

**HEADTEACHERS APPLICATION OF THEORY X MANAGEMENT STRATEGIES
AND RETENTION OF QUALIFIED TEACHERS IN PRIVATE SECONDARY
SCHOOLS IN MANAFWA DISTRICT**

JOHN WILLIAM LUSAYI

RJ21/MUC/MED/003

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DECLARATION

I Lusayi William John do declare that this research dissertation is original work and has never been submitted to any institution of higher learning/ university for any academic award.

Signed.......... Date 21/10/2024
.....

Lusayi William John - RJ21/MUC/MED/005

APPROVAL

This is to confirm that this research dissertation under the topic “Head teachers application of theory x management strategies and retention of qualified teachers in private secondary schools in Manafwa district” has been approved and its under my supervision.

Signature:..........

Date: 22.10.2024

Can. Dr. Moses. G. Nambale - Research Supervisor

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ABBREVIATIONS/ACRONYMS

DEO	-	District Education Officer.
DES	-	Directorate of Education Standards.
DHT	-	Deputy Head teacher.
DIS	-	District Inspector of Schools.
DOS	-	Director of Studies.
HT	-	Head teacher
OECD	-	Organization of Economic co-operation and development.
SPSS	-	Statistical Package for Social Sciences.
UNDP	-	United Nations Development Programme.

ABSTRACT

The study examined the effect of headteachers application of Theory X management strategies of retention of qualified teachers in private secondary schools in Manafwa District in the Bugisu sub-region in eastern Uganda. Specifically, the study sought to establish the effect of application of strong directive management strategy on retention of qualified teachers; the effect of tight controls management strategy on retention of qualified teachers; and the effect of application of close supervision on retention of qualified teachers in private secondary schools in Manafwa District. The study adopted a cross-sectional survey research design in which both qualitative and quantitative approaches were used to collect data from a total of 189 respondents. The respondents were selected using purposive and simple random sampling and data was gathered using a self-administered questionnaire and face-to-face interviews. Quantitative data collected was analyzed using descriptive and inferential statistics generated using the Statistical Package for Social Scientistis (SPSS - ver 20) while the qualitative data was analyzed using thematic and content analysis. The study found out that for objective one, at .280; $p=.000 < .05$; for objective two, at .024; $p=.043 < .05$; and for objective three, at .343; $p=.000 < .05$. the multiple regression revealed that headteachers application of theory X management strategies accounted for 71.5% of retention of qualified teachers in the private secondary schools in Manafwa District. The study concluded that most headteachers in the private secondary schools in Manafwa District sometimes applied the strong directive management strategy and that there is a weak significant effect of application of strong directive management strategy on retention of qualified teachers in the private secondary schools in Manafwa District. A reasonable proportion of headteachers in the private secondary schools in Manafwa District applied the tight control management strategy and there is a weak significant effect on retention of qualified teachers in the private secondary schools in Manafwa District. Many more headteachers in the private secondary schools in Manafwa District applied the close supervision management strategy and there is a strong significant effect on retention of qualified teachers in the schools. The study recommends among other things that the headteachers should avoid or minimize use of the strong directive management strategy because despite having a significant effect, the strategy can easily cause strikes in schools. The strikes can be destructive in the end and ultimately affect the education of students. Also, the headteachers should only use tight controls only when necessary for instance when dealing with the lazy teachers so as to make them work.

Key words: *Theory X management strategies, retention of qualified teachers, private secondary schools, Manafwa district.*

CHAPTER ONE

INTRODUCTION

1.0. Introduction

Retention of Qualified Teachers continue to pose a serious challenge for head teachers in private secondary schools in Uganda (Okello, 2018). The situation worsened during the COVID-19 pandemic period during which sustained payment of teachers emoluments was difficult. Qualified Teacher retention may be affected by several factors such as head teacher behaviour, school climate, teacher compensation, head teacher leadership style, head teacher management strategies and many others (Oragwu & Nwabueze, 2017). The study set out to investigate the effect of head teachers application of Theory X by Douglas McGregor (1960) on retention of qualified teachers in private secondary schools in Manafwa district. This chapter presents the background to the study, the statement of the problem, objectives of study, the research questions, and significance of the study, scope of the study and the conceptual framework for the study.

1.1. Background to the Study

Schreiner (2017) opined that no matter how one makes his workers happy, from time-to-time employees will leave, be it to retire, resign, death, re-locate or just in response to changing circumstances in their lives. Sometimes, they leave as a result of attraction of new job or the prospect of a period outside the work force which pulls them. On other occasions they are “pushed (due to dissatisfaction in their present jobs) to seek attractive employment. Hence it can be as a result of the combination of pull and push factors (Oragwu & Nwabueze, 2017).

One of the biggest problems facing schools in the world is teacher retention (UNDP, 2019). There are too many teachers leaving the field to pursue other endeavors. School boards, school administrators, and policy makers have been trying to implement creative ways to retain good teachers (UNICEF, 2018). Leaders in the ministries of Education in many countries around the world are brainstorming because they know that trained teacher retention has an impact on student achievement. It is important to note that the problem of teacher retention also exists in Uganda where many teachers leave teaching to go into other lucrative engagements. This was mainly observed during the COVID-19 pandemic period.

Teacher retention is the ability of the school to hold onto its trained teachers for a long time (UNICEF, 2018). It can also be considered as an institutions ability to hold on to its teachers. That means that the school organization has to consider and develop strategies to mitigate teacher turnover risks and the processes it puts in place to increase retention of top talent. Teacher retention may affect student learning in several ways. First, low teacher retention may lead to a school having inexperienced teachers and unqualified teachers who are less effective (Rockoff, 2014; Rivkin, Hanushek and Kain 2015; Kane, Rockoff and Staiger, 2016). Secondly, low teacher retention creates instability in schools making it more difficult to have coherent instruction (Kane et al, 2016). This instability may be particularly problematic when schools are trying to implement reforms, as the new and also untrained and also untrained teachers coming in each year are likely to repeat mistakes rather than improve upon implementation of reform (Kane et al, 2016). Third, low teacher retention can be costly in that it takes time and effort to continuously recruit teachers (Rockoff, 2014). Generally, low teacher retention can reduce student learning if quality and effective teachers are the ones leaving the schools (Boyd, Lankford, Loeb and Grossman, 2017).

In an attempt to ensure effective management in schools, head teachers adopt several strategies and styles on management. The styles and strategies adopted can have varying effects on school processes including teacher motivation. On the other hand, several theories in education management are considered vital in the practice of educational management and planning. Some of the theories include the Abraham Maslows theory of hierarchy of need; Max Weber bureaucratic theory, the Herzberg theory and the human management theory by Douglas McGregor (1960) - theory X and theory Y. This study focused on headteachers application of Theory X management strategies and teacher retention of trained teachers in private secondary schools.

Based on the human relations theory by Douglos McGregor (1960), two assumptions were identified with regard to the nature of people. McGregor argued that the approach or the way an administrator like a Head teacher deals with his subordinates (teachers) depends on his own perception on the subordinates. The administrative behaviour that is typical of theory X is based on the following assumptions: i). that the average human being has an inherent dislike of work and will avoid it if he can; ii). that because of this inherent dislike for work, most people must be forced, controlled, directed and even threatened to do the work; and iii). The average human being prefers to be directed as he avoids responsibility, has little ambition and wants security. Therefore, administrators that apply theory X management strategies are characterized by no nonsense, strongly directive management, tight control and very tight close supervision. The question of how headteachers application of Theory X management strategies affects human relations has not been largely researched. Most studies have focused on leadership styles such as autocracy, democracy, transformational, transactional and instructional. However, human relations are an inevitable attribute that is experienced in management of schools. This occurs between headteachers and teachers.

Worldwide, out of the number of qualified teachers hired each year, less than 65% are known to remain in service into their second year. This means that up to 35% of the teacher recruited in one year leave teaching for some other jobs. School administrators are in a constant battle finding replacements, sacrificing quality for under qualified personnel to staff classrooms throughout the year. As a result, student achievement suffers. Ewing and Manuel (2019) observed that, based on OECD data, up to one third of teachers in Australia and other developed countries leave within the first five years.

In Uganda, the situation is not very different. Evidence from inspection reports from the DES (2015, 2016, 2018, and 2019) indicates that retention of teachers in private secondary schools in Manafwa district is very low. The reports indicated that recruitment of teachers in the private secondary schools in Manafwa district takes place every year because during the course of each year between 53% and 79% of the recruited teacher leave without proper reason. The low teacher retention may be due to several factors but one possible factor is the headteacher management strategies adopted.

1.2. Statement of the Problem

Headteachers adopt some specific management strategy that arises from the several management theories in their practice of school management (Odongkara, 2019). Adoption of any given management strategy is purposed on maintenance of suitably qualified staff for attainment of schools goals. However, retention of qualified teachers in private secondary schools in Manafwa district has been very low fluctuating between 21% to 47% as the proportion of teachers who abandon their work lies between 53% and 79% (DES, 2019). The low retention of qualified teachers in the private secondary schools in Manafwa district is not only expensive but is also detrimental to development of an effective school culture for effective attainment of school goals and objectives. If the situation continues, the private secondary schools

in the district may never attain their goals and the community will eventually lack the human resources to serve people.

1.3. Purpose of the Study

The purpose of the study was to examine the effect of head teachers application of Theory X management strategies on retention of qualified teachers in private secondary schools in Manafwa district.

1.4. Objectives of the Study

- i. To establish the effect of headteachers application of strongly directive management strategy on retention of qualified teachers in private secondary schools in Manafwa district.
- ii. To assess the effect of headteachers application of tight control management strategy on retention of qualified teachers in private secondary schools in Manafwa district.
- iii. To find out the effect of how headteachers application of close supervision management strategy affects retention of qualified teachers in private secondary schools in Manafwa district.

1.5. Research Questions

The study was guided by the following research questions:

- i. What is the effect of headteachers application of strongly directive management strategy on retention of qualified teachers in private secondary schools in Manafwa district?
- ii. What is the effect of headteachers application of tight control management strategy on retention of qualified teachers in private secondary schools in Manafwa district?
- iii. How does headteachers application of close supervision management strategy affect retention of qualified teachers in private secondary schools in Manafwa district?

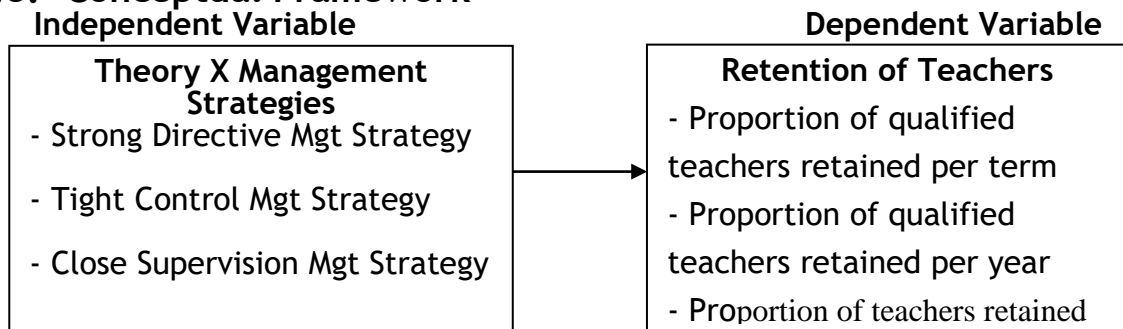
1.6. Significance of the Study

The results of the study provide useful information to several stakeholders in education management. For instance, the results will be useful to trainers of education managers to ensure that they design programmes that will promote application of good management strategies for better school human relations management. The results will also be useful to head teachers as a basis for choice of suitable management strategies for attainment of school objectives. The results will also form a basis for further research.

1.7. Scope of the Study

The study was carried out in private secondary schools in Manafwa district and focus was on the effect of head teachers application of strong directive management strategy, tight control management strategy and close supervision management strategy on retention of the qualified teachers in the private secondary schools in the district. The period from 2018-2022 was considered for this study.

1.8. Conceptual Framework



Source: Adopted and modified from Odongkara (2019).

Fig. 1.1 Conceptual Framework

From the conceptual framework above, the independent variable was application of management strategies based on theory X in which focus was on the strong directive, tight controls and close supervision by the head teachers. The dependent variable is retention of the qualified teachers which was measure on the proportion of qualified teachers retained through a term, year and for years.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

The concept of teacher retention or maintenance of quality and qualified teachers in the profession is a pressing issue (McGraw, 2003). Concerns have been raised that teacher experience and knowledge may be lost through attrition and retirement (Lonsdale & Ingvarson, 2003). This study focused on the headteachers application of Theory X management strategies and retention of qualified teachers in private secondary schools. These are use of strong directive management strategy, tight controls and close supervision management strategies. This chapter presents the review of related literature in accordance with the objectives of the study. The chapter also presents a sub-section of theoretical review that provides an explanation and evidence on the retention factors.

2.1. Theoretical Review

Several theories that try to explain retention, attrition or turnover of employees have been propounded. One such theory is the Human Capital Theory of occupational choice propounded by Kuby and Grissimerin (1993). This theory posits that individuals make systematic assessment of the net monetary and non-monetary benefit from occupations and make systematic decisions on how to enter careers, stay or leave an occupation. However, the concept of Psychological Capital (PsyCap) has attracted a great deal of interest from both academics and practitioners and has been linked to employee attitudes, behavior and performance, at different levels of analysis. The attitude to stay in the job or leave the job closely relates with teacher retention in schools. Therefore, this study focused on the Positive Psychological Capital Theory by Luthans et al (2008).

The Positive Psychological Capital (PsyCap) Theory is described as an individuals positive psychological state of development which comprises four positive psychological resources: self-efficacy, optimism, hope and resilience. Self-efficacy refers to an individuals confidence in their ability to mobilize their motivation, cognitive resources and courses of action in order to achieve high levels of performance (Bandura, 2012). Individuals with high self-efficacy generally have a stronger belief in their ability to control outcomes and succeed in addressing difficult challenges than those low in self-efficacy.

Optimism refers to an individuals expectancy of positive outcomes (Scheier, Carver, & Bridges, 2001). Those high in optimism generally build positive expectancies that motivate them to pursue their goals and deal with difficult situations (Seligman, 1998). Hope is comprised of two components: agency and pathways. Agency is the individuals motivation to succeed at a specific task in a set context; while pathways refer to the way or means by which that task may be accomplished (Luthans, Norman, et al., 2008). Individuals with high levels of hope show greater goal directed energy and are more likely to exhibit the capacity to develop alternative pathways to accomplish their goals (Luthans, Avey, et al., 2008).

Finally, resilience refers to the ability of an individual to bounce back from adversity, uncertainty, risk or failure and adapt to changing and stressful life demands (Masten & Reed, 2012). Individuals high in resilience tend to be better at adapting in the face of negative experiences and changes in the external environment (Luthans, Vogelgesang, & Lester, 2006).

Over the past decade, a large number of studies have investigated the relationship between PsyCap and employee attitudes, behavior and performance at the individual-level. In recent years scholars have also begun

to examine its influence at the team and organizational-level (Walumbwa, Luthans, Avey, & Oke, 2011). Therefore, depending on which psychological state (self-efficacy, optimism, hope and resilience) is dominant in the individual, some people will tend to remain and work in the organization while others will tend to leave the organization. In this regard, the Positive Psychological capital Theory appropriately explains teacher retention in schools.

2.2. Strong Directive Management Strategy and Retention of Qualified Teachers

As has been noted in the background to the study, leaders who adopt theory X believe that an average employee or teacher in this case, intrinsically does not like work and tries to escape it whenever possible. Therefore, since the employee does not want to work, he must be persuaded, compelled, or warned with punishment so as to achieve organizational goals. The leader adopts strong directive management strategy which is often more dictatorial. Strong directive management strategies can be a danger to employee retention (UNDP, 2019).

Hanushek, Kain, and Rivkin (2004) found that teacher salaries are not the only deciding factor; teacher preferences across a variety of jobs and school conditions are just as important in retention. According to their study, teachers might be willing to take lower salaries in exchange for better working conditions. Evidence shows that classroom management of student behavior and non-teaching obligations affect new teachers commitment much more than it does that of experienced teachers (Buckley, Schneider, & Shang, 2004).

Experienced teachers are more concerned with discretion and autonomy within their individual classrooms. Teachers commitment can be furthered analyzed by looking at their disaffection, absenteeism, and desertion, which are all highly correlated with low teacher retention (Buckley, Schneider, & Shang, 2004). Also,

teacher job dissatisfaction can be attributed to lack of resources, the amount of accountability, and the increasing use of high-stakes, standards-based testing associated with repeated curricula that universal education has put in place (Tye & OBrien, 2012).

On the other hand, community factors, government education policies and despondent education bureaucracies cause new teachers anxiety. The social status of teaching in the community is an important factor in the retention decision, and in the United States, labeling schools as failing and in need of improvement because they did not meet adequate yearly progress may adversely affect the hiring and retaining of good teachers in the schools where they are needed the most (Darling-Hammond & Sykes, 2003). The major gap in these studies is that none of them considered adoption of theory X management strategies on teacher retention.

2.3. Tight Control Management Strategy and Retention of Qualified Teachers

Tight controls have been known to drive employees to deliver (UNDP, 2019), however, they cannot sustain the organization for a long period of time as employees later resent the strategies. In that case, many employees will tend to leave the organization thereby affecting the retention rate. Darling-Hammond (2013) suggested that good teachers can be retained by providing efficient teacher preparation and a positive support system for new teachers. One possible strategy that schools can implement to reduce teacher retention rates is to provide a solid introduction program and assign mentors to beginning teachers in their first years of teaching (Darling-Hammond, 2013).

Corbis & Marinsky (2014) reported that the state of Virginia passed a law in 2012 that states all schools must provide mentors for first year teachers. In Virginia, schools have implemented the “Great Beginnings” program, in which veteran

teachers meet with new teachers the summer before they begin teaching, every month during their first year, and continue to collaborate with them until their third year in the field. The superintendents of schools admitted that in the past they had primarily focused on teacher recruitment and not retaining the teachers that were already employed in their schools. The program has experienced success and now many school districts are emulating “Great Beginnings” induction and mentoring plan of action (Corbis et al, 2014).

Other institutions and school organizations have experienced success with mentor programs through reducing retention of new teachers by over two thirds. They accomplished this by giving mentors free time to collaborate with new teachers in their beginning years (UNDP, 2019). The World Bank studies also discovered that new teachers in the mentor program, stayed in the field at sizable rates as well as became effective much faster than the teachers who had to learn on their own (World Bank, 2019). Mentor programs can also be beneficial for experienced teachers as well, because it allows veteran teachers to be challenged while staying motivated and passionate about teaching (Darling-Hammond, 2013).

According to Corbis & Marinsky (2014), some schools and states are using incentives as a means to solve the teacher retention problem, through developing ways to increase teacher pay. Grier & Holcombe (2018) reported that in designated schools in North Carolina, teachers are awarded a bonus of twenty-five hundred dollars yearly and secondary math teachers are paid an additional incentive up to ten thousand dollars per year. In addition, teachers whose students score above the districts means can receive incentives up to four thousand dollars per year. After the first year of implementing the incentives only ten percent of the educators left as opposed to previously having the lowest retention in the district for a period of five years (Grier et al 2018).

2.4. Close Supervision Management Strategy and Retention of Qualified Teachers

In management in the true sense of the word is vital for effective delivery of services. However, often times, close supervision is abused. As a result, countries are grappling with one of the most critical times in educational accountability; a key element is missing from classrooms-teachers (World Bank, 2019). Countries are facing one of the largest teacher shortages ever. As more universities graduate individuals with education majors on a career path to becoming a teacher, many of those same students are deciding to follow a different career path. A significant portion of those graduates who do decide to forge ahead into the classroom, however, have a short-lived stint on their career path as teachers. Statistics state that one-third of new teachers leave the profession within five years (Darling-Hammond, 2013). This phenomenon can be attributed to many factors. Student discipline along with a less desirable school climate and culture has a significant impact on novice teachers and their willingness to stay in the classroom. Also, new teachers who are not inducted in to the profession via an effective mentoring program are more likely to leave the field (Darling-Hammond, 2013).

Perceptions of success and sense of worth are consistently noted in the literature as being associated with the retention of beginning teachers. The literature highlights the importance of ensuring that beginning teachers feel valued and that they receive the support needed to experience sustained success in their teaching (Blase, 2019; Dyson, Albon & Hutchinson, 2017). Challenges to be addressed include assisting young teachers with issues of retention and recruitment by understanding and appreciating their reasons for becoming a teacher, including their background and their own schooling. This understanding, together with a “genuine spirit of consultation and collaboration might raise the morale of the profession as well as induce the more disillusioned to remain” (Cockburn 2019).

There is also need to recognize the profession of teaching at all levels. The teaching profession should be represented by an independent collective self-regulating organization of teachers (Dyson, Albon & Hutchinson, 2017). This recognition will help to attract and retain the best teachers, who will then instill and promote quality learning for their students. Considering how teacher education programs may support new teachers experiences (Potari, Sakonidis, Chatzigoula, & Manaridis, 2020). The challenge is to create programs that will prepare the beginning teacher for the intricacies of life in the classroom (Cavanagh & Prescott, 2018). Recommendations from the OECD (2015) report showed that teachers matter and so the criteria and processes used to allocate beginning teachers should ensure that they are not concentrated in the more difficult and unpopular locations. In addition, all beginning teachers should participate in structured induction programs that involve: a reduced teaching load; trained mentor teachers in schools; and close partnerships with teacher education institutions.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter outlines the research design used in the study, the population and selection of the sample for the study. The instruments of data collection, the procedure and the analysis of data collected have also been outlined in this chapter.

3.1. Research Design

A cross-sectional study research design with both qualitative and quantitative research approaches was used. The cross-sectional research design was used because this

design is useful because it is the easiest way to gather data from a large population or from a representative sample at a particular time (Amin, 2005).

3.2. Population of Study

The study population involved headteachers, deputy head teachers and qualified teachers in the private secondary schools in Manafwa district. Based on the statistical returns in the Education Office in Manafwa district, the total target population for this study was 360 people (Manafwa District, 2022).

3.3. Sampling

3.3.1. Sample Size

A sample is a selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). From the target population of 360 people and using Sloven formula, the sample size of the study was 189 respondents.

3.3.2. Sampling Techniques

According to Kothari (2006), sampling is a process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. According to Amin, (2005), these can be probabilistic (dependent on equal chance) or non-probabilistic (not dependent on equal chance). In this study, the teachers were sampled using cluster sampling technique which is a probability method while the headteachers, deputies and directors of studies were purposely sampled (non-probability method).

3.4. Data Collection Methods and Tools

3.4.1. Data Collection Methods

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes (Kothari, 2006). In order to collect qualitative and quantitative data, the following data collection methods were used: questionnaire and face-face interviews.

3.4.2. Data Collection Instruments

The data collection instruments included the self-administered questionnaire and the interview schedule as explained in the next sub-sections.

3.4.2.1. Questionnaire

A questionnaire is an instrument that is structured to collect quantitative data in a systematic fashion (Amin, 2005). The questionnaires were pre-coded basing on a four-point likert scale (Strongly Disagree = 1; Disagree = 2; Agree = 3; and Strongly Agree = 4). The respondents were required to indicate their opinion by ticking any one alternative of the likert scale. In this study, close-ended structured self-administered questionnaires were used to collect data from the deputy headteachers and teachers. Self-administered questionnaires were used because apart from being easier to administer, they are also more reliable and easier to analyze (Amin, 2005).

3.4.2.2. Interview Schedule

An interview schedule is a data collection instrument that requires the researcher (interviewer) to interface with the respondent (interviewee) for a few minutes (Saunders, Lewis and Thorn hill, 2009). The instrument contains a set of items that the interviewer asks the participant to orally answer. It is used to collect qualitative data from key informants (Kothari, 2006) and in this study; it was used to collect data from the headteachers.

3.5. Quality Control

The instruments of data collection in this study were assessed for quality in terms of validity and reliability to ensure dependability of the results of the study.

3.5.1. Validity

Validity has to do with whether the instrument is measuring what it is intended to measure (Kothari, 2006). In this study, validity of the instrument was assessed through consultation and rating of the items and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. CVI will be computed from a formula;

$$CVI = \frac{VR + R}{K};$$

Where VR is for Very Relevant, R for Relevant and K is for total number of items in the instrument.

Table 3.1: Validity of the Instruments of Data Collection

Raters	No. of Items rated VR	No. of Items rated R	Summation of VR and R	No. of Items in Instrument	Computed CVI
Judge One	12	23	35	40	0.875
Judge Two	11	22	33	40	0.825
Overall	23	45	68	80	0.85

Source: Primary data (2023)

The result from the computation of CVI were interpreted according to George and Mallery (2003) scale (1 - 0.9 = Excellent; 0.8 — 0.89 = Good; 0.70 — 0.79 = Acceptable; 0.60 — 0.69 = Questionable; 0.50 — 0.59 = Poor; and 0.0 — 0.5 = Unacceptable). given the result of the CVI being 0.85 and according to George and Mallery (2003) scale, the questionnaire was considered to have had good validity.

3.5.2. Reliability

Reliability refers to the extent to which data collection techniques or analysis procedures yield consistent findings (Kothari, 2006). The reliability of the instrument was determined through piloting the questionnaire. The Statistical Package for Social Sciences (SPSS) was used to compute the correlation coefficient that indicates the degree of reliability. The result from the computation of reliability was also interpreted according to George and Mallery (2003) scale. The results of the reliability coefficient are presented in Table 3.2.

Table 3.2: Reliability Coefficients (α) of the Instruments

Section of Instrument	Chronbach's Alpha
Strong Directive Management Strategy	0.812
Tight Control Management Strategy	0.791
Close Supervision Management Strategy	0.773
Retention of Teachers in Private Schools	0.856
Overall Chronbach Alpha (α)	0.808

Source: Primary data (2023)

From the results in Table 3.2, the overall Chronbach Alpha (α) value which was the measure of the level of reliability of the self-administered questionnaire was 0.808. Like in the case of validity, the alpha value was interpreted basing on the George et al (2003) scale as good reliability. Therefore, the self-administered questionnaire was used without any further modification since the test revealed acceptable level of reliability (Marees et al., 2018).

3.5.3. Validity and reliability for the qualitative instrument.

According to Nowell et al (2017) as cited in Morse, (2015), to establish the trustworthiness of the qualitative data collection tool, the researcher consulted with the supervisors and colleagues to ascertain the credibility and the dependability of the interview guide.

3.6. Data Analysis

Data analysis is the manipulation of raw data collected from the field to produce meaningful information (Kothari, 2006). The Statistical Package for Social Scientists (SPSS) was used to compute descriptive statistics (frequencies, percentages, and means) and inferential statistics (a regression) of the responses in each objective. The general themes were generated using content analysis. The data were then presented in simple, easy to understand statistical representations which included tables.

3.7. Ethical Considerations

In accordance with standard research ethical requirements, a letter of introduction from Uganda Christian University was presented to the management of Manafwa District as an introduction to seek for permission to conduct research in the private secondary schools in the district. The headteachers were then introduced the researcher; and thereafter, discussions were expedited to harmonize the data collection process. The researcher sought consent from the participants and respondents before data collection. The nature and purpose of the study was explained to the respondents by the researcher. A number of ethical issues were considered while carrying out this study. Among these included upholding the principles of beneficence, confidentiality, honesty and integrity.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0. Introduction

This chapter presents the analyses, interpretation of findings on the study of head teachers application of Theory X management strategies and retention of qualified teachers in private secondary schools in Manafwa district. The chapter presents findings on the respondents demographic characteristics and empirical findings on each objective of the study.

4.1. Response Rate

It is normally prudent to report on the response rate of a given study.

Response rate or return rate in study refers to the number of people who actually participated in the study divided by the number of people in the sample (Aday, 1996). This is because, often times, the number of people in the study sample may not eventually participate in the study for reasons such as attrition or otherwise. Therefore, it is normally prudent to ensure that before delving into the analysis of data collected, an assessment of the response rate is done. Table 4.1 presents the results of the response rate during the study.

Table 4.1: Response Rate

Category of respondents	Targeted	Participated	Percent (%)
Headteachers	10	08	80.0
Deputy Headteachers	10	08	80.0
Teachers	169	165	97.6
Overall	189	181	95.7

Source: Primary data (2023)

In this study, the respondents targeted were 189 and only 181 finally participated in the provision of data for the study. Therefore, the overall response rate was 181 divided by 189 multiplied by 100 giving 95.7%. this was considered a good response rate as provided by Creswell (2014).

4.2. Demographic Data of Respondents

A lot of data relating to the demographic characteristics of the respondents was collected and analyzed. This is presented in the following sub-sections.

4.2.1. Distribution of Respondents by Gender

The deputy headteachers and the teachers who participated in the study were both male and female persons who were under the service of headteachers who applied Theory X management strategies on qualified teachers in private secondary schools in the district. Table 4.2 presents the gender proportions of the deputy headteachers and teachers that participated in the study.

Table 4.2: Distribution of Respondents by Gender

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Male	120	69.4	69.4	69.4
Female	53	30.6	30.6	100.0
Total	173	100.0	100.0	

Source: Primary data (2023)

From Table 4.2, it was found out that 69.4% ($^{120}/_{173}$) of the respondent deputy headteachers and teachers were males while 30.6% ($^{53}/_{173}$) of them were females. This indicates that more males were employed in the private secondary schools in Manafwa District. The distribution of deputy headteachers and teachers in the private secondary schools in Manafwa represents a ratio of approximately 2:1 of male to female teachers in the private secondary schools in Manafwa District. In other words, for every two male teachers, there was one female teacher in the private secondary schools in Manafwa District. The ratio of male to female teachers from the District Education Office in Manafwa (2023), also showed a similar proportion of male to female teachers in the private secondary schools in the district. The implication is that the proportion of male to female teachers used in the study was representative of the real

population of the teachers in the field. Therefore, the findings of this study can be generalized to the entire population of the teachers in the private secondary schools in Manafwa District.

4.2.2. Age-Bracket of Respondents

The respondent deputy headteachers and teachers in the study were of various age groups ranging from under 25 to over 55 years and their distribution is presented in Table 4.3.

Table 4.3: Distribution of Respondents by Age Bracket

Age Bracket	Frequency	Percent	Valid Percent	Cumulative Percent
25-34	17	9.8	9.8	9.8
35-44	51	29.5	29.5	39.3
45-54	54	31.2	31.2	70.5
55 +	51	29.5	29.5	100.0
Total	173	100.0	100.0	

Source: Primary data (2023)

The findings in Table 4.3 revealed that 9.8% ($17/173$) of the respondent deputy headteachers and teachers were in the age bracket of 25-34 years of age while 29.5% ($51/173$) of them were in the age bracket of 35-44 years of age. Another 31.2% ($54/173$) of them were in the age bracket 45-54 years of age while another 29.5% of them were in the age bracket above 55 years of age. This implies that most of the deputy headteachers and teachers who participated in the study were mature teachers in their prime years of service. This means that the data they provided can be relied on with respect to application of theory X management strategies in the private secondary schools in Manafwa District.

4.2.3. Level of Education of Respondents

The respondent deputy headteachers and teachers who participated in the study had attained various levels of education as presented in Table 4.4.

Table 4.4: Distribution of Respondents by Level of Education

<i>Level of Education</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Diploma	101	58.4	58.4	58.4
Degree	64	37.0	37.0	95.4
Masters	8	4.6	4.6	100.0
Total	173	100.0	100.0	

Source: Primary data (2023)

The findings in Table 4.4, revealed that 58.4% ($101/173$) of the respondent deputy headteachers and teachers in the private secondary schools under study had diplomas in education while 37.0% ($64/173$) of them had degrees in education. A small proportion of the respondent deputy headteachers and teachers (4.6% - $8/173$) in the private secondary schools in the district had masters degrees in education. This implied that most of the respondent deputy headteachers and teachers in the private secondary schools in Manafwa District have not responded to the new policy guidelines (i.e., the National Teacher Policy - NTP)—which requires all teachers to have a minimum of a degree in order to teach as stipulated by the Ministry of Education and Sports (MoES). Currently, many teachers across the country are engaged in furthering their educational qualifications as required by the National Teacher Policy (NTP, 2018). The distribution of the deputy headteachers and teachers by their education qualifications implied that all of them were fewer deputy headteachers and teachers in the private secondary schools in Manafwa District that are qualified to teach in the secondary schools. However, it is taken that the data they provided about this study is reliable since the same respondents had been in the system of the secondary schools and had knowledge of what the headteachers were doing.

4.2.4. Marital Status of Respondents

The respondent deputy headteachers and teachers were either married, single or separated in terms of marital status. Table 4.5 presents the distribution of the respondent deputy headteachers and teachers in the private secondary schools under study by marital status.

Table 4.5: Distribution of the Respondents by Marital Status

<i>Marital Status</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Married	103	59.5	59.5	59.5
Single	35	20.2	20.2	79.8
Separated	35	20.2	20.2	100.0
Total	173	100.0	100.0	

Source: Primary data (2023)

The findings in Table 4.5 showed that majority (59.5% - $103/173$) of the respondent deputy headteachers and teachers in the private secondary schools in Manafwa District were married. However, 20.2% ($35/173$) of them respectively were single and separated. Married people are often more responsible than the single. Therefore, it implies that most of the respondent deputy headteachers and teachers who participated in this study were responsible people and the data they provided can be relied on in making conclusions about the study. The next sub-sections of this chapter now present the empirical findings for each objective of study.

4.3. Strong Directive Management Strategy and Retention of qualified Teachers in the Private Secondary Schools in Manafwa District

Objective one of this study sought to establish the effect of head teachers application of strong directive management strategy on retention of qualified teachers in private secondary schools in Manafwa district. For this objective, retention of qualifies teachers was the dependent construct while the strong

directive management strategy was the independent construct. Therefore, in order to establish the effect, descriptive statistics on the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables.

4.3.1. Retention of Qualified Teachers in the Private Secondary Schools

The self-administered questionnaires for the respondent deputy headteachers and teachers had 10 items on retention of qualified teachers in the private secondary schools in Manafwa District. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses in terms of percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.6.

Table 4.6: Descriptive Statistics on Retention of Qualified Teachers in the Private Secondary Teachers in Manafwa District.

<i>Retention of Qualified Teachers in the Schools</i>	<i>SD (%)</i>	<i>D (%)</i>	<i>A (%)</i>	<i>SA (%)</i>	<i>Mean</i>	<i>Std. Dev</i>
The proportion of qualified teachers that are retained per term is small	11.0	0.6	39.3	49.1	3.27	.933
The proportion of teachers that are retained by end of year is small	11.0	00	39.9	49.1	3.27	.928
Most teachers prefer to leave after working for a short time	10.4	00	30.6	59.0	3.38	.930
The teachers prefer short-time contracts to long-term contracts	11.0	00	30.1	59.0	3.37	.947
Very few teachers show loyalty to the school	11.0	9.8	49.7	29.5	2.98	.915
Very few teachers work for more than two years	11.0	9.2	40.5	39.3	3.08	.961
Some teachers request for transfer before end on one academic year	11.0	0.6	39.3	49.1	3.27	.933
The morale to continue working with the school is low among teachers	11.0	00	39.9	49.1	3.27	.928
The overall teacher turnover rate is high in this school	10.4	00	30.6	59.0	3.38	.930
Some teachers leave the school voluntarily	11.0	00	30.1	59.0	3.37	.947
Overall Mean					3.26	

Source: Primary data (2023)

Legend for Interpretation of Overall Mean Values

Rating	Mean Values	Interpretation
4. <i>Strongly Agree</i>	3.01-4.0	<i>High Teacher Retention</i>
3. <i>Agree</i>	2.01-3.0	<i>Moderate Teacher Retention</i>
2. <i>Disagree</i>	1.01-2.0	<i>Low Teacher Retention</i>
1. <i>Strongly Disagree</i>	0.00-1.0	<i>Very Low Teacher Retention</i>

From the findings in Table 4.6, it was revealed that 49.1% of the respondent deputy headteachers and teachers in the private secondary schools under study indicated that they strongly agreed that the proportion of qualified teachers that were retained per term was small. Another 39.3% of them agreed that the proportion of qualified teachers that were retained per term was small. However, at least 11.0% of them strongly disagreed as another 0.6% of them disagreed that the proportion of qualified teachers that were retained per term was small. This implies that in some private secondary schools, the proportion of qualified teachers retained was small while in others, it was big. The findings further showed that 49.1% of the respondent deputy headteachers and teachers strongly agreed as another 39.9% of them agreed that the proportion of qualified teachers that were retained by end of year was small. On the other hand, 11.0% of them strongly disagreed that the proportion of qualified teachers that were retained by end of year was small. This again implied that in most of the private secondary schools in Manafwa District, the proportion of qualified teachers that were retained by end of year was indeed small. It therefore, means that retention of qualified teachers in the private secondary schools was low.

The findings also revealed that 59.0% of the respondents strongly agreed while 30.6% of them agreed that most qualified teachers prefer to leave after working for a short time. However, at least 10.4% of them strongly disagreed that most qualified teachers prefer to leave after working for a short time. This implies that in most of the schools retention of qualified teachers after working for a short time was small.

The findings in Table 4.6 further revealed that majority (59.0%) of the respondent deputy headteachers and teachers strongly agreed as 30.1% of them agreed that the qualified teachers preferred short-time contracts to long-term contracts. However, at least 11.0% of them strongly disagreed that the qualified teachers preferred short-time contracts to long-term contracts. This further implied that the qualified teachers preferred short-term contracts than long-term contracts. This was perhaps to ensure that they do not get trapped in poor management. It means that once the qualified teachers sense that management is oppressive or otherwise, they can leave after a short time. The findings also indicated that 29.5% of the respondents strongly agreed as another 49.7% of them agreed that very few qualified teachers showed loyalty to the school administration or headteacher. However, at least 11.0% of them strongly disagreed while 9.8% of them disagreed that very few qualified teachers showed loyalty to the school administration or headteacher. This implied that most of the qualified teachers in the private secondary schools in Manafwa District were not committed to the schools. This means that in event of any challenges, they could leave implying low retention chances for the qualified teachers.

Similarly, 39.3% of the respondents strongly agreed while 40.5% agreed that very few qualified teachers worked for more than two years. However, at least 11.0% of the respondents strongly disagreed as another 9.2% of them disagreed that very few qualified teachers worked for more than two years. This implies that most of the qualified teachers in the private secondary schools in Manafwa District did not work for more than two years in one school. This again is a reflection of low retention of the qualified teachers in the private secondary schools in Manafwa District.

The findings also revealed that 49.1% of the respondents strongly agreed as 39.3% of them agreed that some qualified teachers requested for transfers

before end on one academic year. On the contrary, at least 11.0% of them strongly disagreed and another 0.6% of them disagreed that some qualified teachers requested for transfer before end on one academic year. Once again, this implied that most qualified teachers could not be retained in the private secondary schools in Manafwa District for a long time.

The findings in Table 4.6 also showed that 49.1% of the respondents strongly agreed that the morale of qualified teachers to continue working with the private secondary schools was low. Another 39.9% of the respondent deputy headteachers and teachers acknowledged that the morale to continue working with the private secondary schools in Manafwa District was low among the qualified teachers. However, at least 11.0% of the respondents strongly disagreed that the morale to continue working with the private secondary schools was low among qualified teachers. This again implied that the morale to continue working with the private secondary schools was low. However, this may not mean that they had to leave the schools. Having low morale is one thing but actually leaving is another.

Finally, the findings revealed that 59.0% of the respondents strongly agreed that the overall qualified teacher turnover rate was high in the private secondary schools and another 59.0% also strongly agreed that the qualified teachers left the private schools voluntarily. Another 30.6% of the respondents agreed that the overall qualified teacher turnover rate was high in their schools while 30.1% of them acknowledged that they qualified teachers left the private schools voluntarily. Only a small proportion of the respondents disagreed in this regard. This implies that the qualified teachers always took voluntary decisions to leave the schools and perhaps not necessarily because of headteachers management strategies. The overall mean for all the items on qualified teacher retention was 3.26 and according to the legend, this implied that qualified teacher retention in the private secondary schools in Manafwa District was actually high.

This can be supported with data from the face-to-face interviews with the headteachers of the private secondary schools in Manafwa District. For instance, during the face-to-face interviews with the respondent headteachers of the private secondary schools in Manafwa District, it was generally revealed that the qualified teachers were rather unstable.

In a face-to-face interview with one of the headteachers of the private secondary schools in Manafwa District (R-HT-01), he said:

“Most of the qualified teachers in the private secondary schools often request for transfers after a short period of time. However, in most cases they would not really be serious about it and they later drop the idea of transfer. So, they remain serving the private schools. This explains the high retention.”

In another face-to-face interview, another headteachers (R-HT-02) said:

“It is true that the qualified teachers did not wish to sign long-term contracts because they felt they would be held up in the private schools for long time. However, after each short-term contract, the same teachers would continue to renew their contracts. At the end, the qualified teachers end up staying longer than they anticipate.”

Another headteacher (R-HT-03) said:

“The qualified teachers are always wishing to join government. However, government takes long to advertise and even when they do, the process of recruitment of qualified teachers into service is always slow and marred with corruption. So most qualified teacher end up being left and continue to serve in the private secondary schools.”

Yet in another face-to-face interview, another headteacher of a private secondary school in Manafwa District (R-HT-07) said:

“In some private secondary schools, irrespective of the headteacher management strategies applied, some qualified teachers have been retained for a very long time because they cannot get into the government schools. ”

Generally, it can be observed that the qualified teachers have remained wanting to leave and go to other schools or joining government secondary schools but it has not been very possible. Therefore, they have had to stay and continue serving the private secondary schools in the district.

4.3.2. Strong Directive Management Strategy

The independent construct in objective one was headteachers application of strong directive management strategy in school administration. The self-administered questionnaires for the respondent deputy headteachers and teachers had 10 items on application of the strong directive management strategy. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses in terms of percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.7.

Table 4.7: Descriptive Statistics on Headteachers Application of Strong Directive Management Strategy in Schools

<i>Strong Directive Management Strategy</i>	<i>SD %</i>	<i>D %</i>	<i>A %</i>	<i>SA %</i>	<i>Mean</i>	<i>Std. Dev</i>
The headteacher of this school always gives strict instructions to teachers	68.8	31.2	00	00	1.31	.465
The headteachers follows a strict schedule of tasks performed by the teachers	59.5	40.5	00	00	1.40	.492
The headteacher always adheres to set guidelines for every activity	89.6	9.8	0.6	00	1.11	.332

The activities in school are managed on set timelines that each teacher must adhere to	00	20.2	68.2	11.6	2.91	.559
The headteachers makes forceful decisions without consideration of teachers	20.2	39.3	20.2	20.2	2.40	1.028
The headteachers insists that teachers have to adhere to set deadlines	11.0	79.2	9.8	00	1.99	.457
The headteachers imposes decisions to the teachers	20.8	49.7	19.1	10.4	2.19	.885
There is little involvement of teachers in the decision-making process in the school	30.6	39.3	20.2	9.8	2.09	.948
The headteachers decisions must be taken seriously	30.6	49.7	19.1	0.6	1.90	.716
The headteachers punishes lazy teachers that do not do what is desirable	30.1	39.9	19.7	10.4	2.10	.953
Overall Mean					1.94	

Source: Primary data (2023)

Legend for Interpretation of Overall Mean Values

<i>Rating</i>	<i>Mean Values</i>	<i>Interpretation</i>
4. <i>Strongly Agree</i>	3.01-4.0	HT mainly uses strong mgt strategy
3. <i>Agree</i>	2.01-3.0	HT often uses strong mgt strategy
2. <i>Disagree</i>	1.01-2.0	HT sometimes uses strong mgt strategy
1. <i>Strongly Disagree</i>	0.00-1.0	HT Rarely uses strong mgt strategy

From the findings in Table 4.7, it was revealed that majority (68.8%) of the respondent deputy headteachers and teachers in the private secondary schools under study indicated that they strongly disagreed while 31.2% of them disagreed that the headteacher of the school always gave strict instructions to teachers. This implied that the headteachers of the private secondary schools in Manafwa District did not always give strong directive instructions to the teachers. The findings of the study further revealed that 59.5% of the respondents strongly disagreed as 40.5% of them disagreed that the headteachers followed a strict schedule of tasks performed by the teachers. This also implied that the headteachers in the private secondary schools in Manafwa District did not follow strict schedule of tasks.

The findings also showed that 89.6% of the respondent deputy headteachers and teachers strongly disagreed as another 9.8% of them disagreed that the

headteachers always adhered to set guidelines for every activity. However, only 0.6% of the respondents agreed that the headteachers always adhered to set guidelines for every activity. This implied that save for a few headteachers in the private secondary schools, the rest of them always adhered to set guidelines for every activity.

On the other hand, the findings revealed that 68.2% of the respondent deputy headteachers and teachers agreed while 11.6% of them strongly agreed that the activities in schools were managed on set timelines that each teacher must adhere to. At least 20.2% of the respondents disagreed that the activities in schools were managed on set timelines that each teacher must adhere to. This implied that in most of the private secondary schools in Manafwa District, the headteachers set timelines for the various activities and the teachers had to adhere to the set timelines in executing the activities.

The findings in Table 4.7 also revealed that 20.2% of the respondent deputy headteachers and teachers strongly disagreed as 39.3% of them disagreed that the headteachers made forceful decisions without consideration of teachers. However, at least 20.2% of them agreed while another 20.2% of them strongly agreed that the headteachers made forceful decisions without consideration of teachers. This implied that the headteachers in most of the private secondary schools in Manafwa District made forceful decisions without consideration of the teachers; a significant proportion of them also considered the teachers views before making decisions in the schools.

Furthermore, the findings of the study indicated that 79.2% of the respondents disagreed while 11.0% of them strongly disagreed that the headteachers insisted that teachers had to adhere to set deadlines. On the other hand, at least 9.8% of the respondents agreed that the headteachers insisted that teachers had to adhere to set deadlines. This implied that in most of the private secondary schools, the headteachers insisted that teachers had to

adhere to set deadlines. This means that there was strictness in the management of activities in the schools.

The findings in Table 4.7 also showed that 20.8% of the respondent deputy headteachers strongly disagreed while 49.7% of them disagreed that the headteachers imposed decisions to the teachers. However, at least 19.1% of the respondents agreed while 10.4% of them strongly agreed that the headteachers imposed decisions to the teachers. This implied that most of the headteachers did not impose decisions to the teachers; rather, it was only a small proportion of the headteachers that imposed decisions to the teachers. Furthermore, the findings revealed that 30.6% of the respondent deputy headteachers and teachers strongly disagreed as another 39.3% of them disagreed that there was little involvement of teachers in the decision-making process in the schools. On the other hand, 20.2% of the respondents agreed as another 9.8% of them strongly agreed that there was little involvement of teachers in the decision-making process in the schools. This implied that in only few of the private secondary schools in Manafwa District, there was little involvement of teachers in the decision-making process in the schools. In other words, in most of the schools, there was more involvement of the teachers in the decision-making processes.

The findings also indicated that 30.6% of the respondents strongly disagreed while 49.7% of them disagreed that the headteachers decisions had to be taken seriously. However, at least 19.1% of the respondents agreed as another 0.6% of them strongly agreed that the headteachers decisions had to be taken seriously. This implied that in most cases, the headteachers decisions did not have to be taken seriously. Finally, the findings showed that 30.1% of the respondent deputy headteachers and teachers strongly disagreed while 39.9% of them disagreed that the headteachers punished lazy teachers that did not do what was desirable. On the other hand, 19.7% of the respondents agreed

while 10.4% of them strongly agreed that the headteachers punished lazy teachers that did not do what was desirable. This implied that most of the headteachers in the private secondary schools in Manafwa District actually punished lazy teachers who did not do what was desirable. The overall mean for all the items on application of the strong directive management strategy was 1.94. Therefore, according to the legend at the bottom of Table 4.7, it implied that in most of the private secondary schools in Manafwa District, the headteachers sometimes applied the strong directive management strategy.

Data from the face-to-face interviews with the headteachers of the various secondary schools in Manafwa District were closely related to the descriptive findings. For instance, in one of the face-to-face interviews, one headteacher (R-HT-01) said;

“For the time I have been headteacher, I always apply a mixture of management strategies in running the school. However, I only sometimes use the strong directive management strategies. This is because it is rather an iron-handed type of strategy and often affects the people you work with negatively. Actually, some teacher resent the use of strong directive management strategy.”

Another headteacher (R-HT-06) also said;

“For me I rarely use the strong directive management strategy because some time back it caused a strike among staff. So, I try to use a blend of management strategies as these accommodate everybody. Some people prefer close supervision, others can work on their own while others prefer tight controls.”

On the whole, data from the face-to-face interviews showed that the strong directive management strategy was only seldom used by the majority of the

headteachers in the private secondary schools in Manafwa District. Additionally, data from the headteachers revealed that most of them were experiencing a relatively high rate of attrition meaning that retention of qualified teachers in the private secondary schools in Manafwa District was low. However, the headteachers acknowledged that application of the strong directive management strategy has a significant effect on retention of qualified teachers. They even explained that as headteachers they have to keep engaging the qualified teachers with some incentives to retain them in them because they are always on the move.

4.3.3. Relatedness of Application of Strong Directive Management Strategy and Retention of Qualified Teachers in Private Secondary Schools in Manafwa District

Since objective one of this study sought to establish the effect of headteachers application of the strongly directive management strategy on retention of qualified teachers in private secondary schools in Manafwa District. It was necessary to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is always good to ascertain their relatedness. Therefore, the results in Table 4.8 show the relatedness of the data from the application of the strong directive management strategy and retention of qualified teachers in private secondary schools in Manafwa District.

Table 4.8: Relatedness of Strong Directive Management Strategy to Retention of Qualified Teachers in Private Secondary Schools in Manafwa

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	1.958	.171		11.426	.000
	Strong Directive Management Strategy	.690	.085	.529	8.154	.000

a. Dependent Variable: Retention of Teachers in the Schools

The results in Table 4.8 indicated a significance value (Sig) of .000 implying that application of strong directive management strategy and retention of qualified teachers in private secondary schools in Manafwa District were significantly related to each other.

4.3.4. Regression Analysis

In order to determine the effect of headteachers application of strong directive management strategy on retention of qualified teachers in the private secondary schools in Manafwa District, a linear regression was run using the transformed overall means in Tables 4.7 (i.e., 1.94) for application of the strong directive management strategy and 4.6 (i.e., 3.26) for retention of qualified teachers in the private secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis are presented in the following tables below.

Table 4.9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.529 ^a	.280	.276	.794

a. Predictors: (Constant), Strong Directive Management Strategy

The results in Table 4.9, revealed that the R square value, which is the coefficient of determination was .280 which can be converted to percent (.280 x 100) giving 28.0%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of the strong directive management strategy accounted for 28.0% of retention of qualified teachers in the private secondary schools in Manafwa District. This means that for every unit application of strong directive management strategy, only 28.0% of the qualified teachers would be retained in the private secondary schools in

Manafwa District. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table 4.10 were considered.

Table 4.10: Effect of Application of Strong Directive Management Strategy on Retention of Qualified Teachers in the Private Secondary Schools in Manafwa District (ANOVA)

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	41.928	1	41.928	66.483	.000 ^b
	Residual	107.841	171	.631		
	Total	149.769	172			

a. Dependent Variable: Retention of Teachers in the Schools

b. Predictors: (Constant), Strong Directive Management Strategy

The data in Table 4.10 revealed that the significance (Sig) value from respondent deputy headteachers and teachers data was found to be .000 which was less than 0.05 (the standard). Therefore, at .280; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of strong directive management strategy has a strong significant effect on retention of qualified teachers in the secondary schools in Manafwa District.

4.3.5. Qualitative Data from Interviews with Key Informants

Data from the face-to-face interviews with the respondent headteachers was in agreement with the descriptive and inferential statistics. For instance, one of the respondent headteacher (R-HT-03) said;

“To the best of my knowledge and experience as a headteacher, application of strong directive management strategy in a school setting has a strong and significant effect on teachers and students alike. Sometimes teachers who are not committed or determined will prefer to leave thereby reducing on retention of qualified teachers in the school. ”

Another respondent headteacher (R-HT-02) said;

“Human beings are affected by the style of management one uses in the school management process. My experience confirms this and I know that application of strong directive management strategy has a significant effect on retention of qualified teachers in any secondary school. This is irrespective of whether the school is private or government.”

Generally, most of the headteachers acknowledged that application of strong directive management strategy significantly accounts for low retention of qualified teachers in the private secondary schools in Manafwa District.

4.3.6. Data from Document Analysis

Data gathered from the documents in the private secondary schools in Manafwa District revealed that almost every school had lost a significant proportion of qualified teachers. The staff lists showed names that kept disappearing from one term to the other and appearance of new names of other teachers replacing those who left. One headteacher explained that the qualified teachers are always seeking to join government and once there is opportunity, the headteachers cannot block them.

4.4. Tight Control Management Strategy and Retention of Qualified Teachers in the Private Secondary Schools in Manafwa District

Objective two of the study sought to establish the effect of head teachers application of tight control management strategy on retention of qualified teachers in private secondary schools in Manafwa district. For this objective, retention of qualified teachers was the dependent construct while the tight control management strategy was the independent construct. Therefore, in

order to establish the effect, descriptive statistics on the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the transformed overall values (means) of the two variables. Since the descriptive statistics for retention were presented in Table 4.6, they do not have to be repeated.

4.4.1. Tight Control Management Strategy

The independent construct in objective two was headteachers application of the tight control management strategy in school administration. The self-administered questionnaires for the respondent deputy headteachers and teachers had 10 items on application of the tight control management strategy. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses in terms of percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.11.

Table 4.11: Descriptive Statistics on Application of Tight Control Management Strategy in Private Secondary Schools in Manafwa District

<i>Tight Control Management Strategy</i>	<i>SD %</i>	<i>D %</i>	<i>A %</i>	<i>SA %</i>	<i>Mean</i>	<i>Std. Dev</i>
The headteacher always insists of specific way of working in the school	0.6	40.5	9.8	49.1	3.08	.959
The headteachers is reluctant to change decisions anyhow	20.8	69.9	9.2	00	1.88	.537
The headteacher insists on time on task for every school activity	50.9	9.8	39.3	00	2.28	1.420
The headteacher presides on every activity for consistence in results	30.1	59.5	0.6	9.8	1.90	.833
Every one ought to follow the stated procedures by the headteacher	00	41.0	49.1	9.8	2.69	.643
The headteacher emphasizes results for every school activity	00	49.7	30.1	20.2	2.71	.785
The headteachers restricts contrary actions by teachers	00	40.5	50.3	9.2	2.69	.634
The headteacher ensures that every teacher maintains focus of stated ideals	00	50.3	19.7	30.1	2.80	.876

The headteacher always insists on set standard of working	00	19.7	20.2	60.1	3.40	.799
The headteacher ensures that deviations from the norm are not permissible	00	00	50.3	49.7	3.50	.501
Overall Mean					2.80	

Source: Primary data (2023)

Legend for Interpretation of Overall Mean Values

Rating	Mean Values	Interpretation
4. <i>Strongly Agree</i>	3.01-4.0	HT mainly uses tight control mgt strategy
3. <i>Agree</i>	2.01-3.0	HT often uses tight control mgt strategy
2. <i>Disagree</i>	1.01-2.0	HT sometimes uses tight control mgt strategy
1. <i>Strongly Disagree</i>	0.00-1.0	HT Rarely uses tight control mgt strategy

From the findings in Table 4.11, it was revealed that 49.1% of the respondent deputy headteachers and teachers in the private secondary schools under study indicated that they strongly agreed while 9.8% of them agreed that the headteachers always insisted of specific way of working in the schools.

However, 40.5% of the respondents disagreed while 0.6% of them strongly disagreed that the headteachers always insisted of specific way of working in the schools. This implied that in most of the private secondary schools in Manafwa District, the headteachers always insisted on some specific way of working. This situation is typical of application of the theory X management.

The findings further showed that 69.9% of the respondent deputy headteachers and teachers disagreed while 20.8% of them strongly disagreed that the headteachers in the private secondary schools in Manafwa were reluctant to change decisions anyhow. However at least 9.2% of the respondents agreed that the headteachers were reluctant to change decisions anyhow. This implied that most of the headteachers did not change decisions anyhow; they were rather rigid with the way they made any changes of existing policies or procedure in the schools.

Furthermore, the findings revealed that 50.9% of the respondents strongly disagreed while 9.8% of them disagreed that the headteachers in the private secondary schools in Manafwa District always insisted on time on task for every

school activity. However, 39.3% of them agreed that the headteachers in the private secondary schools in Manafwa always insisted on time on task for every school activity. This implied that while in most cases the headteachers never insisted on time on task, there were a good proportion of the headteachers who always insisted. This is typical of tight control management strategy.

Similarly, the findings revealed that 59.5% of the respondents disagreed while 30.1% of them strongly disagreed that the headteachers in the private secondary schools in Manafwa District presided on every activity for consistence in results. However, at least 9.6% of them strongly agreed with another 0.6% strongly agreeing that the headteachers presided on every activity for consistence in results. This implied tight marking or monitoring of activities which is typical of tight control management strategy.

The findings also showed that 49.1% of the respondent deputy headteachers and teachers agreed while 9.8% of them strongly agreed that everyone in the private secondary schools in Manafwa District ought to follow the stated procedures by the headteacher. This implies tight control or strictness in management. However, 41.0% of the respondents disagreed to this effect; meaning that some of the headteachers in the private secondary schools in Manafwa District were not that strict or did not exercise tight controls management in some cases.

The study findings further revealed that 49.7% of the respondents disagreed that the headteachers in the private secondary schools in Manafwa District emphasized results for every school activity. However, 30.1% of them agreed while 20.2% of them strongly agreed that the headteachers emphasized results for every school activity. This implied tight controls by most of the headteachers of the private secondary schools in the district. Similarly, 50.3% of the respondents agreed while 9.2% of them strongly agreed that the headteachers in the private secondary schools restricted contrary actions by

teachers. However, some significant proportion (40.5%) disagreed in this regard. This implied that majority of the headteachers of the private secondary schools in Manafwa District exercised appreciable tight controls. The findings also revealed that 50.3% of the respondent deputy headteachers and teachers disagreed that the headteachers of the private secondary schools in Manafwa District ensured that every teacher-maintained focus of stated ideals. However, 19.7% of the respondents agreed while 30.1% of them strongly agreed that the headteachers in the private secondary schools in the district ensured that every teacher-maintained focus of stated ideals. This implied that almost same proportions of headteachers exercised tight control management strategy in the private secondary schools.

Similarly, the findings showed that only 19.7% of the respondents disagreed that the headteachers always insisted on set standard of working. However, 20.2% of the respondents agreed while majority (60.1%) of them strongly agreed that the headteachers of the private secondary schools in Manafwa District always insisted on set standard of working. This again implied application of tight control management strategy by most of the headteachers.

Furthermore, the findings in Table 4.11 indicated that 50.3% of the respondent deputy headteachers and teachers agreed while 49.7% of them strongly agreed that the headteachers of the private secondary schools in Manafwa District ensured that deviations from the norm were not permissible. This implied that the headteachers exercised tight control management strategy in school administration. The overall mean for all the items on application of tight control management strategy was 2.80. According to the legend at the bottom of Table 4.11, this implied that most of the headteachers of the private secondary schools in Manafwa District often applied tight control management strategy in their school administration processes.

4.4.2. Relatedness of Tight Control Management Strategy and Retention of Qualified Teachers in Private Secondary Schools in Manafwa District.

Objective two of the study sought to establish the effect of headteachers application of the tight control management strategy on retention of qualified teachers in private secondary schools in Manafwa District. It was necessary to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is always good to ascertain their relatedness. Therefore, the results in Table 4.12 show the relatedness of the data from the application of the tight control management strategy and retention of qualified teachers in private secondary schools in Manafwa District.

Table 4.12: Relatedness of Tight Control Management Strategy to Retention of Qualified Teachers in Private Secondary Schools in Manafwa

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	3.762	.253		14.873	.000
Tight Control Management Strategy	-.183	.090	-.154	-2.042	.043

a. Dependent Variable: Retention of Teachers in the Schools

The results in Table 4.12 indicated a significance value (Sig) of .043 implying that application of tight control management strategy and retention of qualified teachers in private secondary schools in Manafwa District were equally significantly related to each other.

4.4.3. Regression Analysis

In order to determine the effect of headteachers application of tight control management strategy on retention of qualified teachers in the private

secondary schools in Manafwa District, a linear regression was run using the transformed overall means in Tables 4.11 (i.e., 2.80) for application of the tight control management strategy and 4.6 (i.e., 3.26) for retention of qualified teachers in the private secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis are presented in the following tables below.

Table 4.13: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.154 ^a	.024	.018	.925

a. Predictors: (Constant), Tight Control Management Strategy

The results in Table 4.13, revealed that the R square value, which is the coefficient of determination was .024 which can be converted to percent (.024 x 100) giving 2.4%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of the tight control management strategy accounted for only 2.4% of retention of qualified teachers in the private secondary schools in Manafwa District. This means that for every unit application of tight control management strategy, only 2.4% of the qualified teachers would be retained in the private secondary schools in Manafwa District. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table 4.14 were considered.

Table 4.14: Effect of Application of Tight Control Management Strategy on Retention of Qualified Teachers in the Private Secondary Schools in Manafwa District (ANOVA)

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	3.566	1	3.566	4.171	.043 ^b
	Residual	146.203	171	.855		
	Total	149.769	172			

a. Dependent Variable: Retention of Teachers in the Schools

The data in Table 4.14 revealed that the significance (Sig) value from respondent deputy headteachers and teachers data was found to be .043 which was less than 0.05 (the standard). Therefore, at .024; $p=.043 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of tight control management strategy has a very weak significant effect on retention of qualified teachers in the secondary schools in Manafwa District.

4.3.5. Qualitative Data from Interviews with Key Informants

Data from the face-to-face interviews with the headteachers of the various secondary schools in Manafwa District were closely related to the descriptive findings. For instance, in one of the face-to-face interviews, one headteacher (R-HT-01) said;

“The time I have served as headteacher, I often tight control management strategies in running the school. This is because I find it good for the lazy teachers even if I know that it is an iron-handed type of strategy and often affects the people you work with negatively. Actually, some teacher resent the use of strong directive management strategy. ”

Another headteacher (R-HT-08) also said;

“I am always hesitant to use the strong directive management strategy because most teachers dislike being handled with rigidity. So, I try to use a mixture of management strategies as these accommodate everybody. Some people prefer close supervision, others can work on their own while others prefer tight controls. ”

Generally, data from the face-to-face interviews showed that the tight control management strategy was fairly used by the majority of the headteachers in the private secondary schools in Manafwa District. Additionally, data from the headteachers revealed that most of them were experiencing a relatively high rate of attrition meaning that retention of qualified teachers in the private secondary schools in Manafwa District was low. However, the headteachers acknowledged that application of the tight controls management strategy has a weak but significant effect on retention of qualified teachers.

4.2.6. Data from Document Analysis

Documentary evidence further revealed that some of the headteachers often used tight controls and there had been complaints recorded regarding its use. In some cases, there had been evidence of riots among the teaching staff in the private secondary schools in Manafwa District. One headteacher confirmed having had a difficult time controlling the teachers who demanded that the director of the school should sack him instead of causing many qualified teachers leaving the school.

4.5. Close Supervision Management Strategy and Retention of Qualified Teachers in Private Secondary Schools in Manafwa District

Objective three of the study sought to establish the effect of head teachers application of close supervision management strategy on retention of qualified teachers in private secondary schools in Manafwa district. For this objective, retention of qualified teachers was the dependent construct while the close supervision management strategy was the independent construct. Therefore, in order to establish the effect, descriptive statistics on the constructs were first generated by use of the Statistical Package for Social Scientists (SPSS ver. 20) and then inferential statistics were generated by regressing the

transformed overall values (means) of the two variables. Since the descriptive statistics for retention were presented in Table 4.6, they do not have to be repeated.

4.5.1. Close Supervision Management Strategy

The independent construct in objective three was headteachers application of the close supervision management strategy in school administration. The self-administered questionnaires for the respondent deputy headteachers and teachers had 10 items on application of the close supervision management strategy. Each of the respondents was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each item statement. Analysis of their responses in terms of percentage, mean and standard deviation generated by use of the SPSS is presented in Table 4.15.

Table 4.15: Descriptive Statistics on Application of Close Supervision Management Strategy in Private Secondary Schools in Manafwa District.

<i>Close Supervision Management Strategy</i>	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
The headteacher keeps close check of all school activities	11.0	9.8	49.7	29.5	3.10	.299
The headteacher supports staff to do the right thing at all times	00	00	90.2	9.8	2.98	.463
The headteacher consistently tracks progress of each teacher	0.6	9.8	80.3	9.2	3.16	.892
The headteacher guides actions of the teachers in the school	11.0	00	51.4	37.6	3.27	.928
The headteacher provides clear instructions for every activity	11.0	00	39.9	49.1	3.37	.947
The headteacher pays close attention to individual teacher performance	11.0	00	30.1	59.0	2.59	.814
The headteacher monitors the actions of every teacher	11.0	28.9	50.3	9.8	3.27	.933
The headteacher ensures mistakes are corrected immediately	11.0	0.6	39.3	49.1	2.97	1.205
The headteacher emphasizes correctness of actions by the teachers	21.4	9.8	19.7	49.1	2.98	.915
The headteacher emphasizes time	11.0	9.8	49.7	29.5	3.08	.961

Source: Primary data (2023)**Legend for Interpretation of Overall Mean Values**

<i>Rating</i>	<i>Mean Values</i>	<i>Interpretation</i>
4. <i>Strongly Agree</i>	3.01-4.0	<i>HT mainly uses close supervision mgt strategy</i>
3. <i>Agree</i>	2.01-3.0	<i>HT often uses close supervision mgt strategy</i>
2. <i>Disagree</i>	1.01-2.0	<i>HT sometimes uses close supervision mgt strategy</i>
1. <i>Strongly Disagree</i>	0.00-1.0	<i>HT Rarely uses close supervision mgt strategy</i>

From the findings in Table 4.15, it was revealed that 49.7% of the respondent deputy headteachers and teachers in the private secondary schools under study indicated that they agreed while 29.5% of them strongly agreed that the headteachers kept close check of all school activities. However, at least 11.0% of the respondents strongly disagreed while 9.8% of them disagreed that the headteachers kept close check of all school activities. This implied that in most of the private secondary schools in Manafwa District, the headteachers actually kept a close check of all the activities in the schools.

The findings also showed that 90.2% of the respondents agreed while 9.8% of them strongly agreed that the headteachers in the private secondary schools in Manafwa District supported staff to do the right thing at all times. This implied close supervision which is a manifestation of theory X management style. The findings further revealed that 80.3% of the respondents agreed while 9.2% of them strongly agreed that the headteachers of the private secondary schools in Manafwa District consistently tracked progress of each teacher. This further implied application of close supervision management strategy.

Similarly, the findings in Table 4.15 revealed that 51.4% of the respondent deputy headteachers and teachers agreed as another 37.6% of them strongly agreed that the headteachers in the private secondary schools in Manafwa District guided actions of the teachers in the school. Only 11.0% of the respondents strongly disagreed. This implied that in most schools, the

headteachers guided actions of the teachers in the school. This is also a manifestation of close supervision, typical of theory X believers.

Furthermore, the findings of study showed that 39.9% of the respondents agreed while 49.1% of them strongly agreed that the headteachers in the private secondary schools in Manafwa District provided clear instructions for every activity. Only 11.0% of them strongly disagreed in this regard. This implied that majority of the headteachers in the private secondary schools in Manafwa District provided clear instructions for every activity. This further manifest close supervisory management strategy. Similarly, 59.0% of the respondents strongly agreed while 30.1% of them agreed that the headteachers in the private secondary schools in Manafwa District paid close attention to individual teacher performance. Only 11.0% of them strongly disagreed, meaning that the headteachers apply close supervision management strategy which is typical of theory X practitioners.

The study findings also revealed that 50.3% of the respondent deputy headteachers and teachers agreed while 9.8% of them strongly agreed that the headteachers in the private secondary schools in Manafwa District monitored the actions of every teacher. However, at least 28.9% of the respondents disagreed while 11.0% of them strongly disagreed that the headteachers monitored the actions of every teacher. This implied that in most private secondary schools in Manafwa District, the headteachers monitored the actions of every teacher. Once again this is typical of application of theory X in management of organizations.

The finding also showed that 49.1% of the respondents strongly agreed while 39.3% of them agreed that the headteachers in the private secondary schools in Manafwa District ensured mistakes were corrected immediately. On the other hand, only 11.0% of the respondents strongly disagreed with another 0.6% disagreeing that the headteachers of the private secondary schools

ensured mistakes were corrected immediately. Similarly, 49.1% of the respondents strongly agreed while 19.7% of them agreed that the headteachers emphasized correctness of actions by the teachers. Only 21.4% of the respondents strongly disagreed as another 9.8% of them disagreed that the headteachers in the private secondary schools in Manafwa District emphasized correctness of actions by the teachers. This implied that majority of the headteachers in the private secondary schools in Manafwa District applied elements of theory X management strategy.

Finally, the study findings revealed that 49.7% of the respondents agreed while 29.5% of them strongly agreed that the headteachers of the private secondary schools in Manafwa District emphasized time management in everything. However, only 11.0% of the respondents strongly disagreed with another 9.8% of them disagreeing that the headteachers emphasized time management in everything. This again implied that majority of the headteachers applied the theory X elements of management in their schools. The overall mean for all items on application of close supervision management strategy was 3.08 which according to the legend at the bottom of Table 4.15 meant that most of the headteachers in the private secondary schools in Manafwa District mainly used close supervision management strategy.

4.5.2. Relatedness of Close Supervision Management Strategy and Retention of Qualified Teachers in Private Secondary Schools in Manafwa District

Objective three of the study sought to establish the effect of headteachers application of the close supervision management strategy on retention of qualified teachers in private secondary schools in Manafwa District. It was necessary to generate inferential statistics that would provide an appropriate conclusion to the objective. However, before, considering the effect of one variable to another, it is always good to ascertain their relatedness. Therefore,

the results in Table 4.16 show the relatedness of the data from the application of the close supervision management strategy and retention of qualified teachers in private secondary schools in Manafwa District.

Table 4.16: Relatedness of Tight Control Management Strategy to Retention of Qualified Teachers in Private Secondary Schools in Manafwa

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	1.515	.194		7.800	.000
	Close Supervision Management Strategy	.568	.060	.585	9.439	.000

a. Dependent Variable: Retention of Teachers in the Schools

The results in Table 4.16 indicated a significance value (Sig) of .000 implying that application of close supervision management strategy and retention of qualified teachers in private secondary schools in Manafwa District were significantly related to each other.

4.5.3. Regression Analysis

In order to determine the effect of headteachers application of close supervision management strategy on retention of qualified teachers in the private secondary schools in Manafwa District, a linear regression was run using the transformed overall means in Tables 4.15 (i.e., 3.08) for application of the close supervision management strategy and 4.6 (i.e., 3.26) for retention of qualified teachers in the private secondary schools. Therefore, the extent or magnitude of effect of one variable on another as measured by the results from the model summary from the regression analysis are presented in the following tables below.

Table 4.17: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.585 ^a	.343	.339	.759

a. Predictors: (Constant), Close Supervision Management Strategy

The results in Table 4.17, revealed that the R square value, which is the coefficient of determination was .343 which can be converted to percent (.343 x 100) giving 34.3%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of the close supervision management strategy accounted for only 34.3% of retention of qualified teachers in the private secondary schools in Manafwa District. This means that for every unit application of close supervision management strategy, only 34.3% of the qualified teachers would be retained in the private secondary schools in Manafwa District. To determine whether or not such a magnitude causes a significant effect, the ANOVA results in Table 4.18 were considered.

Table 4.18: Effect of Application of Close Supervision Management Strategy on Retention of Qualified Teachers in the Private Secondary Schools in Manafwa District (ANOVA)

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	51.301	1	51.301	89.089	.000 ^b
	Residual	98.468	171	.576		
	Total	149.769	172			

a. Dependent Variable: Retention of Teachers in the Schools

b. Predictors: (Constant), Close Supervision Management Strategy

The data in Table 4.18 revealed that the significance (Sig) value from respondent deputy headteachers and teachers data was found to be .000 which was less than 0.05 (the standard). Therefore, at .343; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of close supervision management strategy has a strong significant

effect on retention of qualified teachers in the secondary schools in Manafwa District.

4.5.4. Qualitative Data from Interviews with Key Informants

Data from the face-to-face interviews with the headteachers of the various secondary schools in Manafwa District were closely related to the descriptive findings. For instance, in one of the face-to-face interviews, one headteacher (R-HT-07) said;

“I always apply a mixture of management strategies in running the school. However, I frequently use the close supervision management strategies. This is because close supervision is a supportive strategy for the teachers to do their work. Actually, most teachers prefer the close supervision management strategy.”

Another headteacher (R-HT-06) also said;

“I frequently use the close supervision management strategy because sometimes it helps teachers do their work well. So I try to use the close supervision but I also use other management strategies that are accommodated by everybody. Some people prefer close supervision, others can work on their own while others prefer tight controls.”

On the whole, data from the face-to-face interviews showed that the close supervision management strategy was used by the majority of the headteachers in the private secondary schools in Manafwa District. Although data from the headteachers revealed that most of them were experiencing a relatively high rate of attrition meaning that retention of qualified teachers in the private secondary schools in Manafwa District was low. The headteachers acknowledged that application of the close supervision management strategy has a significant effect on retention of qualified teachers.

4.5.5. Multiple Regression

In order to ascertain the overall effect of headteachers application of theory X on retention of qualified teachers in private secondary schools in Manafwa District, it was prudent to run a multiple regression of the three constructs (strong directive management strategy, tight control management strategy and the close supervision management strategy) that constitute theory X theory with the data from retention of qualified teachers. This was done using data from the respondent deputy headteachers and teachers. The results are presented in the following tables.

4.5.6. Relatedness of the Variables

The general objective of the study sought to establish the effect of headteachers application of the theory X management strategies on retention of qualified teachers in private secondary schools in Manafwa District. Therefore, it was necessary to generate inferential statistics that would provide an appropriate conclusion to the general objective. However, before, considering the effect of any variable to another, it is always good to ascertain their relatedness. Therefore, the results in Table 4.19 show the relatedness of the data from the application of the three constructs that make up theory X and retention of qualified teachers in private secondary schools in Manafwa District.

Table 4.19: Relatedness of Constructs of Theory X to Retention of Qualified Teachers in Private Secondary Schools in Manafwa

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	-.947	.272		-3.479	.001
Strong Directive Management Strategy,	.869	.059	.666	14.669	.000
Tight Control	.211	.054	.178	3.915	.000

Management Strategy, Close Supervision Management Strategy	.647	.040	.667	15.993	.000
a. Dependent Variable: Retention of Teachers in the Schools					

The results in Table 4.19 indicated significance values (Sig) of .000 for all the three constructs of theory X implying that application of the constructs of theory X management strategies were all significantly related to retention of qualified teachers in private secondary schools in Manafwa District.

4.5.7. Multiple Regression

In order to determine the overall effect of headteachers application of theory X management strategies on retention of qualified teachers in the private secondary schools in Manafwa District, a multiple regression was run using the transformed overall means in Table 4.7 (i.e. 1.94 — for strong directive strategy); Table 4.11 (i.e. 2.80 — for tight control strategy); Table 4.15 (i.e. 3.08 — for close supervision) and Table 4.6 (i.e. 3.26) for retention of qualified teachers in the private secondary schools. Therefore, the extent or magnitude of effect of all these constructs on retention of qualified teachers as measured by the results from the model summary from the regression analysis are presented in the following tables below.

Table 4.20: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.846 ^a	.715	.710	.502

a. Predictors: (Constant), Strong Directive Management Strategy, Tight Control Management Strategy, Close Supervision Management Strategy

The results in Table 4.20, revealed that the R square value, which is the coefficient of determination was .715 which can be converted to percent (.715 x 100) giving 71.5%. In other words, according to data from the respondent

deputy headteachers and teachers, headteachers application of theory X management strategies accounted for 71.5% of retention of qualified teachers in the private secondary schools in Manafwa District. This means that for every unit application of theory X management strategy, 71.5% of the qualified teachers would be retained in the private secondary schools in Manafwa District. To determine whether or not such a magnitude causes a significant effect, on the retention of qualified teachers, the ANOVA results in Table 4.21 were considered.

Table 4.21: Effect of Application of Theory X Management Strategies on Retention of Qualified Teachers in the Private Secondary Schools in Manafwa District (ANOVA)

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	107.127	3	35.709	141.525	.000 ^b
	Residual	42.642	169	.252		
	Total	149.769	172			

a. Dependent Variable: Retention of Teachers in the Schools

b. Predictors: (Constant), Strong Directive Management Strategy, Tight Control Management Strategy, Close Supervision Management Strategy

The data in Table 4.21 revealed that the significance (Sig) value from respondent deputy headteachers and teachers data was found to be .000 which was less than 0.05 (the standard). Therefore, at .715; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of theory x management strategies has a strong significant effect on retention of qualified teachers in the secondary schools in Manafwa District.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Introduction

Long-term, experienced teachers contribute significantly to the stability and growth of the school. Low teacher retention due to any reasons can be costly to management. Similarly, frequent recruitment of teachers in school disrupts the educational continuity for students. This study sought to establish the effect of headteachers application of theory X management strategies such as strong directive strategy, tight control strategy and close supervision strategy on teacher retention in private secondary schools in Manafwa District. This chapter presents a discussion of the findings of the study. The discussion has been done in accordance with the objectives of the study.

5.1. Application of Strong Directive Management Strategy and Retention of Qualified Teachers in Private Secondary Schools

Objective one of this study sought to establish the effect of headteachers application of strong directive management strategy on retention of qualified teachers in private secondary schools in Manafwa district. The study findings showed that the overall mean for all the items on application of the strong directive management strategy was 1.94. The findings also revealed that in some private secondary schools, the proportion of qualified teachers retained was small while in others, it was big. According to the legend at the bottom of Table 4.7, it implied that in most of the private secondary schools in Manafwa District, the headteachers sometimes applied the strong directive management strategy.

The findings were in agreement with aike (2020) whose study revealed that some headteachers use strong directive leadership styles which affect teachers in various ways. In his study, baike (2020) discovered that most teachers who

were affected left the schools for other places. This implies that headteacher management strategies may force their employees to quit. This is because some management strategies result into dissatisfaction of teachers and lead to attrition (Baiké, 2020). Disrespect from school headteachers is most often cited as reasons for teacher preferring to stay or leave the schools. For instance, Boyd et al. (2017) investigated the involvement of teachers in schools policy decisions and found that in New York, working conditions, particularly management encouragement is a critical factor to retain teachers.

In another study, Azuka (2019) found out that teachers in Nigerian schools who are not encouraged by their school headteachers decided to quit teaching in such schools. The implication is that teachers, like any other workers need to be well managed to ensure their continued retention in the schools for better service delivery and improved student performance.

The qualitative findings of the study also indicated that *“The qualified teachers were always wishing to join government. However, government takes long to advertise and even when they do, the process of recruitment of qualified teachers into service was always slow and marred with corruption. So most qualified teacher ends up being left and continue to serve in the private secondary schools.”* This finding corroborated well with those in a study by Buckley et al. (2015) whose findings revealed that failure to join government schools had forced teachers who would otherwise quit their service in private schools. In other words, many teachers often continue to service in the private secondary schools because they cannot access jobs in the government schools. According to Johnson et al. (2015) retention of the teachers in some schools is due to the significance of working in safe structures and properly furnished educational institutions. This implies that some teachers who would opt to leave their stations to others decide to stay

because they prefer to work in places with safe working facilities. However, many would have opted to leave because of the management strategies used by the headteachers (Johnson et al. 2015; Long et al. 2019).

According to data from the respondent deputy headteachers and teachers, headteachers application of the strong directive management strategy accounted for 28.0% of retention of qualified teachers in the private secondary schools in Manafwa District. This means that for every unit application of strong directive management strategy, only 28.0% of the qualified teachers would be retained in the private secondary schools in Manafwa District. These findings were closely in agreement those in which Sutcher, Darling-Hammond, & Carver Thomas (2016) found out that the headteacher management strategy was responsible for attrition of teachers in the United States of America. In their study, they found out that up to as many as 8% of the teacher work force left the schools, they were teaching for a variety of reasons every year (Sutcher, Darling-Hammond, & Carver Thomas, 2016).

The problem of teacher retention was also observed in other countries rather than only being seen in North America, but also in the United Kingdom, across Europe, Hong Kong, and Australia where on average 40% to 50% of novice and beginning teachers leave the profession within the first five years of teaching (Gallant & Riley, 2014). This issue, combined with the finding that fewer young people are opting to enter the field of education, means that schools and their respective districts and leaders must find ways to retain both young and quality teachers (Sutcher et al., 2016).

Furthermore, the findings of this study revealed that at $.280$; $p = .000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of strong directive management strategy has a strong significant effect on retention of qualified teachers in the secondary schools in Manafwa District. This implies that the problem of qualified teacher is a

serious one and needs to be addressed by headteachers in the secondary schools. For instance, Dillon (2019) stated that high rates of attrition (low teacher retention) pose numerous problems for schools, their districts, and most importantly, their students. In this regard, headteachers ought to carefully select the management strategies that will not lead to low teacher retention as this would call for regular recruitments which can be costly.

5.2. Application of Tight Control Management Strategy and Retention of Qualified Teachers in Private Secondary Schools

Objective two of the study sought to establish the effect of head teachers application of tight control management strategy on retention of qualified teachers in private secondary schools in Manafwa district. The findings of the study revealed that 49.1% of the respondent deputy headteachers and teachers in the private secondary schools under study indicated that they strongly agreed while 9.8% of them agreed that the headteachers always insisted of specific way of working in the schools. According to Boyd et al. (2020), use of strict or tight control management strategies has been reported in many countries and their effects can be grave to learning. According to Boyd et al. (2020) such tight control management strategies can lead to low teacher retention rates which can be disastrous. This implies that if headteachers are not careful, low teacher retention is likely increase in private secondary schools if the factors causing the low rates are not addressed.

The overall mean for all the items on application of tight control management strategy was 2.80. According to the legend at the bottom of Table 4.11, this implied that most of the headteachers of the private secondary schools in Manafwa District often applied tight control management strategy in their school administration processes. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of

the tight control management strategy accounted for only 2.4% of retention of qualified teachers in the private secondary schools in Manafwa District.

The findings further revealed that according to the respondent deputy headteachers and teachers views, at $.024$; $p=.043 < .05$. this implied that according to respondent deputy headteachers and teachers, headteachers application of tight control management strategy has a very weak significant effect on retention of qualified teachers in the secondary schools in Manafwa District. Private schools in rural districts like Manafwa which experience low teacher retention rates will eventually suffer greatly. The implication is that the headteachers in the private secondary schools need to mitigate ways to reduce the problem of low teacher retention. The role of the headteacher is critical to developing resolutions needed to improve teacher retention rates. School headteachers have a significant influence on the teachers they lead. Such influence, if used correctly, can lead to changes within the school that will motivate teachers to stay.

In a study conducted by Boyd et al. (2020) reported effective school headteacher leadership as the only significant factor that predicts teacher retention. In this study, researchers observed and measured the influence of principal leadership on K-12 teachers in New York City. The researchers used the following measurement criteria: school discipline policies, support from school administration, teacher evaluation process, and decision-making that includes teacher input.

In another study, Allensworth et al. (2019) investigated the effects of principal leadership on K-12 Chicago teachers. Researchers in this study found a high teacher retention rate in school settings where teachers interact with school principals as instructional leaders. Likewise, high teacher retention rates were seen in schools where teachers were included in decision-making processes and in schools where teachers trusted in the abilities of the principal to lead.

Ladd (2021) analyzed a North Carolina statewide survey on teacher retention. The study revealed that teachers value the support of a principal, student discipline, high student learning outcomes and instruction, a principal they can trust, inclusiveness in decision making, and fairness in the teacher evaluation process. These aspects impact teacher retention. The researcher found these principal leadership characteristics as the most significant predictors of teacher attrition and retention rates in middle and high schools. The role of a principal in teacher retention is really paramount especially in as far as guidance, teacher autonomy, a positive school climate and culture, and professional and collaborative relationships that encourage principal-teacher communication are concerned (Semarco and Cho, 2018; Grissom and Bartanen, 2019; Thomas et al., 2020).

A high propensity for teachers to leave is often associated with negative perceptions of school principals. Poor support from the principal accounts for almost half of the teachers quitting. This claim was demonstrated by Kraft et al. (2016), who revealed principals' positivity and effective leadership as significant predictors of teacher retention. Multiple studies from different national contexts have also claimed a strong relationship between the characteristics of principals and whether teachers remain at the school. Undoubtedly, evidence drawn from research findings has shown that several characteristics of the school principal are strongly associated with teacher retention and its correlated outcomes. However, despite primary studies indicating these associations, few studies have comprehensively reviewed all principal characteristics affiliated with teacher retention.

5.3. Application of Close Supervision Management Strategy and Retention of Qualified Teachers in Private Secondary Schools

Objective three of the study sought to establish the effect of head teachers application of close supervision management strategy on retention of qualified teachers in private secondary schools in Manafwa district. The findings revealed that 49.7% of the respondent deputy headteachers and teachers in the private secondary schools under study indicated that they agreed while 29.5% of them strongly agreed that the headteachers kept close check of all school activities. The overall mean for all items on application of close supervision management strategy was 3.08 which according to the legend at the bottom of Table 4.15 meant that most of the headteachers in the private secondary schools in Manafwa District mainly used close supervision management strategy.

It is important to note that headteachers are the principal supervisors on teachers and in this way, they support struggling teachers to improve. Chaube (2015) observed that the headteacher who is the principal supervisor should always ensure that the teaching work in the school goes on well by ensuring that there is lesson attendance by pupils and teachers. He should go to classes occasionally while teaching is going on, not to critic but as a friend and collaborator. Chaube (2015) is supported by Ileri (2021), who advised that instructional supervisors should maintain and strengthen interpersonal relation with the teachers in order to create a mutual working relationship so as to steer them towards achievement of instructional goals.

The results in Table 4.17, revealed that the R square value, which is the coefficient of determination was .343 which can be converted to percent (.343 x 100) giving 34.3%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of the close

supervision management strategy accounted for only 34.3% of retention of qualified teachers in the private secondary schools in Manafwa District. This means that for every unit application of close supervision management strategy, only 34.3% of the qualified teachers would be retained in the private secondary schools in Manafwa District. This implied that at $.343$; $p = .000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of close supervision management strategy has a strong significant effect on retention of qualified teachers in the secondary schools in Manafwa District. These findings were in close agreement with Harrison (2018) who stressed that headteachers supervision should always be close to ensure that the teachers are supported to do their work effectively. However, some teacher views such close supervision as being too strict.

It is however important for headteachers to involve evaluation of teachers work which includes schemes of work, lesson plans, lesson notes, cumulative record of marks, marked exercises, tests and home works. This view is supported by Mohanty (2021), that headteachers of schools are the superior officers of the teachers who should give them the sense of direction in performing their duties.

According to Shittu (2020), the chief reason for close supervision of teachers is the improvement of instruction as it helps them to carry out self-evaluation and also get the most suitable instructional materials which improve learning. Shittu (2020), also under took a study in Accra and found out that; assessment skills among teachers particularly checking through pupils work and making correct comments eventually improved their performance. However, Shittu (2020) did not bring out clearly the number of times a teacher should be assessed, thus a gap which needed to be filled. The researcher believes that the more times a teacher is closely supervised, the higher the possibility of assessing learners and the higher the chances of better performance of which

the reverse is true. The Ministry of Education and Sports (MoES, 2017) instructed that headteachers were to support teachers in utilizing the various assessment methods. Teachers left on their own may find it difficult to create and update necessary records of assessment and to interpret information and yet it could be a basis for teaching.

By closely supervising teachers it fosters effective management and reinforces the quality and frequency of school activities and teaching in particular. However, teaching activities are rarely done and the frequency of assessing teachers is minimal in private schools and as a result the performance of teachers has continued to lag behind in Manafwa District (Uganda). The importance of close supervision should not be under-rated as emphasized by Otto (2018). In this regard headteachers are responsible to ensure close supervision for proper and appropriate teaching in the schools.

Close supervision ensures that teacher appropriately prepare to teach and actually teach. If teachers are not adequately prepared, supported and supervised, it may lead to "cook up scores in the name of assessment, a case which can similarly happen in private secondary schools. The current implementation of the new lower secondary curriculum requires teachers to submit students continuous assessment to Uganda national Examinations Board (UNEB) and this should be closely monitored for efficiency. The NCDC (2019) observed that "assessment is used to rank learners using different tools such as observation, guides, essays, quizzes, tests and debates which help the teacher to identify individual needs so as to provide appropriate interventions. Results from the multiple regression revealed that headteachers application of theory X management strategies accounted for 71.5% of retention of qualified teachers in the private secondary schools in Manafwa District. This means that for every unit application of theory X management strategy, 71.5% of the qualified teachers would be retained in the private secondary schools in

Manafwa District. Also, the significance value from the respondent deputy headteachers and teachers data was found to be .000 which was less than 0.05 (the standard). Therefore, at .715; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of theory x management strategies has a strong significant effect on retention of qualified teachers in the secondary schools in Manafwa District,

The multiple regression results provide further insights about teacher retention provided by smaller-scale studies. For example, OBrien, Goddard and Keeffe (2017) found that by their second year of teaching 29% of the teachers were thinking about leaving teaching and 10% indicated they had already made the decision to leave. Plunkett and Dyson (2021) suggest that retention rates for teachers do not differ markedly from those in other professions but suggest that the implications for the workforce are greater. They highlight the problem of “possible compromisation of student learning to the general productivity costs associated with attrition in any profession. McGaw (2022) points out the need for qualitative research to address the quantitative problem of teacher retention.

Studies about beginning teachers views of their first years in the profession (Buchanan, 2016; Ewing & Smith, 2018; Fetherstone & Lummis, 2021) highlighted the following issues: headteacher management strategies, adjusting to full-time teaching demands, managing colleague and parent relationships, understanding the cultural contexts of the school and coping with the clash between expectations of pre-service teaching and the realities of in-service teaching. Manuels (2018) report suggests a range of strategies identified by the teachers in his case study, which, they considered to be a first step to overcoming some of the major difficulties experienced during the first year out. For improvement in retention, they recommended effective motivation, application of better management strategies, full teaching load,

harnessing the rich resources of professional teaching associations, funding to participate in meaningful professional development over time, additional support for new teachers in hard-to-staff schools, pastoral care and substantial links between universities, education authorities and schools.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.0. Introduction

This chapter presents the summary of the major findings of the study, the conclusions and recommendations

6.1. Summary of Findings

From the findings of the study varied from objective to objective. Therefore, the summary has been presented in accordance with each objective.

6.1.1. Headteacher Application of Strong Directive Management Strategy and Teacher Retention in Private Secondary Schools in Manafwa District.

The major findings on this objective were that the headteachers actually sometimes applied strong directive management strategy. At the same time, the findings indicated that headteachers application of the strong directive management strategy accounted for 28.0% of retention of qualified teachers in the private secondary schools in Manafwa District. Furthermore, the findings revealed that at .280; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of strong directive management strategy has a strong significant effect on retention of qualified teachers in the secondary schools in Manafwa District.

6.1.2. Headteacher Application of tight Control Management Strategy and Teacher Retention in Private Secondary Schools in Manafwa District.

The findings of the study revealed that the overall mean for all the items on application of tight control management strategy was 2.80. This implied that

most of the headteachers of the private secondary schools in Manafwa District often applied tight control management strategy in their school administration processes. On the other hand, according to data from the respondent deputy headteachers and teachers, headteachers application of the tight control management strategy accounted for only 2.4% of retention of qualified teachers in the private secondary schools in Manafwa District. Therefore, at $.024$; $p=.043 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of tight control management strategy has a very weak significant effect on retention of qualified teachers in the secondary schools in Manafwa District.

6.1.3. Headteacher Application of Close Supervision Management Strategy and Teacher Retention in Private Secondary Schools in Manafwa District.

The findings revealed that the overall mean for all items on application of close supervision management strategy was 3.08 which according to the legend at the bottom of Table 4.15 meant that most of the headteachers in the private secondary schools in Manafwa District mainly used close supervision management strategy. Furthermore, the results showed that the R square value, which is the coefficient of determination was .343 which can be converted to percent ($.343 \times 100$) giving 34.3%. In other words, according to data from the respondent deputy headteachers and teachers, headteachers application of the close supervision management strategy accounted for only 34.3% of retention of qualified teachers in the private secondary schools in Manafwa District. This means that for every unit application of close supervision management strategy, only 34.3% of the qualified teachers would be retained in the private secondary schools in Manafwa District. Therefore, at $.343$; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of close supervision management

strategy has a strong significant effect on retention of qualified teachers in the secondary schools in Manafwa District.

The results of the multiple regression revealed that headteachers application of theory X management strategies accounted for 71.5% of retention of qualified teachers in the private secondary schools in Manafwa District. This means that for every unit application of theory X management strategy, 71.5% of the qualified teachers would be retained in the private secondary schools in Manafwa District. Therefore, at .715; $p=.000 < .05$ implying that according to respondent deputy headteachers and teachers, headteachers application of theory x management strategies has a strong significant effect on retention of qualified teachers in the secondary schools in Manafwa District.

6.2. Conclusions

From findings of study and the corresponding discussions, the study concluded that:

- i. Most headteachers in the private secondary schools in Manafwa District sometimes applied the strong directive management strategy and that there is a weak significant effect of application of strong directive management strategy on retention of qualified teachers in the private secondary schools in Manafwa District.
- ii. A reasonable proportion of headteachers in the private secondary schools in Manafwa District applied the tight control management strategy and there is a weak significant effect on retention of qualified teachers in the private secondary schools in Manafwa District.
- iii. Many more headteachers in the private secondary schools in Manafwa District applied the close supervision management strategy and there is a strong significant effect on retention of qualified teachers in the schools.

6.3. Recommendations

The study proposes the following recommendations.

- i. The Headteachers should minimize or avoid the use of the strong directive strategy. Although it has a significant effect, its excessive use can lead to dissatisfaction among teachers, potentially resulting in strikes or unrests. Strikes can have destructive consequences, ultimately affecting the education of students.
- ii. The headteachers should apply tight control management strategy only when necessary. Particularly when dealing with lazy or underperforming teachers. This strategy should be used sparingly to encourage productivity without negatively affecting overall morale.
- iii. The headteachers are encouraged to maintain the use of close supervision management strategy since it has a strong positive effect on the retention of qualified teachers. Proper supervision ensures teachers remain engaged and productive while feeling supported in their roles through post supervision conferencing.

6.4. Recommendations for Further Research

This study focused only on private secondary schools in Manafwa District. However, there are government secondary schools in the same district and there have been complaints relating to headteacher management strategies. This study recommends that a similar study needs to be done in the government-aided secondary schools. Focus may even extend to the primary schools. This could help not only generalize the findings but also have critical recommendations that would lead to improved school management not only in Manafwa District but also in the other districts in Uganda.

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	each teacher must adhere to				
5.	The headteachers makes forceful decisions without consideration of teachers				
6.	The headteachers insists that teachers have to adhere to set deadlines				
7.	The headteachers imposes decisions to the teachers				
8.	There is little involvement of teachers in the decision-making process in the school				
9.	The headteachers decisions must be taken seriously				
10.	The headteachers punishes lazy teachers that do not do what is desirable				

No	B2 - Tight Control Management Strategy	1	2	3	4
1.	The headteacher always insists of specific way of working in the school				
2.	The headteachers is reluctant to change decisions anyhow				
3.	The headteacher insists on time on task for every school activity				
4.	The headteacher presides on every activity for consistence in results				
5.	Every one ought to follow the stated procedures by the headteacher				
6.	The headteacher emphasizes results for every school activity				
7.	The headteachers restricts contrary actions by teachers				
8.	The headteacher ensures that every teacher maintains focus of stated ideals				
9.	The headteacher always insists on set standard of working				
10.	The headteacher ensures that deviations from the norm are not permissible				

No	B3 - Close Supervision Management Strategy	1	2	3	4
1.	The headteacher keeps close check of all school activities				
2.	The headteacher supports staff to do the right thing at all times				
3.	The headteacher consistently tracks progress of each teacher				
4.	The headteacher guides actions of the teachers in the school				
5.	The headteacher provides clear instructions for every activity				
6.	The headteacher pays close attention to individual teacher performance				
7.	The headteacher monitors the actions of every teacher				
8.	The headteacher ensures mistakes are corrected immediately				
9.	The headteacher emphasizes correctness of actions by the teachers				
10.	The headteacher emphasizes time management in everything				

SECTION C: Dependent Variable - Retention of Teachers

No	Retention of Teachers in the Schools	1	2	3	4
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1.	The proportion of qualified teachers that are retained per term is small				
2.	The proportion of teachers that are retained by end of year is small				
3.	Most teachers prefer to leave after working for a short time				
4.	The teachers prefer short-time contracts to long-term contracts				
5.	Very few teachers show loyalty to the school				
6.	Very few teachers work for more than two years				
7.	Some teachers request for transfer before end on one academic year				
8.	The morale to continue working with the school is low among teachers				
9.	The overall teacher turnover rate is high in this school				
10.	Some teachers leave the school voluntarily				

**THANK YOU FOR PARTICIPATING IN THIS STUDY
END**

Appendix II: Interview Guide for Headteachers

The following issues will form a basis for the face-to-face interviews with the headteachers.

Items:

1. For how long have you worked in this school?
2. I believe you are conversant with the various management practices used in school management. In brief, comment on the Theory X management strategy?
3. In your view, what do you attribute the situation regarding retention of teachers in schools to? Kindly explain your response.
4. What other factors could be responsible for the situation of retention of teachers in schools in Manafwa District?
5. In your opinion, what is the effect of application of strongly directive management strategy on retention of teachers in private secondary schools in Manafwa district? Could you elaborate on your response in (5) above?
6. Furthermore, what is the effect of application of tight control management strategy on retention of teachers in private secondary schools in Manafwa district?
7. Could you kindly comment on how application of close supervision management strategy affects retention of teachers in private secondary schools in Manafwa district?
8. If you were to advise headteachers about the application of Theory X in school management, what would you tell them?
9. Do you think application of Theory X strategies are still necessary in secondary school management? Please explain.

END OF THE INTERVIEW.

THANK YOU SO MUCH

Appendix III: Introductory Letter



UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To

.....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss LUSAYI WILLIAM JOHN
Of Registration Number; RI21/MUC/MEAD/DES pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MEADP

He/ she is required to carry out an academic research on the topic
Headteacher's Application of Theory Management strategies
and retention of qualified teachers in private schools management
and thereafter produce a well bound hard cover research report (**MAROON**) in color for
undergraduate and three (**BLACK**) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Samari Janet Chesakit (Mrs)
Ag. Academic Registrar

