership style more than the other two, that is, autocratic and laissez faire leadership styles. The use of this leadership style is likely to have influenced them to stay longer in their schools. From the responses 90% of the teachers indicated that they had no intention of leaving their current schools. This implies that they were comfortable and were likely to stay even longer in these schools.

The principals and teachers were in agreement that the commonly used leadership style was democratic leadership style. The second commonly used style according to the principals was autocratic leadership style while for teachers was laissez faire. The least used leadership style according to principals was the laissez faire style while for teachers was the

autocratic leadership style. This indicated that the three leadership styles were practiced by private school principals in the county, with the democratic style being dominant. This is in agreement with (Roberts and Sampson, 2011) who indicated that competent leaderships use a variety of styles depending on the circumstance. The use of this style, democratic, led to the high teacher retention rates in private schools in the county.

4.3 Causes of Teacher Turnover

The research question sought to establish the causes of teacher turnover from the principals and teachers. Their responses are summarized below.

4.3.1 Existence of Cases of Teacher Turnover

The research question inquired if there were cases of teacher turnover in private schools. Teachers' and principals responses are shown in Table 16.

Table 15

Existence of Teacher Turnover

Experiencing Turnover	Principals		Teachers	
	F	%	F	%
Yes	8	100.0	37	55.2
No	-	-	30	44.8
Total	8	100.0	67	100.0

All the principals, 100%, agreed that there were cases of teacher turnover in their schools. All of those who participated in the study have witnessed cases of teacher turnover in their schools. The teachers gave varied responses, 55.2% agreed that there were cases of teachers turnover, while 44.8% indicated that there were no cases of teacher turnover in their schools. Some 55.2% of the teachers have been in the field longer and are aware of turnover cases in their schools. The remaining 44.8% are likely to be young in the profession, probably in their first year of teaching and may have little experience of teacher turnover cases in their

schools. This implies that many private schools employ fresh graduates to reduce teacher turnover rates in their schools and increase teacher retention. It could also mean that their principal is a transformational leader who has managed to win all his or her teachers and none has left the school recently and is attracting many new teachers into the school.

4.3.2 Teacher Transfers from School per Year

A research question sought to find out from principals the average number of teachers who transfer from their school per year. The findings are summarized in Figure 4.

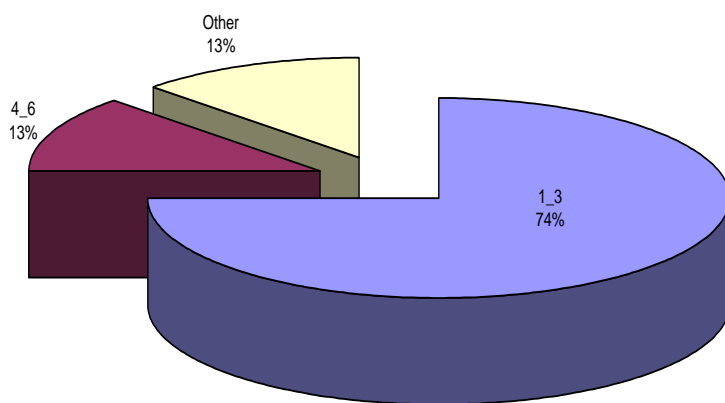


Figure 4: *Average Number of Teachers who go on Transfer per Year*

According to principals, the average number of teachers who transferred from private schools per year who were between 1-3 formed 74% of the total responses and those from other category and between 4-6 teachers per year formed 13% each. From the results above, it is clear that teacher turnover is a reality in private schools as indicated by Ingersoll, (2012) that there is teacher turnover in both private and public schools, with private schools at 18% and public schools at 12% per year. This percentage is likely to reduce with principals adopting a transformative leadership style which will lead to more retention rates.

4.3.3 Intention of Leaving Current School Soon

Teachers were asked if they had any intention of leaving their current schools soon. The findings are summarized in Figure 5.

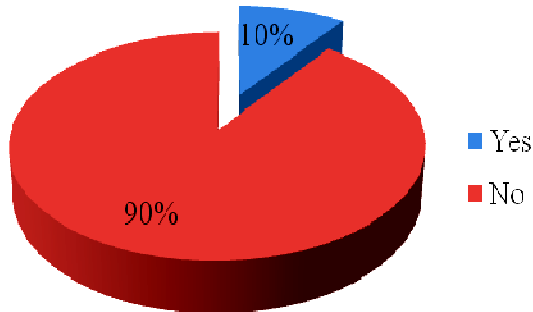


Figure 5: *Teachers' Having Intention of Leaving the Current Station Soon*

Those who had no intention of leaving formed 90%, while those who had an intention of leaving formed 10% of the respondents. From the study findings, majority of the teachers, 86.6%, had stayed in the private schools for less than 5 years, and therefore this implies that majority of the teachers had no immediate plans of leaving the current schools. This is in line with what one principal indicated during an interview, that he prefers to employ young graduates who would stay longer before being absorbed elsewhere. On the contrary, Odland, (2007) pointed out that young teachers were likely to change schools within the first five years of their teaching profession more than older teachers. This calls for the principals of these schools to look for strategies to retain the many teachers who had no intention of leaving teaching in these institutions. Adopting the transformational leadership style is likely to influence these teachers to consider staying longer in these institutions and hence reducing turnover in these schools.

4.3.4 Reasons for Intention of leaving Current School Soon

The 10% of the teachers which indicated that they had intentions of leaving their current schools soon gave the following reasons as solicited by the research question. They would leave for further studies, some would leave for greener pastures, some leave following

TSC appointments, some would leave due to much supervision from the principals of their respective schools, some would leave to change their working environment, due to job insecurity, poor loan accessibility, exorbitant penalties, strenuous working conditions, poor communication from seniors to juniors.

Principals were asked what reasons teachers give for deciding to leave the school and their responses are as follows: According to them, teachers decide to leave schools following TSC appointments, and are forced to leave private schools to work in public schools. The other reason given by principals is that teachers leave their schools to join a better paying school, which could be another private school or a public school. Some leave for further studies. The teachers gave various reasons that would make them quit teaching in private schools in the county, which include: poor salary, poor working conditions, overworking due to understaffing in these schools, leaving for further studies, lack of job security/ no loan facilities/ no future benefits like pension, lack of support from the administration, especially when handling student discipline issues. Some left due to too much supervision from the principal, and were not comfortable with this, and therefore opted to leave. These reasons were in agreement with the findings of studies done by studies done Smollin, (2011) and Chabari,(2010) and Griffin (2003). Among these causes, are causes that touch on the principals' leadership style. For example, lack of support from the administration, especially in handling student discipline issues and the idea of too much supervision. One teacher expressed this in the following words:

I do not like the way our principal treats us. He closely monitors us so that we are not even free to relax and chat a few things that concern us, .he does not support us much when we handle student discipline issues. Recently a parent falsely accused me of insulting her son and the principal kept quiet.

The principal can address these issues better by embracing the transformational leadership style, which according to Bass (1990) encourages listening to teachers and helps teachers to exploit their potentials to the full, hence less supervision is exercised.

4.3.5 Inadequate Support from Administration Causing High Turnover

The principals were asked to give their opinion on what makes up inadequate support from administration that caused high teacher turnover and their responses were as follows: that sometimes the principals can demotivate the teachers making them to decide quitting teaching in private schools. They also cited failure to provide the required teaching and learning materials to the teachers in time can kill their morale and may decide to quit. Lack of appreciation is another factor that is likely to cause teacher turnover. Swars, Meyers, Mays and Lack (2009), concur with what the principals pointed out as the causes of teacher turnover. They have included factors not pointed out by the principals such as: leadership style, discrepancies between teachers and administrators which include disagreements on particular teaching philosophies and school policies or expectations, fear associated with expressing concerns to administrators and feelings of disempowerment may make teachers to consider leaving their current schools, inequitable treatment of teachers by administrators can lead to discontent and departure. The principals were quick to defend themselves that their leadership styles had nothing to do with teachers' decisions to leave their schools. To support this, one principal during an interview said, "Teachers leave not because of the principals' leadership style but due to other reasons which include seeking employment elsewhere, or are absorbed by the TSC." This implies that the principal plays a key role in teacher turnover and can also influence teacher retention in private secondary school.

4.4 Extent of Influence of Principals' Leadership Style on Teacher Retention

The principals and teachers were asked to rate autocratic, democratic and laissez faire leadership styles as helping in teacher retention as shown in Table 16.

Table 16

Rating of Leadership Style on Teacher Retention

Leadership Style	Respondents' Category	Highly F (%)	Fairly F (%)	Moderately F (%)	Poorly F (%)	Very Poorly F (%)	Total F (%)
Autocratic	Principals	0(0.0%)	1(12.5%)	3(37.5%)	1(12.5%)	3(37.5%)	8(100.0%)
	Teachers	6(9.0%)	23(34.3%)	8(11.9%)	7(10.4%)	23(34.3%)	67(100%)
Democratic	Principals	7(87.5%)	1(12.5%)	0(0.0%)	0(0.0%)	0(0.0%)	8(100.0%)
	Teachers	34(50.7%)	12(17.9%)	11(16.4%)	6(9.0%)	4(6.0%)	67(100%)
Laissez Faire	Principals	0(0.0%)	2(25.0%)	1(12.5%)	4(50.0%)	1(12.5%)	8(100.0%)
	Teachers	18(26.9%)	12(17.9%)	12(17.9%)	5(7.5%)	20(29.9%)	67(100%)

The study showed that 50% of the principals rated autocratic leadership style poorly and very poorly support teacher retention as shown in Table 16. Equally, 44.7% of teachers also thought that autocratic leadership style poorly and very poorly support teacher retention. Democratic leadership style was rated highly by both the principals 100% and teachers 68.6% as being highly and fairly supportive to teacher retention. However, principals and teachers had opposing views on the influence of laissez faire leadership style on teacher retention. The principals who indicated that laissez faire leadership style does not support teacher retention formed 62.5%. However, 44.8% of teachers stated that Laissez faire leadership style is supportive to teacher retention as one teacher stated that; “I am not comfortable working under much supervision, I like working with self drive from within”.

The most favored leadership style by both principals and teachers was democratic leadership style while the least attractive was autocratic in terms of their support on teacher retention. This agrees with what Kreitner, (1999) found out, that democratic leadership promotes high staff morale; it is also a means by which the creative talents of many teachers

can be tapped, and for that reason it is called creative leadership; it enhances personal commitment through participation. Committed teachers are likely to remain longer in their current schools hence the high retention rates. This leadership style has some features which are required of a transformational leader, such as delegation of responsibilities and listening to teachers' views before making a decision.

Principals and teachers were asked to comment on the highest scoring leadership style. Majority of them said that democratic leadership style allows teachers to give opinions and thus contribute to the wellbeing of the school. Ordinarily, when the school does well, teachers are motivated to stay on. Quite a number of them indicated that when teachers were involved in decision making, they own up the ideas and policies of the school. Those teachers and principals who rated autocratic leadership style highest said that teachers work hard because of fear of repercussion, which could include termination of contracts. This is in agreement to what Bennars, Bivert and Otiende (1994) indicated that teachers obey orders from their principals because they fear the consequences that will come as a result of failure to do so. Those teachers who are able to follow the principals' orders to the latter are likely to be rewarded and may be comfortable working under such heads.

Those who were in support of laissez faire leadership style gave the following reasons: it enables teachers to grow in the job and realize their potentials; it gives a teacher a sense of being trusted and not being followed and feels trusted. It gives room to teachers to discover who they are and utilize their professional skills. This leadership style, according to Kreitner (1999), enables teachers to work things out themselves and do the best they can. It permits new teachers to do things as they see fit without any interference from the principal. Teachers who are capable of self-direction will do well with this kind of leadership style and will prefer to stay longer in schools with such heads.

Principals and teachers were also asked to comment on the lowest scoring leadership style. Those who rated autocratic leadership style lowest gave the following reasons: that decisions are made and implemented without the opinion of teachers, makes teachers feel used and unwanted, makes teachers feel oppressed, lose confidence and lack freedom, it blocks communication.

Those who rated democratic leadership the lowest said that it slows down the decision making process as people will take longer before coming to a consensus. Opinions will be varied and much time will be needed to draw conclusions. It is therefore not favored by a few, especially in cases where a decision has to be made fast.

Those who rated laissez faire lowest gave the following reasons: it leads to poor performance, lack of a common direction, not all teachers can direct themselves, and therefore if this leadership style is used they are likely to lose direction. This will lead to high chances of failure.

4.5 Teacher Retention Rates

A document analysis guide was used to collect data on teacher retention rates from 2008-2012. The data was summarized in Table 17. The retention rate was obtained by dividing the number of teachers who did not move out of the school, that is, they were present both in January and in December, by the total number of teachers and multiplying by 100 to get the percentage.

Table 17

Table of Teacher Retention Rates from 2008-2012.

n=12

Year	Average retention rate/yr
2008	79.75%
2009	83.17%
2010	77.63%
2011	83.60%
2012	88.09%
Average Retention Rate (2008-2012)	82.45%

Table 17 shows a high retention rate of 82.45% that the researcher gathered from the sample schools where, according to Tables 12 and 14, democratic leadership style emerged to be the most exercised. This implies that democratic leadership promotes high teacher retention.

It can therefore be rightly concluded that democratic leadership style which is commonly used by principals in Uasin-Gishu County promotes high teacher retention rate.

4.6 Teacher Retention Strategies

The study question sought to find out from principals what strategies they employed to retain teachers in their institutions. A similar question was also asked to teachers on what their principals do to keep teachers longer in their schools. Their responses are summarized in Table 18.

Table 18

Responses from Principals and Teachers on Retention Strategies

Principals	F	%
Boosting their morale	1	12.5
Motivation	5	62.5
Sharing leadership responsibilities	2	25.0
Total	8	100.0
Teachers		
Motivation	46	68.6
Teachers participate in decision making	9	13.4
Pay salary on time	1	1.5
Giving advice teachers	2	3.0
Providing good working conditions	6	8.9
Dialogue with administration	2	3.0
Encouragement	1	1.5
Total	67	100.0

Principals in these schools have employed various strategies to curb this problem as shown in Table 18. These included: motivating teachers, which was cited by 62.5%, through paying them a better salary, increasing their allowances any time the TSC increases teachers' allowances, annual increment and incentives for overtime teaching. They also stated that they boost their morale, 12.5%, by sponsoring them to attend workshops and seminars related to their area of specialization. One principal supported this by saying:

I encourage my teachers to attend any seminars organized within the county to equip them with the latest information in their respective fields and also share ideas with colleagues and when they come back, their attitude is totally changed and become more motivated to work.

The above findings are in line with the findings of a study carried out by Eng'airo (2010) in which she advocated for motivation as a teacher retention strategy. This implies that motivation can be adopted by principals who would like to promote teacher retention in their institutions.

As pertains strategies exercised within leadership styles, principals attribute retention of teachers to the fact that they delegate duties, 25%, by appointing teachers to head various departments, asking the deputy principal to represent him/her in various when forums when he/she is busy. They also indicated that they showed teachers how important they are through delegation of duties. Most of these features are characteristics of democratic leadership styles put forward by Kreitner (2009). This implies that the delegated teachers own up the mission and vision of the school which in turn translates into the well being of the school and retention of teachers. Some principals said that they exercise inclusive authority and power sharing administration. By involving teachers in administrative duties makes them feel good and will decide to stay longer in the school.

Teachers, 68.6%, overwhelmingly cited motivation as the strategy their principals use to retain teachers. Most of them indicated salary increment, 16.4%, incentives, paying salary on time and promotion as the most common forms of motivation used by principals. The research came up with one leadership style that influenced teacher's motivation positively, the democratic leadership style. This is in agreement with the findings from a study carried out by (Olele 2012), that motivated teachers are very committed to their work and are likely to stay longer in their current schools. Another strategy that majority of the teachers identified was 'good working conditions'.

As concerns strategies within leadership styles, majority of the teachers stated that their principals encourage dialogue as opposed to monologue. About 3.0% of the teachers acknowledged that their principals advice them on matters affecting them as individuals and

their career. Teachers also acknowledged that they are involved in decision making, 13.4%, and that gives them a sense of belonging and ownership to the school. This is supported by one teacher who had the following to say, “Our principal makes sure that she asks for our opinions before making any decision that will affect us”. Another strategy that teachers cited as being practiced by their principals to help in retaining teacher was encouragement. This was supported by 1.5% of the teachers. In acknowledging this, one of the teachers said the following, “She encourages us to have a spirit of team work, and that we need each other”.

Delegating responsibilities is another strategy that teachers said are used by principals to retain teachers in their schools. Quite a number of teachers said their principals do not monitor every activity the teachers do. Similarly, quite a number indicated that their principals do not trail them at work; they leave the teachers to do what they have to do professionally. A few teachers indicated that their principals are friendly and accommodates them despite their diverse religions, gender and tribe.

A large percentage of both principals and teachers associated retention to various ways of motivation, with a good number citing salary increment as a form of motivation. From the findings above, it is also clear that the principals’ leadership styles play a role in teacher retention in private secondary schools. This was evidenced by the strategies that are directly related to the principals’ leadership styles discussed above. For example, one teacher said that their principal leave them to do what they have to do professionally.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter presents a summary of the research findings, the conclusion and recommendations of the study on the influence of the principals' leadership styles on teacher retention in private secondary schools in Uasin-Gishu County.

5.1 Summary of the Study

The purpose of this study was to investigate the influence of the principals' leadership style on teacher retention in private secondary schools in Uasi-Gishu County. Reviewed literature revealed various causes of teacher turnover in schools which included; poor remuneration, poor working conditions, lack of motivation and poor standards of pupil behavior, age and subject specialization. The principals' leadership style was also mentioned as one of the causes of teacher turnover. The research sought to find out if the principals' leadership style can also influence teacher retention, and more specifically in private secondary schools. The research was guided by four research questions.

The study employed the mixed research design, where both qualitative and quantitative research methods were used. The study used a descriptive survey and naturalistic designs and both probability and non-probability sampling procedures were used. The target population consisted of 12 schools from the county which represented 30% of the total number of schools in the county, principals, teachers and district quality assurance officers from the three districts in the county. Simple random sampling, stratified random and purposive sampling techniques were used to select the sample. The sample size was made up of 12 principals, 72 teachers and 3 DQASO officers from the county. The data was collected using questionnaires, interview guides and document analysis guide. Descriptive statistics such as frequencies and percentages were used to analyze the quantitative data, and presented

using tables, graphs and pie charts. The qualitative data was presented in narratives and direct quotes.

5.2 Summary of the Main Findings

The findings showed that there were more male than female principals who participated in the study. Most of the principals were above 37 years of age, with only one principal below 24 years of age and one was 55 years and above. Most of the teachers were aged between 25-30 years and except for a few who were below 24 years, the rest were above 30 years of age. Majority of the principals and teachers were holders of bachelor's degree in education except for a few who had diploma in education.

Half of the principals had been in the teaching profession for 17 years and above. Majority of teachers had below 5 years teaching experience. More than half of the principals had been principals for less than 5 years and very few had served as principals for more than 24 years. The bulk of principals had served as principals in their stations for five years and below and only one had worked as principal for 14 years and above. Most teachers who participated in the study had been in their current schools for a period of 5 years and below, those who had served for between 10-17 years were few and those who had served in their current schools for more than 18 years were very few.

The principals indicated that the most used leadership style that was commonly used was democratic leadership style, followed by transformational leadership, followed by autocratic leadership which was moderately used. The least used leadership style according to principals was laissez faire. According to the teachers democratic leadership style that was commonly used leadership style by principals, laissez faire was moderately used, autocratic leadership style was also moderately used, and the least used leadership style was transformational leadership. According to teachers transformational theory had little

influence on their principals' leadership styles. The principals on the other hand rated themselves as much influenced by the transformational theory.

All the principals who participated in the study agreed that there were cases of teacher turnover in their schools. The teachers gave varied responses; some agreed that there were cases of teacher turnover, while others indicated that there were no cases of teacher turnover in their schools. A good number of teachers had no intention of leaving their current schools, while a few had an intention of leaving.

Principals gave reasons teachers give for deciding to leave the school and their responses are as follows: teachers decide leave schools following TSC appointments, that teachers leave their schools to join a better paying school, some leave for further studies. The teachers gave various reasons that would make them quit teaching in private schools in the county, which include: poor salary, poor working conditions, overworking due to understaffing in these schools, leaving for further studies, lack of job security/ no loan facilities/ no future benefits like pension, lack of support from the administration, especially when handling student discipline issues and due to too much supervision from the principal.

A large number of principals opined that autocratic leadership style poorly and very poorly support teacher retention, about half of the teachers thought that autocratic leadership style poorly and very poorly support teacher retention. Democratic leadership style was rated highly by both the principals and teachers as being highly and fairly supportive to teacher retention. Principals and teachers had opposing views on the influence of laissez faire leadership style on teacher retention, for some, it supports, while for other it does not support.

Principals in these schools have employed some teacher retention strategies such as motivating teachers through paying them a better salary, increasing their allowances any time the TSC increases teachers' allowances, annual salary increment and incentives for overtime teaching, sponsoring teachers to attend workshops and seminars related to their areas of

specialization, delegation of duties by appointing teachers to head various departments, asking the deputy principal to represent him/her in various forums when he/she is busy, exercising inclusive authority and power sharing administration.

5.3 Conclusions

The study established that most teachers in private schools were below 30yrs of age and had taught for less than five years. Some had been in these schools for more than 17 years. Most teachers and principals had the right academic qualifications. Therefore many private schools attract mainly young qualified teachers.

The principals in the county used various leadership styles, which include autocratic leadership style, the democratic leadership style and the laissez faire leadership styles. The democratic leadership style emerged as the commonly used leadership style. There was some influence of the transformational theory, especially on those principals who employed the democratic leadership style.

It was established that there were various causes of teacher turnover. These included lack of support and poor communication from the administration; poor remuneration; TSC appointments, among others. Some causes were associated with personal reasons of the teachers. The principals' leadership also contributed to teacher turnover.

Private secondary school principals use various retention strategies. Some of these strategies touch on their leadership styles while others do not. Teacher motivation especially through salary increment was the main retention strategy. Private school principals opined that they prefer to employ fresh graduates because they take longer before they are absorbed by TSC. Retired teachers from public schools are also targeted by private school principals because the duration in which they will be retained is relatively longer.

The principals in the county used various leadership styles which include autocratic,

democratic and laissez faire. The findings showed that democratic leadership style that was commonly by principals in the county, promoted high teacher retention.

5.4 Recommendations

- (i) Private school management should employ principals who are trained in management. This will ensure that they are well equipped to handle challenges directly related to their management styles.
- (ii) Private schools should have policies on teacher retention to govern all private schools. This is likely to help curb the problem of teacher turnover in private secondary schools where such policies do not exist.
- (iii) The management of private schools should offer competitive pay packages and other benefits to counter the almost automatic exodus of young and energetic teachers to public schools. This will create job security in private schools and hence reduce teacher turnover. Therefore private school managers should look for alternative sources of income to cater for this.

5.5 Areas of Further Research

- (i) A research should be carried out to evaluate the competitive advantages of TSC teachers which constitute the single largest cause of teacher turnover in private schools.
- (ii) A research needs to be conducted to investigate the factors influencing retention of principals in private secondary schools.

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APPENDIX I

INTERVIEW GUIDE FOR PRINCIPALS

The purpose of this interview was to enable the researcher to investigate the influence of the principals' leadership styles on teacher retention in Private Secondary Schools in Uasin- Gishu County.

Leadership Style/Characteristics

1. Briefly describe your leadership style. What makes you to act the way you do?

Role of the Principal

2. How would you describe your role as a principal?

Teacher Retention

3. What strategies/ activities do you use to create a good, supportive working environment for all teachers and keep teachers longer in your school?

4. Why do some teachers leave your school?

5. Is there anything else you would like to say about the teacher retention?

APPENDIX II
INTERVIEW GUIDE FOR DISTRICT QUALITY ASSURANCE AND STANDARDS
OFFICERS

The purpose of this interview is to enable the researcher to investigate the influence of the principals' leadership styles on teacher retention in Private Secondary Schools in Uasin-Gishu County.

Leadership styles

1. According to your observation, which leadership styles are commonly used by principals in private secondary schools in Uasin-Gishu County?

2a) Is teacher turnover a problem in private school in this county? yes/ No

b) If yes, what causes it?

Teacher retention

3. In your assessment, how is teacher retention in private schools?

5. How are principals in these schools retaining teachers?

6. Would you like to say anything more on leadership styles used by principals and the extent to which affects teacher retention in these schools?

APPENDIX III
LETTER OF INTRODUCTION TO PRINCIPALS

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
DEPARTMENT OF POSTGRADUATE STUDIES
P.O BOX 62157-00200
NAIROBI.

Dear Sir/Madam,

I am a student at the Catholic University of Eastern Africa (CUEA) pursuing a master's degree course in Educational Administration and Planning. I am currently conducting a research as part of my final year thesis project. The purpose of this questionnaire is to enable the researcher to investigate the influence of the principals' leadership styles in teacher retention in Private Secondary Schools in Uasin- Gishu County. This is a requirement of my degree programme. I am requesting you kindly to respond honestly to the following questionnaire.

Your participation is completely voluntary and the information you will give will be treated with utmost confidentiality and used for this study only. Do not write or sign your name anywhere on this questionnaire.

Thank you very much for your participation.

Jane Cherop

APPENDIX IV
QUESTIONNAIRE FOR PRINCIPALS

Instructions

Please tick [] on the box corresponding to each category that is most applicable to you.

Section A: Demographic Information

1. Gender

Male [] Female []

2. Age

Below 24 years [] 25-30 years [] 31-36 years [] 37-42 years []
43-48years [] 49-54 years [] 55 years and above []

3. Kindly indicate your highest academic and professional qualification

Diploma in education [] Bachelor Degree in Education []

Masters degree in Education []

Any other (specify)

4. Please indicate your teaching experience

Below 1 year [] 2- 5 years [] 6- 9 years []
10- 13 years [] 14- 17years [] 17 years and above []

5. For how long have you been a principal?

0-5 yrs [] 6-11 yrs [] 12-17yrs []

18-23yrs [] 24yrs and above []

6. Kindly indicate your length of stay as a principal in your current school

Below 1 year [] 2- 5 years [] 6- 9 years []

10- 13years [] 14years and above []

7. Indicate the average number of teachers who transfer from the school per year.

1-3 [] 4- 6 [] 7-9 [] Other (specify)

8. Indicate the type of school

Boys only [] Girls only []

Mixed day [] Mixed Boarding []

Section B: Leadership style

9. For each of the statements below, put a tick [] on the box that indicate the degree to which you agree or disagree.

Key: 1-Strongly disagree (SD) 2- Disagree (D) 3- Neutral (N) 4-Agree (A)
5- Strongly Agree (SA)

SN	STATEMENTS	SD	D	N	A	SA
1	Teachers need to be closely supervised, or they are not likely to do their work.					
2	It is fair to say that most teachers are generally lazy.					
3	As a rule, teachers must be given rewards or punishments in order to motivate them to achieve institutional objectives.					
4	Most teachers feel insecure about their work and need direction.					
5	The principal is the chief judge of the achievements of the teachers in the institution.					
6	Effective principals give orders and clarify procedures.					
7	Teachers want to be a part of the decision-making process.					
8	Providing guidance without pressure is the key to being a good principal.					
9	Most teachers want frequent and supportive communication from their principals.					
10	Principals need to help teachers accept responsibility for completing their work.					
11	It is the principals' job to help teachers find their passion.					
12	Teachers are basically competent and if given a task will do a good job.					
13	Principal leadership requires staying out of the way of teachers as they do their work.					
14	As a rule, principals should allow teachers to appraise their own work.					
15	In complex situations, principals should let teachers work problems out on their own.					
16	Principals should give teachers complete freedom to solve problems on their own					
17	In most situations, teachers prefer little input from the principal.					
18	In general, it is best to leave teachers alone					
19	Principals avoid making decisions					
20	Principals should emphasize strengths over weaknesses of teachers reflecting a feeling of confidence and high expectations					
21	principals should spend time mentoring and coaching teachers					
22	Effective principals talk optimistically about the future					
23	Principals have the ability to move their institutions in a direction that transforms the organizations' values and norms.					
24	Principals should communicate a clear vision of the future state of their institution					

Section C: causes of teacher turnover

10. i) Does your school experience cases of teacher turnover?

Yes [] No []

ii) If yes, what reasons do they give for decide to leave?

.....

ii) In your opinion, what makes up inadequate support from a school administration that may cause high teacher turnover?

.....

Section D: Extent of influence of the principals’ leadership styles on teacher retention

11. i) In your opinion, how do you rate the following leadership styles as helping in teacher retention?

Key: 5-Highly, 4- Fairly, 3-moderately, 2- poorly, 1- Very poorly

Leadership styles	5	4	3	2	1
Autocratic					
Democratic					
Laissez Faire					

ii) Please comment on the highest scoring leadership style above.

.....

iii) Please comment on the poorest scoring leadership style above.....

.....
.....
.....

Section E: Teacher Retention Strategies

11. What strategies are you employing to retain teachers in your institution?

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APPENDIX V
LETTER OF INTRODUCTION TO TEACHERS

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
DEPARTMENT OF POSTGRADUATE STUDIES
P.O BOX 62157-00200
NAIROBI.

Dear colleagues,

I am a student at the Catholic University of Eastern Africa (CUEA) pursuing a master's degree course in Educational Administration and Planning. I am currently conducting a research as part of my final year thesis project. The purpose of this questionnaire is to enable the researcher to investigate the influence of the principals' leadership styles in teacher retention in Private Secondary Schools in Uasin- Gishu County. This is a requirement of my degree programme. I am requesting you kindly to respond honestly to the following questionnaire.

Your participation is completely voluntary and the information you wil give will be treated with utmost confidentiality and used for this study only. Do not write or sign your name anywhere on this questionnaire.

Thank you very much for your participation.

Jane Cherop

APPENDIX VI
QUESTIONNAIRE FOR TEACHERS

Instructions

Kindly indicate the correct option by ticking in the appropriate box provided.

Please do not write your name or the name of your school.

Section A: Demographic Information

1. Gender: Male Female

2. Age:

24yrs and below 25- 30 yrs 31- 36 yrs
37- 42yrs 43- 48 yrs 49 yrs and above

3. Kindly indicate your highest academic and professional qualifications

Diploma in Education Bachelor's degree
Masters' degree

If any other specify.....

4. Please indicate your teaching experience.

Below 1 yr 2- 5 yrs 6- 9 yrs
10- 12 yrs 13- 16 yrs 17 yrs and above

5. Indicate the number of years you have stayed in your current school.

Below 1 yr 2- 5 yrs 6- 9 yrs
10- 13 yrs 14- 17 yrs 18yrs and above

6. (i) Do you have any intention of leaving the current school soon?

Yes No

(ii) If yes, give reasons for wanting to leave

.....
.....
.....

Section B: Principal's Leadership Styles

7. For each of the statements below, put a tick [] on the box that indicate the degree to which you agree or disagree.

Key:

1- Strongly disagree (SD) 2- Disagree (D) 3- Neutral (N) 4-Agree (A)
5- Strongly Agree (SA)

SN	STATEMENTS	SD	D	N	A	SA
1	The principal closely supervises teachers, or they are not likely to do their work.					
2	The principal perceives that most teachers in the general population are lazy.					
3	The Principal gives rewards or punishments in order to motivate them to achieve institutional objectives.					
4	The principal thinks that most teachers feel insecure about their work and need direction.					
5	He/she acts as the chief judge of the achievements of the teachers in the institution					
6	He/she gives orders give orders and clarifies procedures.					
7	The principal perceives that most teachers want frequent and supportive communication from him/her.					
8	The principal involves teachers want in decision-making processes.					
9	The principal provides guidance to teachers without pressure as the key to being a good leader.					
10	The principal helps teachers accept responsibility for completing their work.					
11	He/she helps teachers find their passion.					
12	He/she perceives that teachers are basically competent and if given a task will do a good job.					
13	He/she gives teachers complete freedom to solve problems on their own.					
14	As a rule, he/she allows teachers to appraise their own work.					
15	The principal prefers to stay out of the way of teachers as they do their work.					
16	In complex situations, the principal lets teachers to work problems out on their own.					
17	In most situations, teachers prefer little input from their principals.					
18	In general, the principal leaves teachers alone.					
19	He / she emphasizes strengths over weaknesses reflecting a feeling of confidence and high expectations in their					
20	The principal talks optimistically about the future					
21	The principal spends time teaching and coaching teachers					
22	He /she demonstrate the ability to move the institution in a direction that transforms the organizations' values and					
23	He/she avoids making decisions					
24	The principal communicates a clear vision of the future state of their institution					

Section C: causes of teacher turnover

8. Do you have cases of teacher turnover in you school? Yes () No ()

If yes, what causes it?

.....

.....

.....

.....

Section D: Extent of influence of the principals’ leadership styles on teacher retention

11. i) In your opinion, how do you rate the following leadership styles as helping in teacher retention?

Key: 5-Highly, 4- Fairly, 3-moderately, 2- poorly, 1- Very poorly

Leadership styles	5	4	3	2	1
Autocratic					
Democratic					
Laissez Faire					

ii) Please comment on the highest scoring leadership style above.

.....

.....

.....

.....

iii) Please comment on the poorest scoring leadership style above.....

.....

.....

.....

Section E: Teacher retention strategies

9. In your opinion, what do your principals do to keep teachers longer in your school?

.....

.....

.....

.....

.....

APPENDIX VII
DOCUMENT ANALYSIS GUIDE

With the assistance of the school authorities, the researcher will examine the following school records to establish teacher retention data and compute retention rates.

School Records	Year	Total No. of Teachers in Jan.	Total No. of teachers in Dec.	Teachers who move out of the school	Teachers who remain in the school	Retention Rate
1. Teachers register 2. Attendance register 3. Duty roster 4. Master timetables 5. Pay rolls	2008					
	2009					
	2010					
	2011					
	2012					

APPENDIX VIII
CRITERIA FOR VALIDATION OF INSTRUMENTS

Instruction

The following is the expert's face and content validity rating scale criteria for the research instruments. Please tick [√] where applicable.

(a) The Principals' Interview Guide.

Question	Not Relevant	Somewhat Relevant	Relevant	Very Relevant	Remarks
1					
2					
3					
4					
5					

(b) Questionnaires for Teachers and Principals

Question	Not Relevant	Somewhat Relevant	Relevant	Very Relevant	Remarks
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

(c) Document Analysis Guide

Question	Not Relevant	Somewhat Relevant	Relevant	Very Relevant	Remarks
1					
2					
3					
4					
5					

**APPENDIX IX
RELIABILITY TEST FOR PRINCIPALS PILOTING**

RELIABILITY /VARIABLES=teachersSupervised itsfair AsaRule FeeLiNsecure chiefJudge
EffectivePrincipals decisionMaking providingGuidance mostteachers Principalneed PrincipalJob
TeachersAreBasically PrincipalLeadership Appraise InComplexSituation CompleteFreedom
TeachersPrefer InGeneral PrincipalsAvoid Emphasize TimeMentoring Effective abilitytoMove
Communicate Autocratic Democratic LaisseZ /SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

Reliability

Notes			
Output Created		15-Aug-2013 17:29:06	
Comments			
Input	Data	G:\THesis Work\Pilot principals.sav	
	Active Dataset	DataSet3	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File		4
	Matrix Input		
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.	
Syntax	RELIABILITY /VARIABLES=teachersSupervised itsfair AsaRule FeeLiNsecure chiefJudge EffectivePrincipals decisionMaking providingGuidance mostteachers Principalneed PrincipalJob TeachersAreBasically PrincipalLeadership Appraise InComplexSituation CompleteFreedom TeachersPrefer InGeneral PrincipalsAvoid Emphasize TimeMentoring Effective abilitytoMove Communicate Autocratic Democratic LaisseZ /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.		
Resources	Processor Time	0:00:00.016	
	Elapsed Time	0:00:00.016	

[DataSet3] G:\THesis Work\Pilot principals.sav

Reliability Statistics

Cronbach's Alpha	N of Items
.637	27

APPENDIX X
RELIABILITY TEST FOR TEACHERS PILOTING

DATASET ACTIVATE DataSet4. RELIABILITY /VARIABLES=principalClosely Perceives GivesRewards ThinksTthatMost ChiefJudge GivesOrders SupportiveCommn InvolvesTeachers Provide Guidance HelpTeachers TheirPassion BasicllyCompetent CompleteFreedom Appraise TeachersDotheirWork InComplexSituation TeachersPrefer InGeneral Emphasize Optimistically TimeCoaching abilitytoMove AvoidsDecisionMaking Communicates Autocratic Democratic LaisseZ /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.

Reliability

Notes		
Output Created		15-Aug-2013 17:36:36
Comments		
Input	Data	G:\THesis Work\Pilot teachers.sav
	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	10
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax	RELIABILITY /VARIABLES=principalClosely Perceives GivesRewards ThinksTthatMost ChiefJudge GivesOrders SupportiveCommn InvolvesTeachers ProvideGuidance HelpTeachers TheirPassion BasicllyCompetent CompleteFreedom Appraise TeachersDotheirWork InComplexSituationTeachersPrefer InGeneral Emphasize Optimistically TimeCoaching abilitytoMove AvoidsDecisionMaking Communicates Autocratic Democratic LaisseZ /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.	
Resources	Processor Time	0:00:00.016
	Elapsed Time	0:00:00.062

[DataSet4] G:\THesis Work\Pilot teachers.sav

Reliability Statistics

Cronbach's Alpha	N of Items
.799	27

APPENDIX XI

AUTHORIZATION FROM NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1199**

Date: **2nd July 2013**


SR. Jane Cherop
The Catholic University
of Eastern Africa
P.O Box 62157-00200
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **1st July, 2013** for authority to carry out research on "*Influence of Principals' leadership styles on Teacher retention in Private Secondary Schools in Uasin-Gishu County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for a period ending **30th September, 2013**

You are advised to report to **the County Commissioner and County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The County Commissioner
The County Director of Education
Uasin Gishu County.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX XII

RESEARH CLEARANCE PERMIT

PAGE 2 PAGE 3

Research Permit No. **NCST/RCD/14/013/1199**

THIS IS TO CERTIFY THAT Date of issue **2nd July, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution Fee received **KSH. 1000.**

Jane Cherop

of (Address) The Catholic University

of Eastern Africa

P O Box 62157-00200 Nairobi

has been permitted to conduct research in

Location

District

Uasin Gishu **County**


on the topic: Influence of Principals leadership

styles on Teacher retention in Private

Secondary Schools in Uasin-Gishu

County, Kenya.

For a period ending 30 September, 2013



Jane Cherop


Applicant's Signature **For Secretary**

National Council for

Science & Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055t3m10/2011 **(CONDITIONS—see back page)**

APPENDIX XIII

RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION

REPUBLIC OF KENYA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
EDUCATION DEPARTMENT

Telegrams: "EDUCATION", Eldoret
Telephone: 053-2063342 or 2031421/2
Email: cdeuasingishucounty@yahoo.com
When replying please quote:

Office of The County Director of Education,
Uasin Gishu County,
P.O. Box 371,
ELDORET.

Ref: No. ED/UGC/ACT/6/50

Date: 9th July 2013

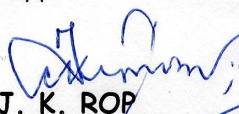
SR.Jane Cherop
The Catholic University
Of Eastern Africa
P.O. Box 62157-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

This office has received your application for authority to carry out research on "Influence of Principals' leadership styles on Teacher retention in Private Secondary Schools in Uasin-Gishu County, Kenya".

I am pleased to inform you that you have been authorized to carry out the research in Uasin Gishu County for a period ending 30th September, 2013.

The authorities concerned are requested to give you maximum support.


J. K. ROP
FOR: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY.

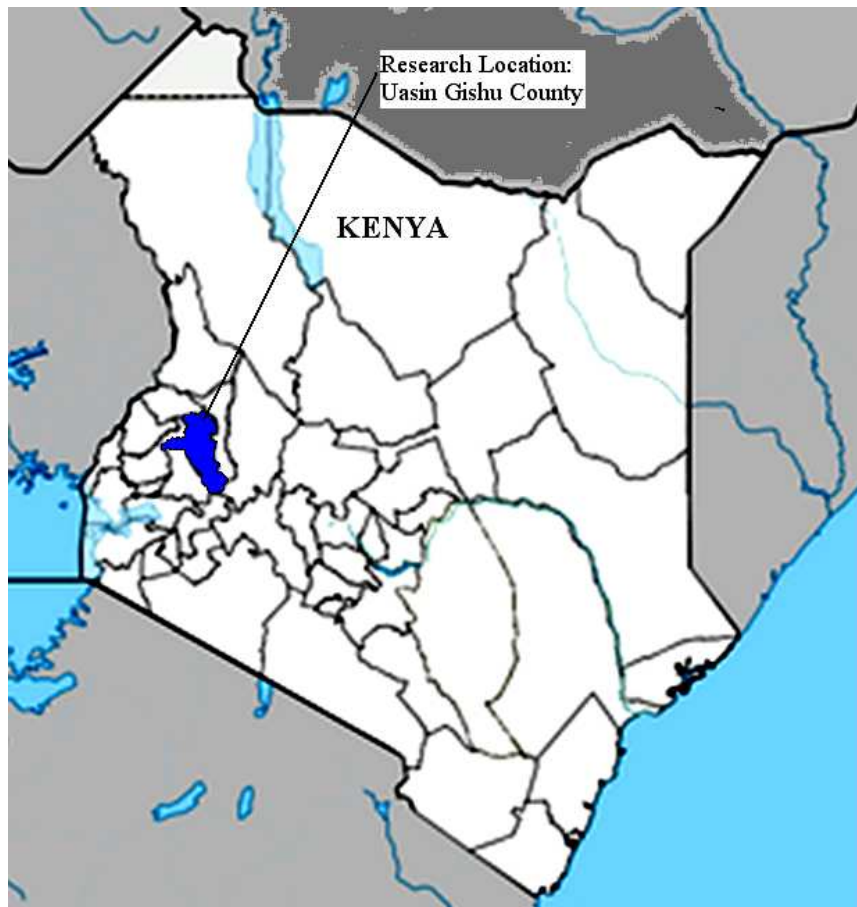
JKR/ens

ISO 9001:2008 CERTIFIED



APPENDIX XIV

MAP OF RESEARCH LOCATION



UASIN GISHU COUNTY

