

**MANAGEMENT STYLES AND TEACHERS` TURNOVER IN PRIMARY  
SCHOOLS IN TORORO DISTRICT**

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**DECLARATION**

I, **AKAREUT CHRISTINE**, attest that the data in this report is unique, has never been published, and has never been nominated for an academic honor at any educational establishment and It's my original peace of work.

.....*Akareut*.....

**AKAREUT CHRISTINE**

.....*05/09/24*.....

**Date**

**APPROVAL**

This is to certify that this research report was developed under my supervision and is submitted to the Faculty of Education of Busitema University with my approval.

Signed Wandera Robert Date 08/09/24

**Supervisor:**

**MR. WANDERA ROBERT**

## **DEDICATION**

I dedicate this research work to my family and most especially my husband for the great support he has given me towards the completion of this education level.

I would wish to dedicate this work to Prophet Omollo John Major for his spiritual guidance and prayers towards my wellbeing during the course.

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I would like to thank God Almighty who has enabled me reach this far; I honorary glorify Him. Special thanks go to my parents who among odds and options, managed to sacrificed to enable me see lite path to education and other achievements.

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May the Almighty God bless you all.

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## **ABSTRACT**

This study investigated the overwhelming teacher turn over in primary schools in Tororo District. The purpose of the study was to examine the effects of management styles on teachers' turnover in Primary schools in Tororo District. Four objectives guided the study which includes; examining teachers' perception of the teacher turnover, examining the effects of authoritarian management style on teacher turnover, to examine the effect of transactional management style on teacher turnover and to examine the effect of transformational management style on teacher. The study adopted Fredrick Herzberg's (1959) Two Factor theory and a sample of 152 respondents from a target population of 250 respondent, selected using both simple random sampling and purposive sampling who comprised of; school heads and deputies, teachers and district education officials. The study adopted the descriptive survey research design. Questionnaires and interview guides were used to collect data from the respondents. Quantitative data was analyzed using the SPSS software. Frequencies, means and percentages were used to discuss the findings while the qualitative data was analyzed using thematic analysis. The study found out that head teachers' management styles had no significant effect on teachers' turnover in Primary schools in Tororo District. The study recommends that: head teachers should adopt mixed management styles in their management. Further research should be done on motivation and teacher turnover in Primary Schools, and on staff motivation and teacher turnover.

# CHAPTER ONE: INTRODUCTION

## 1.0 Introduction

In the process of learning, teachers are an invaluable resource. The consistency of teachers in a school helps students advance in their education steadily. However, the overall operation of the school is also impacted by teacher turnover in addition to the production of the students. School administrators have made fruitless attempts to address this issue. Thus, the goal of this study is to investigate how management styles affect teacher attrition.

The study's background, problem statement, aims, research questions, significance, scope, limitations, delimitation, theoretical framework, and conceptual framework are all included in this chapter.

## 1.1 Background to the Study

All organizations, regardless of size, require an effective and supportive management structure to drive growth and inspire employees. According to Emoja (2016), educational institutions cannot fulfill their mandates if they are not adequately planned for, administered, and controlled. Effective institutional management is essential for managing the institution's financial, material, and human resources in order to achieve its goals and objectives. Without it, the institution runs the risk of failing to meet its targets. This is the situation that Eze (2015) described as having a high failure risk.

Labour turnover is one of the major challenges employers face across the world. Mahan, Nelms and Ryan (2018) predict that 28.6% or more than one in four teachers in the world will leave their jobs to go to work somewhere else and that this trend is on the increase. They further predict that if this trend continues, over 48 million teachers, or one in three workers, will quit their jobs. In the era of globalization, it has been regarded to be a key issue that many employers deal with to run their business organization. (Chowdhuryetal, 2017)

Concerns regarding teacher turnover in educational institutions are commonly recognized as a worldwide occurrence (Santiago, 2010 as quoted by Kasau, Kaloki, Kitoo, Mutinda, 2016). One

of the biggest operational issues educational managers have faced is the perception that instructors' intents to leave a particular school (Oke, Ajagbe, Ogbari, Adeyeye, 2016 referenced by Tindyebwa 2019). Past studies have indicated that turnover is costly to organizations in terms of the separation costs (Iqbal, 2010); replacement costs of departed teachers and training costs of new teachers (Mohammed, 2016). This is the reason why turnover has been the focus of attention for scholars and researchers alike (O'Connor, 2018) cited by Tindyebwa (2019).

According to Carver-Thomas & Darling-Hammond (2017: p. 1), teacher turnover is to be expected when educators transfer across schools; even if they continue in the field, their departure has the same impact on the schools they leave as if they had never taught at all. Teachers who move schools during a shortage might make hiring challenges in the hardest-hit districts even worse. Anguyo (2014) concurs with that finding. However, circumstances in which schools reduce or increase the number of teachers on staff as a result of growth, reorganization, or enrollment decline are not covered by this definition.

Gyezaho (2014) cited Billingsley (2003) and defined Teacher turnover as a teachers' self-reports about the likelihood that they will leave the profession. To Lonne, (2011) teacher turnover is the ratio of leavers to the average numbers employed during the year. He alludes that the issue of teacher turnover poses a very serious problem with critical effects on the individual, organization, and the government no matter the angle from which the problem is considered. Turnover is either voluntary or involuntary according to Rajan (2016). To Price and Mueller, (1990) voluntary turnover describes the amount of employee turnover that occurs due to the decision of teachers to resign from their positions and voluntarily leave their employers. This contrasts with involuntary turnover, which is turnover that occurs without the consent of the employee. Rajan (2016).

Whereas involuntary turnover may be due to long term sickness, death, travel, or employer-initiated termination; voluntary turnover focuses mainly on situations in which teachers elect to tender in resignations for various reasons, rather than their appointment being terminated at the discretion of an employer (Rajan, 2016). He also opines that turnover can also be functional and dysfunctional. Functional is where teachers who perform poorly leave an organization while dysfunctional is when teachers who perform excellently leave an organization.

Nurul eta' el (2018) contend that for years, turnover rate has become a big challenge in Primary sectors and a lot has been asked why this is the case irrespective of the size of the organization. They further argue that while school managers and policy makers might be tempted to solve shortages by focusing solely on teacher recruitment strategies, it is important to note that a better approach begins with understanding teacher turnover.

Carver-Thomas et al (2017), Tindyebwa (2019), KatieMalouf Bous (2019) and Carver-Thomas (2019), agree that the reasons associated to teachers' leaving schools are voluntary and involuntary leaving. These may include having attained the age of retirement and some early retirement, teachers being laid off, budget cuts, school closures, reduced student enrollment, school transfers, because of unfavorable working conditions, family move, gone on to take another job outside, further education, left to take care of family members, unhappiness with the school administration, being given short-term contracts and low pay. However, (Carver-Thomas et al. 2017; 2019, Tindyebwa 2019), contend that mainly, teachers leave due to the nature of the management in place. This therefore sets the discourse rolling about the role of school managers including directors, Head Teachers in the teacher turn over in their schools of operation. This triggers involuntary factors for teacher turn over as described above.

Different parts of the world have reported on the amount of teacher turnover. In the United States, for example, Sutchter, Darling-Hammond, and Carver-Thomas (2016) estimated that the annual teacher turnover was close to 16% at the national level and up to 24% for hard-to-staff schools. In the United Kingdom, teacher turnover increased from 9.2% in 2010–11 to 9.9% in 2016–17. Of the new teachers, 22% had left by November of the previous year (Foster, 2018). In the Sub-Saharan Africa, teacher turnover rate was at 44% which resulted into a short supply of teachers (Symeonidis, 2015).

Many education academics express worries about teacher turnover in Tanzania and Kenya. Teacher turnover is becoming disastrous in Tanzania and Kenya, where average rates are 30% and 7.2%, respectively, according to Katula (2016) and Boniface (2016). According to Boniface (2016), despite government initiatives to improve the well-being of educators in Kenya, educators are still leaving the field in search of better opportunities.

In Uganda, the demographic trends indicate that there are few highly educated and skilled teachers as most of the teachers are certificate and diploma holders (UNESCO, 2015). Additionally, young teachers who are joining the profession right from university need mentorship by the senior teachers who can only be available if the turnover rate is limited (Gyezaho, 2014). Nevertheless, Juliet, (2017) reported that in Most districts, half of the Primary Schools staff leave within the first five years and this has had negative consequences on students` performance. The scholar cited districts like Mbarara, the teacher turnover was at 60% on average despite efforts by the Ugandan government in ensuring teacher retention. (Gyezaho, 2014).

Tindyebwa (2019), therefore agitated for a shift in the work environment to include among other things, career development, clear organizational policies, and guideline, understanding the needs and desires of staff and better management generally. To this extent therefore, school management has to put in place an enabling environment to attract and retain teachers. It is on record that managers and their management styles do influence the way subordinates respond to work and how far they can stay on job. Mohammad and Saleh (2016) agreed with this by defining management as a process of reaching organizational goals by working with and through people and other organizational resources or a human action, including design, to facilitate better outcomes including agitating for mechanisms for self-management by teachers.

The exercise of the different management functions of organizing, planning, staffing, directing and controlling calls for managers to employ the best style of management to foster success in the organization (Armstrong, 2012). Different scholars have discussed the different types of management styles. For example, Mohammad and Saleh (2016) cited some as; Seminal work of Lewin, Lippit and White (1939), identified three management styles as authoritarian, democratic, and laissez fair.

Authoritarian management style describes a manager who asserts strong authority and control over subordinates and expects total submission form subordinates (Moorosi & Bantwini, 2016).

Wang & Guan (2018) defined democratic management style as where the manager promotes decision making with subordinates and even consults them and sets goals together with them.

The laissez fair management style involves noninterference policy allows subordinates to make their own decisions as long as they are within the precincts the guidelines but also striving to

produce sustainable outcomes. However, since the 1980s and 1990s, there has been a paradigm shift in the styles of management as new ones have come on board, (Eagly, Johannesen-Schmidt & Van Engen, 2003). They identified transformational and transactional management styles.

Transactional management style is described as one involving clarification of subordinate responsibilities, rewarding them for meeting objectives but also guiding them for better if they have performed badly (Giorgi, Shoss & Di Fabo, 2017).

Transformation management style consists of transformation of the basic values, beliefs and attitudes of subordinates and inspiring them to exhibit a performance over and above their own expectations (Gozukara & Simske, 2015). They agreed that managers in this style of management are involved in fostering participation from their subordinates. Irrespective of the management style under use by the manager, their interest should be tagged to attainment of organizational goals within the set policies and guidelines (Mohammad et al, 2016).

Once different management styles are used on subordinates, they feel valued and committed to such an organization. (Amankwaa et al, 2015). Tororo District like any other upcountry districts in Uganda is confronted with a challenge of a number of teachers leaving their jobs. (Head teachers' reports from visited schools, 2017-2020). A number of factors could be driving this problem and uncovering them is of great importance to the district and the country at large because notwithstanding the efforts made by the government of Uganda and the Primary Schools Association (PSSA) in Tororo, the challenge of secondary school teachers turnover still persists thus calling for further interventions following a scientific investigation. This research seeks to establish how different management styles influence teachers' turnover in the Primary ly owned secondary schools in Tororo District.

## **1.2 Problem Statement**

Tororo's primary schools have implemented measures to improve staff retention. Planning human resources, establishing performance indicators, evaluating and providing feedback to employees, standardizing operational procedures and policies, workloads, values, and effectively rewarding teachers are a few examples. The Ministry of Education and Sports has mandated that teachers be provided employment contracts. The Ugandan government, working with the ministry of education and sports, has implemented a number of initiatives to increase the retention rates of

teachers in government schools. These initiatives include licensing all teachers, government or primary, creating a code of conduct for teachers, making sure primary employers pay teachers' salaries to government agencies like the National Social Security Fund, creating teacher SACCOs, and increasing investment.

Despite all the efforts made, Primary Schools in Tororo are faced with a challenge of attracting and retaining competent teaching staff (head teachers' report from visited schools, 2017-2020).

This is compounded when those teachers who get hired in Primary schools in Tororo leave their positions within a short period. The salary discrimination issues has also contributed to high teacher turnover. This has affected the Primary Schools in Tororo District to the extent that students' performance has been adversely affected and some schools have had to close up. Teachers' turnover has also affected both students and parents' trust in Primary Schools in providing accessible and quality education services. The proprietors of these secondary schools are concerned about the effect this has had on the reputation of the schools and its impacts on student' enrollment. Head teachers are expected to manage teaching staff in ways that support them to do their work. However, no research has been conducted in Tororo District on management styles and teachers' turnover in primary schools in Tororo district. Therefore, this study was set to examine how management styles of head teachers influence teacher turnover in the Primary schools of Tororo District.

### **1.3 Purpose of the Study**

The purpose of the study was to examine the effect of head teacher management styles on teacher turnover in Primary schools in Tororo District, Uganda.

### **1.4 Specific Objectives of the study**

1. To examine the effect of transactional management style on teacher turnover in Primary schools in Tororo District.
2. To examine the effect of transformational management style on teacher turnover in Primary schools in Tororo District.
3. To examine the effect of authoritarian management style on teacher turnover in Primary schools in Tororo District

## **1.5 Research Questions**

1. What is the effect of transactional management styles on teacher turnover in Primary schools in Tororo district?
2. What is the effect of transformational management style on teacher turnover in Primary schools in Tororo District?
3. What is the effect of authoritarian management style on teacher turnover in Primary schools in Tororo District?

## **1.6 Scope of the Study**

### **1.6.1 Geographical Scope**

The study was carried out in Tororo District, Eastern Uganda, in the Primary Schools located in both urban and rural parts of Tororo District. This includes Tororo municipality, and other surrounding sub counties with in the district areas of Tororo district. These Sub Counties and Tororo municipality have been chosen because it is in these places that most Primary Schools in Tororo District are located and there is high turnover in both private and government aided primary schools.

### **1.6.2 Content Scope**

This study was limited to investigating how the management styles selected affect teacher turnover in Primary Schools in Tororo District, Uganda.

### **1.6.3 Time/ Period Scope**

This research covered the period from 2019 to 2023 when teacher turnover has been noted as an issue in the Primary schools in Tororo District. Most especially during lockdown period.

## **1.7 Justification of the study.**

The ever-declining performance of students in Tororo District that has taken a dangerous trend have been attributed to high staff turnover; it is therefore paramount that a study is carried out to examine the casual effect of management styles on teacher turnover in Tororo District. Retention rates of teachers in schools are of great influence to the grooming of young teachers to take up teaching roles. Therefore, with many quitting the profession, it is demoralizing to the young generation to take up this profession which exposes Tororo District and indeed the country to a number of shocks and risks of ignorance. It is based on the above background that a study has to be taken to ensure that the curse is dealt with directly.

### 1.8 Significance of the Study

It is of help to the following stakeholders:

Guide school administrators on how to manage Primary Schools in Tororo District. The Administrators will be helped to understand how the different management styles affect teachers turn over in the privately owned and government aided primary schools and what they ought to do to increase on staff retention and thereby improve on education standards.

The study will help the researcher to increase on his understanding of the effects of the different management styles and teachers' turnover rates that exist in both privately owned and government aided primary schools in Tororo District.

The study will provide the teachers working in Primary Schools with better mechanisms and strategies on how to adapt to the negative effects of the management styles exercised by their managers and improve on education service delivery.

The study will also be important to the future researchers as it will contribute to the body of knowledge which can always be reviewed to guide their studies.

### 1.9 Conceptual framework:

Orodho (2004) looks at a conceptual framework as a model of representation where a researcher conceptualizes the relationship between variables in the study and this relationship between constructs can be presented graphically or diagrammatically. The study shall be guided by the constructs below.

#### Independent variable

##### Management styles

- Authoritarian management style
- Transactional management styles
- Transformational management styles

#### Dependent variable

##### Teacher turnover

- Employee factors
- External factors
- Employer factors

This study focuses on the effect of head teachers' management styles on teachers' turnover in Primary Schools in Tororo district. Management styles as being the Independent Variable (IV) which specifically focuses on a description of the three major management styles as also about by Nwokocha, I. (2015:188-190).

**a) Authoritarian management style**

Nwokocha et al (2015) espouse that managers that implement this management style are viewed as being Compliance oriented, Coercive, Rigid, Strict and are rule oriented. They command a lot of respect since they are seen to instill fear among the subordinates. Such a conduct by the manager stifles innovation and can easily result in stress and burn out since the subordinates feel detached from the organization thus quitting the organization or school.

**b) Transactional management style**

Transactional management style focuses on the role of supervision, organization, and group performance. Manager are seen to use rewards and punishments to motivate subordinates (Krishnan, 2012)

The transactional management style was seen as one in which managers and subordinates were at agreement especially in setting the targets, objectives and clarity on responsibilities (Ismail et al, 2010). The transactional theory was "based on reciprocity where leaders not only influence followers but are under their influence as well". Some studies revealed that transactional management show a discrepancy with regard to the level of managers' action and the nature of the relations with the followers.

Bass (1999) observed transactional management style was primarily focused on a positive between managers and their subordinates where the subordinates were rewarded for accomplishing their set objectives. This to Herzberg (1959) increases the satisfaction of subordinates and increases retention rate since subordinates are actively involved in the manager's decisions

**c) Transformational management style**

Transformational management is a management style in which managers encourage, inspire and motivate subordinates to invent and foster change for the success of the organization they work with. This is through being exemplary at the top level, implementing good corporate governance principles and ensuring independence of staff at the workplace. (Rodriguez, 2019).

It's a management style that's designed to give teachers more room to be creative, look to the future and find new solutions to old problems without necessarily focusing on micro management. It looks at building trust in the teachers to take up different roles in the organization and also training and mentoring them for such roles. Rodriguez, (2019)

Northouse (2015) demonstrates that this management style involves managers influencing others and engaging subordinates productively as this puts the transformational management theory in practice. Leaders under this style are seen as being charismatic, inspirational, intellectual stimulation and individualized consideration among other aspects. Such aspects can be well exhibited through creating a shared vision to attain organizational goals.

Transformational management primarily focuses on human nature and difference, which the researchers believe is a rationale for integrating the theory into schools, which are vital and dynamic environments, filled with competing needs and goals. As Trmal, Bustamam, & Mohamed (2015) state, "transformational management style looks at effective management in driving change and transforming organizations. The building of trust that Rodriguez (2019) highlighted motivates the subordinates to even deliver more to the organization. It encourages macro management as opposed to micro management and this coincides with the assertion of McGregor's Y theory which in the end leads to high retention rates in the organization and peak performance.

#### **1.10 Limitations of the study**

There is existing literature that points to a multitude of factors inducing teacher turnover. Although teacher turnover is a nationwide problem, this study focused on Tororo District. In addition, the study beset teachers who were currently in the teaching profession with an aim of finding out the factors that were likely to trigger their turnover. This is because actual turnover is more difficult to predict as it involves the study of those individuals who have left their organizations. It is usually difficult to trace such individuals and to retrieve data from them.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter consisted of the related literature from different scholars concerning management styles, authoritarian, transactional and transformational on teacher turnover. The literature review aims at providing a comprehensive picture of the study problem and focus on the contemporary concerns, methods and gaps that exist in teacher motivation.

### **2.1 Theoretical review**

The study adopted Fredrick Herzberg's (1959) Dual factor Theory.

Mullin (2002) describes this theory as a theory of job satisfaction and therefore related to motivation at work. The theory underscores the fact that there are factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. And the satisfying and dissatisfying factors are different and not measured on the scale of increasing and diminishing. This means that an increase in one satisfying factor doesn't mean that the opposing dissatisfying factor shall decrease; the two should be viewed independently and worked on to foster performance in organizations. Herzberg, (1959) argues that individuals are not only satisfied with lower order needs at work for instance minimum salary levels, good working conditions but rather, individuals look for achievement of higher level needs like recognition, responsibility among others. The theory further argues that managers should address the satisfying and dissatisfying characteristics at work. These could be low pay, poor working conditions and rewards among others.

Herzberg's theory is applicable to this study as it highlights the role played by the head teachers' management styles towards teacher motivation and the resultant turnover. It helps establish how head teachers with different management styles satisfy teachers which impacts on their retention since satisfaction increases their retention as dissatisfaction reduces their retention. The teachers' motivation can be improved through changes in the nature of the job through job enrichment, a matter that the theory emphasizes.

Probably teachers should be trusted, rewarded and positively encouraged to accomplish their tasks in a way that is satisfying and fulfilling. School head teachers should ensure that teachers are provided with direct, clear and regular feedback on their performance in particular and the organizational performance in general. It is also imperative that teachers be provided with an

enabling environment, by the head teachers so as to motivate them to learn new and different procedures on the job and also experience some degree of personal growth through promotion and further training and mentorship. Additionally, this theory can be best used by teachers to focus on macro management and give teachers some degree of independence and trust to accomplish their tasks.

## **2.2 Authoritarian management style and teacher turnover**

Oluremi, (2013) and Masinde. K. Luke (2019) argue that there are three styles of management; Autocratic or Authoritarian, Democratic (participatory) and Laissez Faire. They advise that a good manager should utilize all with one dominating the rest while a bad manager might only use one style of management. In this case, Authoritarian managers make every decision on their own never consult their subordinates and later enforce decisions on their subordinates and expect strict compliance hence leading to high turnover due to limited input by subordinates. This method can be best employed to train new staff to reduce the level of mistakes and also enforce compliance with the government regulation (Khan et al, 2015). However, Nayab. N (2011) criticizes Khan et al, (2015) and stated that, such management style leads to missing of new ideas in an organization and builds a poor culture of no fresh ideas for organizational transformation and innovations. Though such studies have been conducted and recommendations reported, teacher turnover has continued to be a concern in Primary Schools in Tororo District.

Nayab. N (2011) continues to argue that, authoritarian management style is one originating from the arguments of McGregor's theory X who believes that teachers are lazy and therefore need to be coerced to be motivated to work. He urges managers to use a stick and carrot method where those who fail to perform are punished or sanctioned. Here, the manager is always right and not put under any scrutiny. However, Mahan Thomas, Nelms Danny and Ryan Christopher (2018) contends that, in today's world where skill, qualification and experience are required for a given task, job holders are sometimes more knowledgeable than the managers thus rendering this method less relevant to some new recruits thus calling for teachers 'participation to make their work easy.

The nature of supervision Head Teacher conduct determine the motivation teachers get, they work well where there is teamwork, encouragement and active participation. On the contrary, victimizing teachers, and adherence to set rules and regulations may lead to teacher turnover in favor of other jobs thus quitting the profession (Kasau. O., Kaloki .J, Kitoo. B Mutinda. J 2016).

However, according to education act (2008), teachers have to follow set guide lines and regulations set by the education ministry and the education standards agency but as a manager one has to support the teachers to follow such regulations to achieve the intended goals but not to coerce. However, the rate of teacher turnover in Primary Schools in Tororo seems to show that managers have compromised with the above scholars. It's a concern that the researcher seeks to study management style and teacher turnover in Primary Schools.

Head teachers who mostly use the authoritarian style of management, compromise the performance of both teachers and learners and it deteriorates compared to their counterparts in who use other management styles. The issue of rigidity in the managers, puts teachers' commitment to the school at stake hence this style of management creates unnecessary hierarchies and bureaucracies which in a long run contributes to teacher turnover. (Maseka, 2019). However, if such have been published and education sector have been reading and adopting policies from other countries, why high teacher turnover rate in Primary Schools in Tororo District. It's on such distress that the researcher seeks to study management style and teacher turnover in Primary Schools in Tororo District Uganda.

Iqbal (2010) in his study of the impact of principals' Management styles on job satisfaction of teachers in Pakistan showed that teachers working under an authoritarian style of management were less satisfied than those under a democratic style reason being that there are strict instructions with no room for amendments and yet when one participates in decision making they own the results and hence adhere to change. Caroline, M (2016) cited Ademilua (1999) in his study found out that the use of the authoritarian management style tended to reduce job satisfaction by teachers. And similarly, Adeyemi (2011) noted that the authoritarian management style was crucially responsible for teacher's job dissatisfaction. If this has been put on record and the ministry of Education of Uganda is aware, why high teacher turnover in Primary Schools in Tororo District?

Maseka G, (2019) found out that the authoritarian management style benefits the manager in times of emergency since Labour is likely to be told precisely what action to take as trust may have been lost. However, Suresh (2014) contend that authoritarian type of management does not provide for alternative views or interest other than those defined by the authoritarian manager as legitimate and creates untrusted cultural behavior in the organization. The style recognizes less of delegation which is a key management factor that bridges the gap between the manager and the subordinate.

The style therefore triggers frustration, anger and sometimes withdrawal from organizational activities hence teacher turnover in the long run (Sthuraman & Suresh 2014).

Nwokocha and Iheriohanma (2015) allude to the authoritarian management style is one responsible for high staff turnover since its goal is to have tasks performed but not to train which some how goes with punishment for indiscipline and wrong doing in an organization, other than develop and mentor their staff. The style is bent towards observance to set policies and guidelines with limited flexibility. Nsubuga (2008) conducted a study on management styles of head teachers and school performance of secondary schools in Uganda, it was discovered that the greater the use of authoritarian principles, the poorer the learners' academic performance since teacher will develop fear to innovate and or develop new ideas in the organization due to set regulations and standards of operation.

Mutuku (2005) observed that autocratic managers make decisions and issue guidelines to be followed by subordinates without question. The study further reveals that this system might lead to professional burn out.

Armstrong .M (2012) argues that, authoritarian management styles does not give direction to their teachers. The same is observed by Adair (2003) who also noted that the management style to use determines the situation in the organization. Therefore, managers have a task in play to ensure they direct their staff in how to carry on some tasks in an organization. However, the if this has been observed and reported by the different scholars, why the high rate of teacher turnover in Primary Schools in Tororo District?

A host of researchers and academicians have presented the satisfying and dissatisfying sides of authoritarian management in an ideal organization. Not much is known on how many teachers have left their jobs because of working with authoritarian managers.

### **2.3 Transformational management style and teacher turnover.**

Transformational management style is a style of management where by the manager transforms the basic values, beliefs and attitudes of followers and inspires the followers to exhibit a performance greater than their own expectations. This Transformational management style fosters

involvement of staff in the on goings of the organization and managers are always open to new ideas (Gözükara & Şimşek, 2015). The transformational manager move subordinates beyond personal self-interests but urges them to focus on the organization as a whole and infuse their norms and beliefs with the vision of the organization, (Lindgreen, Palmer, Wetzels, &Antio, 2009).

A transformational manager re-aligns the goals, get adequate chance to give suggestions on policy matters and aspirations of the team to him and inspires them to perform tasks in order to achieve organizational goals willingly without coercion, (Rothfelder, Ottenbacher, & Harrington, 2012). In the same vain,Kanste, Miettunen, &Kyngäs, (2007) argues that, Transformational management constitutes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. While Griffin, (2013) stated in agreement with the other scholars above that, Transformational managers seek new ways of working, look at opportunities that risks present, and attempts to change and shape environmental circumstances. Though this is what scholars have reported and wrote about, teacher turnover in Primary Schoolss in Tororo is at higher rate hence the need for the study of management style and teacher turnover in Primary Schoolss in Tororo Uganda.

Idealized influence looks at managers demonstrating attributes that stimulate respect and joy that accrues from working or associating with managers by subordinates. In doing so, managers permit subordinates to use their own judgments in solving problems (Eagly, Johannesen-Schmidt, & Van Engen, 2003). Idealized influence explains the degree to which the supervisor is perceived as exhibiting values, beliefs, and a sense of mission in addition to communicating the organization's purpose and beliefs working as a team and adhering to new ideas from the team for problem solving in an organization (Kanste et al., 2007).

Inspirational motivation deals with managers instilling a sense of purpose and being a role model for the followers, in this way exhibiting trust in team members (Lindgreen et al., 2009). However, Xenikou, (2017) argues that, transformational mangers deal with Intellectual stimulation and promotes talent development to enable career development to promoting new ways of thinking about problems or doing things with the subordinates and encouraging them to participate into problem identification and idea generation. Individualized consideration constitutes managers understanding the needs of teachers and bringing out their full potential, (Lindgreen et al., 2009).

A number of studies for instance ( Caillier, 2016; Green, Miller, & Aarons, 2013; Gul, Ahmad, Ur Rehman, Shabir, & Razzaq, 2012; Gyensare, Olivia Anku-Tsede, Sanda&Okpoti, 2016; Sahu, Pathardikar& Kumar, 2018; Wells & Peachey, 2011) made findings pointing to the relationship between the transformational management style and employee retention. To begin with, Caillier (2016) reported a direct negative association between transformational management and turnover rates. Caillier, (2016) argued managers to provide to their subordinates' assurance for overcoming obstacles that makes them resilient in doing their work. The scholar continued to state that, a manager who aims at change in an organization will always adopt transformational management style in his organization.

Gul et al. (2012) found a negative insignificant association between transformational management styles and turnover intentions. Similarly Studies by Gyensare et al. (2016) established that transformational management had a negative and insignificant impact on employee turnover intention. Gyensare et al. (2016) quoted a statement that, transformational management style tolerates opposing views something from the entire organization team and that makes innovations show up with new ideas and dropping of some organizational culture that does not promote transformation in an organization.

Sahu et al. (2018) in their examination of the relationship between transformational management and intention to leave reported that transformational management style directly negatively influenced employee intention to leave. Wells and Peachey (2011) found a direct negative relationship between transformational and voluntary organizational turnover intentions.

The literature above suggests that scholars had significant effort to relate transformational management and retention of teachers. However, all the studies looked at retention in its opposite by studying employee turnover. This conceptual gap made it imperative for this study to investigate turnover directly and how it was influenced by head teachers' level of use of transformational management style. Besides, all the studies highlighted above were carried out in other areas and not in Tororo District with a number of different social and economic connotations.

#### **2.4 Transactional management and teacher turnover.**

In this style of management, the manager promotes compliance of his followers through both rewards and punishments with major focus on supervision, organization and group performance (Srivastava, 2018). Transactional managers work within their organization's culture, follow

existing rules, procedures, operative norms and are inflexible in decisions which in a long run employs resign from their duties (Lindgreen et al., 2009).

Transactional manager tends to be directive and action-oriented not fault tracker with in the team he/she leads (Dell'Aquila, Marocco & Ponticorvo, 2016). In addition to that, Nikezić, Purić, & Purić, 2012) argues that, Transactional management focuses on the basic functions of management, control, organization and planning and concentrates on mentoring his subordinates with assumption that employees are motivated by the best system of rewards and not punishments. Hence Transactional managers are bothered by organizational policies, standards and procedures in achievement of goals.

Transactional management comprises of two aspects namely, contingent rewards and active management-by-exception. Contingent reward explains the manager's emphasis on clarifying the role and task requirements for subordinates as well as the performance criteria and the rewards upon accomplishing desired goals (Xenikou, 2017). Therefore, successful managers do not oppose change as a result of new suggestions from subordinates. However, Active management-by-exception is where the manager is committed to actively searching for subordinate mistakes (Kanste et al. 2007). With management-by-exception, manager focuses on monitoring task execution for any problems that might arise and correcting mistakes to beef up performance, (Lindgreen et al., 2009).

A number of studies (Gul et al., 2012; Long, Thean, Ismail, & Jusoh, 2012; Maaitah, 2018; Siew, 2017; Sithole & Sudha, 2014) have been done on transactional management and employee retention. Sithole and Sudha (2014) discovered a positive relationship between the transactional management style and employee turnover intentions. However, in his report he stated that managers should not focus on short term goals, instead they should be motivating staff to achieve long term goals.

Maaitah (2018) argues that managers should reward both achievements and mistakes to ensure subordinates work with responsibility spirit and this intends to aim at proper utilization of resources and goal oriented. Though this is true, employees tend to relax if there are no set regulations for mistakes and any form of indiscipline in an organization. It's on this basis that

theory X calls for man being lazy and deserves supervision and punishment for indiscipline and rewords where necessary. However, Siew (2017) revealed that structured policies and procedures of an organization demoralize employees and leads to turnover though to a certain extent organization with no tight rules tend to fail. And Long et al. (2012) stated that, set rules and regulation sometimes lead to total authoritarian management style in an organization. Therefore, managers should always adjust the rues to make sure there is success in organization goals and objectives as a result of new ideologies.

Gul et al. (2012) discovered that the association between transactional management styles and a turnover intention was negative and insignificant. The literature above showed that there was significant effort by scholars to relate transactional management and retention of teachers. However, while all the other studies indicated a negative relationship between transactional management and retention of teachers, studies (Maaitah, 2018; Sithole & Sudha, 2014) did not concur that transactional management negatively related to employee retention.

These controversial results suggest an empirical gap that made it necessary to further test the relationship between transactional management and teacher turnover in the context of schools in Uganda, particularly in Tororo District.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter deals with the methodology employed in the study. It presents the research design, research area, and the research population, the sample size and the sampling techniques as well as the tools to be used to collect data. It also presents Data analysis, quality control and ethical considerations of the study.

### **3.1 Research design**

Research design as a plan used to generate answers to research problems (Orodho 2009). The study adopted a descriptive survey design. This research design considered appropriate for the study because according to Kothari (2010), the survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. According to Orodho (2009), descriptive survey is a method of collecting information by observing, interviewing, or administering a questionnaire to a sample of individuals. The research design therefore enabled the researcher to collect information on the effect of management styles on teachers' turnover.

### **3.2 Research area:**

The study was conducted in Tororo District in eastern Uganda. It comprised of eight Primary Schools operating in both rural and urban areas of Tororo. It is in Tororo district that the teacher turnover was observed highly in the stipulated time frame of 2019-2023 and most especially in primary schools teachers.

### **3.3 Study Population**

Kombo (2009) define study population as the group of interest to the researcher, upon which results of the study are generalized. The study was conducted among the teaching staff, head teachers/deputies, and the District Education Officer. Both male and female persons in the respective categories were included in this study. The focus was on teachers that have ever left a school and joined another school, those that have ever left the profession and those that are still serving in Tororo District.

## Description of the Population:

**Table 2: A list of all the Primary Schoolss in Tororo District**

s/n	School	Number of teachers				Total	Method of sampling
		N	S	Method	No. of administrators		
01	A	45	40	random sampling	1	41	Purposive sampling
02	B	15	14		1	15	Purposive sampling
03	C	30	28		1	29	Purposive sampling
04	D	20	19		1	17	Purposive sampling
05	E	40	36		1	37	
06	F	15	13		-	-	
07	G	15	15		-	-	random sampling
08	H	20	18		-	-	random sampling
09	I	15	15		-	-	random sampling
10	J	44	40		-		
	DEO's office					10	random sampling
<b>Grand total 250</b>			<b>respondents</b>		<b>Interviewees</b>	<b>Total</b>	
			<b>137</b>		<b>15</b>	<b>152</b>	

**Source: Primary Data, 2018**

### 3.4 Sample size determination

According to Mugenda and Mugenda (2003), a sample size is the group obtained from the accessible population. This sub- group was carefully selected so as to be representative of the whole population. Sample size was determined using Krejcie and Morgan table, (1970) as cited by Amin, (2005). According to the krejcie and Morgan table, there are given sample size(s) for the given population size (N). The researcher`s target population was all head teachers of the ten selected schools with their deputies in Primary Schoolss(20), all teachers in those Primary

Schools(210) and six education officers from the Tororo District. Basing on the table (Krejcie and Morgan, 1970) from 250 target population, it gives a sample size of 152 respondents as its representation.

### **3.5 Sampling techniques for the study:**

Sampling is the procedure by which proper subset of the elements from the population is selected so that the subset can be used to make the inference to the population as a whole. It also enables generalization to be done in large population (Babbie, 2011). In this study, different sampling techniques were used to get the sample. Simple random and purposive samplings were used.

#### **3.5.1 Simple Random Sampling:**

Simple random sampling is a method of selection whereby each member of the population has an equal chance of being selected. Simple random sampling was employed in selecting the respondents from different selected schools. Teachers in ward secondary schools were selected using simple random sampling. Teachers participated in the study were randomly selected and efforts were put to capture all the characteristics of the population since this is a requirement as espoused by (Cohen and Manion 1994).

#### **3.5.2 Purposive Sampling:**

In this sampling procedure, respondents for the sample are selected deliberately by the researcher depending on the data she or he intends to collect from them (Cohen et al 2007). This technique of sampling was used to select the Head teachers, deputy head teachers and District Education Officials since these are viewed to be rich with information about the variables under investigation. Purposive sampling was used in selecting wards and schools to be investigated. The rationale behind using purposive sampling is to ensure that the valid information is obtained from the right source not only that but also to reduce the time to be spent during the data analysis stage.

### **3.6 Data collection instruments**

#### **3.6.1 Questionnaire survey**

The study used a self-administered questionnaire and semi structured instruments to collect data from respondents. The questionnaire was employed on teachers since they know how to read and write yet many in number. This is in line with what McMillan and Schumacher (2001) recommended. They say a questionnaire should be used if the researcher knows that the

respondents will be in position to answer the questionnaire. Efforts were taken to ensure that the questionnaire was precise and the language used was clear before the respondents. The same is reiterated by Macmillan and Schumacher (2001) and (Gay & Airasian, 2009).

### **3.6.2 Key Informant Interviews**

Face to face interviews were carried out with the head teachers, deputy head teachers and Dist Education Officials and were designed in a way that more specific and truthful answers are obtained. These helped capture information, not provided by the questionnaires. This method is very flexible and used to obtain information that can't be easily obtained by a questionnaire (Kothari, 1990).

### **3.7 Data Collection Procedures**

The Researcher identified four Research Assistants (RAs) and constituted them into a research team. A preparatory meeting was organized to brief the RAs that was followed by a pilot study in Kibuku District in order to pre-test the research instruments. The pre-test was used to check for duration of interview, estimate possibility of fatigue, comprehension of questions, and procedures for conducting interviews.

Based on the feedback from the pre-test, slight adjustments were made in the questionnaire in order to increase clarity of the field questions and also increase its reliability and validity of data collected.

### **3.8 Methods of data analysis**

Quantitative data collected was entered into the computer using SPSS which was preceded by data cleaning, editing and coding of open-ended responses and removal of data entry errors.

Qualitative data collected through key informant interviews and was analyzed using thematic analysis, where recurrent ideas was categorized and grouped according to the research objectives in order to identify key patterns in respondents' views.

### **3.9 Measurement of variables**

Mugenda and Mugenda (2003) support the use of nominal, ordinal and likert type ratings during questionnaires design and measurement of variables which was used in the study. The nominal scale was used to measure variables like gender and terms of positions held/titles. The ordinal scale was used to measure variables like age, teaching experience among others. A five likert scale

may comprise of 1-5 response categories were used to measure the independent variables and dependent variable. The figures were arranged to indicate presence or absence of a character to be measured. The likert scale was as follows; 1. Strongly disagree; 2. Disagree; 3. Not sure; 4. Agree; 5. Strongly agree.

### **3.11. Ethical concerns**

Key ethical considerations were informed consent, privacy and confidentiality. In addition, the schools were given labels other than using their real names. Care was taken to protect respondents or participant's image since some of the issues handled pertain to the security of their work.

Respondents were first assured that the study is only for academic purposes. All respondents and participants were given equal treatment to enable each of them to participate in the study willingly without bias and unrealistic expectations or encourage voluntary participation. Flexibility was also provided for, to the extent that if a participant or respondent wish to withdraw from the exercise at any level, it was very possible without condition.

The researcher ensured confidentiality and privacy of the respondent in the study. All the respondents were assigned with unique codes for anonymity. The participants chose to participate in the study voluntarily. The respondents' anonymity was preserved by not asking them to write their names on the questionnaires.

Furthermore, all researchers and scholars whose work was cited in this study were quoted, acknowledged, and appropriately cited. The researcher ensured that findings are reported precisely to avoid fabrication of information through the presentation of fraudulent results.

Administrative permission was also obtained from the Tororo District's Chief Administrative Officers (CAOs) and Education Officers (DEOs). At one-point, various respondents were asked

for their informed consent by assuring them that their identities would be kept Primary and that all the information they provided would be used solely for academic purposes.

### **3.12 Delimitations of the study**

The study was limited to management styles although there are many factors that may affect teacher turnover. This study confined itself to Primary Schools in Tororo District. The study delimited itself on effect of head teachers' authoritarian, transformational and transactional management styles on teacher turnover. The respondents of this study was delimited to head teachers and teachers in Primary Schools in Tororo District.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDING

#### 4.0 Introduction

This chapter presents the study findings based on the specific objectives beginning with the demographic characteristics of the respondents.

#### 4.1 Section A: Socio-demographic characteristics of respondents.

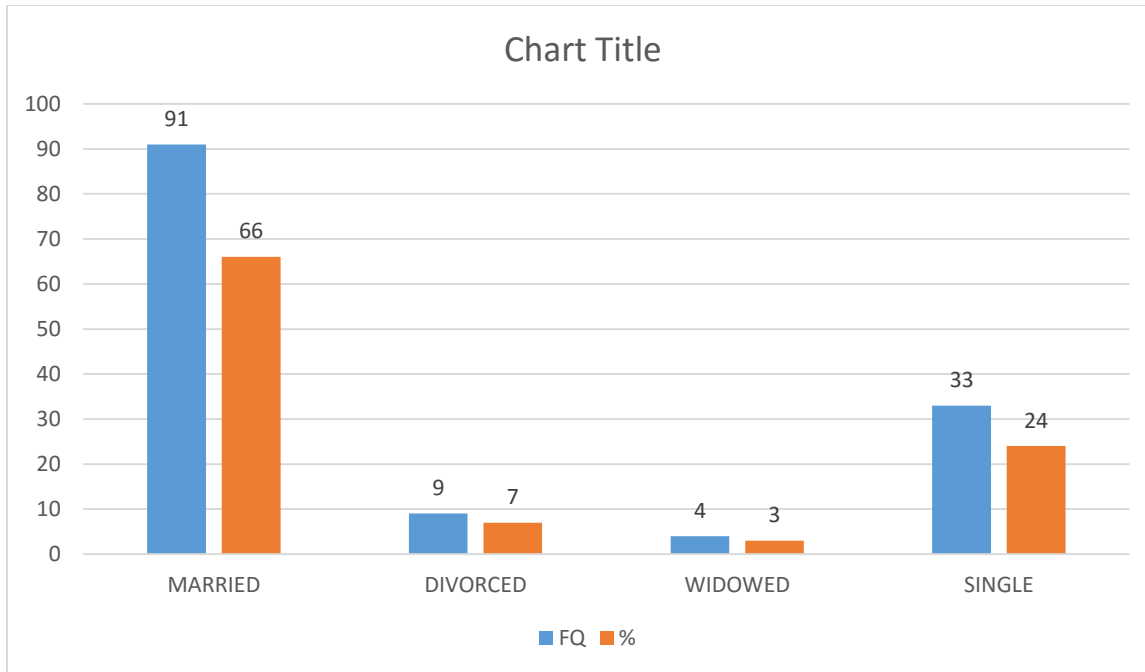
The importance of collecting and describing the characteristics of respondents of a research study when submitting manuscripts to publishers has been reiterated by several scholars (Ellis, 2009, Ingelbret, Skinder-Meredith, Kellison and Contreras – France, 2010. Generally, information needs to be provided about respondents' gender, age and marital status. Provision of these characteristics helps in the interpretation of results (APA, 2010; Beins, 2009). Without inclusion of such information, researcher risks assuming the stance of absolutism which assumes that the phenomena of interest are the same regardless of culture, race and Socio-Economic Status (Beins, 2009). Therefore, in this respect, the present study included the demographic characteristic of the respondents as presented in the following sub-sections.

**Table 4.1: Shows the distributions of demographic characteristics of respondents.**

<b>Table 4.1 gender of respondents</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	85	62.0	62.0	62.0
	Female	52	38.0	38.0	100.0
	Total	137	100.0	100.0	

#### *Primary source of data*

According to the information in Table 4.1 (62%) are male and (38%) are female. It demonstrates that there are more male teachers in Primary schools in the Tororo District. This implies that results obtained were got more from male teachers than female teachers. However, there seems to be balanced opinion from both categories of respondents.



***Primary source of data***

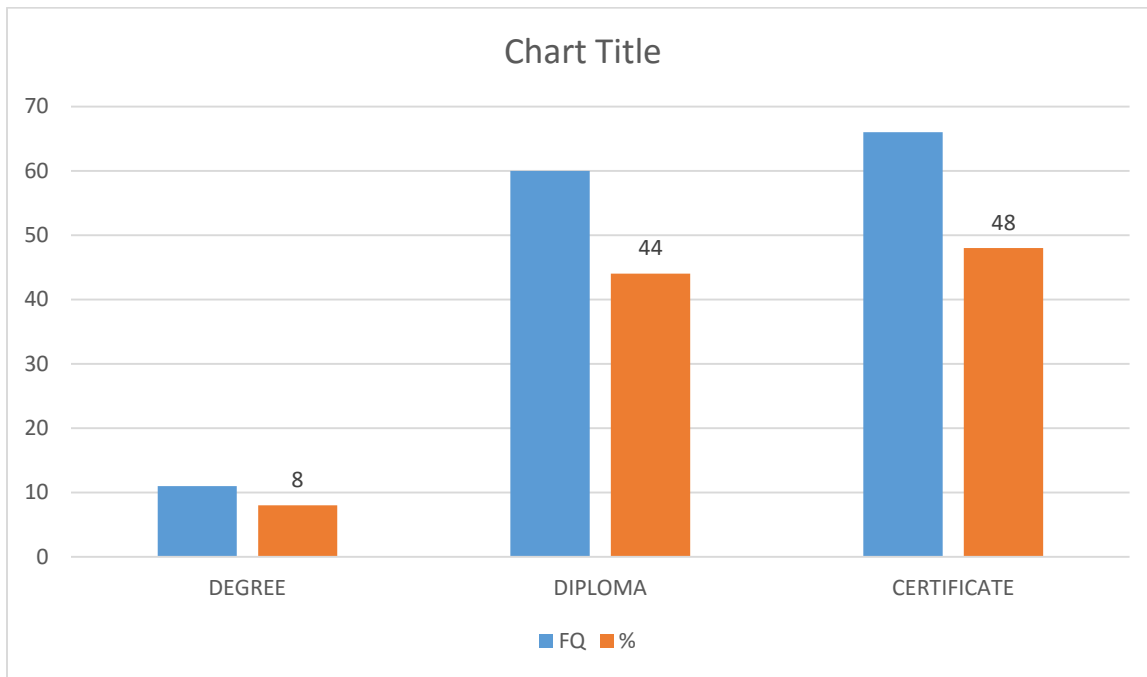
Regarding respondents' marital status, 91 (66.4%) were married, 33 (24.1%) were single, and 4 (2.9%) were widowed and 9(6.6%) were divorced. This indicates that most respondents were married. Marriage is associated with maturity and responsibility. Therefore, this implies that responses were obtained from a cross-section of respondents and therefore were authentic enough.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	50	36.5	36.5	36.5
	31-40 years	46	33.6	33.6	70.1
	41- 50 years	26	19.0	19.0	89.1
	51-60 years	12	8.8	8.8	97.8
	61 years and above	3	2.2	2.2	100.0
	Total	137	100.0	100.0	

***Primary source of data***

When the researcher checked the age range of the respondents, the findings revealed that 50(36.5%) of the respondents under study are between the age ranges of 21-30 years of age. Those between the ages of 31 and 40 make up 46(33.6%) of all teachers, those between the ages of 41

and 50 make up 26(19.0%), those between the ages of 51 and 60 make up 12(8.8%) of all teachers, and those over 60 make up 3(2.2%) of all teachers. This implies that majority of the study population are in strong age range and they are optimistic and eager to take up chances which in turn may lead to teacher turnover in secondary Primary schools. This implies that the search for better and greener pastures may have a negative effect to the Primary schools.



***Primary source of data***

From the figure above, (44%) of the respondents were diploma holders, 48% had certificate and 8% were bachelors holders. This shows that the study bring about responses from a wide range of respondents and therefore could be reliable and the respondents were educated enough to make informed decisions in their profession.

**Authoritarian management style and teacher turnover**

**Table 4.7.** Authoritarian management style

Statement	S.D	D	A	S.A	Mean	Std. Dev
Head teachers are coercive(forceful) to teachers	42(30.7%)	51(37.2%)	38(27.7%)	6(4.4%)	<b>2.058</b>	.872
Head teachers are rigid to new ideas	27(19.7%)	75(54.7%)	30(21.9%)	5(3.6%)	<b>2.094</b>	.746
Head teachers are strict in their ways of working	11(8.0%)	28(20.4%)	76(55.5%)	22(16.1%)	<b>2.795</b>	.805
Head teachers are compliant in their ways of working	29(21.2%)	56(40.9%)	43(31.4%)	9(6.6%)	<b>2.233</b>	.859
Head teachers are rule oriented	13(9.5%)	23(16.8%)	75(54.7%)	26(18.9%)	<b>2.823</b>	.842
Head teachers make decisions alone	41(29.9%)	55(40.1%)	32(23.4%)	9(6.6%)	<b>2.065</b>	.892
Head teachers trusts no other staff	51(37.2%)	56(40.9%)	20(14.6%)	10(7.3%)	<b>1.919</b>	.899
Head teacher uses punishment to reward	34(24.8%)	57(41.6%)	39(28.5%)	7(5.1%)	<b>2.138</b>	.850
<b>Overall mean <math>\bar{X}</math></b>					<b>2.266</b>	

**Source: Field data**

Legend	Interpretation
<b>Strongly Disagree 1.0-1.99</b>	<b>(low )</b>
<b>Disagree 2.00-2.50</b>	<b>(fair )</b>
<b>Agree 2.51- 3.00</b>	<b>(average )</b>
<b>Strongly disagree 3.01-4.0</b>	<b>(Great )</b>

The first item in the tool was to find out whether *head teachers are coercive (forceful) to teachers* 42 (30.7%) Strongly dis agreed, 51(37.2%) disagreed 38(27.7%) agreed and 6(4.4%) Strongly agreed with a mean of  $\bar{X} =2.058$  and an SD= .872. This data shows that 93(67.9%) of the respondents disagreed with the statement that head teachers in their schools were coercive to

teachers, while 44(32.1%) agreed. From the level of agreement provided by the legend above, it means that head teachers in those schools were fairly coercive.

Item two of the tool was to find out whether Head teachers are rigid to new ideas, the findings showed that 27 (19.7%) Strongly dis agreed, 75(54.7%) disagreed 30(21.9%) agreed and 5(3.6%) Strongly agreed with a mean of  $\bar{X} = 2.094$  and an SD= .746, meaning that 102(74.4%) dis agreed that their head teachers were rigid to new ideas, while 35(25.6%) agreed. It means that head teachers in those schools were fairly rigid to new ideas.

Under item three of the tool, respondents were asked *whether* Head teachers are strict in their ways of working. 11 (8.0%) Strongly dis agreed, 28(20.4%) disagreed 76(55.5%) agreed and 22(16.1%) Strongly agreed with a mean of  $\bar{X} = 2.795$  and an SD= .805. This shows that 39(28.4%) of the respondents disagreed that head teachers in their schools were strict in their ways of working, while 98(71.6%) agreed. From the legend above, this means that head teachers in these schools were averagely strict in their ways of working.

Item four was to find out whether Head teachers are compliant in their ways of working, the response was; 29 (21.2%) Strongly dis agreed, 56(40.9%) disagreed 43(31.4%) agreed and 9(6.5%) strongly agreed with a mean of  $\bar{X} = 2.233$  and an SD= .859. This shows that 85(62.1%) disagreed that head teachers in their schools were not complaint in their ways of working while 52(37.9%) of the respondents agreed and from the level of agreement provided by the legend, it means that head teachers in those schools were fairly not compliant in their ways of working.

Under item five, respondents were asked whether Head teachers are rule oriented 13 (9.5%) Strongly dis agreed, 23(16.8%) disagreed 75(54.7%) agreed and 26(18.9%) Strongly agreed with a mean of  $\bar{X} = 2.823$  and an SD= .842. This data shows that 36(26.3%) disagreed that head teachers in their schools were rule oriented while 101(73.7%) agreed that head teachers in their schools were rule oriented. This implies that head teachers in those schools were averagely rule oriented.

Item six was to find out whether Head teachers make decisions alone, 41 (29.9%) Strongly dis agreed, 55((40.1%) disagreed 32(23.4%) agreed and 9(6.6%) Strongly agreed with a mean of  $\bar{X} = 2.065$  and an SD= .892. From this data, it also shows that 96(70.0%) disagreed that that head teachers in their schools make decisions alone, while 41(30.0%) agreed. From looking at this data, it shows that head teachers in these schools do not make decisions alone. And from the agreement level provided for by the legend above, it shows that there is a fair decision making mechanism in those schools.

Item seven was to find out whether Head teachers trusts no other staff, 51 (37.2%) Strongly dis agreed, 56(40.9%) disagreed 20(14.6%) agreed and 10(7.3%) Strongly agreed with a mean of  $\bar{X} = 1.919$ . And an SD= **899**. From this data, it shows that 107(78.1%) of the respondents disagreed that head teachers in those schools did not trust any staff in their schools, while 30(21.9%) agreed. This means, from the level of disagreement seen that head teachers in those schools trusted other members of staff.

Under item eight, respondents were asked whether Head teacher uses punishment to reward 34 (24.8%) Strongly dis agreed, 57(41.6% disagreed) 39(28.5%) agreed and 7(5.1%) Strongly agreed with a mean of  $\bar{X} = 2.138$ . And an SD= **850**. This shows that 91(66.4%) disagreed that

head teachers in their schools used punishment to reward, while 46(33.6%) agreed with the statement. From the level of disagreement shown it means that some head teachers fairly used punishments to reward. Also from the overall mean given in the Table 4.3 above, it means that there was a fair level of authoritarianism in those schools in Tororo District.

There was correlation to find out the magnitude of relationship between teacher turnover and authoritarian style of management. The findings showed that  $r=.370$ ,  $p=.000$ . This means that there is a weak but positive relationship between authoritarian style of management and teacher turnover in Tororo District Primary schools

Correlations			
		Teacher turnover	Authoritarian management
Pearson Correlation	Teacher turnover	1.000	.370
	Authoritarian management	.370	1.000
Sig. (1-tailed)	Teacher turnover	.	.000
	Authoritarian management	.000	.
N	Teacher turnover	136	136
	Authoritarian management	136	136

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F Change	df1	df2	
1	.370 <sup>a</sup>	.137	.131	7.17942	.137	21.265	1	134	.000
a. Predictors: (Constant), AUTHORITARIANMANAGEMENT									

When a regression was run to determine the level of prediction that authoritarian management style had on teacher turnover, it was realized that  $R^2=.137$ ,  $p=.000$ . This means that 13.7% of teacher turnover is predicted by authoritarian management style while the remaining 86.3%) of teacher turnover is accounted for by other factors.

## TRANSACTIONAL MANAGEMENT STYLE

**Table 4.8: Transactional Management Style**

Statement	S.D	D	A	S.A	Mean	Std. Dev
Head teachers oppose change in their schools	45(32.8%)	65(47.4%)	17(12.4%)	10(7.3%)	<b>1.941</b>	.864
Head teachers are inflexible to many things	31(22.6%)	53(38.7%)	46(33.6%)	7(5.1%)	<b>2.211</b>	.852
Head teachers thrives on following rules and doing things correctly	5(3.6%)	32(23.4%)	77(56.2%)	23(16.8%)	<b>2.861</b>	.729
Head teachers follows structured policies and procedures	5(3.6%)	34(24.8%)	60(43.9%)	38(27.7%)	<b>2.956</b>	.821
Head teacher focuses on short term goals	28(20.4%)	55(40.1%)	42(30.7%)	12(8.8%)	<b>2.277</b>	.888
Head teachers concentrate on failures of the teachers	26(19.0%)	57(41.6%)	40(29.2%)	14(10.2%)	<b>2.306</b>	.895
<b>OVERALL MEAN <math>\bar{X}</math></b>					<b>2.425</b>	

**Source: Field data**

Item one of the tool was to find out whether Head teachers oppose change in their schools, From the table above, 45 (32.8%) Strongly dis agreed, 65(47.4%) disagreed 17(12.4%) agreed and 10(7.3%) strongly agreed with a mean  $\bar{X}=1.941$  and  $SD= .864$ . This shows that 110(80.2%) of the respondents disagreed that in their schools head teachers are opposed to change, while 27(19.7%) agreed. This means that head teachers were lowly opposed to change.

Item two of the tool under this theme was to check whether Head teachers are inflexible to many things. 31 (22.6%) Strongly dis agreed, 53(38.7%) disagreed and 46(33.6%) agreed and 7(5.1%) strongly agreed with a mean  $\bar{X}=2.211$  and  $SD= .852$ . From this data, it shows that 84(61.3%) of the respondents disagreed that the head teachers in their schools were inflexible to many things while 53(38.7%) agreed. This means that head teachers in those schools were not inflexible to

many things. But from the level of agreement provided by the legend above, it means that those head teachers were fairly inflexible to many things.

Under item three the research tool was to check whether Head teachers thrive on following rules and doing things correctly. 5 (3.6 %) Strongly disagreed, 32(23.4%) disagreed and 77(56.2%) agreed and 23(16.8%) strongly agreed with a mean  $\bar{X}=2.861$  and  $SD= .729$ . This data shows that 37(27.0%) disagreed head teachers in their schools thrive on following rules and doing things correctly while 100(73.0%) agreed. From the legend provided above, it means that head teachers in those schools averagely followed and did things correctly.

Item four was to find out whether Head teachers follow structured policies and procedures 5 (3.6%) Strongly disagreed, 34(24.8%) disagreed and 60(43.9%) agreed and 38(27.7%) strongly agreed with a mean  $\bar{X}=2.956$  and  $SD= .821$ . This shows that 39(28.4%) of the respondents disagreed that the head teachers in their schools followed structured policies and procedures, while 98(71.6%) agreed. This means that most head teachers in those schools followed structured policies and procedures. From the legend provided above, it means that head teachers in those schools on average followed structured policies and procedures.

Item five was to check whether Head teacher focuses on short term goals, 28 (20.4%) Strongly disagreed, 55(40.1%) disagreed and 42(30.7%) agreed and 12(8.8%) strongly agreed with a mean  $\bar{X}=2.277$  and  $SD= .888$ . Given this data, it shows that 83(60.5%) of the respondents disagreed that head teachers in their schools focused on short-term goals, while 54(39.5%) agreed. This means that head teachers in these schools fairly focused on short-term goals.

Item six was to find out whether Head teachers concentrate on failures of the teachers, 26 (19.0%) Strongly disagreed, 57(41.6%) disagreed and 40(29.2%) agreed and 14(10.2%) strongly agreed with a mean  $\bar{X}=2.306$  and  $SD= .895$ . From this data, 83(60.6%) disagreed that

their head teachers concentrated on failures of teachers, while 54(39.4%) agreed that their head teachers concentrated on failures of teachers. From the level of agreement provided for in the legend above, it means that head teachers fairly concentrated on failures of teachers.

The correlation to find out the relationship between transactional style of management and teacher turnover was run results showed that  $r=.456$ ,  $p=.000$ , which means that there is a positive but weak relationship between transactional style of management and teacher turnover in those Primary schools in Tororo District.

<b>Correlations</b>			
		Teacher turnover	Transactional
Pearson Correlation	Teacher turnover	1.000	.456
	Transactional	.456	1.000
Sig. (1-tailed)	Teacher turnover	.	.000
	Transactional	.000	.
N	Teacher turnover	137	137
	Transactional	137	137

Pearson's correlation from the Table above shows that  $r=.456$ ,  $p=.000$ . This means that there is a moderate and positive relationship between teacher turn over and transactional style of management

<b>Model Summary</b>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.456 <sup>a</sup>	.208	.202	6.85629	.208	35.436	1	135	.000

a. Predictors: (Constant), TRANSACTIONAL

A regression analysis revealed that  $R^2=.208$ ,  $p=.000$ . Which means that 20.8% of teacher turnover in Primary Schools in Tororo District is accounted for by transactional style of management and the remaining 79.2% is accounted for by other factors.

## Transformational management style and teacher turnover.

**Table 4.9: Transformational Management Style**

Statement	S.D	D	A	S.A	Mean	Std. Dev
My head teacher is open to new thinking	6(4.4%)	12(8.8%)	58(42.3%)	61(44.5%)	<b>3.270</b>	.799
My head teacher is talented in broadening minds of the teachers	12(8.8%)	56(40.9%)	40(29.2%)	29(21.1%)	<b>2.627</b>	.915
My head teacher is committed to active listening	10(7.3%)	41(29.9%)	54(39.4%)	32(23.4%)	<b>2.788</b>	.886
My head teacher is tolerant to intelligent risks	16(11.7%)	48(35.0%)	50(36.5%)	23(16.8%)	<b>2.583</b>	.904
My head teacher has the willingness to accept responsibility of what goes wrong	18(13.1%)	40(29.2%)	57(41.6%)	22(16.1%)	<b>2.605</b>	.910
My head teacher has trust in team members	6(4.4%)	47(34.3%)	44(32.1%)	40(29.2%)	<b>2.861</b>	.892
My head teacher has the ability to inspire participation in school activities	0(0%)	21(15.3%)	70(51.1%)	46(33.6%)	<b>3.182</b>	.67757
<b>Overall mean <math>\bar{X}</math></b>					<b>2.845</b>	

**Source: Field data**

According to the above table, respondents were given the item: *My head teacher is open to new thinking* 6(4.4%) strongly disagreed 12(8.8%) disagreed 58(42.3%) agreed 61(44.5%) strongly agreed with a mean  $\bar{X}=3.270$  and an SD.799. This means that 18(13.2%) of the respondents disagreed that the head teachers in their schools were open to new thinking and 119(86.8%) agreed that their head teachers were open to new thinking. From the interpretation given in the legend above it means that openness to new thinking has a great effect on teacher turnover.

Item two was too find out whether *my head teacher is talented in broadening minds of the teachers*, 12 (8.8%) strongly disagreed 56(40.9%) disagreed 40(29.2%) agreed 29(21.2%) strongly agreed with a mean  $\bar{X}=2.627$  and an SD .915. This means that 68(49.7%) of the respondents disagreed with the statement and 69(50.3%) of the respondents agreed with the statement that their head

teachers were talented in broadening minds of their teachers. Given the fact that the numbers of the respondents are about the same it means that there were mixed reactions on this item but from the legend above it means that there was an average effect of the head teacher on broadening the minds of their teachers.

Under item three, the researcher wanted to find out whether *head teachers are committed to active listening*. 10 (7.3%) strongly disagreed 41(29.9%) disagreed 54(39.4%) agreed 32(23.4%) strongly agreed with a mean  $\bar{X}=2.788$  and an SD.886. This means that 51(37.2%) disagreed with the statement and 86(62.8%) agreed with the statement therefore it means that most head teachers in the study area were committed to active listening and this is likely to affect teacher turnover (retain teachers) in these school. And from the legend above, it shows that the mean of  $\bar{X}=2.788$  means an average effect on teacher turnover.

Under item four the tool checked whether *head teachers are tolerant to intelligent risks* 16(11.7%) strongly disagreed 48(35.0%) disagreed 50(36.5%) agreed 23(16.8%) strongly agreed with a mean  $\bar{X}=2.583$  and an SD.904. This shows that 64(46.7%) disagreed with the statement and 73(53.3%) agreed with the statement. From the legend above it means that head teachers in these schools were tolerant to intelligent risks and this had an average effect on teacher turn over.

Item five was to find out whether *head teachers have the willingness to accept responsibility of what goes wrong*. 18(13.1%) strongly disagreed 40(29.2%) disagreed 57(41.6%) agreed 22(16.1%) strongly agreed with a mean  $\bar{X}=2.605$  and an SD .910. Again from the table above, 58(42.3%) disagreed with the statement and 79(57.7%) agreed with the statement and that their head teachers had the willingness to accept responsibility of what goes wrong. From the legend above it shows that  $\bar{X}= 2.605$  has an average effect and this could affect teacher turnover in these schools.

Item six was to find out whether head *teacher have trust in team members*, 6(4.4%) strongly disagreed 47(34.3%) disagreed 44(32.1%) agreed 40(29.2%) strongly agreed with a mean  $\bar{X}=2.861$  and an SD.892. This also means that 53(38.7%) of the respondents disagreed with the statement and 84(61.3%) of the respondents agreed with the statement. And from the legend it shows that there was an average effect.

Lastly, respondents were asked whether *head teachers have the ability to inspire participation in school activities* 21 (15.3%) Disagreed, 70 (51.1%) agreed 46(33.6%) strongly agreed with a mean  $\bar{X}=3.182$  and an SD=.67757. This also shows that the 21(15.3%) disagreed with the statement and 116(84.7%) agreed with the statement and form the legend, it shows a great effect that head teachers have the ability to inspire participation in school activities and this is likely to lead to retention of teachers in these schools.

Correlations			
		Teacher turnover	Transformational
Pearson Correlation	Teacher turnover	1.000	-.212
	Transformational	-.212	1.000
Sig. (1-tailed)	Teacher turnover	.	.007
	Transformational	.007	.
N	Teacher turnover	137	137
	Transformational	137	137

The Pearson correlation revealed that  $r=-.212$ ,  $p=.007$ . This shows that there was a weak and negative relationship between transformational style of leadership and teacher turnover.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.212 <sup>a</sup>	.045	.038	7.52947	.045	6.322	1	135	.013

a. Predictors: (Constant), TRANSFORMATIONAL

When a regression analysis was done, it showed that  $R^2=.045$  which means that 4.5% of teacher turnover in Primary schools in Tororo District is accounted for by transformational management style and the remaining 95.5% is accounted for by other factors.

### MULTIPLE REGRESSION

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.493 <sup>a</sup>	.243	.226	6.77582	.243	14.104	3	132	.000
a. Predictors: (Constant), TRANSFORMATIONAL, TRANSACTIONAL, AUTHORITARIANMANAGEMENT									

The model summary above shows that  $R^2=.243$ ,  $p=.000$ . This means that 24.3% of teacher turnover is accounted for by transformational style of management, transactional style of management and authoritarian type of management and the remaining 75.7% of teacher turnover in Primary schools in Tororo District is accounted for by other factors.

## CHAPTER FIVE

### DISCUSSION OF THE RESULTS

#### 5.0 Introduction

This chapter looked at summary of the major findings, a general conclusion drawn on the basis of the findings, and recommendations for the study.

#### **Objective one.**

To examine the effect of transactional management style on teacher turnover in Primary schools in Tororo District.

#### **Research question one;**

What is the effect of transactional management styles on teacher turnover in Primary schools in Tororo District?

In this style of management, the manager promotes compliance of his followers through both rewards and punishments with major focus on supervision, organization and group performance (Srivastava, 2018). Transactional managers work within their organization's culture, follow existing rules, procedures, operative norms and are inflexible in decisions which in a long run employs resign from their duties (Lindgreen et al., 2009). This study found out that Pearson's correlation from the Table above shows that  $r=.456$ ,  $p=.000$ . This means that there is a moderate and positive relationship between teacher turn over and transactional style of management. In fact the regression analysis showed that  $R^2=.208$ ,  $p=.000$ . Which means that 20.8% of teacher turnover in Primary Schoolss in Tororo District is accounted for by transactional style of management and the remaining 79.2% is accounted for by other factors. This finding is in line with a number of studies (Gul et al., 2012; Long, Thean, Ismail, & Jusoh, 2012; Maaitah, 2018; Siew, 2017; Sithole & Sudha, 2014) which have been done on transactional management and employee retention. Sithole and Sudha (2014) discovered a positive relationship between the transactional management

style and employee turnover intentions. However, in their report they stated that managers should not focus on short term goals, instead they should be motivating staff to achieve long term goals.

### **Objective Two:**

To examine the effect of transformational management style on teacher turnover in Primary schools in Tororo District.

### **Research question Two:**

What is the effect of transformational management style on teacher turnover in Primary schools in Tororo District?

Transformational management style is a style of management where by the manager transforms the basic values, beliefs and attitudes of followers and inspires the followers to exhibit a performance greater than their own expectations. This Transformational management style fosters involvement of staff in the on goings of the organization and managers are always open to new ideas (Gözükara & Şimşek, 2015).

In this study, when a Pearson correlation was done, it revealed that  $r=-.212$ ,  $p=.007$ . This shows that there was a weak and negative relationship between transformational style of leadership and teacher turnover. In fact when a regression analysis was done, it was found out that When a regression analysis was done, it shows that  $R^2=.045$  which means that 4.5% of teacher turnover in Primary schools in Tororo District is accounted for by transformational management style and the remaining 95.5% is accounted for by other factors. This finding is supported by Gul et al. (2012) who found a negative insignificant association between transformational management styles and turnover intentions. Similarly Studies by Gyensare et al. (2016) established that transformational management had a negative and insignificant impact on employee turnover intention. Gyensare et al. (2016) quoted a statement that, transformational management style tolerates opposing views something from the entire organization team and that makes innovations show up with new ideas and dropping of some organizational culture that does not promote transformation in an organization.

**Objective Three:**

To examine the effect of authoritarian management style on teacher turnover in Primary schools in Tororo District

**Research question Three:**

What is the effect of authoritarian management style on teacher turnover in Primary schools in Tororo District?

Authoritarian managers make every decision on their own never consult their subordinates and later enforce it on their subordinates and expect strict compliance and this leads to high turnover due to limited input by subordinates. This method can be best employed to train new staff to reduce the level of mistakes and also enforce compliance with the government regulation (Khan et al, 2015). This study found out that when a regression was done to see the level of prediction that authoritarian management style had on teacher turnover, it was realized that  $R^2=.137$ ,  $p=.000$ . This means that 13.7% of teacher turnover is predicted by authoritarian management style while the remaining 86.3% of teacher turnover is accounted for by other factors.

These findings are in tandem with a study by Iqbal (2010) on comparative study of the impact of principals' Management styles on job satisfaction of teachers in Pakistan showed that teachers working under an authoritarian style of management were less satisfied than those under a democratic style reason being that there are strict instructions with no room for amendments and yet when one participates in decision making they own the results and hence adhere to change and also by Caroline,M (2016) on principals' management style and teachers' job satisfaction in Ekiti state, Nigeria found out that the use of the authoritarian management style tended to reduce job satisfaction by teachers.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Introduction

This section contains summary, conclusions and recommendations made based on the data collected and analyzed.

#### 6.1 Summary and Conclusion

##### **Objective one.**

To examine the effect of transactional management style on teacher turnover in Primary schools in Tororo District.

**Research question one;** What is the effect of transactional management styles on teacher turnover in Primary schools in Tororo District?

The effect of transactional management styles as witnessed in Tororo District on teachers' turnover moderately affects them and that is why they are on the move.

**Objective Two;** To examine the effect of transformational management style on teacher turnover in Primary schools in Tororo District.

**Research question Two;** What is the effect of transformational management style on teacher turnover in Primary schools in Tororo District?

Transformational management style as seen from the data in chapter four shows that there is a weak and negative effect on teacher turnover and therefore could not be the cause of teachers' turnover.

**Research question Three;** What is the effect of authoritarian management style on teacher turnover in Primary schools in Tororo District?

**Objective Three;** To examine the effect of authoritarian management style on teacher turnover in Primary schools in Tororo District

As seen from the data, it shows that authoritarian management style in Tororo District has a weak but positive correlation to teachers' turnover. Although the magnitude as seen is weak, it has far reaching consequences

### **Recommendation**

Based on the research findings, the researcher wishes to recommend that;

Head teachers should adopt mixed management styles in primary schools

Primary schools head teachers should design capacity building programs to develop creative techniques that motivate teachers hence retention.

Develop organizational culture so as to lower teacher turnover rate in primary schools.

### **Recommendations for further studies**

Further studies can be done on;

Motivation and teacher turnover in Tororo District Uganda.

Teachers' perception of the teaching profession.

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## **APPENDIX C: (INTERVIEW GUIDE)**

*(To be administered to Education Officials of Tororo District Education department.)*

1. What management styles do you advise head teachers to employ in schools in Tororo District?
2. Has the district ever handled a dispute between school administrators and Primary Schools teachers?
3. How does the district check on the management styles used by school administrators to ensure that they address the needs of Primary Schools teachers?
4. Are there cases of teachers leaving schools because they are not satisfied with administration?
5. Why have some of your teachers stayed for sometime?

*Thank you for your cooperation*