



Original Research Article

School measures used by principals to control teachers attrition in Rangwe Sub-County, Homa Bay County, Kenya

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School motivational rewards by secondary school principals have become an important aspect in controlling teachers' attrition from one particular school to the other through transfer requests in Kenya. Teachers have the opportunities to choose on schools that provide inducements and retention benefits; in return, they will continue to impart knowledge and be dedicated to their work. The purpose of this study was to examine secondary school principals' motivational rewards on retention: case of secondary school teachers in Rangwe Sub-County of Homa Bay County, Kenya. The study was premised on the investment of Adams Equity Theory; Expectancy Theory and Hertzberg Two Factor Theory. The objective of the study was to establish the school measures used by secondary school principals to enhance teachers' retention in Rangwe Sub-County, Homa Bay County, Kenya. An interview schedule was used to collect data from 18 selected principals. Data was analysed using thematic analysis. Participants' confidentiality was promised and adhered to by the researcher. It is hoped that the findings of this study may help the Principals and other education stakeholders find better ways of rewarding teachers to curb their attrition through transfers to other secondary schools. The study recommends that Guidance and Counselling departments be strengthened to reduce cases of insecurity through students strikes, school principals should introduce motivational bonuses and involve teachers in decision making process at all school levels. Principals should assure teachers upward mobility at their work place as this increases teachers' confidence at work place. School principals should embrace relationship-oriented leadership behaviour to promote teachers' retention and mentoring program should be offered to newly appointed teachers to enhance positive motive on teaching by attaching them to experienced teachers to give the direction.

Key words: School measures, principals, teachers control, attrition

INTRODUCTION

Employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively and continue working without seeking for transfers to other institution. Owen (2014) describes measures used to enhance teachers' retention as the forces that cause

teachers to behave as they do. Generally, in schools, the challenge for administrators is curbing the teachers' mass self-seeking transfers by developing highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches and committed to students and change over the lifetime of their teaching

careers in a school.

Role of Job Induction and Mentoring on Teachers' Retention

It is worth noting from the literature reviewed that successful attempts in minimizing teacher transfer requests in the United States of America (USA) have been due to teacher induction and mentoring, improvement of school safety and discipline, restructuring schools to make them smaller among other factors. Survey results cited by Cobbold (2011) indicated that teacher induction programs are very effective in minimizing teacher transfers. A study by Ingersoll and Strong (2011) critically examines 15 empirical studies, conducted since the mid-2009, on the effects of support, guidance, and orientation programs collectively known as induction for beginning teachers. The findings outlined that those who begin teaching and participated in induction by the school administrators had higher job satisfaction, commitment and retention.

In 2005, Kapadia et al., (2007) evaluated district-wide induction programs in the Chicago public schools. They analysed data for 1,737 novice teachers, representing 72 per cent of the first and second year teachers employed in the district in 2005. The researchers divided the levels of induction and mentoring support that each teacher received into three groups: weak, average and strong. Interestingly, even though induction was compulsory in the school district, about one-fifth of the teachers reported that they were not involved in any induction program. The researchers measured the influence of participation in induction programs on three self-reported teacher outcomes: how positive was a teachers' first year on the job; teachers' intentions to stay in teaching; and their intentions to stay in the same school. The study found that participation in induction, by itself, had little effect on any of the three outcomes. However, among those who received some level of induction, teachers in the strong induction group showed higher levels on all three outcomes.

Equally, HahsVaughn and Scherff (2008) also reiterated that mentoring is an important component, especially at the elementary level but comprehensive induction, comprising multiple supports by the school administrators had the most effect on intentions to remain in the same school. The study further posits that school programs should focus on selection and training of mentors to ensure high levels of support and that teacher collaboration and principal assistance are the most influential factors for newly employed teachers. A study by Flores (2013) on the dynamic framework of understanding the complex work quality out of school time programs outlined that continuous professional development to teachers either through exchange programs, bench marking with other schools or organized seminars enhances staff retention.

Similarly, Jennings (2010) conducted a preliminary investigation on beyond high-stakes tests: teacher effects on other educational outcomes. The study reviewed two studies that analysed data from the 2007-2008 schools and

staffing survey to examine the relationship between induction and retention. However, both studies had serious flaws in their data sample and analytic method, making their findings of limited usefulness. The 2007-2008 SASS limited the questionnaire items on induction to teacher respondents in their first through fifth years of teaching, as of the year of the survey. They further restricted their analytic sub-sample to English teachers during the 2007-2008 school years. The study findings revealed that induction had little effect on teachers' decision either to ask for transfer or not to.

A study by Darling-Hammond (2010) noted that building a professional teacher is a process that only begins with recruiting highly qualified teachers. Once recruited, these teachers need professional development, coaching, mentoring, and other supports to develop a strong sense of their own efficacy based on high-quality teaching skills and experience. Ultimately, the study noted that with these types of supports, teachers become highly effective at producing high-quality, student learning and fostering high student achievement. When school leaders and policymakers understand the reasons for teacher attrition, they develop policies that stem attrition through better preparation, assignment, working conditions, and mentor support: all of which contributes toward the goal of ensuring qualified teachers at any given level are retained by school administrators.

It was also noted by Raley, Grossman and Walker (2011) that three quarters of the teachers uploaded the orientation given by the administration at the onset of their appointments based on the study findings. New staffs whom through their principals receive materials to familiarize them with their programs and job specification manual at the schools and briefs on what is expected of them at the time of their fast posting avoids work conflicts and develops likeness for the job and the school. Through this, work harmony is created among the staffs minimizing incidences that might lead to teachers transfer requests.

Role of Staff Meetings on Teachers' Retention

Duran and Duran (2015) in the journal of self-development program and its impact on early childhood teachers' efficacy outlined that regular staff meetings to enhance staff knowledge and skills is very necessary for developing staff that is committed to his or her work. The study recommends that the school administrators should hold staff meetings at least once a month to iron out any development taking place at the school. Besides addressing daily operational issues such as deadlines, memos and training.

In addition, McKee (2010) conducted a study on the effective staff meeting in private secondary schools in Nigeria. The study noted that regular staff meeting normally discusses what went on at the professional development and makes the teachers constantly updated. The findings further revealed that regular staff meetings help in mentoring new staff by answering questions and

telling them about teaching regulations, school culture and provide training on how to work with the administration. The analysed results noted that staff meetings are used as opportunities for team building, collaboration and support for the newly employed teachers. Armstrong (2009) on the other hand outlined that during the regular staff meetings organized by school principals, teachers share information, talked about difficulties and receive feedback or advice from the seniors or the administrators. In the staff meetings, the study concludes, opportunities for mutual learning and mentoring are provided.

On the other hand, Israel (2009) did a research and investigated effective staff meetings among the TIVET institutions in Botswana. The study found out that staff meetings can be a creative process for growth of staff members and the road to innovative solutions to educational problems which makes retention of instructors very successful in many of the institutions. The analysis findings noted that shaping staff culture and building team morale, as well as, enhancing communication and strategic thinking are among the main reasons for scheduling all-staff meetings for teachers. This review was a cross-sectional study that was on TIVET institutions in Botswana while the current study was on secondary school principals and teachers in Kenya.

In another study, Reiland (2010) analysed the purpose of staff meetings among elementary teachers. The study found out that regular staff meetings form an avenue for voicing opinions, discussing the latest institutional policies and procedures, increasing the effectiveness of decision-making, addressing teachers' problems and concerns and setting goals for any academic session. The study adds; if staff meetings are not planned and action plans and milestones are not decided upon, the staff meeting will not be meaningful, neither productive. The study however concludes that effective communication between school heads and teachers during formal staff meetings is a component of successful retention of teachers to schools. The reviewed literature was on elementary teachers in Uganda while the current study was on secondary school teachers and principals in Kenya.

Another study by Kutsyuruba, Noonan and Walker (2014) found that by providing staff members with a work environment supportive of communication before, during and after meetings, respect and appreciation to the school principals is enhanced and many teachers would work effectively in such environments. The analysis further adds that sharing good news amongst staff members during staff meeting is a great achievement that helps set a positive tone and encourage teachers to be engaged in their work. The research concludes that staff meetings organized by school administrators have proven to be successful when members of the school community can express their concerns freely.

Similarly, Hopkins (2008) investigated the impact of staff meetings on teacher retention: pointers from the principals who lead them. The research noted that holding regularly scheduled staff meetings with teachers in the workplace

will greatly enhance the communication efforts that make up the foundation of the work group and teachers commitment to their work. Matalon, Calo and Yahpe (2005) did a study on the role of the staff meetings in resolving professional dilemmas in family medicine: concealing a diagnosis. The findings outlined that when staff meetings are conducted regularly, professionally and in a way that encourages all attendees to actively participate, an organization will reap the benefits of having a solid work team where trust is earned through productive interaction. A study by Armstrong (2009) noted that a regularly held staff meeting by organizational administrators creates a forum for consistent discussion of any on-going or new disagreements of interpersonal issues that undoubtedly can occur between individual employees.

Leveraging Human Capital

An important factor for teachers' retention as advanced by Huang et al., (2012) is the school administrators maintaining school family atmosphere characterized by collaboration and open communication among students, staff, parents and other support staffs. By using regular meetings and daily operations as professional development opportunities, the school principals get the opportunity to share the schools' vision, foster team-building strategies and maintain positive working environments to motivate and retain staff members. Similarly, Flores (2013) agrees by contending that to enhance a sense of belonging for the teachers, an open and trusting work relationship where teachers could ask questions, seek support and advice and feel accepted should be created by any school principal who wants to retain his or her teachers. Open communication by the principal is also perceived as imperative in the collaboration and retention of the teaching staffs.

Gratton and Ghoshal (2013) in their research analysis noted that employee participation, internal career ladders and team based working have a positive link to workers job commitment, motivation and retention. This study concludes that the degree that skilled and motivated employees are directly involved by the administrators in determining what work is performed and how this work gets accomplished is crucial in creating harmonious work environment. This reviewed study was on New Braunfels and not in Kenya.

In a related study, Sirima and Poipoi (2010) outlined that a climate of openness created by the school heads, teamwork and collaboration helped staff members fulfil their intrinsic desire to work commitment. The study argued that many teachers will bring their main reason for over staying in a school to be the good relationship between the principals and the teaching staff. On the other hand, Gratton and Ghshal (2013) did a study on managing personal human capital and ethos for the volunteer employees. The study found that there is a large and growing body of evidence that demonstrates a positive linkage between the development of human resource and

organizational retention of employees. The study recommends that organizations should leverage the skills and capabilities of its employees by encouraging individual and organizational learning and creating a supportive environment where knowledge can be created, shared and applied. The review was done on commercial organizations while the current study was on the teachers and principals of secondary school teachers.

Equally, Fitz-Enz (2012) did an extensive study on how to measure human resources management in ten selected industrial organizations in Canada. The study noted that resource-based view of the firm strengthens the often repeated statement from the field of strategic human resource management that people are highly important assets to the success of the organization that should at all cost be retained. Although Fitz-Enz suggested that people are the greatest asset to any organizational performance, the rise of human resource management in terms of rhetoric at least, has been spectacular.

On a similar note, Maruping (2012) conducted a study on leveraging human capital and employee retention. This was a cross-sectional study which investigated the impact of employee turnover on competitive advantage. The study noted that interactions between the management and employees on skills and knowledge development are important aspects of employees' motivation and retention. The study concluded that organizational culture has a large impact on both recruitment and retention of employees as well as in generating commitment to institutions. This review was done in United Kingdom while the current study was in Kenya. Lumuli (2009) equally revealed that teachers feel part of the school system when school principals uniformly stress the importance of maintaining familiarity and openness across institutional boundaries. Frequent meetings convened by the school principals, motivative e-mails, phone calls and informal conversations are key in helping bridge any unnecessary gap between the teachers and the administration.

METHODOLOGY

Qualitative data was arrived at by interviewing 18 principals selected from the six Zones of Rangwe Sub-County of Homa Bay County taking into consideration the school types, the principals' gender and the representations of the six Zones in Rangwe Sub-County, Homa Bay County. Qualitatively, the main theme emerged through verbatim excerpts from the measures principals use at school level to retain their teachers. It is these measures which have concordance to their abilities to retain their teachers. By using excerpts from the interviews, narratives and verbatim quotations from the principals, meaning and interpretation was given from the principals' views. The framework used to identify and define the themes consisted of assessment of the principals' responses describing how they influence teachers' retention by creating motivating environment to influence teachers stay

to specific schools.

Overall principals' views were interpreted and classified into three major themes.

RESULTS AND DISCUSSIONS

School Culture Theme

The principal's responses in each school that were coded under the theme of school culture were separated by school type and gender. Most County school heads (75%) interviewed indicated school culture as having a noticeable impact on transfer requests made by teachers from one school to another. Most participants reported that a principal who always empower and encourage teachers' upward mobility promotes teachers work commitment and retention as indicated in the excerpts below:-

I know that teacher's empowerment is about delegation or sharing of power, authority or responsibility by those in the administrative structure to those lower levels of the staff. For my school, to retain my teachers, I believe in empowerment and delegation of duties to each and every teacher to aid in the achievement of school means (Principal 2).

When a school has a culture of empowering its teachers, self-motivation and a sense of independence that translates into greater loyalty and extra effort for the institution is developed. In my school, teachers' job satisfaction and organizational commitment has been encouraged and teachers given free work space to air their views. This has greatly helped in controlling teachers transfer requests to other schools (Principal 10)

The excerpts above noted that the process of decentralizing decision-making in an institution where principals give more discretion and autonomy to the teachers encourages commitment and retention of teachers. This means that school principals need to communicate goals and share with teachers the school expectations and aspirations through total involvement of all the stakeholders. This finding is in tandem with Pienaar and Bester (2008) in South Africa whose study found out those teachers who feel empowered and given autonomy at work place tend to like their work and are more productive and their ability to the achievement of institutional goals is more evident.

Similarly principal 17 reiterated:

Well, I know it is my responsibility to make my teachers feel cared for by the school administration. I always encourage my teachers to believe in themselves and that their school is the institution of choice. I have to ensure always that my school has both teachers and students at heart, that my school is the immediate home for my teachers where their urgent needs can be met (Principal 17).

From the above excerpts it is evident that principal 17 is a motivator who meets the demands of the teachers at their time of needs. This makes most teachers like working

longer in such schools as they know that the school is their immediate family with a principal of positive attitude towards teachers, approachable character, considerate personality, careering, respectful and one with achievable expectations. On the other hand, Anangisye (2011) suggested that school principals need to show his care through personal concern to all the staff members and this will enhance job satisfaction and retention to teachers. This means that an individual teacher's decision to stay or not to stay in a particular school depends on the relationship and concern demonstrated by the school administrator.

It was noted from the principals' reactions that the administrators who are accommodative and listen to their juniors provides a culture that enhances teacher's long stay in such schools avoiding unnecessary requests for transfers from one school to another. This was in support of the findings by Cheng'oli, Calistus, Ahmed and Khaemba (2013) who studied school culture and its implications to school improvement and teachers' retention in Kenyan secondary schools. The study noted that School culture and the roles played by principals can determine the rate at which teachers seek transfers to other schools. School-based reforms geared towards improved staff welfare, the study added, are likely to succeed if they are meaningfully linked to school culture.

On the other hand principal 9 postulate:-

You know in a school community, promotion of positive culture such as honesty, excellence, attitude, respect and team work should be built by the school principal on teachers. This is the culture that I have created in my teachers through mentoring programmes and close departmental follow-ups and meaningful regular staff meetings which has immensely resulted into attracting and keeping good teachers (Principal 9).

Verbatim quotes from principal 9 above indicate that mentoring programmes when integrated with a goal-oriented feedback system provides a structured mechanism for developing strong relationships within an institution and through regular staff meetings; solid foundation for teacher's growth and retention is eminent. Such a culture is reportedly inculcated by principal 15 who reiterated that:

".....with a well-structured mentoring programme, my school pairs a more experienced teacher in a discipline with another less experienced teacher in a similar area, with the goal to develop specific competencies, provide performance feedback, and design an individualized career development plan and commitment to work" (Principal 15).

The above excerpt was in tandem with Ingersoll and Strong (2011) who stated that beginning teachers who participated in induction by the school administrators have higher job satisfaction, commitment and retention.

Similarly principal 6 reiterated:-

It is a common knowledge that teachers are just like any other workers in other organizations. They need to be complemented for their work. This is the only school in this region that complements her teachers through e-mails and

demeanour besides producing the best grades in sciences (Principal 6).

Verbatim extracts from principal 6 above indicates a strong intrinsic reward demonstrated to teachers through compliments by the principal which in turn encourage retention. This means that school principals who demonstrate their unity of purpose to teachers through compliments such as gifts, monetary rewards, appreciations and recognitions due to good work done will always see their teachers retained and committed to their duties. An argument that promotes the findings of Cheng'oli (2012) who noted that creating a unique culture of complimenting and rewarding teachers' efforts is an important component of high school teacher retention. Further, Herzberg Two Factor Theory by Fredrick in 1959 earlier recognized that employees need to be complimented by the administrators attending to both sets of reward characteristics which include intrinsic and extrinsic reward mechanisms.

Similarly, a number of principals reiterated that when teachers' suggestions are developed into action plans and then implemented, because the principal recognizes their expertise, an unbroken cycle of continuous teamwork will be observed. This may mean that a positive school culture based on recognition is the underlying reason why the successful schools retain their good teachers. This confirms the findings of Fulton and Leech (2014) that teachers' recognition allows them to know and understand that their work is valued and appreciated, provides a sense of ownership and belongingness, improves morale, enhances loyalty and increases teachers' retention rates in different learning institutions.

On the same note principal 8 reiterated that:-

It is challenging but principals must be ready to go that extra mile to retain their good teachers. Teachers will go the extra mile if they feel responsible for the results of their work, have a sense of worth in their teaching career, and utilize their skills in pursuit of making good results and rewarding them for their recorded achievements. I always ensure that both monetary and non-monetary appreciations are offered to my teachers for the good results posted on their subject columns (Principal 8).

From the excerpt, it can be realized that teachers needs to be highly rewarded if higher performance is to be achieved and retention. This may mean that monetary pay-outs if implemented on the spot after the intended achievement would to a greater extent have a motivational power on teachers. It also came out from the discussion that just a word of "thank you" and saying "good work done" Is enough motivation to encourage the teachers' efforts in service delivery and commitment to an institution. This finding is in agreement with Zwilling (2012) in Southern University, Philippines whose study found out that monetary gifts and other financial rewards to teachers contributes to 43.2% retention rate while non-monetary rewards contributes to 50.5% retention rate, citing examples of safety, security, recognition, empowerment and acknowledgements.

Leadership Decision Theme

When coding was done, the county boys' boarding had 16% of their principals' responses agreeing that decisions made by the principals greatly affect teachers' retention. Secondary school principal's leadership decisions influences teachers' motivation either to stay in a specific school or seek transfers to other school (Nwokocha & Iheriohanma, 2015). Leadership decision theme recorded the least percentage of teachers' responses confirming its effects on teachers' retention among all the categories of schools interviewed, a fact that agrees with the quantitative findings.

Principal 11 from a girl's day school indicated on her interview:

I am always kin in directing my leadership skills to activities that benefit my teachers in the long run but I don't think my leadership behaviour has any influence on teachers' transfers in this school. However, I strongly believe that teachers' retention and performance can be achieved through the adoption of appropriate leadership behaviour that will align school strategies with teachers' motivation and morale (Principal 11).

From the above excerpt, it is evident that principal 11 believes in exhibiting a kind of leadership behaviour that will enhance trust and teacher's commitments on staff members to establish considerably motivated and participatory teachers. Ultimately, this means that teachers play a vital role in school environment and principal's leadership behaviour to them must embrace major components which promote commitment and retention. This finding is in support of Bernard (2013) whose study outlined that the decision of working or not working in particular learning institutions depends wholesomely on leadership behaviour that has a direct link to teachers' transfer requests.

The county boys' boarding schools had 34% of their principals' report that leadership decisions influences teachers' work environments. This was evident in the excerpt of principal 12 and 14 who reiterated that:-

I always want the best at all times, and that is what has made my teachers focused and dedicated to their work in this school. My teachers respect me and we can relate well. Teachers like working with heads that creates environment for proper listening without being judgmental and wants the best from their leaders (Principal 12)

As a leader, I use one or more teachers in the decision making process and it is consultative in nature. I ensure that power and authority is decentralized and this has exerted positive influence on my teaching staff commitments and satisfaction. (Principal 14)

From the above extract, it is noted that desired results are achieved by inspiring teachers through good leadership. This means therefore that principals need to create "a friendly" work environment for teachers. The principal can do this by involving their members in decision making process, open communication and having clear vision for the institution, being non-judgmental and

through this; teachers' transfers may be minimized. This was however contrary to the findings of Beteille, Kalogrides and Loeb (2009) who noted that the relationships between principal's leadership behaviour, institutional culture, and effectiveness has no clear statistical relationship with teachers intention to seek transfers to other schools.

Similarly, the mixed day school experienced 68% responses from their principals reflecting the theme of leadership decision. This theme produced the highest figure comparing the other six levels of schools interviewed. Principal 3 from a mixed high school responded to the open-ended interview question that:-

I believe that principals' daily activities and decisions reflect the pervasive focus and style of the school leadership. I assess what needs to happen in my school before making any decision for the good of all my teachers and students (Principal 3).

This response means that a teacher-focused leader works toward the development of school capacity which builds upon positive teacher capacity with the end results of encouraging teacher's retention in particular secondary schools. Further to this, it is noticeable that teacher's perception and work behaviours are greatly influenced by their principals' leadership decision making criterion alluded to their daily decisions to work longer in particular schools.

The principal at a mixed boarding school reported leadership theme as influencing teachers' retention rate at 46%. Another principal from a school of same category wrote:-

My teachers have been intact because I always engage them in decision making. I practice fairness and being objective when dealing with issues and encourage my teachers always to work to their potential besides being positive and motivating (Principal 7).

From the excerpt above, it is clear that principal 7 indicates that being fair and objective in dealing with issues concerning teachers and always encouraging teachers' in their duties contributes to teachers retention in secondary schools. A true reflection of three principals from county boys boarding high schools who stated that through their use of relationship type of leadership, they have managed to develop trust, respect and commitment in their teachers as the leadership style enables teachers participate in the decision making that impacts on their goals and the way they do their work.

The county boys' boarding schools had 33% of their principals interviewed reporting that principals should listen to their teachers' needs and apply strategies for retention to make teachers feel part of the institution and valued. These methods of retention contribute significantly and positively to teacher's transfer rate from one school to another (Principal 4). This was resonated with the argument from principal 9 who argued that effective leadership gives teachers the ability to speak and be vocal about their ideas. The principal further stated that giving the power of cultivating ideas to your team is a positive attitude seen by the teachers and it works distinctively in

retaining good staff of teachers.

Principals Role Modelling Theme

The principals' responses that were coded as the theme of Principals Role Modelling were separated by school levels. Role modelling is the commitment of a principal to display the positive daily actions that impact staff morale and dedication to work (Leithwood & Jantzi 2006). An aggregate of the responses to the question "what principals' behaviours influence the teachers' decision to look for transfers to another school or to stay in their posted stations?", produced the role modelling theme identified through school type and level. For example from the excerpts from individual principals indicated that:-

I really believe in listening to my teachers without being judgmental. Am always creating self-awareness to my teachers, self-management skills, social awareness and social skills to my staff members (Principal 1).

It is clearly evident that if the principal wants to motivate and retain her workforce, attention must be given to the level of motivation of its teachers. In this school, I always encourage my teachers to direct their driving force towards the successful attainment of the goals and objectives of the institution. I prefer dealing with my teachers in fair and just manner, dealing with their grievances and obstacles instantly and in a fairly way. In doing this, my teachers have remained intact, motivated and dedicated to their duties (Principal 18).

It is evident from this excerpt that principals who demonstrate their leadership perceptions by understanding their own leadership behaviour and how they influence the teachers work commands and commitment of those teachers around them through fair dealings and being just to them permits retention. This means that they understand their own strengths and weaknesses, and they have confidence in themselves and their teachers to achieve their goals. They consistently display honesty and integrity to their staff members. Such administrators are encouraged to achieve and have the urge to grab any opportunities that come their way. The above response is in line with Nwokocha and Iheriohanma (2015) whose findings outlined that administrator's willingness and ability to offer motivational reward to their teachers with clear vision, develops others through coaching, and listen and communicate clearly to their teachers are effective implementers of change, relationship builders and able to retain their teachers to work longer in their schools.

Similarly principal 5 postulates:-

I normally and always believe in giving autonomy and integrating ideas of my teachers in every decision that is to be made. I normally empower my teachers to work independently and they appear to be more satisfied and have never failed to meet the set deadlines (Principal 5).

From the verbatim quote from principal 5 above it is realized that teachers who are given opportunity by their principals to contribute their decisions in the school

planning process regarding school matters, show great interest in teaching and always work longer in such schools. When autonomy is given to teaching, it improves performance and service delivery on because teachers feel trusted to perform a task. This perception on teachers leads to increased level of intrinsic motivation and the outcome is work efficacy, commitment and retention.

On the other hand, principals whose communication competence fails to moderate relationship between themselves and their teachers will be of greater effect to teachers' attrition to other schools. This is reiterated by verbatim quote from principal 3 that:-

In this school chain of command is clearly defined. Managing a school is not an easy task and without clearly defined communication channel and chain of command, many teachers will resort to work in other schools. In this school I always encourage relationship leadership kind of management style to encourage free association and freedom of expression to all my teachers (Principal 3).

From the excerpts reiterated by principal 3 above, it is realized that interactive communication competence is very important between the school principals and their teachers. This means that clear communication line and well defined chain of command by school principals to teachers about their duties and responsibilities on the way they are expected to fulfil their duties encourages employee performance and teacher retention. This confirms the findings of Burke et al., (2006) whose findings stated that effective communication by school principals clearly reflects relationship leadership behaviour perceived to promote team effectiveness, teacher retention and improved academic outcome of the students.

The county boys' schools boarding did not record any response on principal's role modelling. The mixed day schools had 27% of their principals' report that principal role modelling influenced teacher's transfers. For example, excerpts from principals of a county girls and a national school indicated that:-

Principals are challenged by teachers to think far above their staff colleagues. In this school, teachers expect me to act as a mirror to copy. I always give instructions by self-performance. You cannot expect teachers to work and like their work while you are not committed in your work as a principal (Principal 16)

A school's effectiveness and achievements are highly influenced by principals' leadership behaviour and this should be supported by all the school heads. In my school, I always encourage and help my teachers to work enthusiastically toward realization of school objectives. I encourage interaction between the administration and the teaching staff where I always encourage teachers to work freely to achieve a common goal. This has influenced to a greater extent the extent of teachers' willingness to work, teaching potential and determination with which teachers charge their duties in this school (Principal 4)

This is in line with the finding of Beteille, Kalogrides and Loeb (2009) who argued that when principals becomes models in ensuring a sense of belonging on their teachers

Table 1. Survey Responses to Interview Questions (n=18)

| Type of School | No of Teachers Responding to Open-Ended Question | Administrative Role Modeling | Themes % of Respondents | |
|-----------------------|--|------------------------------|-------------------------|----------------------|
| | | | School Culture | Leadership Decisions |
| National | 2 | 1 | 2 | 2 |
| County boys boarding | 4 | 0 | 3 | 2 |
| County girls boarding | 4 | 4 | 5 | 2 |
| Mixed high school | 3 | 2 | 3 | 3 |
| Boys day | 3 | 3 | 4 | 2 |
| Girls day | 2 | 2 | 2 | 1 |
| Total | 18 | 83% | 88% | 67% |

Source: Survey data (2016)

through positive encouragement, professionalism, and including them as part of the educational team, teachers will express the empowerment they felt and will be a team working together. This means that teachers will work extra hard when their principals lead by example. Principals will motivate their teachers even more to dedicate themselves to school activities when principals equally attend some classes and records good performance in their subjects.

Summary of the Findings

Objective five examined the measures used by principals to enhance retention of secondary school teachers in Rangwe Sub-County of Homa Bay County of Kenya. Table 1 above indicates the summarized survey response to interview questions given to Principals. The findings were thematically coded and three major themes emerged; principal role modelling theme, school culture theme and leadership decision theme. The principals selected school culture theme at 88%, principal’s role modelling theme at 83% and leadership role modelling theme at 67% as the theme having the least impact on teacher’s retention. School culture theme had the most significant impact on teacher’s retention.

SUMMARY

This objective established the measures used by principals to enhance teacher’s retention in Homa Bay County. The findings of the objective were analysed qualitatively and the analysed responses found emerging themes to clarify findings. Three major themes emerged through verbatim excerpts. These included: school culture, administrative decision and leadership role modelling.

Under the theme of role modelling, the interview results revealed that secondary school principals who are approachable, friendly and motivates teachers promote teacher-retention. These kinds of principals are more organized in performing their duties and always make school environment to be the immediate home for all the teachers. Similarly, the study also established that

mentoring programmes integrated with goal-oriented feedback helps develops strong relationship among the experienced teachers and the less experienced teachers in a similar area. This in turn results into job satisfaction, commitment and retention.

In leadership decision, the study found that principals who always direct their attention to anything that benefits their teachers will have a greater influence in retaining their teachers. When school principals remain accommodative and always want the best for their teachers, the staff will be focused and dedicated to their services. Finally under the theme of leadership and role modelling, the study established that principal’s role modelling through constructive criticism, encouragements, professionalism and empowerment encourages team work, commitment and retention.

CONCLUSIONS

A school principal who is approachable, friendly and motivates teachers promotes retention. Mentoring programmes integrated with goal oriented feedback helps develop strong relationship among the experienced teachers and less experienced resulting into mutual understanding hence teachers’ retention. It has been noted again that principals who works with their teachers in fair and just manner especially when handling their grievances and obstacles encourages the work force to remain intact, motivated and dedicated to their duties.

Recommendations

A mentoring program is strongly recommended for newly appointed teachers to enhance positive motive on teaching at schools. Secondary school principals need to mentor newly employed teachers to their new chores. Experienced teachers can be attached to the newly employed teachers so as to provide them with direction. School administrators equally needs to encourage interaction between the teaching staff and the school leadership, this will encourage teachers to work freely to achieve a

common goal in their work place.

Conflict of interests

The author declare that he no conflict of interests.

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