SCHOOLS' HEADS LEADERSHIP STYLES IN INFLUENCING TEACHER ATTRITION IN PUBLIC SECONDARY SCHOOLS IN TANZANIA: THE CASE OF KILIMANJARO AND MANYARA REGIONS

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ABSTRACT

This study assessed the influence of heads of schools' leadership styles on teacher attrition in public secondary schools in Kilimanjaro and Manyara regions. Specifically, the study aimed at examining the influence of heads of schools' responsibilities and the influence of heads of schools' leadership styles on teacher attrition. The study was guided by McGregor's theory and contingency theory. The study adopted cross-sectional research design. The sample size of this study was 140 respondents. The study adopted simple random and snowball sampling for in-service teachers and those who had left teaching respectively. Questionnaire was used during data collection. Quantitative data was analysed using descriptive and binary logistic regression. Qualitative data were thematically analysed. The findings revealed that autocratic leadership style had much influence on teacher attrition followed by Laissez-faire leadership style (p < 0.05). Also, the study found that heads of schools' responsibilities influences teacher attrition (p<0.05). The study concluded that some of the heads of schools' influence teacher attrition. The study recommends that heads of schools should avoid the use of autocratic leadership style. The head of school position should be advertised for qualified academicians to apply. Also, Heads of schools' should attend short course for management and leadership style.

Key words: Leadership, leadership style, teacher attrition, Kilimanjaro and
                    Manyara Regions

1. BACKGROUND TO THE STUDY

Globally, leadership has rooted in the beginning of civilization. Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common-leadership (Antonakis *et al.,* 2013). In the Holy Bible, leadership is going back to 7th century when God appears to Moses (teacher) as burning bush on Mount Sinai and honoured him as a leader among Jews as the lawgiver of Israel (Exodus 20:22-23:19), on the other hand, the Holy Quran states that Moses was sent by God to the Pharaoh of Egypt and the Israelites for guidance and warning, he was specially chosen from the right side of Mount Sinai to receive and deliver law to Israelites (Surat Maryam 19:51-53). This argument wanted to justify that the issues of leading people is not a new phenomenon, and the leaders should guide through stipulated code of professional to motivate and satisfy subordinates.

Leadership in educational institutions is necessary for a variety of reasons. On a supervisory level, it is required to complement effective organisational systems and societal functioning and to enhance subordinate motivation, effectiveness, and satisfaction (Antonakis *et al.,* 2013). In leading teaching staff a certain leadership style has to be practiced. According to Horng *et al.* (202), leadership style is the manner and approach of providing direction, implementing plans and motivating people. In this paper leadership style means a management of employees in the educational institution taking into consideration that they are matured, educated and servant of the same employer. Leadership styles assessed in this study were democratic, autocratic, laissez- faire and transformational and their influence on teacher attrition.

Educational leadership style play important role in the educational institutions to maintain the goals of institutions by making teaching and learning more effective and to give quality education to students around the world (Swathi, 2013; Hirsch *et al.*, 2013; Oyetunyi, 2012). School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents achieving common educational aims (Machumu

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and Mafwimbo, 2014). This term is often used synonymously with educational leadership in the United States of America and has supplanted educational management in the United Kingdom (Wanjiru, 2016).

Chepkonga *et al*. (2015) identified different leadership style including; autocratic, democratic, transformational and laissez-faire leadership. Their study revealed that achievements in schools are dependent on four identifiable Leadership styles. Leadership styles such as Autocratic appear generally self-centered and allow minimum participation of the subordinates in decision making. The democratic style is rather people oriented and counts on the participatory contribution of the subordinates (Mgbodile, 2012).

Leadership style practiced by heads of schools depends on the leaders assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making in choosing a leadership style which might be a teacher retention strategy (Machumu and Mafwimbo, 2014; Swathi, 2013).

Autocratic leadership style has prevailed in Mexico and Taiwan heads of schools, while democratic style is dominant in South Korea and United States of America. According to Dickson *et al.* (2013) only democratic leadership style had a direct and significant affiliation with performance in United States of America schools. Ibrahim (2014) noted that transformational leadership style pays particular attention to the subordinates' needs for growth and achievement and thus leaders who use this style are proactive leaders. Laissez-faire leadership style refers to the approach which allows free contributions of ideas or opinions without interference by the leader (Chepkonga *et al.*, 2015). This leadership style works only when the employees are skilled, loyal, experienced and intellectual. In relation to teacher attrition, laissez-faire style does not fit as the employees are skilled and intellectual of which on absent of leader, workers may do whatever they think appropriate for personal benefits including truancy from a work place.

In Sub Saharan African countries, Nigeria in particular, democratic leadership style was the predominant used by principals of secondary schools (John and Taylor, 2011). The democratic leadership style enhances teacher retention. In Tanzania, transformational leadership styles motivate secondary school teachers to remain in their working station hence creating positive relationship between heads of schools and their teachers which will avoid teacher attrition (Nguni *et al.,* 2014).

This study focused on influence of heads of schools' leadership style on teacher attrition. Teacher attrition means shifting of labour in and out of an education system of which it is a component of teacher turnover (Nambundunga, 2016; Loock *et al*., 2014; Darling-Hammond, 2013). According to Ingersoll and Strong (2011) teacher attrition is taken to mean teachers who leave the teaching career to take up other jobs. In this study teacher attrition is considered to include all teachers who leave the classroom and do not continue teaching, whether for short or long periods of time and for whatever reason behind it without replacement.

Literature, specifically in addressing heads of schools' leadership style and responsibilities in relation to teacher attrition in public secondary schools in Tanzania is inadequate. Even the available studies do provide little information that addresses how heads of schools' leadership style and responsibilities might influence secondary schools teacher attrition. For instance, Mrema (2007) in her study based on factors contributing to primary school teacher attrition in Tanzania, Elias (2014) was based on teachers attrition in community secondary schools in Tanzania, looking on influential factors and its effects on syllabus coverage and teachers' workload, the study concluded that teacher attrition causes the incomplete coverage of syllabus which affects students during examinations with the probability of the topic which was not taught might appear in the examinations paper.

Mgaya (2011) was based on salary and non-salary related factors for teacher attrition in mainland Tanzania, the study concluded that Teachers' attrition in secondary schools is a problem of great concern in both government and private secondary schools chiefly influenced by differentials in both salary and non-salary incentives as teachers make economic decisions about their career and seek better paid work where they can. In so doing, teachers engage in movement within and out of the profession.

Joel (2014) was based on roles of motivation on teacher turnover in public secondary school in Tanzania, and Boniface (2016) was based on teacher retention in Tanzania remote secondary school perceived challenges and support, the study concluded that teachers in remote public secondary schools are vulnerable to teacher attrition as the working environment were not improved. With the above mentioned studies, however, the paper on the influence of heads of schools' responsibilities and leadership style on teacher attrition has been little evidenced. Therefore, this paper assessed the influence of heads of schools' responsibilities and leadership style on teacher attrition decision. The paper was guided by two specific research objectives which were; to examine the influence of heads of schools' responsibilities on teacher attrition and to examine the influence of heads of schools' leadership styles on teacher attrition. The paper attempted to answer the research questions which are to what extent heads of school responsibilities influence teacher attrition does, and to what extent does heads of schools' leadership styles influence teacher attrition in the study regions.

The paper can adds on empirical literature on leadership styles and their influence on teacher attrition in public secondary school; this is due to the global competitiveness among organisations that made employees attrition to become a topic of discussion. Also, the finding of this study might be of help to policy makers in designing necessary interventions 'to address the problem of teachers leaving schools. Furthermore, the results of this study can help school leaders to appraise their commitment and to understand its effect on the level of teacher attrition and school performance.

Common observations in the school system show that teachers in public secondary schools are moving away from the teaching profession to other professions and others have early retirement. There could be many reasons for teachers attrition, among these reasons may be the perceived low level of teachers' welfare and the conditions of service which seem not to be comparable with the conditions of service of their colleagues in the civil service (Fan, 2009).

According to URT (2016), 86 teachers had left teaching for a period of 2012-2016 due to various reasons other than normal retirement, perhaps due to leadership style used by some of heads of schools' in the administration of their schools. However, the relationship between heads of schools' leadership styles and teacher attrition has been a subject of controversy by many educational researchers which was centred on whether or not leadership styles of heads of schools' in performing daily responsibilities influence teacher attrition (Wanjiru, 2016; Machumu and Mafwimbo, 2014; Kinyanjui, 2014; Nadarasa, 2014; Ibrahim, 2014; Ajuoga, 2013).

Some heads of schools in public secondary schools believe that their responsibilities are to provide the instructions and directives to the teaching staff. And the role of teaching staff is to obey the instructions. When teaching staff react on the directives from head of school resulted into low teacher's morale.

Kinyanjui (2014) emphasized that the problem of teacher attrition is a result of poor leadership styles among other reasons practiced by heads of schools' in Kenya; however, the study does not categorize leadership styles that influence teacher attrition. The government of Tanzania through Presidents Office Ministry of Regional Administrative and Local Government (PORALG) stipulated that heads of schools' should have at least bachelor degree in education due to the fact that heads of schools' might happen to lead subordinates of the same education qualification or above. The bachelor degree in education shall enable heads of schools' with educational management and school administration to efficiently and effectively manage their subordinates. In addition, Ministry of education and vocational training in 2012 provided administrative guide with clear responsibilities to heads of schools' to avoid some of the staff leaving the managerial positions due to mismanagement. Nadarasa (2014) noted that to stay in teaching, teachers need school management which practice appropriately leadership styles including democratic, transformational, autocratic and laissez-faire.

Despite these efforts, teacher attrition challenge still persists in public secondary schools in Tanzania, particularly in Kilimanjaro and Manyara regions. This was evidenced by a researcher who met with

journalist who left teaching 2016 in Moshi district which was not a district of the study. Therefore, this study aimed at examining the influence of heads of schools' leadership styles on teacher attrition in public secondary schools in Tanzania using selected districts and schools in Kilimanjaro and Manyara regions.

The study adopted Contingency theory (Fielder's theory) and McGregor theory X and Y. The Contingency theory of leadership (Fielder's theory) describes leadership in terms of groups of leaders (Marshall, 2014; Ross and Gray, 2008). Where leadership depends upon a proper match between a leadership style of interacting with subordinates and the degree to which the situation gives control and influence to the leader. On the other hand, the study adopted McGregor theory X and Y where this theory develops a positive style to institutional management development (Okumbe, 2008; Boimanda, 2004). Based on McGregor theory Y, the organisation tries to create the most symbiotic relationship between manager (head of school) and workers (teaching staff). McGregor X-Y theory is strong in the sense that it reminds heads of schools on natural rules for managing teachers, which under the pressure of day to day business are all too easily forgotten. On one hand, many heads of schools practice theory X (authoritarian management style) of which people must be forced with the threat of punishment to work towards organisational objectives and generally get poor results (teacher attrition).

However, enlightened heads of schools use theory Y (participative management style) by applying self-control and self-direction. The choice of these theories remain valid and central to organisational development as a basic theories which develop positive management styles and techniques to improve organisational culture as they create symbiotic relationship between managers (Heads of schools) and workers (Teachers) which relates to Maslow's hierarchy of needs of self actualization and esteem.

2. RESEARCH METHODS

The study was conducted in Kilimanjaro and Manyara regions. The regions were chosen based on the following reasons; appreciable large number of public secondary schools which are 216 and 135 in Kilimanjaro and Manyara regions respectively. The regions also has high students enrolment which leads to high Teacher-Students Ratios (TSR) i.e. 97323 and 43234 (2015) with 1:53 and 1:51 TSR against standard ratio of 1:40 in Kilimanjaro and Manyara regions respectively. Likely, in the regions schools recorded to have inadequately qualified teaching staff from the demand for teachers caused by a "revolving door" of teachers leaving their jobs "for reasons other than retirement (URT, 2016). In addition, these regions are vulnerable of younger teachers (20-30 years) leaving teaching, and the workload is heavy making some of the teachers unable to construct new examinations which led into administering past examinations to students (TSC, 2016).

The study was conducted in three districts of each region. The districts in Kilimanjaro region were Rombo, Same and Hai, and in Manyara region were Mbulu, Babati and Hanang. According to Basic Education Statistics of public secondary schools, Rombo and Babati, Same, Hanang, Mbulu, and Hai districts had 41, 36, 33, 30 and 29 public secondary schools respectively (URT, 2016).

The study adopted a cross-sectional research design with mixed approaches by employing qualitative and quantitative strategies. The sample size for the study was 140 respondents determined by mathematical formula n=N/ $(1+Ne^2)$ (Ryan, 2013). Out of 140 respondents, 70 were in-service teachers and 70 respondents were teachers who left teaching. The in-service teachers were obtained by using simple random sampling; in each district four schools were chosen based on the number of teachers, and in each school five respondents were selected using rotary methods. The teachers who left teaching were obtained through snowball sampling.

Data was collected using questionnaire; however, telephone interview was used for teachers who left teaching and for those who were not physically reached during data collection. Quantitative data especially socio-demographic characteristics were analysed using descriptive statistics such as frequency and percentages under the aid of Statistical Package for Social Sciences (SPSS) version 21. In analysing the influence of heads of schools' responsibilities and heads of schools' leadership styles on teacher attrition, inferential statistics using binary logistic regression analysis was used to check the association of heads of schools' responsibilities and

leadership styles on teacher attrition. Qualitative data from key informants was obtained through face to face interviews. The interviews were conducted to assess the extent of heads of schools leadership styles influences teacher attrition by using a checklist. Data was analysed thematically and reported simultaneously with quantitative information.

3.   FINDINGS AND DISCUSSION

3.1   The Influence of Heads of Schools' Responsibilities on Teacher Attrition

The assessment was analysed using inferential statistics of which binary logistic regression was used to examine the extent to which responsibilities have an influence on teacher attrition decisions.

Table 1: Heads of Schools' Responsibilities and Their Influence on Teacher Attrition (n=140)

Categorical Variables				
Response		**f**	**%**	**Sig**
Not ensure accessibility of competent and skilled teachers as well as their residences for accomplishing of school objectives	No	64		
	Yes	76	54.3	1.000^{NS}
Not manage and maintain school assets	No	86		
	Yes	54	38.6	.999^{NS}
Not ensure managing subordinate teachers and other allied workers as well as students	No	74		
	Yes	66	47.1	1.879^{NS}
Not act as mediator between school community, local government leaders, parents and institutions	No	111		
	Yes	29	20.7	.018
Not appoint the second master/mistress and other leaders at the school	No	22		
	Yes	38	27.1	.740^{NS}
Not forward letters from subordinate teachers to higher authority, and shall not reject to forward any letters	No	20		
	Yes	120	85.7	.02
Not ensure availability of school governing instruments as they will be provided	No	123		
	Yes	17	12.1	.365^{NS}
Bias propose board members to the regional secretariat	No	47		
	Yes	93	66.4	.013
Not ensure effective and efficiency administering of the government funds at the school	No	75		
	Yes	65	46.4	.780

Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test X^2 25.05 sig 0.003
-2 Log likelihood   168.774
Cox & Snell R Square .164
Nagelkerke R Square   .219

NB: NS means Not Significant.

The findings in Table 1 revealed that the extent of prevalence of heads of schools' responsibilities on the influence of teacher attrition contributes by 65% as an overall percentage in surveyed public secondary schools which is statistically significant at p-value 0.003. The finding implies that heads of schools' responsibilities have an influence on teacher attrition by 65%. On the other hand, the inferential analysis using Omnibus Tests of Model Coefficients and Hosmer and Lemeshow Test X^2 25.05 sig 0.003 which is statistically significant. The findings suggested that heads of schools' duties if not performed accordingly can lead into teacher attrition.

On the individual categorical variables, (not forwarding official letters from subordinate teachers to higher authority for decision, and shall not reject to forward any letters) the finding indicated that this variable scored 85.7% with p-value 0.02 which is statistically significant, this implies that heads of schools' have a tendency of rejecting signing and forwarding official letters from their subordinates' to higher authority for decision with no genuine reasons. This cause teacher attrition due to the fact that teachers are not satisfied with the way heads of schools' acts. This enhances demotivation and poor working morale in the work place and lead into quit teaching. Teachers have many demands that require their official letters of claims and proceedings to be passed by the heads of schools', when rejected they decide to quit the job emotionally. Also, the heads of schools' responsibilities such as bias propose board members to the regional secretariat scored 66.4% with p-value 0.030 which is statistically significant is among the variable which cause teacher attrition. This is due to the fact that, during managing of daily activities such as appointing supporting leaders, managing

financial and physical resources heads of schools' were found engaged with quarrels with their subordinates due to bias in selecting board members to regional secretariat, hence influence teacher attrition due to double standard decisions. This was in line with the response from key informant in Manyara region who said that:

> *"........Most of the complaints and cases relating to denials in signing of letters of their subordinates for various issues that I get from in-service teachers involve the head of school who behave unprofessionally in terms of management style. And real it has costs implication district wise because it results to the shortage of teaching staff which need to ask the District Executive Director every now and then for the replacement of teaching staff"*

This implies that there are some heads of schools who do not follow the guideline stipulated in the government circulars, standing orders, policy guide and other given administrative tools; hence leading to teacher attrition.

Basing on Contingency theory, posts three dimensions that define the key situational factors which are leader-member relations which is the degree of confidence, trust and respect, members have in the leader, task structure that defines the degree to which the job assignments are procedures and position power that presents the degree of influence a leader has over power variables such as hiring, firing and promotion. In managing schools, heads of schools' have responsibilities of ensuring that they manage school daily activities. In so doing contingency theory need to be applied based on situation at hand that would ensure teachers are comfortable on their teaching stations.

These findings were in line with the study by Newmark (2008) which revealed that in the 2003-2004 school year, 37.2% of public school teachers who moved to a different school said that dissatisfaction with support from administrators was extremely important in their decision to change schools. Other teachers who left teaching responded that, the opportunity for a better teaching assignment makes them to quit teaching in their working stations.

3.2   The Influence of School Heads Leadership Style on Teacher Attrition

Data were analysed using descriptive statistics whereby frequency and percentage was computed. Inferential analysis was performed using binary logistic regression to examine the extent of leadership styles on teacher attrition. The findings were presented in Table 2.

Table 2: The influence of Heads of Schools' Leadership Styles on Teacher Attrition (n=140)

Leadership styles	Response	f	%	Sig	B
Transformational	No	111	79.3		
	Yes	29	21.7	.061[NS]	0.241
Democratic	No	85	60.7	.299	
	Yes	55	39.3	.271[NS]	-0.547
Laissez faire	No	43	30.7		
	Yes	97	69.3	.0027	0.959
Autocratic	No	51	36.4		
	Yes	89	63.6	.0043	-0.862

Hosmer and Lemeshow Test
Omnibus test of model coefficient
Chi square   3.169
-2 Log likelihood   190.655
Cox & Snell R Square   .022
Nagelkerke R Square   .030

The findings in Table 2 based on respondents' response on categorical variables parameter coding using logistic regression scored 69.3% with p value of 0.002 for Laissez-faire leadership style, 63.6% with p value of 0.004 for autocratic leadership style, 39.3% with p value of 0.271 for democratic leadership style and 21.7% with p value of 0.061 for transformational kind of leadership style. The finding revealed that the heads of schools' who manage their subordinates using autocratic and laissez-faire influences teaching staff to quit the

job is statistically significant on the influence of teacher attrition, as these two leadership style either impose unnecessary power of the authority or let the subordinates do what they think without considering the organisational goals and objectives. Teaching staff were not satisfied with the staff management of which on the presence of dissatisfaction teacher attrition is inevitable. The finding implies that laissez-faire leadership style with its characteristics had much influence on teacher attrition. Continued use of laissez-faire leadership style will lead to increased teacher attrition. This is due to the fact that, when teachers are left to administer themselves, they are likely to perform outside the professional misconduct such as absenteeism and facility mismanagement hence they are subjected to disciplinary actions.

This was followed by autocratic leadership style where the findings imply that when the heads of schools leadership style does not allows subordinates to contribute or participate on some aspects of decision making under maximum supervision, some of the teachers might opt to quit the job. This was supported by the information obtained from key informant during interview in Kilimanjaro region, who argued that:

> *"Heads of schools' somehow are the major challenges that affect teacher to quit their job in most of schools ... Most of them have forgotten their professional duties stipulated by the government and hence managing teaching staff as if they are children. Most of time they use angry words and instructions towards achieving school targets.... Some of them have established their leadership style which is contrary to the government expectation of being head of school!"*

This implies that heads of schools' use their own ways of managing schools which are not in line with the provided guidelines. Teachers were taught all management styles when undertaking courses in their academic professional programmes.. However, they were found using autocratic and laissez-faire that are detrimental to their schools, leading to teacher attrition.

Mulford (2008) on one hand, emphasises, the role of various school administration including school leadership. On the other hand, he explores the hypothesis that attrition is influenced by how well a school is run. The survey results support the proposition that administration characteristics matter. Teachers say that school leadership and teacher empowerment are important factors in deciding whether to stay or quit, and teachers with low attrition at schools tend to be more satisfied with their working conditions than unsatisfied teachers which lead to attrition at schools (Harris and Muijs, 2016; Hirsch *et al.,* 2013; Johnson and Birkeland, 2013; Johansson, 2013; Hickcox, 2012). Based on these literatures, it is revealed that teacher attrition in public secondary schools is caused by poor administrative leadership style among other factors.

Fiedler theory believes that a key factor in leadership success is the individual's basic leadership style after knowing the leadership styles and defining all the situations, the theory chose the leader who will fit for the situation. Two ways in which to improve leader effectiveness are change the leader to fit the situation and change the situation to fit the leader. The autocratic and laissez-faire leadership styles focus on changing the leader to fit the situation; democratic and transformational leadership styles advocate changing the situation to fit the leader. Conversely, according to McGregor X-Y theory, where theory X is characterized by lacks flexibility, controlling and demanding "carrot and stick" approach as well as focusing solely on productivity. Theory X requires the heads of schools to use dictatorship mechanism by engaging punishment that leads to teacher attrition. While theory Y is based on democratic and transformational mechanisms which are based on people oriented management focusing on encouraging subordinates, organizing followers and creating a paternalistic atmosphere.

An autocratic leadership style is also known as authoritative leadership. This leadership style centralizes power authority and decision making (Okumbe, 2008). It involves issuing detailed instructions and close supervision of subordinates in work stations. Relationships between managers and their subordinates are highly formal and sanctions which are imposed if subordinates underperform. Workers are not expected to exercise initiative. Leaders dictate to their employees what they want to be done and how they want it to accomplished without getting the advice of their followers. From the findings presented in Table 2, it is evident

that autocratic leadership style is a cause of teacher attrition. This is in line with a research by Iqbal (2012) on comparative study of the impact of principals' leadership styles on job satisfaction of teachers in Pakistan which revealed that teachers working under an autocratic style of leadership were less satisfied than teachers working under a democratic style of leadership. The result is teachers' unsatisfaction hence they opted to quit teaching. This also concurred with a study by Kariuki (2012) on teachers' perception of the leadership style behaviour of headmistress in secondary schools who found that headmistress was perceived to be autocratic; hence this can lead to teacher attrition. Moreover, Mutuku (2014) observed that autocratic leaders formulate policy alone and assign duties without consultation and issue directives expecting people to follow them without questions. The study further reveals that this system might lead to teacher attrition.

Also, Laissez-Faire leadership style was found to be among leadership style that leads to teacher attrition. In laissez-faire leadership, the leader tends to avoid power and authority; the leader depends largely on the group to establish goals and means for achieving progress and success (Okumbe, 2008). In this study, laissez-faire leadership style is the one which is associated with the highest rates of truancy and delinquency and with the slowest modification in performance which lead to unproductive attitudes and disempowerment of subordinates. The findings of this study concur with Nadarasa (2014) on the impact of Laissez-faire leadership style on teachers' job satisfaction in secondary schools in Somalia. The study revealed that laissez-faire leadership style makes teachers' satisfaction but leads to teacher not following work ethics; hence they were subjected to disciplinary action and lead to dismissal i.e. attrition proxy. Nsubuga (2013) study revealed that there is a relationship between laissez-faire leadership style and the academic performance in secondary schools. It established that the heads of schools who uses the laissez-faire leadership style tend to fail to follow guides upon those they have delegated tasks and consequently performance declines. Nthuni (2012) established that teachers who were led by heads of schools through laissez-faire leadership style were demotivated to a large extent based on leadership factors singled out by the researcher. The laissez faire leadership style was the least applied by the heads of school in secondary school toward job satisfaction in Kenya (Kasinga, 2014).

However, democratic and transformational leadership styles were found to have minimal influence on teacher attrition as presented in Table 2 (which are not statistically significant) since the respondents were of the opinion that, these two leadership styles are applied by most of the heads of government schools. In a democratic leadership style basing on school management refers to the head of school leadership styles where power and authority are derived from his or her subordinates. This brings an environment of working together as a team which in turn leads to teacher retention strategy. This is in line with the study by Iqbal (2012) on the impact of principals' leadership styles on teacher attrition in the province of Punjab, Pakistan which revealed that democratic leadership style prevails over autocratic style. Teachers working under democratic style of leadership are more satisfied than teachers working under other styles of leadership.

Also, Rad and Yarmohammadian (2011) revealed that democratic leadership style was the predominant leadership style used by principals of secondary in Ondo state, Nigeria. The findings agree with findings made by Ibrahim *et al* , (2013) who reported that the democratic leadership style was the commonest leadership style used by head teachers of primary schools in Ekiti state, Nigeria.

The finding indicates that a moderate level of job satisfaction in the schools is motivated by leadership style. The study is in line with (Marshall, 2014; Jones, 2008). On the other hand, Nsubuga (2013) established that academic performance in public secondary schools in Uganda is positively related to the democratic leadership style employed by heads of schools' and that the democratic leadership style encourages everybody to participate in the affairs of the school as a whole. The staff feels they are part of the school and hence they are part of the leadership of the school as well.

This study also established that there is a strong association between democratic leadership style of heads of schools' and school performance. Most schools would improve their performance by becoming more collaborative and democratic. The study therefore suggested that the heads of schools' in public secondary schools in particular should be encouraged to use democratic leadership style in their management.

Similarly, Ross and Gray (2008) made a study on the effects of leadership styles on performance in Kenya Certificate of Secondary Education in Nairobi and revealed that democratic head teachers produced higher mean score grades as compared to autocratic head teachers. Kasinga (2014) indicated that the democratic style of leadership was the most applied one by principals in secondary schools in the same province.

On the other hand, Transformational leadership style in the context of school management refers to a heads of schools' leadership style that inspires and motivates the staff under them to achieve a given goal as presented in Table 2. This leadership style makes the subordinates and the leader to set goals and strategies on how to achieve. It has also based on characteristics of working together that maintains teacher since they become as part of the organisation. This is in line with the argument raised by Eric (2012) on principals of leadership styles and teacher attrition in South Carolina which revealed that teachers preferred transformational leadership that includes them in decision making and makes them feel like valuable members of the team.

Also, Nguni *et al.* (2014) studied the effects of transformational leadership on teachers' job satisfaction, organisational commitment, and organisational citizenship in schools in Tanzania; where their findings revealed that transformational leadership styles of the head teachers in Tanzania did impact on teachers' value commitment, organisational citizenship behaviour, job satisfaction and commitment to stay to varying degrees of environment. The transformational leadership behaviours had stronger positive effects on the outcome variables than did the transactional behaviours. Furthermore, Nthuni (2012) on factors that influence motivation of pre-school teachers in public pre-schools in Embu North district of Kenya revealed that there was a need to adopt a transformational leadership style in order to enhance motivation of pre-school teachers in public pre-schools and improve their working environment by involving them in decision making and in school policy formulation.

Nevertheless, Kibue (2015) study on transformational leadership style on public secondary schools in Kirinyaga County revealed that most principals and teachers do not understand or use the transformational leadership style in schools. The researcher concluded that there was a need for teachers to be trained on leadership style in order to manage properly their human resources.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Leadership styles that the heads of schools' uses were democratic, autocratic, laissez- faire and or transformational leadership styles. On the influence of heads of schools' responsibilities on teacher attrition the study concluded that transformational and democratic leadership styles were of important for teachers to be engaged in their schools during executing daily activities. Basing on the directives given by the government through "*Kiongozi cha Mkuu wa Shule ya Sekondari*" of 2012 it is more important to have a good leader who can create a healthy, friendly, supportive and developing environment to subordinates. On the other hand, on the influence of heads of schools' leadership styles on teacher attrition; the general understanding of this study informs practitioners that leadership styles can influence on creating teacher retention or attrition. The paper also concludes that the concept of engaging the employee in decision making had a significant contribution on employee's commitment to the organisation hence teacher retention. Further, the research concludes that teaching staff who are in-service believe that transformational and democratic leadership styles has brought about teacher retention, and they criticizes the autocratic and laissez-faire to be used as predominant leadership styles in day to day life at the working stations.

4.2 Recommendations

On the influence of heads of schools' responsibilities on teacher attrition which is statistically significant to teacher attrition the study recommends to Regional Educational Officer to establish mentoring program for newly appointed and underperforming heads of schools'. Such programs may identify mentors from experienced and knowledgeable serving heads of schools', and invitation of retired heads of schools' with a

proven track record of success and thus promote and encourage the use of transformational leadership style in the school systems.

Moreover, the study recommends to the Regional Educational Officer that, any heads of schools' that will be found guilty of not signing and or forwarding teacher's official letters to the higher authority for decision making should be demoted from the designation, and he/she should remain at the same school as a normal teaching staff.

For those heads of schools' who use autocratic kind of leadership the study recommend that they should avoid the use of autocratic leadership style in the management as it does not allow teachers to give off their best ideas. School leaders should offer support to teachers, communicate expectations and set the tone for discipline and decide how much autonomy teachers will have to run their classrooms.

On the influence of heads of schools' leadership style on teacher attrition the study recommends that; Regional Educational Officer should change the procedure of appointing head of school by using suggested procedure of appointing head of school including advertisement of the post, of which applicant should apply to the appointing authority, thereafter all applicants should be interviewed based on how best they can democratically manage the school to alleviate teacher attrition together with other educational background criteria.

Finally, a specialized management and leadership training course should be designed for heads of schools to attend. Teachers and heads of schools should undergo in-service and refresher courses on the modern rudiments of leadership styles. Furthermore, it is recommended that school managers should avoid the laissez-faire leadership style which permits total delegation of responsibility to teachers.

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