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Leadership Styles and Retention of Teachers in Selected Secondary Schools in Ruhinda County, Mitooma District Uganda

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Abstract

This study examined the relationship between the leadership styles and retention of teachers in Ruhinda County, Mitooma District, Uganda. Leadership styles were studied in terms of transformational, transactional and laissez-faire on a sample of 107 secondary school teachers. The study adopted the correlational and cross-sectional designs and data were collected using a self-administered questionnaires as well as interview guides. Data analysis involved descriptive and inferential analyses. Descriptive results revealed that teacher retention was good. Nevertheless, while the use of transformational leadership was also good, there was moderate use of transactional leadership and low use of laissez-fair leadership. Regression analysis revealed that transformational leadership had a positive significant relationship with retention of teachers. Nevertheless, transactional leadership had a positive but insignificant relationship with retention of teachers while laissez-faire leadership had a negative and insignificant one. Therefore, it was concluded that transformational leadership is imperative for retention of teachers, transactional leadership is not the most probable leadership style for retention of teachers, and laissez-faire leadership is not a desirable leadership style. Therefore, the researcher recommended that head teachers should make it a priority to be transformational in their leadership, limit their use of transactional leadership style, and avoid laissez-faire leadership.

Introduction

Globally, low retention of teachers in schools has been a big challenge over the years. For instance, the 2009 United States of America Department of Education report showed almost a quarter of teachers in public-schools in the United States of America left teaching within their first three years. Low retention of teachers is undoubtedly one of the biggest problems facing schools in the United States of America (McLaurin, Smith & Smillie, 2009) [20]. School boards, school administrators and policy makers have been trying to implement creative ways to retain good teachers.

Employee retention is good for every organization because it results into high productivity and achievement of organizational goals since the employees who have already attained organizational knowledge will continue to use the knowledge and skills to serve that organization (Hirsch & Emerick, 2009) [12]. The quitting of a high-performing teacher is a problem for a school. Finding the right person to fill the vacant teaching position is a frustrating and time-consuming process. An employee's resignation affects many people and processes of an organisation. It means more work for others, which leads to decreased productivity and performance problems (Kain & Rivkin, 2008) [15]. Head teachers, parents and Education authorities in Ruhinda County, Mitooma district have put in place strategies to reduce the rapid turnover of teachers such as improving teachers' working conditions and raising their salaries among other interventions.

Despite these interventions, teacher retention has remained low. Secondary schools in Ruhinda County, Mitooma district have continued to experience low teacher retention and this has raised a lot of concern among parents and school administrators. According to the 2020 Mitooma District Education Officers report, retention of teachers in secondary schools in Ruhinda County, Mitooma district stands at 60% annually. This percentage is not good enough since the ideal employee retention for organisations to remain competitive should be 75% (Ankit & Singh, 2012) [3]. Head teachers in Ruhinda County, Mitooma district use a number of leadership styles such as transformational, transactional and laissez-faire leadership styles (Mitooma District Education Officer Annual Report, 2020). It was not clear if there was a relationship between leadership styles used in these schools and teacher retention. Hence, this study sought to determine the relationship between leadership styles and

retention of teachers in secondary schools in Ruhinda County, Mitooma district. Specifically, this study sought;

1. To determine the relationship between transformational style of leadership and retention of teachers in secondary schools in Ruhinda County, Mitooma district.
2. To establish the relationship between transactional style of leadership and retention of teachers in secondary schools in Ruhinda County, Mitooma district.
3. To establish the relationship between of laissez-Faire style of leadership and retention of teachers in secondary schools in Ruhinda County, Mitooma district.

Conceptual Framework

The conceptual framework below (Fig 1) provides a description of the relationship between leadership styles and teacher retention.
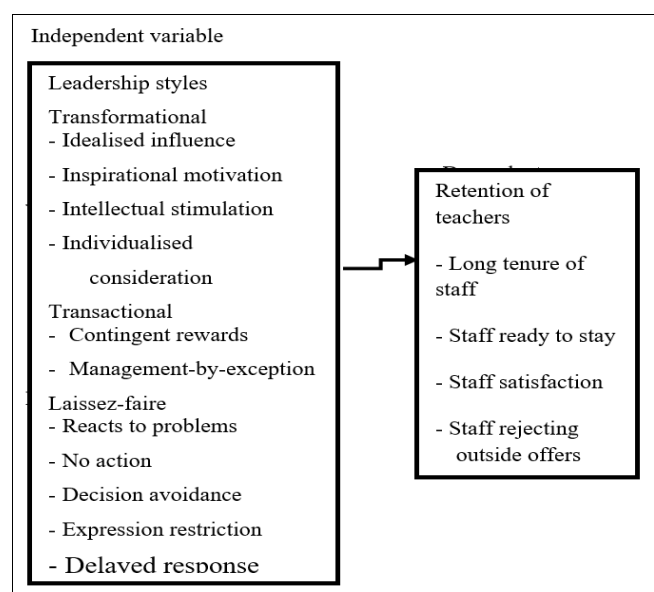
Source: Concept adapted from Kanste & Kyngäs, (2011) [16]

Fig 1: Conceptual Framework showing the relationship between leadership style and retention of teachers

The conceptual framework (Fig 1) shows how leadership style relates to retention of teachers. Leadership styles are broken-down in terms of transformational, transactional and laissez-faire. Transformational leadership style involves idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Whereas, transactional leadership style involves use of contingent rewards and management-by-exception. And, laissez-faire leadership style involves reaction to problems, no action, decision avoidance, expression restriction and delayed response. On the other hand, retention of teachers referred to long tenure of staff, staffs' readiness to stay, staff satisfaction and staff rejecting outside offers. The framework postulates that leadership style directly affects retention of teachers stay in schools.

Materials and methods

This study adopted the quantitative, correlational and cross-sectional design. The correlational design is a research design that helps to determine the presence and degree of a relationship between two factors basing on quantitative data (Ingham-Broomfield, 2015) [13]. The targeted population was 180 respondents from where the researcher sampled of 118 respondents using Slovin's formula of determining sample size (Tejada & Punzalan, 2012) [23] and these included teachers, head teachers and District education officer of the secondary schools in Ruhinda County, Mitooma district (District Education Officer, 2023). The study adopted stratified random sampling technique that was used to select teachers according to gender and it involves dividing the population into different subgroups (strata) and selecting subjects from each stratum in a proportionate manner (Fricker & Schonlau, 2012). Purposive sampling, on the other hand, is a non-random sampling method that involves the researcher selecting the sample arbitrarily which he considers important for the research and believes it as typical and representative of the population (Benoot, Hannes & Bilsen, 2016) [4]. Purposive sampling was used on head teachers of schools and District Education Official who were selected because they are rich cases that would provide data for in depth analysis. Content validity was attained by making sure that the items on the main variables (independent and dependent variables) were in conformity to the conceptual framework of the study using a Content Validity Index whereas Cronbach Alpha tests were used to test the reliability of the research instrument. Quantitative data collected was processed by coding, entering them into the computer using the Statistical Package for Social Sciences (SPSS 24.0), from where the study findings were presented in terms of descriptive statistics such as frequencies, percentages and means and inferential statistics were presented in terms of correlation and regression.

Results and Discussion

Teacher retention was studied as a dimensional concept using 11 items. The results on teacher retention included frequencies, percentages and means and are as in Table 1 below.

Table 1: Teacher Retention in Secondary Schools in Ruhinda County, Mitooma District

Teacher Retention	SD	D	NS	A	SA	Mean
I am planning on working for another school within a period of three years	22 20.6%	8 7.5%	43 40.2%	15 14.0%	19 17.8%	3.00
Within this school, my work gives me satisfaction	8 7.5%	3 2.8%	49 45.8%	21 19.6%	26 24.3%	3.50
If I wanted to do another job, I would look first at the possibilities within this school	4 3.7%	13 12.1%	36 33.6%	33 30.8%	20 18.7%	3.49
I see a future for myself within this school	6 5.6%	10 9.3%	48 44.9%	26 24.3%	15 14.0%	3.32
It does not matter if I am working for this school or another, as long as I have work	7 6.5%	14 13.1%	29 27.1%	32 29.9%	23 21.5%	3.48
If it were up to me, I will definitely be working	6	13	28	33	25	3.55

	SD	D	NS	A	SA	Mean
for this school for the next five years	5.6%	12.1%	26.2%	30.8%	23.4%	
If I could start over again, I would choose to work for another school	2 1.9%	4 3.7%	43 40.2%	39 36.4%	17 15.9%	3.61
If I received an attractive job offer from another school, I would take the job	4 3.7%	7 6.5%	46 43.0%	31 29.0%	19 17.8%	3.50
I love working for this school	9 8.4%	7 6.5%	28 26.2%	32 29.9%	30 28.0%	3.63
I have checked out a job in another school previously	15 14.0%	8 7.5%	26 24.3%	33 30.8%	25 23.4%	3.42
The work I am doing is very important to me	3 2.8%	5 4.7%	16 15.0%	12 11.2%	71 66.4%	3.34

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

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

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

Results for Leadership style and Retention of Teachers
Leadership style was studied in terms of transformational, transactional, and laissez-faire. The results on the same are presented basing on the order of the study objectives. Descriptive statistics are presented first and thereafter, multiple correlation and regression carried out between Leadership style and retention of teachers.

Transformational Leadership
Transformational leadership was conceived as the first component leadership style. The objective that was the focus of the study was to examine the relationship between Transformational leadership and retention of teachers in Secondary schools in Ruhinda County, Mitooma District. The descriptive results on the same were as presented in Table 2.

Table 2: Descriptive Statistics for Transformational leadership style

Transformational leadership		SD	D	NS	A	SA	Mean
My head teacher instils pride in me	F	5	5	47	19	31	3.62
	%	4.7	4.7	43.9	17.8	29.0	
My head teacher focuses my strengths	F	3	6	41	27	30	3.70
	%	2.8	5.6	38.3	25.2	28.0	
My head teacher behaves consistent with values	F	1	3	31	34	37	4.00
	%	0.9	2.8	29.0	31.8	34.6	
My head teacher clarifies rewards	F	9	18	33	23	20	3.26
	%	8.4	16.8	30.8	21.5	18.7	
My head teacher treats us as individuals	F	11	11	31	21	32	3.50
	%	10.3	10.3	29.0	19.6	29.9	
My head teacher talks about trusting each other	F	2	8	25	25	42	4.00
	%	1.9	7.5	23.4	23.4	39.3	
My head teacher talks enthusiastically	F	4	3	34	34	29	3.80
	%	3.7	2.8	31.8	31.8	27.1	
My head teacher provides reassurance for overcoming obstacles	F	3	3	40	35	23	3.70
	%	2.8	2.8	37.4	32.7	21.5	
My head teacher provides encouragement	F	2	5	23	34	42	4.02

	%	1.9	4.7	21.5	31.8	39.3	
My head teacher expresses confidence	F	1	2	20	40	43	4.15
	%	0.9	1.9	18.7	37.4	40.2	
My head teacher encourages us to rethink ideas	F	1	4	27	43	29	3.91
	%	0.9	3.7	25.2	40.2	27.1	
My head teacher encourages us to express ideas	F	2	3	36	35	30	3.83
	%	1.9	2.8	33.6	32.7	20.8	
My head teacher encourages non-traditional thinking	F	10	8	31	31	21	3.44
	%	9.3	7.5	29.0	29.0	19.6	
My head teacher encourages reasoning	F	1	4	27	33	40	4.01
	%	0.9	3.7	25.2	30.8	37.4	
My head teacher provides advice for development	F	1	4	21	34	46	4.13
	%	0.9	3.7	19.6	31.8	43.0	
My head teacher promotes development	F	2	4	19	38	43	4.09
	%	1.9	3.7	17.8	35.5	40.2	
My head teacher recognises my achievements	F	1	8	32	36	29	3.08
	%	0.9	7.5	29.9	33.6	27.1	
My head teacher rewards my achievements	F	18	11	33	32	23	3.48
	%	7.5	10.3	30.8	29.9	21.5	
My head teacher assists based on effort	F	4	7	28	39	27	3.74
	%	3.7	6.5	26.2	36.4	25.2	

The results on whether head teachers instilled pride in the teachers showed that cumulatively, the majority percentage (43.9%) of the teachers were not sure while 29.0% agreed. With the high mean = 3.62 close to code 4 which on the scale used corresponded with agreed, the results suggested head teachers instilled pride in the teachers. As to whether head teachers focused teachers' strengths, the majority percentage (38.3%) of the teachers were not sure while 28.0% agreed and the high mean = 3.70, suggested that head teachers in the schools focused teachers' strengths. The teachers further indicated that head teachers in the schools behaves consistent with values because the majority percentage (34.6%) agreed with a high mean = 4.00. As to whether head teachers clarified rewards, the majority percentage (30.8%)of the teachers were not sure while 21.5% agreed and the mean = 3.26, suggested that head teachers in the schools clarified rewards. The teachers revealed that head teachers treated them as individuals. This was because the majority percentage (29.9%) of the teachers agreed and the mean = 3.50 is high. With a majority percentage (39.3%) of teachers agreeing and a high mean = 4.00, the teachers also suggested that head teachers talked about trusting each other. Also, with the majority percentage (31.8%) of the teachers agreeing and a high mean= 3.80, the teachers indicated that head teachers talked enthusiastically. With respect to whether head teachers provided reassurance for overcoming obstacles, the majority percentage (37.4%) of the teachers were not sure while 32.7% agreed and the mean = 3.70, suggested that head teachers in the schools provided reassurance for overcoming obstacles. With respect to whether head teachers provided encouragement, the majority percentage (39.3%) of the teachers agreed while only 1.9% disagreed and the mean = 4.02, suggested that head teachers in the schools provided encouragement. With the majority percentage (40.2%) of the teachers agreeing and a high mean= 3.91, the teachers indicated that head teachers encouraged teachers to rethink ideas. As regards head teachers encouraging teachers to express ideas, the majority percentage (32.7%) of the teachers agreed while 33.6% were not sure and the mean = 3.83, suggested that head teachers in the schools encouraged teachers to express ideas. As regards head teachers encouraging non-traditional thinking, 29.0% of the teachers agreed while 29.0% were not sure and the mean = 3.44, suggested that head teachers in the schools encouraged non-traditional thinking. With respect to whether head teachers encouraged reasoning, the majority percentage (37.4%)of the teachers agreed while only 0.9% disagreed and the mean = 4.01, suggested that head teachers in the schools encouraged reasoning. With the majority percentage (43.0%) of the teachers agreeing and a high mean= 4.13, the teachers indicated that head teachers provided advice for development. With the majority percentage (40.2%) of the teachers agreeing and a high mean= 4.09, the teachers indicated that head teachers promoted development. As to whether head teachers recognised teachers' achievements, the majority percentage (33.0%) of the teachers agreed while only 0.9% disagreed and the mean = 3.80, suggested that head teachers in the schools recognised teachers' achievements. As to whether head teachers rewarded teachers' achievements, the majority percentage (30.8%) of the teachers were not sure while 29.9% agreed and the mean = 3.48, suggested that head teachers in the schools rewarded teachers' achievements. With respect to whether head teachers assisted based on effort, the majority percentage (36.4%) of the teachers agreed while only 3.7% disagreed and the mean = 3.74, suggested that head teachers in the schools encouraged reasoning.

Transactional Leadership
Transactional leadership was conceived as the second component of leadership style. The objective that was the focus of the study was to examine the relationship between Transactional leadership and retention of teachers in Secondary schools in Ruhinda County, Mitooma District. The descriptive results on the same were as presented in Table 3.

Table 3: Descriptive Statistics for Transactional leadership style

Transactional leadership		SD	D	NS	A	SA	Mean
My head teacher spends more time dealing with problems	F	17	22	39	14	13	2.84
	%	15.9	20.6	36.4	13.1	12.4	
My head teacher tracks and monitors my mistakes	F	5	5	57	27	13	3.36
	%	4.7	4.7	53.3	25.2	12.1	
My head teacher assists basing on the effort of the individual teacher	F	4	10	32	42	17	3.55
	%	3.7	9.3	29.9	39.9	15.9	
My head teacher clarifies rewards	F	10	11	43	29	14	3.24
	%	9.3	10.3	40.2	27.1	13.1	
My head teacher recognises my achievement	F	4	6	45	35	17	3.51
	%	3.7	5.6	42.1	32.7	15.9	
My head teacher rewards my achievement	F	6	15	45	21	19	3.33
	%	5.6	14.0	42.1	19.6	17.8	
My head teacher focuses on my mistakes	F	19	12	33	22	19	3.12
	%	17.8	11.2	30.8	20.6	17.8	
My head teacher concentrates on failures	F	31	15	29	16	16	3.73
	%	29.0	14.0	27.1	15.0	15.0	

The results on whether head teachers spent more time dealing with problems showed that cumulatively, the majority percentage (36.4%) of the teachers were not sure while 13.1% agreed. With the low mean = 2.84 not close to code 4 which on the scale used corresponded with agreed, the results suggested head teachers did not spend more time dealing with problems. As to whether head teachers tracked and monitored teacher's mistakes, the majority percentage (53.3%) of the teachers were not sure while 25.2% agreed and the mean = 3.36, suggested that head teachers in the schools sometimes tracked and monitored teacher's mistakes. The teachers further indicated that head teachers in the schools assisted basing on the effort of the individual teacher because the majority percentage (39.9%) agreed with a high mean = 3.55. As to whether head teachers clarified rewards, the majority percentage (40.2%) of the teachers were not sure while 27.1% agreed and the mean = 3.24, suggested that head teachers in the schools clarified rewards.

As to whether head teachers recognised teacher's achievements, the majority percentage (42.1%) of the teachers were not sure while 32.7% agreed and the mean = 3.51, suggested that head teachers in the schools recognised teacher's achievements. As to whether head teachers rewarded teacher's achievements, the majority percentage (42.1%) of the teachers were not sure while 19.6% agreed and the mean = 3.33, suggested that head teachers in the schools sometimes rewarded teacher's achievements. As to whether head teachers focussed on teacher's mistakes, the majority percentage (30.8%) of the teachers were not sure while 20.6% agreed and the mean = 3.12, suggested that head teachers in the schools sometimes focussed on teacher's mistakes. As to whether head teachers concentrated on failures, the majority percentage (27.1%) of the teachers were not sure while 15.0% agreed and the mean = 3.73, suggested that head teachers in the schools concentrated on failures.

Laissez-faire Leadership
Laissez-faire leadership was conceived as the third component of leadership style. The objective that was the focus of the study was to examine the relationship between Laissez-faire leadership and retention of teachers in Secondary Schools in Ruhinda County, Mitooma District. The descriptive results on the same were as presented in Table 4.

Table 4: Descriptive Statistics for Laissez-faire leadership style

Laissez-faire leadership		SD	D	NS	A	SA	Mean
My head teacher avoids deciding	F	45	26	20	9	4	2.05
	%	42.1	24.3	18.7	8.4	3.7	
My head teacher is unavailable when needed	F	57	18	21	7	4	1.90
	%	53.3	16.8	19.6	6.5	3.7	
My head teacher reacts to problems only if serious	F	30	18	36	10	10	2.54
	%	28.0	16.8	33.6	9.3	9.3	
My head teacher reacts to problems only if chronic	F	39	20	27	11	08	2.32
	%	36.4	18.7	25.2	10.3	7.5	
My head teacher reacts to failure	F	17	17	40	17	16	2.98
	%	15.9	15.9	37.4	15.9	15.0	
My head teacher delays responding to issues	F	50	23	19	9	6	2.05
	%	46.7	21.5	17.8	8.4	5.6	
My head teacher reacts to problems only when the situation becomes worse	F	44	18	25	13	6	2.24
	%	41.1	16.8	23.4	12.1	5.6	
My head teacher avoids involvement	F	54	22	15	11	5	1.98
	%	50.5	20.6	14.0	10.0	4.7	

Results on whether head teachers avoided deciding showed that cumulatively, the majority percentage (42.1%) of the teachers disagreed while 3.7% agreed. With the low mean = 2.05, the results suggested head teachers did not avoid deciding. As to whether head teachers were unavailable when needed, the majority percentage (53.3%) of the teachers disagreed while only 3.7% agreed and the low mean = 1.90, suggested that head teachers in the schools

were always available when needed. As to whether head teachers reacted to problems only if serious, the majority percentage (33.6%) of the teachers were not sure while only 9.3% agreed and the mean = 2.54, suggested that head teachers in the schools sometimes reacted to problems only if serious. As to whether head teachers reacted to problems only if chronic, the majority percentage (36.4%) of the teachers disagreed while 10.3% agreed and the mean = 2.32, suggested that head teachers in the schools sometimes reacted to problems only if chronic. As to whether head teachers reacted to failure, the majority percentage (37.4%) of the teachers were not sure while 15.0% agreed and the mean = 2.98, suggested that head teachers in the schools sometimes reacted to failure.

The teachers further indicated that head teachers in the schools never delayed responding to issues because the majority percentage (46.7%) disagreed with a low mean = 2.05. As to whether head teachers reacted to problems only when the situation became worse, the majority percentage (41.1%) of the teachers disagreed while 12.1% agreed and the mean = 2.24, suggested that head teachers in the schools sometimes reacted to problems only when the situation became worse. Lastly, the teachers indicated that head teachers in the schools never avoided involvement because the majority percentage (50.5%) disagreed with a low mean = 1.98.

Correlation between Leadership Styles and Retention of Teachers
To establish the level of the relationship between leadership styles and retention of teachers, at preliminary level a correlation analysis was done. The results were as presented in Table 5.

Table 5: Correlation analysis between Leadership Styles and Retention of Teachers

	Retention of Teachers	Transformational Leadership	Transactional Leadership	Laissez-Faire
Retention of Teachers	1			
Transformational Leadership	0.582**	1		
	0.000			
Transactional Leadership	0.269**	0.442**	1	
	0.009	0.000		
Laissez-Faire	-0.291**	-0.324**	0.040	1
	0.005	0.005	0.699	

The study findings suggest that there is a positive significant relationship between Transformational style of leadership and teacher retention (r = 0.582, p = 0.000 < 0.05). The critical value was significant at below 0.05 implying that Transformational style of leadership has a significant relationship with retention of teachers.The findings also revealed thatthere is a positive significant relationship between transactional leadership style and teacher retention (r = 0.269, p = 0.009 < 0.05). On the contrary, the study findings revealed thatthe relationship between laissez-faire leadership style (r = -0.291, p = 0.005 < 0.05) was negative implying that laissez-faire style of leadership has a significant relationship with retention of teachers.

Regression of Retention of Teachers on Leadership Styles
To ascertain whether leadership styleshave a significant relationship with retention of teachers, the dependent variable namely, teacher retention was regressed on transformational, transactional and laissez-faire leadership styles.

Results (Table 6) showed that three leadership styles namely; transformational, transactional and laissez-faire leadership explained 25.2% of the variation in retention of teachers (adjusted R^2 = 0.252). This meant that 74.8% was accounted for by other variables not considered in this model. The regression model was significant (F = 8.543, p = 0.000 < 0.05). The results showed that transformational leadership style (β = 0.469, p = 0.001< 0.05) significantly predicted teacher retention. The results also showed that transactional leadership style (β = 0.062, p = 0.609>0.05) insignificantly predicted teacher retention.

Table 6: Regression analysis of Retention of Teachers on Leadership Styles

Leadership Styles	Standardized Coefficients	Significance
	Beta (β)	P
Transformational Leadership	0.469	0.001
Transactional Leadership	0.062	0.609
Laissez-Faire	-0.080	0.486
Adjusted R^2 = 0.252 F = 8.543, p = 0.000		

a. Dependent Variable: Retention of Teachers

Discussion of the Study Findings
Transformational Style of Leadership and Retention of Teachers
Regression results revealed that transformational style of leadership has a significant relationship with retention of teachers. This finding was consistent with premise of the theory on which the study was based. The Transformational leadership theory suggests that the leader transforms followers self-interest, increases their confidence, elevates their expectations, encourages behavioural change and motivates others to higher levels of personal achievement hence developing engagement, thus more retention (Bolden, 2004) [6]. This finding concurred with the findings of previous scholars. In addition, Martin and Epitropaki (2001) [19] revealed that transformational leadership had a positive relationship with employee retention. Similarly, Gill *et al.* (2011) [11] reported that transformational leadership is significantly related to increased satisfaction, increased staff well-being, decreased burnout, and decreased overall stress among the workers.

The findings further indicated that greater degrees of transformational leadership were associated with a reduction in the intention to leave the profession among workers. Relatedly, Choi (2016) [7] reported that job satisfaction and retention among employees is increased due to empowerment and transformational leadership. Concurring with the above, Pieterse-Landman (2012) [21] established that there was a significant negative relationship between transformational leadership and intention to quit. In the same vein, Long (2012) [18] also revealed that transformational leadership was negatively related to turnover intention hence, it promoted retention of employees. Similarly, Ahmad *et al.* (2012) [1] reported that there was insignificant negative association between turnover intention and transformational leadership style.

Transactional Style of Leadership and Retention of Teachers
Regression results revealed that transactional style of leadership has a significant relationship with retention of teachers. These align with findings of Marmaya *et al*. (2011) who reported that transactional leadership style is positively correlated with employee retention. Similarly, Peachey *et al*. (2014) revealed significant positive associations between transactional leadership behaviour and employee retention. Likewise, Sherman *et al*. (2006) revealed significant positive associations between transactional leadership behaviour and employee retention. Ali *et al*. (2014) [2] reported that transactional leadership has a positive relationship with employee retention. In same vein, Ekong *et al*. (2013) [9] found out that transactional leadership has a positive relationship with employee retention. Consistent with the above finding, Cliggett and Wyssmann (2009) [8] found out that supervision had a positive significant effect on teacher retention.

Laissez-Faire Style of Leadership and Retention of Teachers
Results revealed that laissez-faire style of leadership has a negative and insignificant relationship with retention. These correlate with findings of Aarons (2006) who revealed that there is an insignificant relationship between the use of laissez-faire leadership style and staff retention. Erkutlu and Chafra (2006) [10] found that laissez-faire leadership style led to negative results in organizational performance such as low satisfaction, and low commitment by followers. In the same vein, Judge and Piccolo (2004) [14] indicated a negative relationship between laissez-faire leadership and staff retention. However, Laschinger (2012) [17] established that laissez-faire leadership style has a great positive effect on job satisfaction and willingness to stay working at the work station.

Conclusions and Recommendations
Conclusions
Basing on the study findings, the researcher concludes that transformational style of leadership by head teachers and other school administrators is essential for retention of teachers in secondary schools. This is especially so when head teachers and other school administrators instil pride in the teachers, talk enthusiastically, provide encouragement, express confidence, recognise teachers' achievements and provide advice for development. In addition, transactional style of leadership is necessary for retention of teachers in secondary schools as this help head teachers to clarify rewards, monitor teachers' mistakes, reward teachers' performance, and recognise teachers' achievements. Whereas, laissez-faire style of leadership negatively affects teachers' morale and productivity hence low retention.

Recommendations
The study concludes that head teachers in secondary schools should use transformational style of leadership in their schools as this instils pride in the teachers, provide encouragement, confidence and advice for development. In addition, transactional style of leadership in terms of clarifying rewards, monitoring teachers' mistakes, rewarding teachers' performance, and recognising teachers' achievements should as well be used. However, head teachers should avoid use of laissez-faire style of leadership in their schools as this motivate dodging, delayed responses and little involvement.

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