

**LEADERSHIP APPROACHES AND STAFF TURNOVER IN CATHOLIC FOUNDED PRIMARY
SCHOOLS OF NSAMBYA PARISH KAMPALA, UGANDA**

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DECLARATION

I, NAKITYO JOANITA, hereby declare that this Dissertation entitled, 'Leadership Approach and Staff Turnover in Catholic Founded Primary Schools of Nsambya Parish, Kampala, Uganda is truly my original work and has never been submitted to any other University or Institution for any award of degree or any other qualification.



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APPROVAL

I certify that this Dissertation entitled, ‘Leadership Approaches and Staff Turnover in Catholic Founded Primary Schools of Nsambya Parish Kampala Uganda.’ has been under my supervision and is now ready for submission to the school of postgraduate for external examination.

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Date: 30th January 2024

DEDICATION

This work is dedicated to my parents for the role they played in raising me since my formative years, helping me to create a vision for my future, encouraging me to learn and supporting my education but above all for being my first teachers. It is also dedicated to the Little Sisters of St. Francis through Regional Superior of Central Rev. Sr. Juliet Nakayiza for giving me an opportunity to pursue further studies in Education.

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ACRONYMS AND ABBREVIATIONS

| | |
|--------|---|
| CELM | Certificate of Education Leadership and Management |
| DEO | District Education Officer |
| DES | Directorate of Education Standards |
| DV | Dependent Variable |
| ESC | Education Service Commission |
| IV | Independent Variable |
| MoES | Ministry of Education and Sports |
| PEDR | Parish Education Departmental Report |
| TLM | Transformational Leadership Model |
| SEM | Structural Equation Modeling |
| SPSS | Statistical Package for the Social Science |
| UCU | Uganda Christian University |
| UCUREC | Uganda Christian University Research Ethics Committee |

ABSTRACT

To study aimed at exploring leadership approach and staff turnover in selected Catholic founded primary schools in Nsambya Parish. The study objectives included: to establish the relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools; to assess the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools; to examine the relationship between idealized influence and staff turnover in Catholic Church founded primary schools; and to examine the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools. This study was conducted using explanatory non-experimental cross-sectional survey design. The study population included, Head teachers (9), Deputy Head teachers (9), Parish Education Department officials (2), teachers (90), and non-teaching staff (26). Data was collected with the help of questionnaires and interview guide. Data was analyzed qualitatively and quantitatively. The study findings revealed that the head teacher usually interact with entire school staff to build confidence and inspire them at work, and school staff always get inspired by school heads to be creative, thus loving their job. These are the major effects of inspirational motivation on staff turnover in Catholic Church founded primary schools. It also revealed that school staff are always encouraged by the school leaders to be creative as well as having team spirit at our place of work; school leaders always encourages innovation to ease the work; and head teachers always encourage staff to be critical thinkers in primary schools; these are the major effects of intellectual stimulation on staff turnover in Catholic Church founded primary schools. The study further revealed that school staff always interact with head teacher by working together and providing aspirations and acquiring new skills, and idealized influence demonstrates head teachers' integrity, a life of moral commitment and selfishness to entre staff; these are major effects of idealized influence on staff turnover in Catholic Church founded primary schools. Lastly, it revealed that head teacher always mentor teaching and non-teaching staff one-on-one thus influencing their turnover intention; and school leaders always delegate difficult tasks to staff to equip us with managerial skills and maintain high level of coordination; these are major effects of individualized consideration on staff turnover in Catholic Church founded primary schools. Basing on the above, it is concluded that leadership approach has a significant effect on the staff turnover in selected Catholic founded primary schools in Nsambya Parish. The study recommended that head-teachers need to be a bit more lenient in their leadership approach in that while they emphasize supervision of their teachers, it should be leniently directed such that teachers

do not look at it as if they are being forced or literally taken with low capacity to do the work; and areas of further research were suggested.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Educational institutions are significant places where the next generation is sophisticated, and school managers as head teachers tolerate a heavy weight of responsibility for their associations. Such school leaders in primary schools are the equivalent as leaders in other organizations, and as anticipated face challenge of maintaining the goals of the education institutions (Machumu & Kaitila, 2019). Primary school leadership is a process of promoting and serving teaching staff and pupils to work passionately toward realization of educational goals and objectives. Thus, leadership approaches on staff turnover seems to go hand in hand fulfilling their vital roles and functions towards staff turnover, henceforth, head teachers agree to various leadership approaches or they exhibit various behavior patterns. This research will explore the leadership approaches and staff turnover in Catholic founded primary schools of Nsambya Parish. This chapter presents the background to the study, problem statement, purpose and objectives of the study, research questions, scope of the study, justification of the study, significance of the study and conceptual framework.

1.2 Background to the Study

Leadership is the solution to the development and endurance of any organization whether it is an enterprise or institution. It is great imperative in educational administration because of its far getting effects on the accomplishment of school objectives and attainment of educational goals (Amin., Shah., & Tatlah, 2017). Accordingly, Ali & Abdulkadir (2019) sees it as the act of influencing staff so that they endeavor keenly and enthusiastically towards the achievement of goals. In the same vein, Ibrahim & Al-Taneiji (2018) observed that leadership approach influencing staff to work keenly with passion towards the achievement of the corporate goals, staff retention and job commitment. In this chapter, it

entails the background to the study which comprises of historical background, theoretical background, conceptual background and contextual background.

1.2.1 Historical Background

The staff turnover in primary schools has become a challenge worldwide. Many parents through the management/governing boards and parents/teachers' associations have raised concerns that most teaching staff are not teaching as required possibly owing to the head-teachers' dominant leadership approaches (Gkolia., Belias & Koustelios, 2020); that influence staff turnover. The challenge of staff turnover is a global concern and dates back in the 1760's and 1840's in Europe during the industrial revolution (Ibrahim & Al-Taneiji, 2018); and this was a result of poor leadership and harsh working conditions. However, different countries addressed the challenge staff turnover differently (Ispas & Babaita, 2017; & Gkolia., Belias., & Koustelios, 2020). Surprisingly, there was also advocacy by activists like Elton Mayo who advocated for positive relational factors among school staffs (Long & Thean, 2021). However, for proficient management of primary schools, human resources are paramount essentials. Efficient school leaders and subordinates contribute to achieve organizational goals, staff retention inclusive. It is impossible to achieve staff retention without school managerial effort, dedication and better leadership approach (Ispas & Babaita, 2017). Factors such as poor personnel policies, poor recruitment policies, poor supervisory practices and poor grievance procedures influence staff turnover. The U.S. Bureau of Labor Statistics reports that average yearly staff turnover in all sectors are close to 32percent. Public sector organizations are also affected by staff turnover. For instance, a study by the National Commission on Teaching and America's Future argued out that the national teacher turnover rate, as of 2016, was almost 17percent. High staff turnover causes schools to spend scarce resources on finding and training new staff and can reduce the

efficiency of the school (Steward, 2018). Therefore, in order for primary schools to realize its goals, it is vital for school managers (head teachers) to facilitate the necessary changes and innovations as well as single handedly creating order out of chaos among teachers to enhance their retention in order to bring mightiness in school achievement.

More so, Sub-Saharan African countries, educating a nation remain the most vital strategy for the development of the society throughout the developing world (Machumu & Kaitila, 2019). Teaching staff retention is often regarded as a vital facet in the commitment of teachers towards their school productivity (Rizi., Azadi., Farsani & Aroufzadi, 2017). However, Silins & Mulford (2016) argued that next to perceived social status, examination grades and individual characteristics of teaching staff in Nigeria; school managers' leadership approach is among the major influences affecting staff turnover. Several studies of leadership styles and teachers' job commitment support an effect of leadership behaviours and leadership approaches of head teachers on staff turnover (Wanjiru, 2018). Besides, Adeyinka., Ayeni & Popoola (2017) argued that in Nigeria, especially Nsukka education zone, staffs in Catholic founded schools come into view to be less satisfied with their jobs as is evidenced by occasional truancy, irregularity, and traveling away from teaching profession. It is argued that effective leadership approach has a helpful influence on the turnover of staff (Wanjiru, 2018). Kuchinke (2019) assert that this type of leadership approach has its roots deep in history, where it was the chief model especially in the industrial revolution. In this approach of leadership, the school leader issues orders or commands and it is the duty of the followers to obey. Staff turnover is a natural part of doing school business in Sub-Saharan Africa (Tettey, 2016). Staff turnover represents a common problem to most secondary schools in recent time, as it has unfavourable consequences to such secondary schools (Shamsuzzoha & Shumon, 2020). In a Church

founded primary school situation, all decisions and actions must receive the head teacher's approval. Wanjiru (2018) further recognized that the school leader's leadership approach significantly influences staff turnover. It has become vital that relationship between leadership approaches applied by head teachers on one hand and staff turnover of primary teaching staff on the other hand be investigated.

More so, during the last global pandemic (outbreak of Covid-19 pandemic), primary schools reported the highest level of staff turnover across the East African region. Different leadership approaches applied by stakeholders in Catholic founded schools greatly influence staff turnover. For example, Allen., Elks., Outhred & Varly (2018) studied leadership approaches and teachers turnover in Nakuru, Kenya; and revealed that teaching staff preferred leadership approaches like inspirational motivation that includes them in decision making process rather than be coerced into compliance by their head-teachers. In Tanzania, a study carried out in Dar-es-Salaam showed the significant relationship between leadership approaches on teaching staff turnover. The leadership approaches positively influenced retention of teachers working in primary schools in Dar-es-Salaam. Nevertheless, apparent contradictions arose when teaching staff spoke highly of school managers characterized as having inspirational motivation approach as well as some having idealized influence approach (Wanjiru, 2018). On the other hand, Ngatuni & Matoka (2020) on the influence of turnover of teachers in Tanzania; they established that democratic leadership approach was dominant over autocratic approach. The findings in these studies indicated that primary school leadership approaches in Tanzania and other East African countries affects several aspects of teachers' wellbeing- the finding that is closely related to the teacher's turnover (Ngatuni & Matoka, 2020). Although, there is variation in the rate of staff turnover between one school and the other; the rate is higher in privately owned primary schools than those of

public primary schools (Wanjiru, 2018). In other words, previous studies have examined the impact of leadership approaches on staff turnover in various settings such as education, military, healthcare, and business organizations (Waters, 2019; Wanjiru, 2018; & Smith, 2017). However, this study investigated the influence of leadership approaches on staff turnover in Catholic founded primary schools of Nsambya Parish.

Historically in Uganda, educational institutions are critical places where the next generation is educated, and school managers bear a heavy burden of responsibility for their institutions (Aung & Masare, 2020). Staff turnover issues can be traced to the indigenous period up to present but specifically, with the introduction of western education in 1877 (Namara & Kasaija, 2019). On the other hand, school managers in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions. Surprisingly, providing quality education requires efforts from multiple stakeholders including teaching staff, director of studies, and administrators. Different denominations in Uganda have attempted to address teachers' turnover differently in their denomination founded schools; for example, intrinsic reward, workplace conditions and social rewards derived from interacting with others have been employed (Namara & Kasaija, 2019). Although, cases of staff turnover is still evident and pushed majority into self-employment, and this worsened with the outbreak of Covid-19 Pandemic (Ngatuni & Matoka, 2020); where over 25percent of school staff left their school or absconds from duty. In this context, staff turnover have reported to be high in Catholic founded primary schools in Uganda. Previous studies have reported that staff turnover could pose a serious threat to the growth and productivity of any secondary school ((Aung & Masare, 2020; Waters, 2019; & Wanjiru, 2018). In fact, Namara & Kasaija (2019) recognizes that staff turnover rates are considered to be one of the persistent problems in Catholic founded primary

schools. Nevertheless, the Catholic Church denomination attempted to address the leadership gap in primary schools to improve the staff turnover, but these efforts appear to have failed to yield to positive results across Uganda.

1.2.2 Theoretical Background

The study was supported and guided by Bass (1985), the Transformational Leadership Model (TLM) which maintains that the leader attempts to induce followers to re-order their needs by transcending self-interests and strive for higher order needs. Accordingly, the study will adopt the four assumptions of Transformational Leadership model including first, that is leaders are role models, respected and admired by their followers (idealized influence). Second, they exemplify motivating behavior (inspirational motivation). Third, leaders always resolve problems with a dimension of new and innovative thinking (intellectual stimulation). Fourth, leaders focus and put attention to the needs and potential of the followers (individualized consideration). This theory is preferred to other theories such as Maslow's Needs Hierarchy and Herzberg's two-factor theory due to its appropriateness to the study. This theory links appropriately the leadership approach to quality assurance and maintenance. It states that a curvilinear relationship exists between task, behavior and maturity (Lausanne, 2021).

A leader is to choose a right leadership approach for his or her people basing on competence and maturity of the followers. It also affirms that today, leaders do not rely on a single leadership approach in all situations (Banning, 2020). There should be flexibility in leadership's leadership approach for the best team, individuals' results and staff turnover (Kuchinke, 2019). The attributes in the theory inform the study in the following ways: Leaders can analyze the situation that they encounter and adjust on their styles to match

the situation. The more the groups' maturity increases, the more the leader decreases task directed behavior and engages more with relationship behavior. When the group's aspiration and accomplishments increases, it means it is reaching the degree of maturity. With this level of high self-actualization, a school leader can delegate duties and responsibilities since he/she now understands his/her follower's needs and can suit his/her management style (Kolzow, 2019). The researchers points out that staff turnover is influenced by many organizational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to head-teachers' leadership approach. In particular, school managers within primary school can adopt appropriate leadership approach to influence staff turnover. The head-teachers equipped with contingency applicability can skillfully handle the emerging issues in today's diverse work places. This theory relates adequately to the quality of teaching context and deals with wide-spread changes in school situations situational leadership and management approaches. Staff turnover is considered as the number of staff leaving and being replaced within a particular period, usually a year, expressed as a percentage of the total labour force at the beginning of the period. Anytime a staff leaves the workforce of any primary school, the reasons for leaving notwithstanding, and such staff is being replaced, it is referred to as staff turnover. Situational leadership (when wisely applied) can provide the head teachers with the knowledge of how to adjust to leadership approaches to suit the readiness exhibited by staff in certain tasks assigned to them by the headship (Kuchynkov, 2016). It makes the head-teacher know the demands of the staffs, subsequently enhancing the staff retention (Okoroji & Ukpere, 2019). However, with allegations of inadequate utilization of appropriate leadership approaches within environmental dynamics in the Catholic founded primary schools in this country, this prompted the current researcher to opt for the research study.

1.2.3 Conceptual Background

The concept of **leadership** according to Lausanne (2021) refers to a method neither of cheering and serving others to do something of their own preference, because it is essential nor because of the alarm of result of disobedience. It is the human being issue that connects a group together and inspires it towards goals altering the groups' potentials into certainty. The research study upholds this conceptualization. More specifically, leadership is thus a procedure of hopeful and helping others to work actively towards objectives.

The study focuses on the issue of **staff turnover**. Amin., Shah & Tatlah (2017) defines staff turnover as proportion of school's workplace that leaves during the course of a year. To start your staff turnover, calculation, you should divide the total number of leavers in a month by your average number of employees in a month. Then, times the total by 100; the number left is your monthly staff turnover as a percentage. There are four types of staff turnovers: voluntary is the first type of turnover, which occurs when staff voluntarily chooses to resign from the school. Involuntary turnover could be a result of poor performance, staff conflict, the at-will employment clause. In this context, the researcher looked at staff turnover as an act of replacing an employee with a new employee. Partings between organizations and staffs may consist of termination, retirement, death, interagency transfers, and resignations. The researcher considered the elements of staff turnover to include; functional turnover, dysfunctional turnover, voluntary turnover and involuntary turnover.

According to Smith (2017), **Voluntary turnover** refers to a type of turnover that occurs when staffs willingly choose to leave their positions. Staffs might choose to vacate their jobs for a variety of reasons. They may feel dissatisfied with their position or their compensation, they may be seeking a career change, or they may have accepted another offer.

Involuntary turnover; refers to any time a current staff leaves the organization and is replaced by a new staff. Involuntary turnover is one type of turnover that occurs when a staff is terminated from a position (Smith, 2017). Staff may be let go for a wide range of reasons, including unsatisfactory job performance or inappropriate behavior.

Functional Turnover; functional turnover occurs when staff leaving the organization are underperformers (Steward, 2018). This is common in large schools, consulting, accounting and law firms that employ an "up or out" philosophy.

Dysfunctional Turnover; dysfunctional turnover is the exact opposite of functional turnover, as the best staffs leave (Steward, 2018). This can happen for a variety of reasons, but a common cause is low potential to advance. If, for example, an organization fills its management positions with external candidates and does not offer them to internal employees, employees are likely to seek external opportunities for advancement.

Head teacher refers to a chief executive in a primary school in charge of its administration (Rizi., Azadi., Farsani & Aroufzadi, 2017). He or she is invariably referred to as headmaster, headmistress or principal. In this study, leadership approach is operationalized as head teacher's most suitable way of directing the daily activities of the school so as to realize the school desired goals. Nonetheless, the researcher went a head to further identify the most widely applied leadership approach by the head teachers, which could be responsible for the obtaining quality issues among the teachers.

1.2.4 Contextual Background

According to Namara & Kasaija (2019), effective leadership approaches and staff turnover are two factors that have been regarded as fundamental for success of primary schools.

Despite the Catholic Church inconjunction with Uganda government's commitment to improving terms and conditions of teaching and non-teaching staffs, it has been faced with increased cases of teacher shortage and low morale especially in primary schools (Ngatuni & Matoka, 2020). Kirungi (2020) says that the leadership approach- a school manager has, should influence the staffs such as teachers to accept willingly the direction and control. Thus, Namuddu (2021) argued that the role the head teacher plays in smooth running of any given institution cannot be understated. The school manager sets the tone of the school, climate of learning and level of professionalism, as well as the morale of entire staff. If the school management motivates staffs effectively, it enhances increased effort, which results to staff retention. A capable school manager provides direction for the school and lead followers towards achieving desired goals.

Meanwhile, Namara & Kasaija (2019) observes that the foremost critical issue for staffs today in primary school is hiring and keeping qualified and capable staffs. Thus, for Catholic founded primary school to stand the test of time in a highly competitive environment, the issue of staff' turnover must be addressed. Although, it may not be feasible for any primary school to totally eliminate staff turnover due to several reasons, nevertheless it could be reduced to the barest minimum. In similar vein, a school on that fosters better leadership approach is also more capable of retaining and attracting teaching staff with the skills that it needs (Ngatuni & Matoka, 2020). Thus, better leadership approach enhances teachers' job commitment (Waters, 2019); and positively affects staff turnover; this prompting the current researcher to consider the path of the research study.

More so, the Catholic denomination body and Kampala district has been trying to tackle this problem by carrying out regular school inspections and collection of monthly staff's

attendance, but all these appear to have yielded to scanty positive results (School Inspection Report, Kampala District Local Government; September, 2022). This Report further insinuated that the leadership approaches, the head teachers in these schools were using to manage the staffs to ensure their effective functioning and enhance job commitment could be inappropriate to consequently detour efforts to attain staff turnover. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. Namara & Kasaija (2019) observe that despite the fact that a lot of studies on staff turnover have focused on causes of staff leaving their employments; only limited studies have investigated the consequences associated with leadership approaches. Interestingly, Nsambya Parish has 12 Catholic founded schools, of which only 3 schools have most staffs exhibiting low staff turnover with indicators such as limited staff absenteeism and punctuality (Parish Education Department Report-PEDR, 2019). If most staff exhibiting staff turnover are only in 3 schools out of 12 schools have, most of the staffs in the 9 schools are dissatisfied with their job as indicated by absenteeism, late coming and high turnover (PEDR, 2019). Hence, leadership approaches hereby proposed as a predictor of staff turnover in Catholic founded primary schools in Nsambya Parish.

1.3 Statement of the Problem

Staff turnover is as proportion of primary school's workplace that leaves during the course of a year. Staff turnovers can either be: voluntary and involuntary. Staff turnover poses a recurrent challenge to most primary school globally. There is virtually no primary school that is immune to staff turnover; be it small size or big size organizations, they are all exposed to staff turnover (Ngatuni & Matoka, 2020). Staff turnover is influenced by many organizational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership approaches. In particular, school managers within

primary schools can adopt appropriate leadership approaches to influence staff turnover, and commitment (Kirungi, 2020). Waters (2019) contends that, without a proper leadership approach, staff turnover cannot be realized in primary schools. However, preliminary findings reveal staff turnover among Catholic founded schools in Nsambya Parish, about 2-6 quit or switch school (Nassaza, 2022), report late to school (Kibirige, 2020), some absenting themselves from school (Ninda, 2020), unwilling to take up extra responsibilities without extra pay, and continuously failing to get things done (PEDR, 2019).

Despite the standards set by Education Service Commission and Directorate of Education Standards, the staff retention in the context of the stated issues was said to remain wanting in Catholic founded schools in Nsambya Parish, something also echoed by the School Inspection Report, Kampala District Local Government (2022) and Parish Education Department Report (2019). Although, it may not be feasible for any primary school to totally eliminate staff turnover due to several reasons, nevertheless it could be reduced to the barest minimum. Consequently, in April 2018, due to wanting leadership approaches of the head-teachers in primary schools, a compulsion for these head-teachers to participate in a certificate of education leadership and management (CELM) course, as part of the capacity building interventions was organized, in addition to other efforts include revision of prices upwards, sponsoring teaching and non-teaching staff to attend workshops and provision of allowances including transport and accommodation facilities (Nassaza, 2022). Regrettably, despite of all these efforts, the staff turnover was still experienced and said to remain rife in the parish, ostensibly due to wanting leadership approaches to handle situational issues (Namuddu, 2021). Staff turnover seemed to be persistent and had remained high (Nassaza, 2022). Interestingly, no single leadership approach could be

pointed to, to be responsible for this paucity, something that this research study delved in, with reference to selected Catholic founded primary schools in Nsambya Parish.

1.4 Purpose and Objectives of the Study

1.4.1 Purpose

To explore the relationship between leadership approach and staff turnover in selected Catholic founded primary schools in Nsambya Parish. Nonetheless, four leadership approaches (inspirational motivation, intellectual stimulation, idealized influence and individualized consideration) were examined to enable the researcher select the most significant applied approach.

1.4.2 Objectives

The study was specifically set out to:

- i. To establish the relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools.
- ii. To assess the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools.
- iii. To examine the relationship between idealized influence and staff turnover in Catholic Church founded primary schools.
- iv. To examine the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools.

1.5 Research Questions

To establish the most outstanding leadership approaches and its influence on staff turnover, four research questions were set on the four frequently used approaches to gather qualitative information from respondents:

- i. To what extent does inspirational motivation influence staff turnover in Catholic Church founded primary schools?
- ii. What is the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools?
- iii. What is the relationship between idealized influence and staff turnover in Catholic Church founded primary schools?
- iv. To what extent does individualized consideration influence staff turnover in Catholic Church founded primary schools?

1.6 Hypotheses

Four research hypotheses (corresponding to the research questions) were tested on the corrected quantitative data:

- i. H₁: There is a relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools.
- ii. H₂: There is a relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools.
- iii. H₃: There is a relationship between idealized influence and staff turnover in Catholic Church founded primary schools.
- iv. H₄: There is a relationship between individualized consideration and staff turnover in Catholic Church founded primary schools.

1.7 Scope of the Study

The scope was divided into three dimensions, that is; geographical, content and time scope.

1.7.1 Geographical Scope

The study was conducted among selected Catholic Church founded primary schools in Nsambya Parish, Kampala Archdiocese. Nsambya parish has a total number of 30 primary schools. Interestingly, only 12 schools out of 30 are Catholic founded and only 3 schools have most teachers exhibiting job satisfaction with indicators such as limited teachers' turnover, limited teacher absenteeism and punctuality (PEDR, 2019). If most teachers exhibiting job satisfaction are only in 3 schools out of 12 schools have, most of the teachers in the 9 schools exhibit are dissatisfied with their job as indicated by late coming, absenteeism and high teacher turnover rate (PEDR, 2019). Here, there is a reported high rate of staff turnover (Nsambya Parish Education Departmental Report, 2019). The study focused on Head teacher transformational leadership approach specifically took teachers and school administration as the unit of analysis.

1.7.2 Content Scope

The study was limited to leadership approaches and staff turnover in Catholic founded primary schools. The independent variable (head teacher's leadership approach) and the dependent variable (staff turnover) were examined. Inspirational motivation, intellectual stimulation, idealized influence and individualized consideration were investigated; to establish which leadership approach was applied by most school managers and the extent to which such approach influences staff turnover in Catholic Church founded primary schools.

1.7.3 Time Scope

The researcher analyzed data on staff turnover between 2015 and 2023 because this was the time where high cases of staff accordance from duty that has been reported as per the school reports. Secondly, the study lasted for 1 year (from August 2022 to July 2023) to enable the researcher meet other education deadline.

1.8 Justification of the Study

A good number of studies on leadership approaches and staff turnover have been carried out (Ali & Abdulkadir, 2019; Gkolia., Belias & Koustelios, 2020; Amin., Shah & Tatlah, 2017; Silins & Mulford, 2016; & Ibrahim & Al-Taneiji, 2018). These were carried out in different geographical settings and not in Nsambya Parish. Yet, the staff turnover remains wanting. The future of the learners in the district remains bleak if the issues at hand are not sufficiently addressed now. More so, no study (according to the reviewed literature) has ever singled out the most outstanding leadership approaches *vis a vis* staff turnover in Catholic founded primary schools in this parish. Yet, it is increasingly becoming clear that leadership approaches could be responsible for the dwindling staff turnover in the parish. So, the research study remains justified. Hence this calls for serious investigations to bridge the knowledge gap.

1.9 Significance of the Study

The findings shall be of great use to a wide range of stakeholders; including; government, Ministry of Education and Sports, school founding bodies and school management to reduce staff turnover. It is hoped that findings on this study shall help:

The study findings shall benefit policy makers especially cabinet, Ministry of Education and Sports, Parliament and the Catholic Church in coming up policies that shall enable

promotion of staff retention in Catholic founded schools in Uganda. With the help of knowledge to be generated from this study, they shall come up with policies that shall improve on leadership approaches and staff turnover in Catholic founded primary schools.

The study findings shall also be of importance to school management and/or top management in promoting enabling environment to render staff retention in Catholic founded schools. Thus, it shall assist in recommending the leadership approaches which could be used by underperforming Catholic founded primary schools to yield low staff turnover. It shall also contribute towards bringing light to complexities of leadership approaches in relation to staff turnover in Catholic founded primary schools.

This study shall also shade light on the influence of leadership approaches on staff turnover in Catholic founded primary schools. This shall be of value to policy formulation, appointment and deployment of head teachers and officers who supervise the staff job commitment in schools.

The research findings shall provide head-teachers with relevant information to enhance their leadership approaches in Church founded primary schools. The head-teachers shall be made aware of the influence the leadership approaches have on staff turnover. The head teachers shall be able to adopt appropriate leadership approaches, given the ever changing situations in their schools and in the outer environment, given the hoped improvement of leadership in the respective schools. This shall be achieved by using the study's conclusions and recommendations as a case of reference necessary in identifying the potential gaps.

The study findings shall also be of great help to fellow scholars who shall wish to refer current research as their source of literature or pick a topic for further study in the suggested area for further study. Future researcher shall benefit from the study in making more analysis and find solutions to the problem.

The research findings shall be of utmost importance to the Education Service Commission (ESC) because as an employer the commission shall have relevant information on matters which directly affect the staff. The findings shall also help the Education Service Commission (ESC) to improve terms and working conditions of the staff in order to increase staffs' levels of retention.

To the staff, the study shall offer novel ideas to the existing theory on leadership approaches and staff turnover in Catholic founded primary schools in Uganda, and more so, to the rest of the world. It shall therefore be upon this study that more forward policies can be designed and formulated; and this shall help them to get appropriate measures in management and leadership areas where there is a gap.

1.10 Conceptual Framework

The study was based on a conceptual framework as illustrated in Figure 1.1 below:-

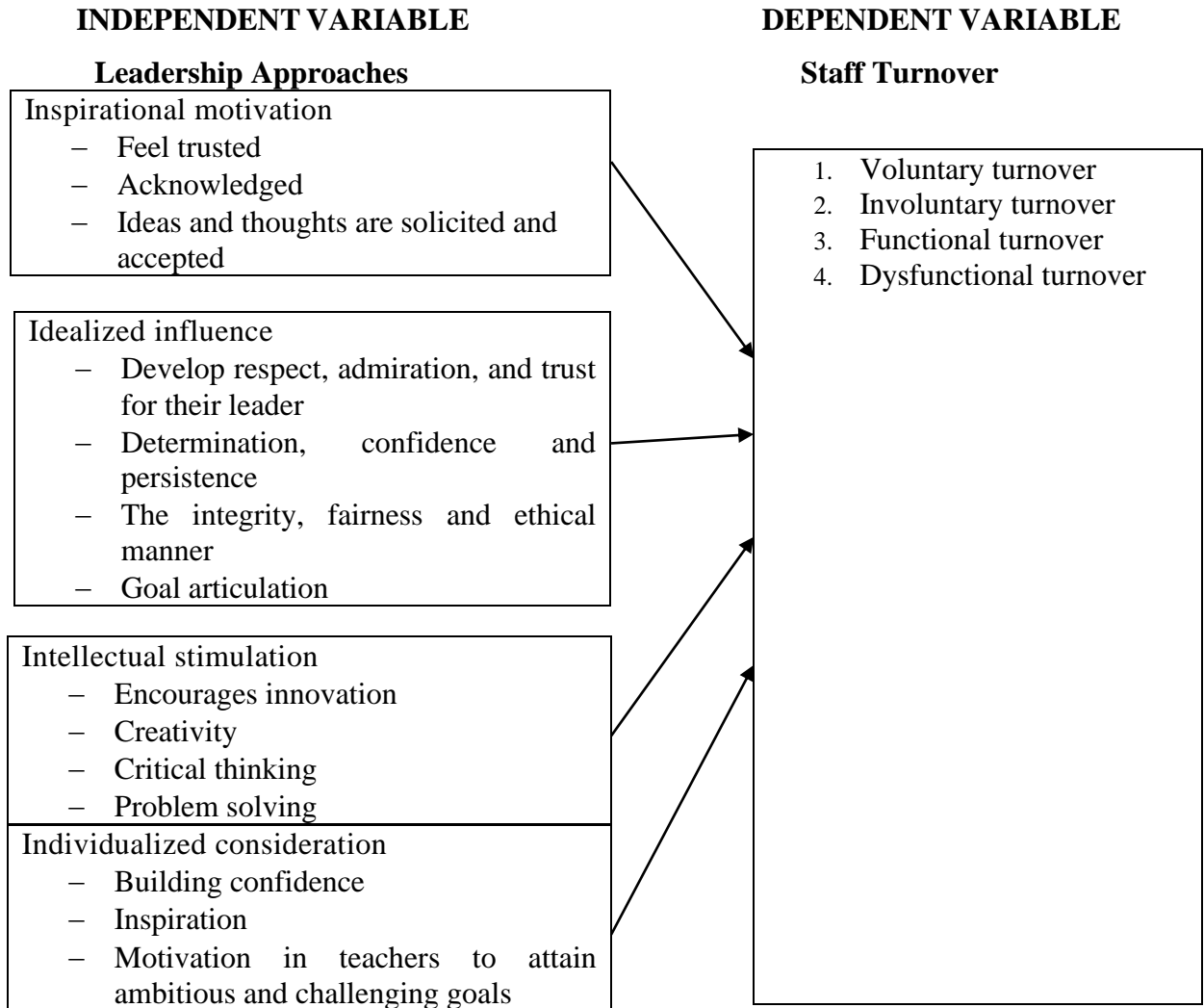


Figure 1.1: Conceptual frame work of the study

Source: Primary source developed from the literature of Kuchynkov (2016); Kuchinke (2019).

In the conceptual frame work (Figure 1.1), the independent variable is leadership approaches and the dependent variable is staff turnover. Leadership approaches is operationalized as Inspirational motivation (i.e feel trusted, acknowledged, ideas and thoughts are solicited and accepted); Idealized influence (i.e develop respect, admiration,

and trust for their leader; determination, confidence and persistence; the integrity, fairness and ethical manner; and goal articulation); Intellectual stimulation (i.e encourages innovation, creativity, critical thinking and problem solving); and Individualized consideration (i.e building confidence, inspiration, and motivation in teachers to attain ambitious and challenging goals); while, staff turnover is conceptualized as voluntary turnover, involuntary turnover, functional turnover and dysfunctional turnover. It's accepted that if the head teachers use appropriate leadership approaches, the staff turnover is also minimized.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher reviews the relevant literature with regard to leadership approaches and staff turnover. Journals, textbooks, websites, seminar papers, official documents and unpublished thesis were reviewed. The literature review was further done basing on the study themes developed in accordance to the study objectives namely: inspirational motivation and staff turnover, intellectual stimulation and staff turnover, idealized influence and staff turnover, and individualized consideration and staff turnover. Different leadership approaches in Catholic founded primary schools in Nsambya Parish and how they influence staff turnover was studied. There is a provision for a summary of the review of literature depicting the possible gaps that was identified during this study.

2.2 Inspirational Motivation and Staff Turnover

Transformational leaders' inspirational motivation behavior enhances staff turnover through building confidence, inspiration and motivation in teaching and non-teaching staff to attain ambitious and challenging goals or even those that seem apparently unattainable (Ali & Abdulkadir, 2019; Banning, 2020; & Kolzow, 2019). The relationship leadership approaches and staff turnover has been a subject of controversy by many researchers (Aujata., Simatwa & Yalo, 2019; & Ibrahim & Al-Taneiji, 2018). The controversy was centered on whether or not the approach of leadership of head teachers influences the level of turnover among teachers. Inspiration is more of a state of being that provides teachers with an agent of influence. It tends to always base on the values, imagination and experiences. Inspirational motivation sparks desire in teaching staff to pursue something,

and these pursuits are often creative. Inspirational motivation comes more naturally to teaching staff and makes them feel happy, thus influencing their staff turnover.

Further, Waters (2019) asserts that inspirational motivation necessary at places of work for personal developing and finding our purpose. Inspirational motivation increases the willingness of staff to work and complete their syllabus in time. School managers uses inspirational motivation in the workplace to inspire staffs to work, both individually and in groups, to produce the best results in the most efficient and effective manner, thus encouraging them to feel satisfied at work, henceforth enhancing job retention. Several studies have also examined the relationship between the two factors and concurred that leadership has significant impacts on staff turnover and organizational commitment. Inspirational encouragements enhance high job satisfaction leading to teachers' psychological and physical wellbeing (Gkolia., Belias & Koustelios, 2020) and positively affects staff turnover. Regrettably, all this appeared to have yielded to no avail as leadership has failed to have become responsive to staff turnover issues. This ought to be investigated, especially scrutinizing the frequently applied inspirational motivation and its influence onto staff turnover.

Ispas & Babaita (2017) argued that understanding motivation gives teaching staff many valuable insights into human nature. Inspirational motivation is valuable because it creates a sense of belonging; enhance wellbeing and one feel valued or a sense of purpose. Thus, inspirational motivation is a pathway to change classroom teachers' way of thinking, feeling and behaving. Inspirational motivation is crucial, and this because it allows teachers to change their behavior, attitude to work, develop competencies, be creative during teaching-learning process, boost engagement and coordination, thus enhancing the school

atmosphere that encourages and make one feel satisfied at work place, thus reducing their turnover. Numerous studies of organization and management in respect to leadership have constantly showed that inspirational motivation is a vital factor in organizational performance and usefulness; definitely or negatively organizational process and constitution, patterns of social interaction, members' belief, attitude and job behavior (Leithwood & Jantzi, 2020; & Long & Thean, 2021). In this regard, schools need effectual inspirational motivation to give planned results and bring high retention to the teaching and non-teaching staff. School leaders are believe to possess ability to influencing their teaching and non-teaching staffs through inspirational motivation, to make sure their schools successfully attain its pre-intended objectives by making sure that teachers do well their responsibilities and learners perform well their academic as anticipated, however, the researcher ascertained whether this is applied by head teachers in Catholic founded primary schools in Nsambya Parish to influence staff turnover.

More so, Machumu & Kaitila (2019) argued that classroom teachers need inspirational motivation to constantly respond to changes in school environment, and take corrective action in the face of fluctuating circumstances. Inspirational motivation is a vital resource that allows non-teaching and teaching staff to adapt, function efficiently and productively, and maintain wellbeing in the face of a constantly changing stream of opportunities and threats, thus able to enhance staff retention. Besides, Long & Thean (2021) asserted that high quality inspirational motivation allows teaching staff to thrive, while its deficit causes them to flounder. Societal benefits of aspirational motivation are visible in greater head teachers and teachers' coordination, teamwork, flourishing relationship and low turnover in teaching and non-teaching staff. Inspiration stems from more internal stimulants. It can be more spontaneous, and classroom teachers don't always see it coming.

Inspirational motivation at work in schools is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Smith, 2017). Institutional motivation in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Silins & Mulford, 2016). Thus, inspirational motivation incorporates the accomplishment of the task, which is an organizational requirement and the turnover of teachers, which is the human resource requirement. Machumu & Kaitila (2019) contends that, without a proper inspirational motivation, high staff retention cannot be realized in schools. Hence this study tested the relationship between inspirational motivation applied by heads of primary schools in Uganda and staff turnover.

Namara & Kasaija (2019) argued that inspirational motivation in schools always tend to happen between school manager (head teachers) and teachers. Head-teachers usually use performance appraisal reports to correct teachers, and guide them depending on the reports. Sometimes, head teachers use regular meetings to encourage staffs, and involve them in daily running of the school programs, thus motivating them henceforth enhancing staff retention. Staffs get involved in participatory planning and budgeting which enhance coordination and teamwork, leading to low staff turnover in the long run as ascertained by Wanjiru (2018). Additionally, Waters (2019) asserts that having a motivated workforce has a range of benefits ranging from lowering absenteeism, and lowering levels of staff turnover, in addition to improved relations between management and entire staff. When the head teacher is an inspirational, it affects other staffs in a positive way. Staffs feel

motivated and try to give their best. It also encourages healthy competition at work. Regrettably, according to the scholars, evidence from global and African continent on desired (effective) inspirational motivation and staff turnover in primary schools is still in its early stages. In the research study, the inspirational motivation shall be represented by affective staff turnover which is highly being complained of as being missing in Uganda, specifically in the Church founded primary schools of Nsambya Parish.

2.3 Intellectual Stimulation and Staff Turnover

Individualized consideration of a transformational leader influences staff turnover in that a socio-emotional relationship and support is created among teaching and non-teaching staff (Ngatuni & Matoka, 2020). Intellectual stimulation is where head-teachers encourage innovation, creativity among staffs, as well as critical thinking and problem solving, which eventually boost staff job commitment and retention. A study conducted in Israel investigated intellectual stimulation on employees' turnover in secondary schools. It also examines the effects of principals' leadership approaches, teachers' 'occupation perceptions on staff turnover from the job; and principals' decision-making strategy. It also tries to find out how much of the variation in turnover of teachers can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals' leadership approach. It was employed sample size of 745 teaching staffs. The data was collected quantitative Questionnaire using Likert-type scales. The study found that intellectual stimulation strongly affected their turnover. Thus, intellectual stimulation involves arousing followers (teaching and non-teaching staff in this case) thoughts and imagination. It also simulates the ability to identify and solve teaching-learning problems creatively (Smith, 2017). However, intellectual stimulation implications were subjective, and it was that staffs

turnover are affected by variables that were not examined in this study, thus need for this study.

Adeyinka., Ayeni & Popoola (2017) argued that intellectual stimulation includes behaviours such as using an interactive teaching-learning style, challenging learners, and encouraging independent thought or decisions. Some teaching staffs have taken independent decisions to involuntary leave their positions. Intellectual stimulation enhances the pleasurable sense of being challenged and provoked that can arise from an encounter with new, difficult or interesting ideas. Thus, the enhancement of cognitive process includes creativity, discernment, and insight which occurs when head-teacher exchange ideas and opinions during interpersonal or group discussion with teachers. A research study conducted by McGuine and Kennerly in 2016 surveyed school managers and teachers from 12 public secondary schools in the Midwest region of the United States. Results indicated that school managers rated themselves higher than classroom teachers regarding their application of intellectual stimulation and identified the positive outcome from this transformational leadership factor. Another example is Vandenberghe, Kuchynkov in 2016 who surveyed 2.745 classroom teachers from 14 public secondary schools in Belgium. Results related the transformational leadership including the application of intellectual stimulation ensured followers putting extra effort, showing satisfaction with their manager and overall staff turnover. However, this studies were carried out over 5 years ago, conducted in secondary schools and were conducted outside Uganda, unlike this study conducted in Catholic founded primary schools.

Further, a study conducted by Ali & Abdulkadir in 2019 of 125 teachers who are critical school managers in Somalia showed a positive correlation regarding application of

intellectual stimulation, which was defined as a leader who challenges staff to think in new ways and encourage problem-solving, in addition to use of reasoning before taking action. On the other hand, Amin., Shah & Tatlah (2017) noted that transformational managers intellectually stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in various new ways. This, creativity is encouraged and there is no cases of public criticism of individual's making mistakes. A study in China with less sample size 539 that utilized structural equation modeling (SEM) to prove the relationship between intellectual stimulation and teacher turnover among primary and secondary schools (Waters, 2019). It also investigates the relationship among intellectual stimulation in transformational leadership style, principles' decision making and teacher turnover among primary, secondary and high schools in Chinese educational systems in China.

Additionally, the study showed that significant positive relationship among principles involvement in intellectual stimulation, staff turnover and decision making style. Hence, the main contribution of this study is that the relationship existing between intellectual stimulation and staff turnover is triggered by the employed decision making style. Therefore, intellectual stimulation encourage new ideas and creative problem solutions are solicited from followers and staff who are part and included in the process of addressing the problems and finding pertinent solutions (Waters, 2019). Teachers are encouraged to try new approaches, and their ideas are not criticized when they differ from their managers' ideas. However, a fair amount of research has been conducted in support of transformational leadership in the field of education, including intellectual stimulation in developing countries, inclusive Uganda, explaining the desire for this study.

Wanjiru (2018) noted that transformational leadership with emphasis on intellectual stimulation is a model of leadership that, when applied properly, shall lead to success of the organization and influence staff turnover. A study by Rizi., Azadi., Farsani & Aroufzadi in 2017 conducted in Malaysia to identify the influence of transformational leadership style employed by departments' heads on improving lecturers' retention. In this study, a quantitative descriptive survey design was employed with sample size of 245 lecturers consist of professors, and lecturers in the Universities in Malaysia. The data indicated uncovered intellectual stimulation and inspirational motivation as most often used practices of transformational leadership by the departments' heads and identified that transformational leadership influences lecturers' turnover more than other leadership approaches. This study demonstrated that departments' heads can be more effective in satisfying lecturers when they more frequently demonstrate transformational leadership behaviors. Literature suggests that school managers play a key role in motivating staffs, developing skills, and providing a conducive work environment. These elements help improve staff job satisfaction, which leads to low turnover intention. Based on these findings, the question was to what extents were these findings true as far as Uganda Catholic founded primary schools are concerned. For that purpose, the relationship between intellectual stimulation and staff turnover aspects in Catholic Church founded primary schools in Nsambya Parish were examined.

2.4 Idealized Influence and Staff Turnover

According to Silins & Mulford (2016), transformational leaders are role models who improve the followers' retention and job commitment by making them develop respect, admiration, and trust for their leader, hence, willing to do what he/she asks them to do without complaining since they trust him/her. Besides, Aujata., Simatwa & Yalo (2019)

argued that through idealized influence, there is goal articulation expressed in terms of determination, confidence and persistence helping followers focus on their ability to attain the school vision, hence, influencing staff turnover rate. A study in the region with less sample size 280 teachers were used as respondents for the study, which employed quantitative descriptive survey design to investigate the contribution of idealized influence on secondary school staff turnover in Nsukka Education Zone of Enugu State, Nigeria. The results of this study revealed that the principals using idealized influence, staff retention and commitment arise (Gkolia., Belias & Koustelios, 2020). Thus, the integrity, fairness and ethical manner exhibited by a transformational leader influence staff turnover among followers by making them develop an emotional bond with the leadership to accomplish the set goals (Ibrahim & Al-Taneiji, 2018). It is thus concluded that approaches of leadership and fellowship have a direct influence on staff turnover or retention intention. However, the impact of leadership approach is more prominent and has greater effect than previously assumed, thus creating the gap that was ascertained.

Akar & Ustuner (2019) asserts that idealized influence is where the transformational leader serves as a role model for the followers and which allows them to identify organizational vision. In this regards, the followers tend to trust and respect the school manager by emulating the lead behavior and then internalize. In other words, Banning (2020) asserted that idealized influence encompasses behaviours that instill pride in followers for being associated with the manager as a leader. It indicates that a school manager shall go beyond their individual self-interest for the greater good of the group and make personal sacrifices for others' benefit. Besides, Waters (2019) asserts that a school head teacher as the leader should be in a position to adjust goals, direction and mission for practical reasons. The head teacher should identify what the staff's wants and emphasize the pay performance link to

boost their retention. If this is not understood, there is likely to be confusion, uncertainty, and minimal transactional impact leader- follower's relationship, thus influence staff turnover intention. The study took descriptive, analytical and normative approaches to explore the practices of a representative sample of school managers while identifying a number of distinctive intervention strategies that existing theoretical models only limit; however, this study was conducted in Nsambya Parish applied a mixed method.

Rizi., Azadi., Farsani & Aroufzadi (2017) asserted that idealized influence consider the modeling of exemplary behaviours that are aligned with organizational goals. Thus, school leaders portraying idealized influence embrace high compliance with organizational values and encourage teachers to exert their highest efforts towards positive organizational outcomes by modeling the way. Idealized influence demonstrates a leader's integrity, a life of moral commitment and selfishness to followers (Smith, 2017). These leaders resist shortcuts and remain focus on the long term goal of the organization. For instance, in Malaysia the government is working towards achieving a goal to prepare "young people to meet the needs of 21st century" (Silins & Mulford, 2016); through innovative, productive, skilled, competitive, innovative resistant, and creative education system. This implies that when head teachers apply the above skills, it is most likely that performance in secondary schools increases. Studies by Wanjiru (2018), found that there was a relationship between students' academic achievement and idealized influence characteristics. Idealized influence was mostly used by the leaders thus making the students pass in their examination. One way of evaluating the idealized influence qualities of head teachers is by analyzing their performance under the current education systems. Therefore, all Catholic founded primary school leaders regardless of the age, gender and location are pressured by accountability for better results, creating the need for this study.

Transformational leadership is needed by the transformational leader with idealized influence to manage the change in an organization. Idealized Influence is where the transformational leader serves as a role model for the followers and which allows them to identify organizational goal and vision (Machumu & Kaitila, 2019). Further, the followers tend to trust and respect the school manager by emulating the leader behavior and then internalizes, thus school leaders great has an influence on staff turnover. Hence, Rizi., Azadi., Farsani & Aroufzadi (2017) suggested that the failure or success of any organization is dependent on its leader. The leadership style of leaders has, therefore, received a lot of research attention and is undeniably a crucial element in organizational success in retaining staff talent. Furthermore, researchers, such as (Silins & Mulford, 2016) have suggested that the vital role of leadership in reducing staff turnover is attributed to the fact that leaders, by virtue of their position, have a strong influence on staff' decisions to remain with or leave a school.

In addition to the above, even though, multiple factors may affect staff turnover intentions, leadership approach has been shown to have a significant effect on staff decisions to stay in or quit their jobs. Satisfied staffs feel motivated as a result of good leadership approach, leading to lower job turnover. In contrast, a dissatisfied staff is likely to seek alternative opportunities, leading to higher job turnover (Tetty, 2016). Several theories posit that staffs who dislike their jobs either seek to permanently leave or temporarily avoid work through absenteeism or arriving late. The key motivation for these withdrawal behaviours is poor job satisfaction; because an staff's intention to leave is the next logical step after experiencing dissatisfaction in his or her job. Current research suggests that leadership approach leads to high levels of job satisfaction which eventually have a negative

relationship with staff turnover intentions (Shamsuzzoha & Shumon, 2020); and that job satisfaction is considered one of the most accurate predictors of staff turnover intentions

Ispas & Babaita (2017) asserts that the idealized influence factors is measured on two components, that is; attritional component which considers the attributions of leaders made by followers based on perceptions they have of their leaders, and a behavioral component that refers to followers observations of leader behavior. In other words, transformational leaders who show idealized influence are role models for their followers and this because they engage in high standards of ethical behavior at work. Thus, followers identify with these school leaders, and want to emulate them (Long & Thean, 2021). These leaders tend to usually have very high standards of moral and ethical conduct and can be considered to doing the right thing at the right time always. They are deeply respected by followers, who usually place a great deal of trust in them, and they provide followers with a sense of vision and mission.

Besides, Amin., Shah & Tatlal (2017) noted that transformational leader has the ability to change, inspire and motivate followers to achieve results greater than originally planned. Smith (2017) maintains that the work of the transformational leaders is to help transform organizations through different strategies. These leaders are known for reducing uncertainty and affecting a wide range of the outcomes of the individuals in organization. Therefore, transformational leaders are highly respected people in the society. The current research indicates that although staff turnover can never, or should, be completely eliminated, schools should aim to minimize it, particularly among staffs with school-specific knowledge. The existing literature contains several studies that cover the impact of transformational leadership and job satisfaction on staff turnover intention separately.

Although it is evident that both factors result in lower turnover intention, the linkage between leadership approach and staff turnover can be further clarified. Hence, this research aiming at compiling findings that also show how both leadership approach and staff turnover intention are linked to one another, which enriched our understanding of the study concepts in particular reference to Church founded primary schools in Nsambya parish.

Consequently, school managers practicing idealized influence to emphasize on effective team work, develop vision, keep competitive and make the organizations able to take competitive advantage, thus enhancing staff retention intention. A study done by Silins & Mulford (2016) shows that idealized influence of transformational leadership when used by the head-teachers effectively results to success. Some of the additional practices include; mentoring, having best-practices, and being accountable. Further, these school leaders are responsible to admire respect, trust, and to avoid use of power for their own interests (Rizi., Azadi., Farsani & Aroufzadi, 2017). Besides, Smith (2017) indicates that school leaders who positively attract their followers are the ones who practice idealized influence behaviors for example the followers need first. These leaders have determination and ready to take risks using the capabilities in different areas. Moreover, they are ready to show moral conduct and exercise high ethical standards (Smith, 2017). A study by Machumu & Kaitila (2019) asserts that school managers who use Idealized Influence dimension, create a healthy environment for the staffs and pupils thus promote academic excellence in school, as well as low turnover intention. Therefore, idealized influence of transformational leadership must be enhanced in school leadership for positive low teacher turnover intention. Most importantly, the head teachers must exhibit idealized influence practices to make the teachers be moved toward the success of the school.

On the other hand, Ibrahim & Al-Taneiji (2018) argued that a school head teacher as the leader should be in a position to adjust goals, direction and mission for practical reasons. The head-teacher should identify what the teacher wants and emphasize the pay performance link, which greatly influence their turnover intention. If this is not understood, there is likely to be confusion, uncertainty, and minimal transactional impact leader-follower's relationship. Transformational leadership as idealized influence is needed by the transformational leader to manage the change in an organization. Idealized Influence is where the transformational leader serves as a role model for the followers and which allows them to identify organizational vision, thus enhancing job commitment, as well as retention intention (Ngatuni & Matoka, 2020). Further, the followers tend to trust and respect the leader by emulating the leader behavior and then internalizes (Aujata., Simatwa & Yalo, 2019). Various studies have been done to explain this phenomenon but its relationship between head teachers' transformational leadership has not yet been done in the entire county. Thus, the study determined the influence of head teachers' idealized influence on staff turnover in Church founded primary schools at Nsambya Parish.

2.5 Individualized Consideration and Staff Turnover

Literature reveals transformational leaders' intellectual stimulation behavior enhances staff turnover intention in that teachers feel trusted and acknowledged as vital members of the school since their ideas and thoughts are solicited and accepted (Amin., Shah & Tatlah, 2017; & Aujata., Simatwa & Yalo, 2019). In other words, individualized consideration is an act of expressing individual and informal attention to school members, acknowledging their individual and personal differences according to their needs and abilities, and developing their higher levels of potential (Ibrahim & al-taneiji, 2018). The value of individualized consideration by the follower inspires him/her to acknowledge and accept

school leaders as a role model (idealized influence); however, this relationship is strengthened by efforts of inspirational motivation and intellectual stimulation by the school manager. Of the different leadership approaches presented in the literature, transformational leadership is characterized by envisioning, enabling, and empowering staffs (Tettey, 2016). He describes transformational leadership as a process in which school managers and followers both play a role in helping each other achieve higher levels of motivation. In particular, school managers lead by example and are able to inspire their followers to achieve beyond what is expected of them as well influencing their turnover intention.

Shamsuzzoha & Shumon (2020) outlined three characteristics of transformational leadership theory: charisma, individualized consideration and intellectual stimulation. The theory was expanded by Steward (2018) to include four components: idealized influence (behaviour and attributes), inspirational motivation, intellectual stimulation and individualized consideration. Further, Ibrahim & Al-Taneiji (2018) argued out that a true transformational school manager motivates a positive outlook among staffs, creates awareness of the organization's mission or vision and encourages staffs and followers to put the group's interest above their own. In times of distress and rapid change, transformational school managers are more likely to develop new solutions together with their followers (Steward, 2018) because they have the ability to engage and motivate followers to achieve exceptional results. The three key things this type of school managers will do: they take heed of teachers' concerns and career development; they give teachers a fresh perspective by helping them view longstanding problems in a different way; and they get teachers to go an extra mile and contribute to achieving the organization's goals

According to Kibirige (2020), individualized consideration include things like mentoring teachers one-on-one, delegating difficult tasks to deserving people and maintaining a high level of communication with staffs. Most importantly, school managers who practice individualized consideration understand the value of prioritizing their time in order build a personal connection with each team member, regardless of their position/title, tenure or job description (Ali & Abdulkadir, 2019). Thus, the need for ‘candour over charisma’ as a critical component towards influencing staff turnover intention. Being trustful and open, recognizing and listening to individual concerns and questions shall help ease the minds to the staffs, particularly in times of crisis. On the other hand, Amin., Shah & Tatlah (2017) noted that leaders often lament the fact that they find themselves being pulled in a myriad of directions. With no many demands on a leader’s time, deciphering the ‘urgent’ from the ‘vital’ can be problematic. At the same time, school managers who are personally in touch and in tune with their team members have a greater opportunity to strengthen the relationship, coordination and harness their respective intrinsic motivation levels.

Aujata., Simatwa & Yalo (2019) posit that individualized consideration which is under transformational leadership can cause dynamic changes to the school principals. According to Long & Thean (2021), transformational leadership has been linked with the organization and individual performance. As a transformational leader the principal practices small but significantly influences the school climate, culture and academic performance. Posits that the focus of transformational leadership is mainly on the followers’ needs and satisfaction through inspiration in order to achieve desired goals, as well as influencing staff turnover intention. Moreover, most of the school managers do not even understand that how their subordinates perceive them influencing staff turnover intention. Besides, Leithwood & Jantzi (2020) asserted that individualized consideration dimension possesses certain traits

like treating the followers as an individual and with a lot of professionalism. Assert that this leadership has a strong definition with significant behaviours that increase performance like inspiring, coaching, motivating, and supporting. In addition, the school leaders' work is to mentor, support and coaches the entire staffs to significantly promote the growth of the entire school. Therefore, the use of principals Individualized consideration practice is relevant to this study.

Transformational head teacher under this dimension treat others as individuals, rather than simply group members, and identify the differing needs, abilities, and aspirations for those individuals. Individualized consideration dimension focus is on the development of the follower (Ispas & Babaita, 2017). The manager uses individualized consideration aims so as to fulfill the needs of individual in school. The leader observes individualized consideration dimension by being an effective listener and recognizes individual's differences. The leader further encourages, interactions with followers on a personal basis and delegate's tasks as a means of developing followers. A study by Gkolia., Belias & Koustelios (2020) argues that transformational leader focuses on group as well as individual levels. The leader aims at empowering followers to potentially develop their abilities, skills self-efficacy and respect among others. The leaders influence their followers by strengthening their interest in them. The leader's goals is to understand the followers needs, abilities, skills, and offer coaching and mentoring which helps in overcoming individual challenges. This behaviour also helps the leader in this case the head teacher, inspires followers achieving the institutional goal. Above all, the transformational head teacher practices this dimension so as to increase the follower's self-fulfillment, self-actualization, and self-esteem. The leader uses individualized consideration aims so as to fulfill the needs of individual in school. However, this study took one method research

design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used both quantitative and qualitative approaches.

Further, individualized consideration of each teaching staff by the school leadership and management, motivates the teachers to make the individual contributions to the organizational performance as well influencing staff turnover intention (Aujata., Simatwa & Yalo, 2019). It is argued that individualized consideration supports if the teachers are generally pleased with the motivation they are receiving from the head teachers. Through individualized consideration, the leader provides socio-emotional support to teachers thereby growing their potential to take their own decisions suitable with the situations which helps in aligning the balance between the leaders' vision, and teachers' efforts and retention. Though, it might only be succeed when school managers perceive, direct, control and offer reliable response and attention to teachers. This attribute (individualized consideration) become animated when school manager realizes teachers' exceptional needs (Nassaza, 2022). In turn, the workforces are likely show utmost enthusiasm and performance in attaining leaders' vision. Similarly, the school manger builds respectful affiliation with every teacher by catering their needs and paying ultimate care to achieve the maximum results/outcomes (Kibirige, 2020). In this linking, leaders' fair decisions and respectful behavior in relations with teachers along with impartial attitude over justifications (reasons & explanations) effects teachers' behavior, and staff turnover intention.

More so, Ali & Abdulkadir (2019) asserted that the individualized consideration is the transformational leadership significant attribute which is widely researched as predictor

towards various organizational outcomes. The school manager, through individualized considerations, motivates and inspires the teachers towards institutional vision by providing challenging and meaningful tasks to their workforces. The individualized consideration is vital in influencing staff turnover at workplaces; thereby recognizing individual transformations about teachers' needs and wants (Aujata., Simatwa & Yalo, 2019). The individualized consideration is the magnitude by which school leader provide considerations to teachers needs by offering them socio-emotional support. The individualized considerations can be increased to optimistic extent when teachers feel the fairness in institutional processes and decisions. Thus, optimistic behavior on the part of school leaders has significant influence on individuals' fairness perception as well as teachers' self-efficacy and staff turnover intention. However, this study was carried out outside Uganda, not entirely secondary schools based and carried out almost three years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

According to Leithwood & Jantzi (2020), the leaders through individualized considerations provide coaching and training to teachers on regular basis by considering each teacher regarding their individualities which in turn help them in developing their personalities. The school leader interact with each teacher by working together thus giving consideration to their basic needs and provide aspirations which help then in developing their potentials, skills and abilities. These school managers' emphasis on followers' apprehensions and provide respect and kindness to their hesitations at workplaces (Long & Thean, 2021). These school managers provide directions and inspirations which in turn help teachers in improving commitment as well as staff turnover intention. The individualized consideration not only helps in instilling teachers trust on leader but help also in developing interaction

(personalized) amid school managers and teachers (Akar & Ustuner, 2019). Thus, followers feel esteemed and supported as leader listens them and respect their ideas which in turn helps in developing their confidence. This integration helps in developing justice perception of teachers' along with sense of respectable performance and influencing staff turnover intention in education institutions, creating a gap for the study.

Additionally, Ali & Abdulkadir (2019) argued that individualized consideration of these transformational leaders encourages and supports members to improve their productivity. Based on this relevance, this study emphasizes the importance of personal growth and explains the role of individualized consideration a way to improve it. Individualized consideration of school managers is based on one-to-one relationships with members. Individualized consideration of school managers leads to identifying and satisfying members' needs and stimulating them by raising their higher needs (Aujata., Simatwa & Yalo, 2019). This study describes this process in terms of school leadership and staff turnover. If head teachers give individual attention to their teachers, they shall be more motivated and will have the opportunity to like their job. In addition, this study explains the importance of school support along with head teacher leadership. This study examines the relationship between individualized consideration of head teachers and staff turnover intention, and further suggests ways to influence staff turnover with particular reference to Catholic founded primary schools in Nsambya Parish.

Ibrahim & Al-Taneiji (2018) puts it clearly that transformational leadership has four dimensions namely, 'the four I's': idealized influence (charisma), individualized consideration, intellectual stimulation, and inspirational motivation. These aspects are important to the transformational leader who in turn exhibits them through the followers for

the purpose of bringing about desired outcomes. They put it clearly that transformational leadership has to be grounded in moral foundations that are usually based on four components: individual consideration, intellectual stimulation, inspiration and idealized influence. These aspects are important to the transformational leader who in turn exhibits them through the followers for the purpose of bringing about desired outcomes. Besides, Aujata., Simatwa & Yalo (2019) argued that individualized consideration of transformational leadership treats members individually based on one-to-one relationships, understands and satisfies the individual needs of members, as well as through mentoring or coaching. It aims to develop teaching staff by stimulating and raising the desire. In other words, it is an act of expressing individual and informal attention to members, acknowledging their individual differences according to their needs and abilities, and developing their higher levels of potential (Ninda, 2020). Thus, the individualized consideration of the head-teacher can be seen as the behavior by which the head-teacher shows individual and informal interests in the teacher job satisfaction, recognizes their individual differences, stimulates their desire for learning and develops higher levels of potential. Based upon this theory, this study determined the influence of head teachers' individualized consideration on staff turnover intention in Church founded primary schools in Nsambya Parish.

2.6 Summary of Literature Review

This chapter presents the review of literature relating to the leadership approaches and staff turnover. The researcher presents leadership theories that inform the area of study. The study will focus on: inspirational motivation, intellectual stimulation, idealized influence and individualized consideration. In summary, various studies suggest that staff turnover is controlled by professional autonomy and participation in decision-making processes at

school. Additionally, an open communication approach by the head teacher and trusting relationships in school influence staff turnover. These activities and structures reflect to a large extent a transformational leadership approach of head teachers. For a transactional leadership approaches, findings from previous studies indicate that these in part may be inhibiting staff turnover. Dissatisfied teachers, for instance, more often report that their school leader grants them autonomy without paying attention to their quality of work, and only intervenes after problems have occurred.

Other aspects of head teacher transactional leadership might nevertheless arouse or influence staff turnover. Head-teacher who are directive towards their teaching staff, creating clear rules and procedures and rewarding teachers for accomplished goals, often create a satisfactory work environment for classroom teaching staff. Nonetheless, the body of knowledge indicates that with regard to staff turnover, these more formal aspects of leadership are less influential than a more transformational leadership approach. Based on these findings, this study sets out to test these assumptions by addressing the following main research question: What is the effect of leadership approaches on staff turnover in Catholic founded primary schools of Nsambya Parish.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter explains the detailed research design and approaches; location of the study, information sources, population and sampling techniques; and variables and indicators. It also presents the measurements levels, procedure/protocol for data collection, data collection instruments; quality/error control; strategy for data processing, analysis and interpretation; ethical considerations and approvals; inclusion and exclusion criteria, dissemination of results, and methodological constraints.

3.2 Research Design

This study was conducted through explanatory non-experimental cross-sectional survey design to explore the influence of leadership approaches and staff turnover in church founded primary schools in Nsambya Parish. The use of cross-sectional survey aided in obtaining data from multiple sources at one point in time (Kothari, 2013). The study employed a quantitative and qualitative design as this approach provides the necessary data to test the hypotheses and provide narrative data. Quantitative primary data was collected using a close ended questionnaire based on a five point Likert scale to get quantifiable data from individual respondents; whereas the qualitative used interview guide to cover areas where some variables cannot be easily quantified. This design was selected because different categories of respondents were studied at one point in time.

3.3 Location of the Study Area

The study was conducted among selected Catholic Church founded primary schools in Nsambya Parish, Kampala Archdiocese. Nsambya parish has a total number of 30 primary schools. Interestingly, only 12 schools out of 30 are Catholic founded and only 3 schools

have most teachers exhibiting staff turnover intention with indicators such as limited teacher absenteeism and punctuality (PEDR, 2019). If most teachers exhibiting job satisfaction are only in 3 schools out of 12 schools have, most of the teachers in the 9 schools exhibit are dissatisfied with their job as indicated by late coming, absenteeism and high teacher turnover rate (PEDR, 2019). Here, there was a reported high rate of staff turnover (Nsambya Parish Education Departmental Report, 2019).

3.4 Information Sources

Data sources, according to Creswell (2014) refer to the recognized existing literature whether published or unpublished as long as it had been accepted by the academic used in the research study. In this study, both primary and secondary sources of data were used. Primary sources were the majorly source of data, and this data was obtained with the help of data collection tools (i.e questionnaire and interview guide). Interview guide was open ended, whereas, questionnaires were designed using a likert scale. They were used to collect data or distributed to head teachers, teachers, non-teaching staff, deputy head teachers, and Parish Education officers in order to get their views about the study variables. On the other hand, a range of documents were gathered for secondary data analysis, and these included; government policy documents, School Inspection Report, Parish Education Department Report-PEDR, textbooks, journals, magazines, research reports and internet sources which the researcher made best use of it.

3.5 Population and Sampling Techniques

3.5.1 Population

The target population involved; Head teachers (9), Deputy Head teachers (9), Parish Education Department officials (2), teachers (140), and non-teaching staff (50), in accordance

with the (PEDR, 2019). The head teachers and deputies were treated with the same instrument since both constitute the headship of the school. They were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. On the other hand, the teachers and non-teaching staff were assumed to be the keen consumers of the leadership approaches, so they were seen to be good complements to articulate issues connected to the variable to be scrutinized. Parish Education Department officials were selected in order to obtain reliable and valid information required for this study.

3.5.2 Sample Size Determination

The ever increasing need for a representative statistical sample in empirical research had created the demand for an effective method of determining sample size. According to Katamba & Nsubuga (2014), sample size is the portion or subset of the total population. To address the existing gap, the study sample was selected following the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this study. In this regard, out of 210 target population, 136 sample size were considered. These included; nine (9) head teachers, nine (9) deputy head-teachers, two (2) Parish Education Department officials, twenty six (26) non-teaching staff and ninety (90) teachers as indicated in Table 3.1 below. This enabled the researcher to get a variety of views and unbiased response which made the study a reality.

Table 3.1: Sampling Frame

| Category | Population | Sample size | Sampli |
|-----------------------------|-------------------|--------------------|---------------|
| Head teachers | 9 | 9 | Purposive |
| Deputy head teachers | 9 | 9 | Purposive |
| Parish Education Department | 2 | 2 | Purposive |
| Teachers | 140 | 90 | Simple random |
| Non-teaching staff | 50 | 26 | Simple random |
| Total | 210 | 136 | All |

Source: (Nsambya Parish Education Departmental Report, 2019).

The study involved both male and female participants selected purposively for head-teachers, deputy head-teachers and Parish Education Department officials; and randomly for teachers and non-teaching staff. The Church founded primary schools that were included in the study, and were selected using purposive sampling method.

3.5.3 Sampling Techniques

The study employed both simple random sampling and purposive sampling technique to select the study respondents. Purposive sampling was used to select Parish Education Department officials, head-teachers, and deputy head teachers from whom the researcher got specific information. Such sampling technique was used because it was quick and helped the researcher to collect the first hand information. On the other hand, simple random sampling was applied to select teachers because all the members in the sample had an equal opportunity of being selected and to avoid biases. In this, one set of small pieces of paper of the same size was prepared for all the teachers for each school. That is; 90 small pieces of the papers for the teachers carried the writing ‘Yes’ and the rest carried the writing ‘No’. All were placed in a container and each teacher was asked to take only one piece of paper from

the container. If the writing on the paper read 'Yes', the teacher participated in answering the questionnaires. The same approach was applied to non-teaching staff.

3.6 Variables and Indicators

3.6.1 Variables

Creswell (2014) states that, "a variable is a measurable characteristic that assumes different values among the subjects". There are different classifications of variables for example; there may be a dependent variable (DV) or an independent variable (IV). The study used 'Leadership Approaches' as an independent and 'Staff Turnover' as a dependent variable.

3.6.2 Indicators

Leadership approaches included elements of: Inspirational motivation (i.e feel trusted, acknowledged, ideas and thoughts are solicited and accepted); Idealized influence (i.e develop respect, admiration, and trust for their leader; determination, confidence and persistence; the integrity, fairness and ethical manner; and goal articulation); Intellectual stimulation (i.e encourages innovation, creativity, critical thinking and problem solving); and Individualized consideration (i.e building confidence, inspiration, and motivation in teachers to attain ambitious and challenging goals). On the other hand, staff turnover included elements of voluntary turnover, involuntary turnover, functional turnover and dysfunctional turnover.

3.7 Measurement Level

According to Kothari (2013), "sound measurement level should meet the tests of validity and reliability". There are four types of measurement levels namely, ordinal, nominal, ratio and interval. A likert scale is a scale used when responding to a questionnaire whereby

respondents specify their level of agreement or disagreement to a statement. It was recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. In other words, the five-point scale which included the following kinds of answers were used; that is; 5=strongly agree, 4=agree 3=undecided/neutral, 2=disagree and 1=strongly disagree, and the respondents were asked to indicate their degree of agreement with the statements on the study variables. The nominal scale was used for gender and education level. The interval scale was also used for period one has been in school. The measurement levels considered multi-variable levels. Multivariable analysis (MVA) was based on the statistical principle of multivariable statistics, which involved observation and analysis of more than one statistical outcome variable in the study.

3.8 Procedure for Data Collection

The researcher sought a research permit from the Uganda Christian University Research Ethics Committee (UCUREC) as well as School of Education of Uganda Christian University, to conduct research. The researcher then proceeded to report to the Catholic Founded Primary Schools of Nsambya Parish and thereafter wrote letters to the head teachers to be allowed to do the study. The researcher visited the selected schools, created rapport with the respondents and explained the purpose of the study and then administered the questionnaire to the respondents. The respondents were assured that strict confidentiality was maintained in dealing with the identities. The completed questionnaires were collected once they had been filled. The collection of data involved one week filling out the questionnaires (teachers and non-teaching staff) and interviewing Parish Education Department officials, head-teachers and their deputies. This was applicable for collecting both the qualitative and quantitative data respectively. More so, a pilot study was conducted. The data collection tools

were prepared and pre-tested, made adjustments, and proceeded with the actual data collection. The process was then concluded by organizing of data, presentation, analysis and interpretation into this dissertation for examination.

3.9 Data Collection Instruments

Data collection instruments comprised of:

3.9.1 Questionnaires

A set of questionnaires were developed for the teachers and non-teaching staff only. The design constituted closed-ended questions covering 5 items on the respondent's background in Section A, 10 items in Section B, 10 items in section C, 10 items in Section D and 10 items in Section E. All items on section: B, C, D, and E were measured on a 5- Liker scale stating: strongly agree (5), Agree (4), Not sure (3), Disagree (2), strongly disagree (1). A questionnaire was a research instrument that gathers data over a large sample. Questionnaires were used to gather information and data from the respondents (teachers and non-teaching staff) from various schools. The questionnaires were used because they permit anonymity that results in more honest responses and they were the best instruments for quantitative research. Questionnaires were ideal for survey study (Mugenda & Mugenda, 1999) and were widely used in education to obtain information about current conditions and practices and to make enquiries about attitudes and opinions quickly and in precise form.

3.9.2 Interview Guide

Interviews were arranged and conducted by the researcher with the Parish Education Department officials, head teachers and deputy head teachers in the nine selected Catholic founded primary schools. The interview method was preferred because it was more natural

and qualitative, thus (Amin, 2005). It also involved meeting respondents face-to-face and collecting information from the selected respondents. This involved face to face interaction between the researcher and the participant through discussion. Open-ended questions were also used so that other valuable questions might emerge from the dialogue between interviewer and interviewee. In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This was largely due to the fact that the respondents often need stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding was more easily reached later on in the findings of this study.

3.10 Quality/Error Control

Validity and reliability were looked at as follows:

3.10.1 Validity

Validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect (Stephanie, 2016). Through piloting, the instruments will be pre-tested in order to allow the researcher to improve their validity as well as familiarize with data collection process. Content validity was used to check the representation of the research questions in the questionnaires. The items in the likert type found inadequate was discarded or modified. Secondly, the researcher sought assistance from the supervisor in order to help improve content validity of the instrument. The supervisors suggested corrections on some of the items which the researcher implemented. In other words, pre-testing was done by administering to ten (10) participants within the study population but outside the sample. Results from the field helped to identify gaps and made modifications to the tool where it was necessary. Pre-testing helped to

estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study and this was done with the help of this formula.

Content validity Index (CVI) = Relevant items by all judges as suitable

Total number of items judged.

Ten questionnaires were pilot-tested in a primary school that did not participate in the study.

Each questionnaire had 48 items. Hence;

$$\text{Total items} = 48 \times 10 = 480$$

Invalid items is equivalent to 60

$$\text{Relevant items} = 480 \text{ minus } 60, \text{ equals } (=) 420$$

$$\text{CVI} = 480/420 = 0.875$$

The instrument was said to be valid since the CVI was 0.875 which was far above 0.7 the recommended value for validity, this implied that the questionnaire tool is valid for data collection. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. Similarly, the questionnaires items were constructed such that they were related to the questions in order to ensure that the research questions were well covered.

3.10.2 Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research tool yields consistent results or data after repeated tests when administering a number of times. To enhance the reliability of the research tool, a pilot study was conducted. The researcher used test re-test method where the research tools were administered to the respondents, the researcher analyzed the results and later after one week, the instruments

were re-administered. The aim of pre-testing was used to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research tools. This ensured that the instrument captures all the required data. Pearson's product moment correlation coefficient formula was used.

Table 3.2: Reliability indices for the questionnaire

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | No. of Items |
|------------------|--|--------------|
| .815 | .783 | 15 |

The Cronbach's alpha is 0.815 as indicated in Table 3.2 above, 0.7 the recommended reliability value (Amin, 2005), it implies that the questionnaire is suitable for data collection. This showed that the questionnaire is reliable.

3.11 Strategy for Data Processing, Analysis and Interpretation

Data was analyzed quantitatively and qualitatively as follows:

3.11.1 Analyzing of Quantitative Data

Quantitative data was provided by teachers and non-teaching staff. Data was analyzed using SPSS to get variable Mean and Standard deviation which was drawn to ensure clear and easy presentation of research findings. All of the data was entered into and analyzed by descriptive statistics using Statistical Package for the Social Science (SPSS) for Windows, version 12.0. In addition, Pearson's correlation analysis and multiple regression analysis were used to establish the relationship between the study variables; That is, the relationships between leadership approaches (inspirational motivation,

idealized influence, intellectual stimulation, and individualized consideration) and staff turnover. Prior to statistical analyses, data cleaning and handling of missing values were performed. Frequency distributions of all the variables were checked for outliers, missing data, and typing errors. Normal distributions of the dependent and independent variables were assessed.

3.11.2 Analyzing of Qualitative Data

Parish Education Department officials, head teachers, deputy head teachers provided qualitative data. At the end of each study day, field notes were transcribed for proper thematic analysis. Thematic content analysis was used to analysis this data where key findings were transformed into themes for easy analysis and presentation of data. Additionally, narrative reasoning was also used to interpret the findings and this was logically argued out. Therefore, the respondents' views were quoted verbatim to give their actual feeling about the issues that was raised. This therefore, gave an in-depth insight of the problem under study.

3.12 Ethical Considerations and Approvals

The researcher followed a number of guidelines in research.

3.12.1 Ethical Consideration

Ethical clearance was sought from Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University to conduct research. Permission to carry out the study in Nsambya parish was sought from the Parish Education Department official, and head-teachers for the Catholic founded primary schools.

3.12.2 Informed Consent

Informed consent form (Appendix II as attached herein) elaborating on the study purpose was filled by all those who fully participated in this research study. This enhanced confidentiality of the research which eventually increased their participation. The respondents and participants were also informed that participation in this research study was voluntary. They had a right to accept or decline participating or withdrawing from the study anytime. The researcher gave thorough explanations about the research purpose, and their right to either accept or reject to participate in the interview or filling in of the questionnaires.

3.12.3 Confidentiality of Respondents

Each respondent's record was given a unique ID number. The participants were asked to sign the consent forms. This showed their willingness to participate in the exercise/research. Thus, principle of anonymity was strictly followed. The school and participants' identity were not disclosed. Therefore, pseudonyms were used to disguise the participants and the schools in the study area. Codes such as respondent 1, 2, 3, and 4 were used to refer to teachers observe in the classroom, for instance. Alphabetical letters A, B, C, D & E were used to refer to schools. Therefore, names and other identifying information from subjects were obtained for quality assurances purposes. Only and no individual was identified by any study report. Thus, data identifying individual subjects were restricted to those involved in the study. Confidentiality was maintained by ensuring that the reader of the dissertation was not able to identify a particular respondent.

3.13 Methodological Constraints

The study was limited by the following obstacles:-

The topic on the leadership approaches and staff turnover in Catholic founded primary schools in Nsambya parish having been found so sensitive, characterized with high element of confidentiality, gathering information from the education stakeholders themselves were not easy. This was solved by assuring and reassuring the respondents that their privacy and confidentiality were respected.

Lastly, the time frame allocated to the study did not enhance wider coverage. The researcher had to combine other academic activities, work schedule and examinations with the research study. This was solved by the investigator through giving more time to the research study and trying to balance all the work as per planned work schedule.

3.14 Eligibility Criteria

The inclusion criteria were: respondents who did not consent to participate in the study, target participants who were available to participate in the study; and all respondents were above 18 years of age; as well as both male and female target respondents were included in the study for gender balancing. These included; Parish Education Officers, head teachers, non-teaching staff, deputy head teachers and teachers.

The exclusion criteria were: non-Catholic founded primary schools were excluded in this study; teachers who were not found at the schools during the time of the study were also excluded from participating in this study, and targeted respondents who did not consent to participate were also excluded; as well as anyone below 18 years of age.

3.15 Dissemination of Results

The study report was submitted to the School of Education and Uganda Christian University library after being approved by the principal researcher's supervisor. The researcher also shall disseminate the report findings as follows: distributing 1 Copy to Education Department at Uganda Christian University for supervision purposes; 1 Copy to School of Education, Uganda Christian University, Copy to Ham Mukasa library at Uganda Christian University; 1 Copy to be retained by the researcher, and 1 Copy to Parish Education Department, Nsambya Parish so that appropriate action can be taken.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents the detailed presentation, analysis and interpretation of findings from the field. The study findings are presented, following the study objectives as follows; the relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools; the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools; the relationship between idealized influence and staff turnover in Catholic Church founded primary schools; and the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools.

4.2 Response Rate

A total of 125 questionnaires were issued and all of 20 key informants were interviewed as shown in Table 4.1 below in relation to the different categories.

Table 4.1: Response rate

| Response Rate | Questionnaire distributed | Questionnaire collected | Percentage |
|----------------------|----------------------------------|--------------------------------|-------------------|
| Questionnaires | 125 | 116 | 92.8% |
| Interviews | 20 | 20 | 100% |
| Total | 145 | 136 | 93.7% |

Source: *Primary data, 2023*

In this study, 125 questionnaires were distributed and only 116 questionnaires were completely filled and returned. This gave a response rate of 92.8%, whereas all the target key informants (20) were interviewed (100%). According to Ahuja (2009), a response rate

of 70% is excellent, 60% is good and 50% is adequate for analysis. Thus the total response rate of 93.7% was considered reliable and appropriate for the study.

4.3 Demographic Characteristics of Respondent

The demographic characteristics look at the respondents' distribution across sex of the respondents, highest education level, and years spend in school. This is indicated in the

Table 4.2:

Table 4.2: Demographic Characteristics of respondents

| Variable | Category | Freq. | Percentage |
|-------------------------------|---------------------|------------|------------|
| Sex | Male | 60 | 51.7 |
| | Female | 56 | 48.3 |
| | Total | 116 | 100 |
| Highest level of education | PhD holders | 1 | 0.9 |
| | Masters' Degree | 2 | 1.8 |
| | Bachelors' Degree | 30 | 25.8 |
| | Diploma holder | 60 | 51.7 |
| | Certificate holder | 23 | 19.8 |
| | Total | 116 | 100 |
| Years spent serving in school | Below 5 years | 24 | 20.7 |
| | Between 6-10 years | 73 | 62.9 |
| | Between 11 -15 year | 14 | 12.1 |
| | Above 16 years | 5 | 4.3 |
| | Total | 116 | 100 |

Source: Primary data, 2023

4.3.1 Gender

The sex was one of the variables the study analyzed. This was intended to find out whether the sample selected was balanced in terms of gender. Table 4.2 shows that the majority of the respondents (51.7%) were male and 48.3% were female respectively. In support of this, Steward (2018) asserts that gender balance have been emphasized and encouraged while promoting leadership approaches in Uganda; and this can be observed in this study.

4.3.2 Highest Education Level

Majority (51.7%) of the respondents was diploma holders, followed by those (25.8%) with degrees; and the least (0.9%) were PhD holders. This implies that most of the teachers and non-teaching staff are qualified at diploma level and competent enough to practice good leadership approaches in schools.

4.3.3 Years spent serving in school

Respondents were further asked to reveal the years spent in serving in schools. From the above, majority of the respondents (62.9%) indicated they have been serving with schools for 6-10 years. Also, 20.7% of the respondents have indicated below 5 years, and only 4.3% mentioned of above 16 years. The implications are that all the participants are familiar with the primary school's activities, and have been involved in providing better leadership approaches.

4.4 Inspirational Motivation and Staff Turnover

The study establishing the relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools. Table 4.3 provides in summary of their views in frequency and percentages, in addition to mean and standard deviation as indicated in table below.

Table 4.3: The relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools

| Statement | Extent of (dis)agreement | | | Mean | Std. Deviation |
|---|--------------------------|---------------|---------------|------|----------------|
| | Accepted | Neutral | Disagreed | | |
| | <i>f (%)</i> | <i>f (%)</i> | <i>f (%)</i> | | |
| The head teacher usually interact with entire school staff to build confidence and inspire them at work | 103 (88.7%) | 6 (5.2%) | 7 (6.1%) | 3.26 | .162 |
| In our school, we always get inspired by school heads to be creative, thus loving their job | 96 (82.7%) | 7 (6.1%) | 13 (11.2%) | 3.64 | 1.074 |
| The school leaders always closely monitors staffs to ensure they are performing well as per their contracts | 87 (75%) | 9 (7.7%) | 20 (17.3%) | 4.53 | .623 |
| In our school, recognition and inspiration builds teamwork and enhance flourishing relationship | 72 (62.1%) | 14 (12.1) | 30 (25.8%) | 4.32 | .846 |
| The school leaders regularly tells us what to do, how to do it and when he/she wants it done | 68 (58.6%) | 19 (16.4%) | 29 (25%) | 4.13 | 1.039 |
| We always fell happy and satisfied at work with school managers' encouragements and motivation | 64 (55.2%) | 21 (18.1%) | 31 (26.7%) | 4.12 | 1.031 |
| School managers inspirational motivate us to feel valuable and creates a sense of belonging | 56 (48.4%) | 23 (19.8%) | 37 (31.8%) | 4.43 | .624 |
| The school managers always pays attention to individual's staff interests in their work place | 51 (43.9%) | 25 (21.5%) | 40 (34.6%) | 4.12 | .998 |
| With school leaders inspiration, we feel motivated and try to give their best (boost engagement as well as less turnover intention) | 47 (40.5%) | 27 (23.3%) | 42 (36.2%) | 4.13 | .997 |

Source: Primary Data, 2023

Table 4.3 represents the descriptive statistics on the relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools. The results show that 88.7% of the respondents accepted to the statements that the head teacher usually interact with entire school staff to build confidence and inspire them at work (represented by Mean=3.36 and standard deviation 0.162); this was followed by 82.7% of the respondents who accepted that school staff always get inspired by school heads to be creative, thus loving their job (represented by Mean=3.64 and standard deviation 1.074). It was also revealed that the school leaders always closely monitors staffs to ensure they are performing well as per their contracts, and this was accepted by 75% (represented by Mean=4.53 and standard deviation 0.623); and lastly, 72% of respondents also accepted that recognition and inspiration builds teamwork and enhance flourishing relationship (represented by Mean=4.32 and standard deviation 0.846).

The first objective was also set to the relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools. Interview schedules were used to solicit information from the head teachers, deputy head teachers, and Parish Education Department officials.

However, when they were asked: *To what extent does inspirational motivation influence staff turnover in Catholic Church founded primary schools?*

The results revealed that the head teacher usually interact with entire school staff to build confidence and inspire them at work. One of the interviewed participants had these to say;

“.....through interaction school staff and school managers can create a truly shared vision and goals. The level of ownership they feel in the process influences how much entire school staff actually invests in collaborative work. Interaction among school stakeholders leads to exchange of ideas, knowledge as well as trust

leading to teamwork and effectiveness at work....'. (Deputy head teacher from School D)

This implies that social interaction stays at the core of teaching-learning process. The more head teacher interacts with entire teaching staff, the more one can learn. Interaction among head teachers and school staff leads to mutual understanding, sharing of knowledge, teamwork as well as cooperation at work place to achieve the common goal. This concurs with Ninda (2020) who argued out that interaction among school stakeholders lighten their mood and make them feel happier. Such social interaction is good for school staff brain health. It promotes a sense of safety, belonging and security.

From the field study, it was revealed that school staff always gets inspired by school heads to be creative, thus loving their job. One of the interviewed participants had these to say;

“...overwhelmingly, teachers and non-teaching staff become creative at work as a result of inspiration by the head-teachers. Teachers who are inspired by their school managers can accomplish amazing things, and that motivation almost always stays with them. That’s because inspiration is one of the most vital gifts a head teacher can provide school staff.”. (Head teacher from School A)

This means that head teachers inspiring school staff could ignite the flame of enthusiasm for teaching and non-teaching staff by sharing their own enthusiasm, either for teaching or for a particular curriculum and non-curriculum activities. A head teacher that inspires is a role model, an influence that goes far beyond creativity at work, syllabus completion and academic achievement. Head teachers tend to be involved in stimulating, arousing, and encouraging teachers to be creative at their place of work. This concurs with Akar & Ustuner (2019) who asserted that inspirational school staffs re-invent the wheel and the curriculum, bringing a dose of fun and unpredictability into their lessons, which in turn keeps learners on their toes as well as creating unforgettable lessons that have a positive lasting impact.

More so, respondents also revealed that the school leaders always closely monitoring staffs to ensure they are performing well as per their contracts. One of the focus group participants had these to say;

“.....school managers are involved in daily supervision and monitoring entire school workers daily assigned activities. This has led to high completion rate of assigned duties as well as promoting quality service delivery as per planned school plans. Head teachers monitoring teachers is to collect information that shall inform, encourage and facilitate improvement in classroom practice.....’. (Official from Parish Education Department)

This means that it is vital that information shall be recorded in an agreed, consistent manner which shall allow the results from different experiences to be sensibly collated. Monitoring goes on all the time, but particularly during speaking activities when the head teacher is concerned with the general assessment of teachers’ performance in relation to general progress as well as skills development. In support of the above, Ali & Abdulkadir (2019) asserted that monitoring of individual teachers takes place during written practice exercises, when the aim is to point out errors and encourage self-correction. Monitoring offers the opportunity to assess the progress of individuals, and often provides an indication for task achievement.

Additionally, the study revealed that recognition and inspiration builds teamwork and enhances flourishing relationship. One of the interviewed participants had these to say;

‘.....in order to reap the benefits of teamwork, head teachers in a school should include encouraging teamwork and this should be through employee recognition programs as part of their best practices. Thus, head teachers encouraging teamwork through recognition, schools shall see a ripple of positive effects. These positive outcomes =greatly contribute to better team dynamics, efforts as well as successes which support implementing school strategy and facilitating the school vision, the therefore, give credit where credit is due.....’. (Head teacher from School D)

This implies that recognition and inspiration is vital in promoting teamwork, reducing staff turnover intention as well as increasing retention. When individual staff feels valued and appreciated, they are more likely to not only perform better but also stay on the job longer in good relationship. In support of the above, Banning (2020) noted that working in teams help schools to accomplish various tasks and achieve objectives as well as milestones usually in a more efficient manner. The time of work processes is reduced, the fostering of ideas is better performed, and work processes are more effectively utilized.

The study revealed that the school leaders regularly tells teachers and non-teaching staff what to do, how to do it and when he/she wants it done. Another key participant had these to say;

‘....head teachers regularity gets involved in allocating new responsibilities and roles to entire school staffs. On daily basis, head teacher have to allocate daily responsibilities to school workers, supervise them and guide them in case there is a gap or not properly completed as required....’. (Head teacher from School C)

The above study findings mean that head teachers always make weekly and termly Rota for entire school staffs to follow. This work as a guideline for the proper running of the school planned activities thus enhancing work completion in time. Ultimately, presence of school timelines drafted by the school managers help in effective monitoring and supervision of school staff and making sure that all the daily activities are completed as per planned work schedule as ascertained by Ispas & Babaita (2017).

The results show that school staff always fell happy and satisfied at work with school managers’ encouragements and motivation. One of the interviewed participants had these to say;

“.....keeping school workers motivated means their efficiency and productivity continues to stay high, which leads to better work quality and more getting done at their school. Thus, keeping up consistent encouragement in the work leads to a more positive work culture and motivated workforce.....”. (Head teacher from School A)

This means that having a motivated workforce has a range of importance such as lower levels of absenteeism and late coming as well as low levels of staff turnover. Thus, presence of improved relations between management and workers, as well as increased motivation is crucial in a school and this because it allows the entire staff to change behavior, develop competences, make lesson plans, develop talents and boosts engagement which enhances team work. Conversely, Karungi (2020) asserted that encouragement and motivation allows management to meet the school goals. Without a motivated workplace, schools can be placed in a very risky position. Motivated school workers can lead to increased efficiency and productivity as well as allow schools to achieve higher levels of output non other-than academic excellence.

The results show that the school managers always pay attention to individual’s staff interests in their work place. One of the interviewed participants had these to say;

“..head teachers always pay a serious attention to critically assess individual school workers ability, competences, willingness and ability to accomplish their assigned workload. Head teachers always pay attention to individual staff interest to encourage and motivate them which is enthusiastic, driven and takes pride in their work. This help to accomplish tasks quickly, take action and want to do a good job, both for themselves and for the school.....”. (Deputy head teacher from School A)

This means that head teachers have a great responsibility to oversee manage and control daily school management and academic planned activities. Head teachers always monitor and supervise teachers’ ability and work completion rate so as to guide them in case of

failure to complete the assigned workload in time. This is in agreement with Gkolia., Belias & Koustelios (2020) who argued that entire school workers shall know what needs to be done, but you need to explain further, you need to communicate the ‘why’ of each task.

From the field study, the study revealed that school managers inspirational motivate staff to feel valuable and creates a sense of belonging. One of the focus group discussion participants had these to say;

‘...in giving school teams praises, it’s vital to share how their capacity of teamwork is responsible for their accomplishments. When giving recognition and honors, it is common to highlight the things that went well, strengths and key success factors.’ (Officer from Parish Education Department, 2023)

This implies that if the workplaces create a friendly culture, with areas for rest and play, workers shall look forward to coming into work. The saying ‘work hard, play hard’ is vital here. As motivation and mood go hand in hand, a poor mood can affect the ability to concentrate and shall lower the feeling of energy in the work place as ascertained by Kuchinke (2019).

Lastly, the study revealed that with school leaders’ inspiration, school staff feel motivated and try to give their best (boost engagement as well as less turnover intention). Another key participant had these to say;

“.....school employees need to know that their school managers appreciate their hard work. Giving well deserved recognition not only increases self-esteem but also enthusiasm and team morale. The reward doesn’t necessarily have to be monetary, it could be a gesture, such as giving them a day off.....” (Deputy head teacher from School B)

This means that a recognition platform is an effective tool to celebrate star performers who embody your school values. It's vital to support employees all year round with team building exercises, and well-being schemes. Inspiration of employees contributes to exceptionally high retention rates. When workers receive perks, in addition, to reward incentives, there are highly motivated and are unlikely to look for another role. This concurs with Kolzow (2019) who argued that inspiration are particularly good promoters of motivation and job satisfaction. So if one want to encourage his/her workers to go the extra mile, make their effort worth it with a gift or thoughtful act. This adds motivation, as the satisfaction of a job well done comes with the feeling that they were in control and did it on their terms.

Testing the relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools.

Table 4.4: Correlation Analysis

| | | Inspirational motivation | Staff turnover |
|--------------------------|---------------------|--------------------------|----------------|
| Inspirational motivation | Pearson Correlation | 1 | .592** |
| | Sig. (2-tailed) | | .000 |
| | N | 116 | 116 |
| Staff turnover | Pearson Correlation | .592** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 116 | 116 |

** . Correlation is significant at the 0.01 level (2-tailed).

The result indicate $P= 0.592$. This means that there is a moderately positive relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools. This means that changes in one variable are strongly correlated with changes in

the second variable. From the table 4.4 above, the level of significance is 0.000. It can be concluded that there is a statistically significant correlation between inspirational motivation and staff turnover in Catholic Church founded primary schools. That means that increases or decreases in one variable do significantly relate to increases or decreases in the second variable.

4.5 Intellectual Stimulation and Staff Turnover

The study assessed the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools. Table 4.5 provides in summary of their views in frequency and percentages, in addition to mean and standard deviation as indicated in table below.

Table 4.5: The relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools

| Statement | Extent of (dis)agreement | | | Mean | Std. Deviation |
|---|--------------------------|---------------|---------------|------|----------------|
| | Accepted | Neutral | Disagreed | | |
| | <i>f</i> (%) | <i>f</i> (%) | <i>f</i> (%) | | |
| We are always encouraged by our school leaders to be creative as well as having team spirit at our place of work | 107 (92.3%) | 6 (5.2%) | 3 (2.5%) | 3.14 | 1.164 |
| In our school, school leaders always encourage innovation to ease the work | 101 (87.1%) | 7 (6%) | 8 (6.9%) | 3.14 | 1.321 |
| Head teachers always encourage us to be critical thinkers in our school | 97 (83.6%) | 9 (7.7%) | 10 (8.7%) | 3.37 | 1.311 |
| In our school, school manager always encourages us to be involved in problem solving. | 94 (81.2%) | 11 (9.4%) | 11 (9.4%) | 3.08 | 0.975 |
| In our school, creativity is encouraged and there is no/less cases of public criticism of individual's making mistakes. | 91 (78.4%) | 12 (10.4%) | 13 (11.2%) | 3.52 | 0.863 |
| In our school, presence of intellectual stimulation always ensures us to put extra effort, showing satisfaction as well as influencing our turnover intention | 87 (51.7%) | 13 (11.2%) | 16 (13.8%) | 3.72 | 1.151 |
| The head teacher regularly entrusts tasks to other team leaders within our school, thus boosting their work morale | 83 (71.5%) | 14 (21.1%) | 19 (16.4%) | 3.13 | 1.142 |
| School manager always simulates the ability to identify and solve teaching-learning problems creatively | 79 (68.2%) | 15 (12.9%) | 22 (18.9%) | 3.69 | 0.653 |
| In our school, school managers always encourage us to reframe problems and approach old situations in various new ways | 74 (63.8%) | 17 (14.6%) | 25 (21.6%) | 3.64 | 0.632 |
| We are always encouraged to try new approaches, and our ideas are not criticized when they differ from their managers' ideas | 63 (54.3%) | 19 (16.4%) | 34 (29.3%) | 3.52 | 0.645 |

Source: Primary Data, 2023

Table 4.5 represents the descriptive statistics on the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools. The results show that 92.3% of the respondents accepted to the statements that school staff are always encouraged by the school leaders to be creative as well as having team spirit at our place of work (represented by Mean=3.14 and standard deviation 1.164); this was followed by 87.1% of the respondents who accepted that school leaders always encourages innovation to ease the work (represented by Mean=3.14 and standard deviation 1.321). It was also revealed that head teachers always encourage staff to be critical thinkers in primary schools, and this was accepted by 83.6% (represented by Mean=3.37 and standard deviation 1.311); and lastly, 81.2% of respondents also accepted that school manager always encourage staff to be involved in problem solving (represented by Mean=3.08 and standard deviation 0.975).

The second objective was also set to the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools. Interview schedules were used to solicit information from the head teachers, deputy head teachers and Parish Education Department.

However, when they were asked: *What is the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools?*

The results revealed that teachers and non-teaching staff are always encouraged by the school leaders to be creative as well as having team spirit at their place of work. One of the interviewed participants had these to say;

“.....school managers always get involved in helping and advising teachers to be creative in class. Classroom teachers who frequently who frequently assign

classwork involving creativity are more likely to observe higher-order cognitive skills including critical thinking, problem solving as well as making connections between subjects, in their pupils. And when classroom teachers combine creativity with transformative technology use, they see even better outcomes....' (Head teacher from School H)

This implies that creativity allows teachers to view and solve problems more openly and with innovation. Creativity opens the mind. A society that has lost touch with its creative side is an imprisoned society, in that generations of people may be closed mind. It broadens teacher's prospective and can help them overcome prejudices. In the context of education, creativity is essential for teaching and learning. School staffs need to be creative in teaching to get and retain learners' attention, and for them to remain motivated in the classroom (Kuchinke, 2019). Creativity teaching can also make learning invigorating, meaningful, and realistic.

The study also noted that school leaders always encourage innovation to ease the work. One of the interviewed participants had these to say;

'.....head teachers always motivate entire school staff and this is commonly done through praising them, recognizing those staff who consistently go above and beyond their expectations, asking for their opinions, encouraging their ideas as well as recognizing when they are busy or stressed. This automatically make them to feel recognized and motivated to work harder and complete their assigned duties....'. (Deputy head teacher from School F)

This implies that one of the vital and effective ways head teachers to motivate teachers and entire school staff is to praise them and this eventually leads to innovation and creativity. Complementing someone on their work makes them feel valued. This concurs with Karungi (2020) who asserted that receiving praise is also a reassurance for teaching and non-teaching staff that they are competent at their job. This is something special that

everyone deserve from time to time, regardless of how confident they may appear to be. Praising someone in private can have a profound effect, but complimenting in public is far more powerful. This clearly indicates how head teacher is pleased is pleased with his/her staff performance, and how eager one can be to tell others about it.

From the field study, it was revealed that head teachers always encourage teachers and non-teaching staff to be critical thinkers in this school. One of the interviewed participants had these to say;

“...critical thinking in schools needs critical thought. They are often neglected, but developing teachers’ critical thinking skills has huge benefits. Encouraging classroom teachers and non-teaching staff to be critical thinker helps to improve decision making, enhances problem-solving ability, polishes their creativity as well as stimulates curiosity, thus leading to efficiency at work and retention.....”.

(Deputy head teacher from School D)

This implies that helping teachers to develop critical thinking abilities translates to both academic and job successes. Using these skills, teachers tend to expand the perspectives from which they view the world and increase their ability to navigate the significant decisions in teaching. Clearly, to be able to think critically about any specific knowledge claim is a complex, layered process. To be able to explain, observe and demonstrate the mechanics of this thinking, and test it with any kind of objectivity, is fiendishly difficult as ascertained by Kuchinke (2019).

Further, the study also revealed that school manager always encourages entire school staff to be involved in problem solving. One of the interviewed participants had these to say;

“...it is the role of the head teachers to encourage the entire school staff to join efforts and work together towards achieving the common goal, none other than promoting learners’ academic outcomes. School managers need to work as an

example, enhance collaboration among school stakeholders and encourage staff members to focus on achieving the goal and aims of the school.....'. (Official from Parish Education Department, 2023)

From the above findings implies that head teachers being the focus people in a school, they deserve to work and act as an example. Head teachers need to make sure that the school staffs work together for the common goal. This concurs with Long & Thean (2021) who argued that the school manager should be a motivator; encouraging the entire school staffs to work together and join their efforts towards achieving the common goal.

Additionally, the study revealed that creativity is encouraged and there is no/less cases of public criticism of individual's making mistakes. One of the head teachers had these to say;

'...school managers less criticize fellow school stakeholders. He/she just advise them to correct their mistakes. School staffs are always encouraged to try new approaches, and their ideas are not criticized when they differ from their managers' ideas. Criticism puts everyone on the defensive. When one is criticized, she/he gets hurt and loose morale at work. Such negative behaviours feed everyone's brain to be alert to potential attacks. It focuses on what's wrong, and this awaken individual to start seeking for other jobs somewhere else before their contracts being terminated'. (Deputy head teacher from School J)

This implies that when a head teacher criticizes fellow staff in school, he/she risk not getting through to them for the sheer reason that they are too embarrassed to process the information they are sharing. The consequences of constant criticism at work can be physically and mentally taxing. Toxic work environments can produce intense levels of stress among teaching and non-teaching staff, leaving them emotionally drained and doubting their self-worth as ascertained by Long & Thean (2021). The difference between helpful and hurtful is understanding whether one is providing criticism or

feedback. When the head teacher is providing feedback, he/she is coaching someone, ensuring they improve themselves. Delivering criticism on the other hand, leaves people feeling incompetent.

The study revealed that presence of intellectual stimulation always ensures school staff to put extra effort, showing satisfaction as well as influencing our turnover intention.

Another key participant had these to say;

“...intellectual stimulation encourages all in the workplace to think, create and have problem-solving in new ways. It increases the ability of subordinates to understand and solve the problems, thought-provoking and imaginative exercise, including changes in values and beliefs, thus leading to satisfaction as well as influencing their turnover intention...”. (Head teacher from School B)

From the explanation above, intellectual stimulation provides a social resource through which school team members are challenged and encouraged to think creatively, experiment, participate, and solve problems in their daily work, thus enhancing their retention. This concurs with Ninda (2020) who asserted that head teachers using intellectual stimulation which includes behaviours such as challenging teachers, an interactive teaching style as well as encouraging independent thought enhances teachers’ satisfaction and ability to work even more harder, influencing their turnover intention.

The results revealed that the head teacher regularly entrusts tasks to other team leaders within these schools, thus boosting their work morale. One of the interviewed participants had these to say;

“.....school managers always delegate some of the roles and responsibilities to other school staffs. Delegating some of the responsibilities introduces them to new management skills, understand the school management and operations and they are able to understand the challenges the school is experiencing. Some of the

delegated workers feel satisfied at work and look at the school as part of their responsibilities'. (Deputy head teacher from School E)

This implies that head teachers delegating some of his/her duties promotes empowerment that is an effective tool that school leadership and management allow a team or an individual staff the freedom and creativity to achieve the strategic goals outlined by management of the education institution. This is in line with Leithwood & Jantzi (2020) who asserted that delegation involves entrusting work, responsibility and authority by a leader or a head of a team to a subordinate in the bid to hold the accountability of the outcome of the work-based performance. Delegation is also vital function in every institution and in the educational setting. It enables management to make the best use of their time and skills as well as ensuring that staff and subordinates are assisted in their growth and development whilst building trust and confidence as well as increasing the amount of expected work to be completed.

More so, the results revealed that school manager always simulates the ability to identify and solve teaching-learning problems creatively. One of the interviewed participants had these to say;

".....head teachers always tend to be creative in problem-solving thus helping to overcome unforeseen challenges and find solutions to unconventional challenges. Head teachers having creative problem-solving and practicing it consistently, they can develop better social and situational awareness. This help them to easily interact with teachers, calm them down in case of any rising issues at hand thus creating good working environment admirable by all'. (Deputy head teacher from School E)

This implies that creative problem-solving is an approach school manager typically use to come up with new and innovative skills and ideas or to solve a challenging problem. Utilizing this approach can help one to teaching and none teaching staff to grown and can

give them an advantage over their competitors. This agrees with Shamsuzzoha & Shumon (2020) who asserted that Creative problem-solving is a process that professional use to find unique measures to a challenge by identifying and then suggesting several potential solutions experienced at work place.

Lastly, the results revealed that school managers always encourage teachers and non-teaching staffs to reframe problems and approach old situations in various new ways. One of the interviewed participants had these to say;

“...head teachers always advise ensure school staff to avoid building wrong solutions by directly jumping into solution thinking and not empathizing with the problem. Head teachers always advise school staff to keep looking at a challenge from different angles and this shall help them in building more innovative and sustainable solutions thus enhancing the teachers’ effectiveness and desire to work for the school.....”. (Classroom teacher from School E)

This implies that head teacher’s help and guide teachers to keep looking at the problem from different angles thus helping to build more creative, innovative and sustainable solutions. Reframing implies changing your perspective on a problem by looking at it from different angles and defining it differently. In other words, it involves rewording your problem statement in a way that changes how you approach the challenge as ascertained by Okoroji & Ukpere (2019).

The Pearson correlation coefficient (r) was used to establish the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools as follows.

Table 4.6: Correlation Analysis

| Correlation | | Intellectual stimulation | Staff turnover |
|---|---------------------|--------------------------|----------------|
| Intellectual stimulation | Person correlation | 1.000 | 0.79.3** |
| | Sig. (2. tailed) | - | .012 |
| | N | 116 | 116 |
| Staff turnover | Pearson correlation | 0.79.3** | 1.000 |
| | Sig. (2-tailed) | .012 | - |
| | N | 116 | 116 |
| ** Correlation is significant at the 0.05 level (2-tailed). | | | |

Source: Analysis of data, 2023

The results revealed a significant positive relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools ($r = 0.79.3^{**}$, Sig. = .012). The Pearson coefficient r reflects the degree of linear relationship between the two variables, it ranges from negative one and positive one that is $-1 \leq r \leq 1$. If $r=0$, then, there is no relationship between the two variables, if r ranges between ± 0.1 to ± 0.4 the relationship is weak, if r ranges between ± 0.4 to ± 0.6 the relationship is moderate and if r lies between ± 0.6 to ± 0.9 the relationship is strong. Besides if $r = \pm 1$ there is perfect relationship between the two variables. However, since the correlation coefficient ($r=0.79.3^{**}$) lies between ± 0.6 to ± 0.9 the researcher concluded that intellectual stimulation and staff turnover in Catholic Church founded primary schools are significantly correlated.

4.6 Idealized Influence and Staff Turnover

The study examined the relationship between idealized influence and staff turnover in Catholic Church founded primary schools. Table 4.7 provides in summary of their views in frequency and percentages, in addition to mean and standard deviation as indicated in table below.

Table 4.7: The relationship between idealized influence and staff turnover in Catholic Church founded primary schools.

| Statement | Extent of (dis)agreement | | | Mean | Std. Deviation |
|--|--------------------------|---------------|---------------|------|----------------|
| | Accepted | Neutral | Disagreed | | |
| | <i>f</i> (%) | <i>f</i> (%) | <i>f</i> (%) | | |
| We always interact with head teacher by working together and providing aspirations and acquiring new skills | 107 (92.3%) | 0 (00%) | 9 (7.7%) | 3.21 | 1.043 |
| Idealized influence demonstrates head teachers' integrity, a life of moral commitment and selfishness to entre staff | 103 (88.8%) | 2 (1.7%) | 11 (9.5%) | 3.23 | 1.221 |
| Head teachers portraying idealized influence embrace high compliance with school values and norms | 94 (81.1%) | 6 (5.2%) | 16 (13.7%) | 3.13 | 1.242 |
| We always trust and respect the head teacher by emulating the lead behavior and then internalize | 87 (75%) | 8 (6.9%) | 21 (18.1%) | 3.09 | 0.834 |
| In our school, head teacher serve as a role model which allows them to identify school goal and vision | 82 (70.7%) | 10 (8.6%) | 24 (20.7%) | 3.41 | 0.741 |
| The head teacher regard us as a relatively independent individual, not just an ordinary | 76 (65.5%) | 12 (10.3%) | 28 (24.2%) | 3.17 | 1.132 |
| Idealized influence demonstrates a leader's integrity, a life of moral commitment and selfishness to followers | 68 (58.6%) | 13 (11.2%) | 35 (30.2%) | 3.24 | 1.321 |
| In our school, head teacher always have confidence that we will perform highly as he/she expect | 57 (49.2%) | 15 (12.9%) | 44 (37.9%) | 3.35 | 0.475 |
| In our school head teacher go beyond individual self-interest for the sake of the group | 51 (43.9%) | 17 (14.6%) | 48 (41.5%) | 3.17 | 0.465 |
| In our school, head teacher help me develop my strengths | 47 (40.5%) | 23 (19.8%) | 46 (39.7%) | 3.23 | 0.432 |

Source: Primary Data, 2023

Table 4.7 represents the descriptive statistics on the relationship between idealized influence and staff turnover in Catholic Church founded primary schools. The results show that 92.3% of the respondents accepted to the statements that school staff always interact with head teacher by working together and providing aspirations and acquiring new skills (represented by Mean=3.21 and standard deviation 1.043); this was followed by 88.8% of the respondents who accepted that the idealized influence demonstrates head teachers' integrity, a life of moral commitment and selfishness to entre staff (represented by Mean=3.23 and standard deviation 1.221). It was also revealed that the head teachers portraying idealized influence embrace high compliance with school values and norms, and this was accepted by 81.1% (represented by Mean=3.13 and standard deviation 1.242); and lastly, 75% of respondents also accepted that school staff always trust and respect the head teacher by emulating the lead behavior and then internalize (represented by Mean=3.09 and standard deviation 0.834).

The third objective was also set to examine the relationship between idealized influence and staff turnover in Catholic Church founded primary schools. Interview schedules were used to solicit information from the head teachers, deputy head teachers and Parish Education Department.

However, when they were asked: *What is the relationship between idealized influence and staff turnover in Catholic Church founded primary schools?*

The results revealed that teachers and teaching staff always interact with head teacher by working together and providing aspirations and acquiring new skills. One of the interviewed participants had these to say;

“.....the interaction among head teachers and other entire school staffs help them to acquire new skills and knowledge concerning the proper way of running school activities. Working in a team involved bringing different skills and abilities together and allows workers to exchange ideas, beliefs and values regarding a school success. School staff always get information concerning school business, new skills and more knowledge through interaction and collaboration with school managers.....’ (Head teacher from School F)

This implies that working together builds trust and job commitment. Since wins and losses may affect the entire team, school stakeholders more readily rely on each other to achieve a common goal. The trust that comes from relying on each other team members can transcend group work and foster an all-around healthy environment. This concurs with Silins & Mulford (2016) who asserted that working together is an increasing vital component of the workplace, and this leads to greater productivity to improving the work environment. Teamwork among school members also learn how to resolve disputes and work according to each other’s strengths, which can create a stronger team bond, leading to working more efficiently and creating harmonious working environment.

From the field study, it was revealed that idealized influence demonstrates head teachers’ integrity, a life of moral commitment and selfishness to entire staff. Interviewed participants had this to say;

‘.....head teachers with integrity are trustworthy, and ethical. They are committed to doing the right thing, even when it’s not easy or popular. Integrity is a cornerstone of effective leadership and his because it builds trust and confidence among followers in a school, thus leading to commitment and selfishness among the entire school workers...’ (Deputy head teacher from School A)

The above study findings mean that integrity plays a vital role in establishing a solid foundation for a successful relationship between head teachers and entire school staffs. This concurs with Namara & Kasaija (2019) who asserted that any school with integrity has a

culture where individual workers trust and respect each other. Thus, integrity in the workplace can boost productive, efficiency and workers' motivation. Head teachers with integrity are kindhearted and often help their colleagues. They express gratitude to others and recognize their colleagues' achievements.

The study also revealed that head teachers portraying idealized influence embrace high compliance with school values and norms. And one of the responds explained;

‘...head teacher portraying idealized influence sets high standards and creates a positive vision which challenges the school staffs and establishes enthusiasm together with optimism for attaining success in work..’. (Official from Parish Education Department, 2023)

This implies that idealized influence enables teaching and none teaching staffs to not only identify with the leader, but also leads to the same workers genuinely wanting to be like the leader. Thus, end state of idealized influence leads is workers' respect, confidence and trust. This concurs with Okoroji & Ukpere (2019) who asserted that transformational head teachers who show idealized influence are role models for their followers and this because they engage in high standards of ethical behavior.

The study revealed that school staff always trust and respect the head teacher by emulating the lead behavior and then internalize. As one of the respondents also noted that;

‘...some good qualities of a good head teacher include skills in communication, empathy, listening, adaptability and patience, and teachers always emulate them, thus enhancing their ability to engage in effective teaching, more especially engaging classroom presence, value in real-world learning and exchange of best practices as well as a lifelong love of learning...’ (Head teacher from School A)

This means that the very best school leaders are always visionaries. They have a goal that they can unite a team around and a plan to help each other get there. The way head teachers

behave has a direct impact on their interaction with entire school staff administration. Even more, teachers and non-teaching staff desire to attending their daily roles can also be dependent on the way the school manager behaves as ascertained by Kolzow (2019).

In addition, the study also noted that head teacher serve as a role model which allows entire school staffs to identify school goal and vision. One of interviewed participants had this to say;

‘.....head teachers being role models include showing teachers and none teaching staffs how to make sense of the world, and express different ideas in a peaceful way. This can model for entire school staff how they should act when they speak with others, and how to actively listen to other points of view’. (Head teacher from School J)

Implying that a head teacher as a role model is someone who motivates and inspires teachers and none teaching staff to achieve greatness, reach our greatest potential and recognize the best in ourselves. The role of school managers in school staffs’ life is one of the precious one and that make them bonds unique. This concurs with Gkolia., Belias & Koustelios (2020) who argued that \aside from furthering their education, school managers can also be role models through acing as instructional leaders.

The study further revealed that idealized influence demonstrates a leader’s integrity, a life of moral commitment and selfishness to followers. One of the interviewed participants had these to say;

‘.....idealized influence entails encouragement of followers to raise their awareness of and elicit their commitment to the mission and vision of the primary school. As a result of this beliefs, teachers and none teaching staff shall be willing to accept the directives provided by the school managers....’ (Deputy head teacher from School D)

The above finding implies that idealized influence acts as the behaviours of a transformational leader that evoke in followers a sense of trust, respect, admiration as well as the desire to emulate ethical values, trust, role model and risk-taking. This concurs with Lausanne (2021) who argued that idealized influence leads head teachers make the followers to trust and respect them for support and resources. As a result of these beliefs, school staff shall be willing to accept the directives of school managers and leaders, regardless of its complexity or difficulty.

Lastly, the study revealed that head teacher go beyond individual self-interest for the sake of the group. One of the interviewed participants had these to say;

‘...head teacher always have confidence that entire staff shall perform highly as he/she expect. The head teacher regard school staff as a relatively independent individual, not just an ordinary, thus they are able to help them develop their strengths, and capability aiming at achieving the target goals....’ (Head teacher from School E)

This implies that such transformational leaders always focus on developing their followers on both a personal level and in their individual career aspirations. The ability of transformational head teachers to care about the development of their follower has been associated with several positive organizational outcomes. Such head teachers who employ a transformative leadership approach can enhance positive organizational outcomes such as workers commitment through traits such as idealized influence as ascertained by Ninda (2020).

A simple regression analysis was conducted to establish the combined predictive of requirement definition, the relationship between idealized influence and staff turnover in Catholic Church founded primary schools; and also to establish if the relationship was causal and if so, which among the variables was the most significant predictor of the variance in the idealized influence.

Table 4.8: Simple Regression Results

| Model Summary | | | | | | |
|---|---------------------|-----------------------------|-------------------|---------------------------|----------------------------|------|
| Model | R | R Square | Adjusted R Square | | Std. Error of the Estimate | |
| 1 | .315 ^a | .099 | .092 | | .66358 | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.044 | .208 | | 5.011 | .000 |
| | Idealized influence | .346 | .093 | .315 | 3.706 | .000 |
| Dependent Variable: Years spent serving in school | | | | | | |

Table above shows adjusted R^2 of 0.092 suggesting that dimensions of idealized influence on the staff turnover in Catholic Church founded primary schools all predict 9.2% of the variance in staff turnover; and they were the most significant predictors. Other variables, other than idealized influence predict the remaining variance of 90.8%. The standardized coefficient results for idealized influence Beta- $\beta_1 = 0.315$, $t = 3.706$, Sig. = 0.000 suggest that idealized influence is a significant predictor of staff turnover in Catholic Church founded primary schools since a unit increase in those idealized influence results in 0.315 improvement of staff turnover in Catholic Church founded primary schools which is significant ($t = 3.706$, sig = 0.000 which < 0.01).

4.7 Individualized Consideration and Staff Turnover

The study examined the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools. Table 4.9 provides in summary of their views in frequency and percentages, in addition to mean and standard deviation as indicated in table below.

Table 4.9: The relationship between individualized consideration and staff turnover in Catholic Church founded primary schools.

| Statement | Extent of (dis)agreement | | | Mean | Std. Deviation |
|---|--------------------------|---------------|---------------|------|----------------|
| | Accepted | Neutral | Disagreed | | |
| | <i>f (%)</i> | <i>f (%)</i> | <i>f (%)</i> | | |
| In our school, head teacher always mentor us one-on-one thus influencing our turnover intention | 103 (88.8%) | 2 (1.7%) | 11 (9.5%) | 3.73 | 1.145 |
| School leaders always delegate difficult tasks to us to equip us with managerial skills and maintain high level of coordination | 100 (86.2%) | 3 (2.6%) | 13 (11.2%) | 3.62 | 1.323 |
| In our school, head teachers always provide directions and inspirations which in turn boost our turnover intention | 96 (82.7%) | 6 (5.2%) | 14 (12.1%) | 3.24 | 1.324 |
| The head teacher spend time to educate and guide use in this school (provide coaching and training) | 89 (76.7%) | 9 (7.7%) | 18 (15.6%) | 3.18 | 0.873 |
| In our school, the head teacher treats and believes that each of us has different needs, abilities, and ambitions enhancing teamwork as well as turnover intention. | 83 (71.5%) | 11 (9.6%) | 22 (18.9%) | 3.42 | 0.742 |
| We always develop confidence with head teachers prioritizing individualized consideration | 81 (69.8%) | 12 (10.4%) | 23 (19.8%) | 3.19 | 1.153 |
| In our school, individualized consideration helps in instilling teachers trust on staff influencing our turnover intention | 77 (66.4%) | 14 (12.1%) | 25 (21.5%) | 3.26 | 1.341 |
| We feel esteemed and supported when head teachers listen, support and respect our ideas | 67 (57.7%) | 17 (14.6%) | 32 (27.7%) | 3.37 | 0.476 |
| In our school, individualized consideration helps developing interaction (personalized) amid us and head teachers | 61 (52.6%) | 21 (18.1%) | 34 (29.3%) | 3.17 | 0.465 |
| School leader help us to coordinate for the purpose of bringing about desired outcomes, thus influencing staff turnover intention | 53 (45.7%) | 24 (20.7%) | 39 (33.6%) | 3.23 | 0.432 |

Source: Primary Data, 2023

Table 4.9 represents the descriptive statistics on the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools. The results show that 88.8% of the respondents accepted to the statements that head teacher always mentor us one-on-one thus influencing our turnover intention (represented by Mean=3.73 and standard deviation 1.145); this was followed by 86.2% of the respondents who accepted that the school leaders always delegate difficult tasks to staff to equip us with managerial skills and maintain high level of coordination (represented by Mean=3.62 and standard deviation 1.323). It was also revealed that the head teachers always provide directions and inspirations which in turn boost staff turnover intention, and this was accepted by 82.7% (represented by Mean=3.24 and standard deviation 1.324); and lastly, 76.7% of respondents also accepted that the head teacher spend time to educate and guide use in this school (provide coaching and training) (represented by Mean=3.18 and standard deviation 0.873).

The fourth objective was also set to examine the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools. Interview schedules were used to solicit information from the head teachers, deputy head teachers and Parish Education Department.

However, when they were asked: *To what extent does individualized consideration influence staff turnover in Catholic Church founded primary schools?*

The results revealed that head teacher always mentor teachers and teaching staff one-on-one thus influencing our turnover intention. One of the interviewed participants had these to say;

“.....head teachers are always wise and experienced who guides a protégé on a journey into a profession. Head teachers mentoring entire school staffs leads to building professional relationship that encourages continuous support, scaffolds a professional identify as well as endures. This assist new staff to adapt to the school climate and culture which leads to satisfaction and eventually enhances retention....’ (Head teacher from School C)

This implies that head teachers’ involvement in mentoring guides the teaching and none teaching staff with curriculum, teaching strategies, and communication skills. This concurs with Nassaza (2022) who asserted that school managers involvement in mentoring assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices.

From the field study, it was revealed that school leaders always delegate difficult tasks to school staff to equip them with managerial skills and maintain high level of coordination.

Interviewed participants had this to say;

‘.....head teachers delegating few tasks to their juniors provide several benefits to the educational setting as school managers are able to mobilize resources, share responsibilities and also focuses on doing a few tasks well, rather than many things less effectively resulting in increased management and leadership potential...’ (Head teacher from School A)

The above study finding implies that delegation has the potential to increase the level of productivity of heads and management of educational institutions. In view of this, school managers are able to dedicate more time and resources to daunting and challenging tasks that require more attention. This concurs with Amin., Shah & Tatlah (2017) which stated that delegation of responsibilities also comes with empowerment, and this enables individual staff and team members to achieve results that are critical in the competitive

educational industry. It helps increase the level of speed, response and satisfaction for all school stakeholders, thus leading to minimizing school staff turnover intention.

Subsequently, the study also revealed that head teachers always provide directions and inspirations which in turn boost our turnover intention. And one of the respondents explained;

‘... school managers always provide inspirations to boost teachers’ morale at work. Many teaching and none teaching staff experience physical, mental and emotional exhaustion, especially those who are working in low performing schools, where the demands are high and the challenges are immense. These teachers always experience burnout or simply not getting satisfied with the way things are going, and this explains the vital significance to mentor them...’
(Deputy head teacher from School D)

This implies that mentoring can help teachers and none teaching staff especially the new ones in different ways. Mostly, head teachers as mentors are always experienced and knowledgeable; and they assist them to adapt to the school climate and culture. This concurs with Ngatuni & Matoka (2020) who asserted that head teachers as mentor provide support to school staff on methodological and professional expertise. Thus, the knowledge and understanding of the methodological expertise shall be strengthened. Such mentoring program can play a vital role in shaping the values, beliefs and teaching skills of a new teacher and none-teaching staff. It can have a huge influence on their behavior and choices they can make later in their career.

The study further revealed that the head teacher spend time to educate and guide use in this school (provide coaching and training). As one of the respondents also noted that;

‘...coaching and mentoring gives helpful advice to novice teachers and none-teaching staff to improve their competence and practices at work. Thus, open

communication between the mentor (head teacher in this case) and the apprentice is crucial to success, in addition to enhancing their satisfaction and love towards their work’ (Official from Parish Education Department, 2023)

This means that instructional coaching given by the head teachers is an alternative to the ‘typical’ professional development programs used in the teaching profession. Thus, instructional coaching and guidance could give teachers and none teaching staff the tools, knowledge and skills they need to overcome challenges, as well as helping those that are more qualified to continually progress, thus gradually making them to love their job.

The study further revealed that entire school staff always develops confidence with head teachers prioritizing individualized consideration. One of the interviewed participants had these to say;

‘.....head teacher treats and believes that each of us has different needs, abilities, and ambitions enhancing teamwork as well as turnover intention. Individualized consideration helps developing interaction (personalized) amid us and head teachers....’. (Deputy head teacher from School D)

The above finding implies that individualized consideration helps in instilling teachers trust on staff influencing our turnover intention. They feel esteemed and supported when head teachers listen, support and respect our ideas.

Lastly, the study revealed that school leader help school staff to coordinate for the purpose of bringing about desired outcomes, thus influencing staff turnover intention.

One of the interviewed participants had these to say;

‘...coordination makes teachers and none-teaching staff more effective educators. By making them part of the team that develops units of study or curriculum, school managers ensure that teachers understand key concepts pertaining to the material as well as how to teach it. When things aren’t clear,

teaching staff ask questions and make plans to develop training' (Head teacher from School G)

This implies that school stakeholders working together help all educational settings benefit by sharing their knowledge, experience and resources, so that they can provide better teaching outcomes. This agrees with Banning (2020) who asserted that good coordination between head teachers and teaching and none teaching staff minimizes the conflicts, rivalries are ended, wastage, delays, indifferences and other organizational challenges. It ensures smooth function of the school, henceforth, with the help of coordination, a school can fulfill its objectives promptly.

In order to determine the level of prediction and significance of the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools, the researcher used a regression model analysis and the F-ratio to determine specific significance levels of the relationship. The researcher used the time on that position (years spent in this school) as the predictor in the regression model as presented Table 4.10 below.

Table 4.10: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .956 ^c | .914 | .902 | .18567 |

a. Dependent Variable: years serving in school

From the Model Summary table above, an overview of the results shows that the R square and Adjusted R Square values are 0.914 and 0.902 respectively; implying that the weighted combination of all the predictor variables explained approximately 91.4% of the variance of the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools.

Table 4.11: ANOVA^d

| | | ANOVA ^d | | | | |
|-------|------------|--------------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 25.611 | 21 | 2.561 | 74.291 | .000 ^c |
| | Residual | 2.413 | 95 | .034 | | |
| | Total | 28.025 | 116 | | | |

From the ANOVA table, the prediction model was statistically significant, $F(10, 70) = 74.291$, $p \text{ value} < 0.000$ and accounted for approximately 91.4% of the variance of the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools. From the coefficients table, head teacher always mentor us one-on-one thus influencing our turnover intention; received the strongest weight in the model, followed by school leaders always delegate difficult tasks to us to equip us with managerial skills and maintain high level of coordination; and to mention but a few.

From the field study, different measures were suggested by the participants that should be adopted to improve on the leadership approach and staff turnover in selected Catholic founded primary schools in Uganda and Nsambya Parish in particular so as it is indicated in chapter six of this dissertation.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the discussions of results of the study on the leadership approach and staff turnover in selected Catholic founded primary schools in Nsambya Parish, Uganda based on the study findings.

5.2 Discussion of Findings

The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report. The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

5.2.1 Inspirational Motivation and Staff Turnover

The above study theme of establishing the relationship between inspirational motivation and staff turnover in Catholic Church founded primary schools; and these ranges from:

The study noted that the head teacher usually interact with entire school staff to build confidence and inspire them at work. This concurs with Ninda (2020) who argued out that interaction among school stakeholders lighten their mood and make them feel happier. Such social interaction is good for school staff brain health. It promotes a sense of safety, belonging and security. Besides, Kibirige (2020) asserted that social interaction stays at the core of teaching-learning process. The more head teacher interacts with entire teaching staff, the more one can learn. Interaction among head teachers and school staff leads to mutual understanding, sharing of knowledge, teamwork as well as cooperation at work place to achieve the common goal. This implies that through interaction school staff and

school managers can create a truly shared vision and goals. The level of ownership they feel in the process influences how much entire school staff actually invests in collaborative work. Interaction among school stakeholders leads to exchange of ideas, knowledge as well as trust leading to teamwork and effectiveness at work.

The study noted that school staff always gets inspired by school heads to be creative, thus loving their job. This concurs with Akar & Ustuner (2019) who asserted that inspirational school staffs re-invent the wheel and the curriculum, bringing a dose of fun and unpredictability into their lessons, which in turn keeps learners on their toes as well as creating unforgettable lessons that have a positive lasting impact. On the other hand, Banning (2020) asserted that head teachers inspiring school staff could ignite the flame of enthusiasm for teaching and non-teaching staff by sharing their own enthusiasm, either for teaching or for a particular curriculum and non-curriculum activities. A head teacher that inspires is a role model, an influence that goes far beyond creativity at work, syllabus completion and academic achievement. Head teachers tend to be involved in stimulating, arousing, and encouraging teachers to be creative at their place of work. This implies that overwhelmingly, teachers and non-teaching staff become creative at work as a result of inspiration by the head-teachers. Teachers who are inspired by their school managers can accomplish amazing things, and that motivation almost always stays with them. That's because inspiration is one of the most vital gifts a head teacher can provide school staff.

More so, respondents also revealed that the school leaders always closely monitoring staffs to ensure they are performing well as per their contracts. This is in agreement with Ali & Abdulkadir (2019) who asserted that monitoring of individual teachers takes place during written practice exercises, when the aim is to point out errors and encourage self-

correction. Monitoring offers the opportunity to assess the progress of individuals, and often provides an indication for task achievement. In support of the above, Ispas & Babaita (2017) argued out that it is vital that information shall be recorded in an agreed, consistent manner which shall allow the results from different experiences to be sensibly collated. Monitoring goes on all the time, but particularly during speaking activities when the head teacher is concerned with the general assessment of teachers' performance in relation to general progress as well as skills development. This implies that school managers are involved in daily supervision and monitoring entire school workers daily assigned activities. This has led to high completion rate of assigned duties as well as promoting quality service delivery as per planned school plans. Head teachers monitoring teachers is to collect information that shall inform, encourage and facilitate improvement in classroom practice.

Additionally, the study further noted that recognition and inspiration builds teamwork and enhances flourishing relationship. This concurs with Banning (2020) noted that working in teams help schools to accomplish various tasks and achieve objectives as well as milestones usually in a more efficient manner. The time of work processes is reduced, the fostering of ideas is better performed, and work processes are more effectively utilized. Besides, Kolzow (2019) asserted that recognition and inspiration is vital in promoting teamwork, reducing staff turnover intention as well as increasing retention. When individual staff feels valued and appreciated, they are more likely to not only perform better but also stay on the job longer in good relationship. Implying that in order to reap the benefits of teamwork, head teachers in a school should include encouraging teamwork and this should be through employee recognition programs as part of their best practices. Thus, head teachers encouraging teamwork through recognition, schools shall see a ripple

of positive effects. These positive outcomes greatly contribute to better team dynamics, efforts as well as successes which support implementing school strategy and facilitating the school vision, the therefore, give credit where credit is due.

The study noted that the school leaders regularly tells teachers and non-teaching staff what to do, how to do it and when he/she wants it done. This concurs with Kirungi (2020) who noted that the head teachers always make weekly and termly Rota for entire school staffs to follow. This work as a guideline for the proper running of the school planned activities thus enhancing work completion in time. Ultimately, presence of school timelines drafted by the school managers help in effective monitoring and supervision of school staff and making sure that all the daily activities are completed as per planned work schedule as ascertained by Ispas & Babaita (2017). This implies that head teachers regularity gets involved in allocating new responsibilities and roles to entire school staffs. On daily basis, head teacher have to allocate daily responsibilities to school workers, supervise them and guide them in case there is a gap or not properly completed as required.

The results noted that school staff always fell happy and satisfied at work with school managers' encouragements and motivation. This concurs with Karungi (2020) who asserted that encouragement and motivation allows management to meet the school goals. Without a motivated workplace, schools can be placed in a very risky position. Motivated school workers can lead to increased efficiency and productivity as well as allow schools to achieve higher levels of output non other-than academic excellence. Besides, Ibrahim, & Al-Taneiji (2018) noted that having a motivated workforce has a range of importance such as lower levels of absenteeism and late coming as well as low levels of staff turnover. Thus, presence of improved relations between management and workers, as well as

increased motivation is crucial in a school and this because it allows the entire staff to change behavior, develop competences, make lesson plans, develop talents and boosts engagement which enhances team work. This implies that keeping school workers motivated means their efficiency and productivity continues to stay high, which leads to better work quality and more getting done at their school. Thus, keeping up consistent encouragement in the work leads to a more positive work culture and motivated workforce.

The results noted that the school managers always pay attention to individual's staff interests in their work place. This is inline with Kuchinke (2019) who argued that head teachers have a great responsibility to oversee manage and control daily school management and academic planned activities. Head teachers always monitor and supervise teachers' ability and work completion rate so as to guide them in case of failure to complete the assigned workload in time. This is in agreement with Gkolia., Belias & Koustelios (2020) who also argued that entire school workers shall know what needs to be done, but you need to explain further, you need to communicate the 'why' of each task. This implies that head teachers always pay a serious attention to critically assess individual school workers ability, competences, willingness and ability to accomplish their assigned workload. Head teacher pay attention to individual staff interest to encourage and motivate them which is enthusiastic, driven and takes pride in their work. This help to accomplish tasks quickly, take action and want to do a good job, both for themselves and for the school.

The study noted that school managers inspirational motivate staff to feel valuable and creates a sense of belonging. This concurs with Kibirige (2020) who argued that if the

workplaces create a friendly culture, with areas for rest and play, workers shall look forward to coming into work. The saying ‘work hard, play hard’ is vital here. As motivation and mood go hand in hand, a poor mood can affect the ability to concentrate and shall lower the feeling of energy in the work place as ascertained by Kuchinke (2019). This implies that in giving school teams praises, it’s vital to share how their capacity of teamwork is responsible for their accomplishments. When giving recognition and honors, it is common to highlight the things that went well, strengths and key success factors.

Lastly, the study noted that with school leaders’ inspiration, school staff feel motivated and try to give their best (boost engagement as well as less turnover intention). This concurs with Kolzow (2019) who argued that inspiration are particularly good promoters of motivation and job satisfaction. So if one want to encourage his/her workers to go the extra mile, make their effort worth it with a gift or thoughtful act. This adds motivation, as the satisfaction of a job well done comes with the feeling that they were in control and did it on their terms. Besides, Gkolia., Belias., & Koustelios (2020) argued that a recognition platform is an effective tool to celebrate star performers who embody your school values. It’s vital to support employees all year round with team building exercises, and well-being schemes. Inspiration of employees contributes to exceptionally high retention rates. When workers receive perks, in addition, to reward incentives, there are highly motivated and are unlikely to look for another role. This implies that school employees need to know that their school managers appreciate their hard work. Giving well deserved recognition not only increases self-esteem but also enthusiasm and team morale. The reward doesn’t necessarily have to be monetary, it could be a gesture, such as giving them a day off.

5.2.2 Intellectual Stimulation and Staff Turnover

The above study theme of assessing the relationship between intellectual stimulation and staff turnover in Catholic Church founded primary schools; and these ranges from:

The results show that teachers and non-teaching staff are always encouraged by the school leaders to be creative as well as having team spirit at their place of work. This concurs with Lausanne (2021) who asserted that creativity allows teachers to view and solve problems more openly and with innovation. Creativity opens the mind. A society that has lost touch with its creative side is an imprisoned society, in that generations of people may be closed mind. It broadens teacher's prospective and can help them overcome prejudices. In the context of education, creativity is essential for teaching and learning. School staffs need to be creative in teaching to get and retain learners' attention, and for them to remain motivated in the classroom (Kuchinke, 2019). Creativity teaching can also make learning invigorating, meaningful, and realistic. This implies that school managers always get involved in helping and advising teachers to be creative in class. Classroom teachers who frequently who frequently assign classwork involving creativity are more likely to observe higher-order cognitive skills including critical thinking, problem solving as well as making connections between subjects, in their pupils. And when classroom teachers combine creativity with transformative technology use, they see even better outcomes.

The study also noted that school leaders always encourage innovation to ease the work. This concurs with Long & Thean (2021) who asserted that one of the vital and effective ways head teachers to motivate teachers and entire school staff is to praise them and this eventually leads to innovation and creativity. Complementing someone on their work makes them feel valued. Besides, Karungi (2020) asserted that receiving praise is also a

reassurance for teaching and non-teaching staff that they are competent at their job. This is something special that everyone deserves from time to time, regardless of how confident they may appear to be. Praising someone in private can have a profound effect, but complimenting in public is far more powerful. This clearly indicates how a head teacher who is pleased with his/her staff performance, and how eager one can be to tell others about it. This implies that head teachers always motivate entire school staff and this is commonly done through praising them, recognizing those staff who consistently go above and beyond their expectations, asking for their opinions, encouraging their ideas as well as recognizing when they are busy or stressed. This automatically makes them feel recognized and motivated to work harder and complete their assigned duties.

The study further noted that head teachers always encourage teachers and non-teaching staff to be critical thinkers in this school. This concurs with Leithwood & Jantzi (2020) who noted that helping teachers to develop critical thinking abilities translates to both academic and job successes. Using these skills, teachers tend to expand the perspectives from which they view the world and increase their ability to navigate the significant decisions in teaching. Clearly, to be able to think critically about any specific knowledge claim is a complex, layered process. To be able to explain, observe and demonstrate the mechanics of this thinking, and test it with any kind of objectivity, is fiendishly difficult as ascertained by Kuchinke (2019). This implies that critical thinking in schools needs critical thought. They are often neglected, but developing teachers' critical thinking skills has huge benefits. Encouraging classroom teachers and non-teaching staff to be critical thinkers helps to improve decision making, enhances problem-solving ability, polishes their creativity as well as stimulates curiosity, thus leading to efficiency at work and retention.

Further, the study noted that school manager always encourages entire school staff to be involved in problem solving. This is in agreement with Long & Thean (2021) who asserted that head teachers being the focus people in a school, they deserve to work and act as an example. Head teachers need to make sure that the school staffs work together for the common goal. Besides, Kolzow (2019) argued that the school manager should be a motivator; encouraging the entire school staffs to work together and join their efforts towards achieving the common goal. This implies that it is the role of the head teachers to encourage the entire school staff to join efforts and work together towards achieving the common goal, none other than promoting learners' academic outcomes. School managers need to work as an example, enhance collaboration among school stakeholders and encourage staff members to focus on achieving the goal and aims of the school.

Additionally, the study noted that creativity is encouraged and there is no/less cases of public criticism of individual's making mistakes. This concurs with Ispas & Babaita (2017) who asserted that when a head teacher criticizes fellow staff in school, he/she risk not getting through to them for the sheer reason that they are too embarrassed to process the information they are sharing. The consequences of constant criticism at work can be physically and mentally taxing. Toxic work environments can produce intense levels of stress among teaching and non-teaching staff, leaving them emotionally drained and doubting their self-worth. The difference between helpful and hurtful is understanding whether one is providing criticism or feedback. When the head teacher is providing feedback, he/she is coaching someone, ensuring they improve themselves. Delivering criticism on the other hand, leaves people feeling incompetent as ascertained by Long & Thean (2021). This implies that school managers less criticize fellow school stakeholders. He/she just advise them to correct their mistakes. School staffs are always encouraged to

try new approaches, and their ideas are not criticized when they differ from their managers' ideas. Criticism puts everyone on the defensive. When one is criticized, she/he gets hurt and loose morale at work. Such negative behaviours feed everyone's brain to be alert to potential attacks. It focuses on what's wrong, and this awaken individual to start seeking for other jobs somewhere else before their contracts being terminated.

The study noted that presence of intellectual stimulation always ensure school staff to put extra effort, showing satisfaction as well as influencing our turnover intention. This concurs with Aujata., Simatwa & Yalo (2019) who argued that intellectual stimulation provides a social resource through which school team members are challenged and encouraged to think creatively, experiment, participate, and solve problems in their daily work, thus enhancing their retention. Besides, Ninda (2020) asserted that head teachers using intellectual stimulation which includes behaviours such as challenging teachers, an interactive teaching style as well as encouraging independent thought enhances teachers' satisfaction and ability to work even more harder, influencing their turnover intention. This implies that intellectual stimulation encourages all in the workplace to think, create and have problem-solving in new ways. It increase the ability of subordinates to understand and solve the problems, thought-provoking and imaginative exercise, including changes in values and beliefs, thus leading to satisfaction as well as influencing their turnover intention.

The results noted that the head teacher regularly entrusts tasks to other team leaders within these schools, thus boosting their work morale. This is inline with Leithwood & Jantzi (2020) who asserted that delegation involves entrusting work, responsibility and authority by a leader or a head of a team to a subordinate in the bid to hold the accountability of the

outcome of the work-based performance. Delegation is also vital function in every institution and in the educational setting. It enables management to make the best use of their time and skills as well as ensuring that staff and subordinates are assisted in their growth and development whilst building trust and confidence as well as increasing the amount of expected work to be completed. On the other hand, Kirungi (2020) asserted that head teachers delegating some of his/her duties promotes empowerment that is an effective tool that school leadership and management allow a team or an individual staff the freedom and creativity to achieve the strategic goals outlined by management of the education institution. Implying that school managers always delegate some of the roles and responsibilities to other school staffs. Delegating some of the responsibilities introduces them to new management skills, understand the school management and operations and they are able to understand the challenges the school is experiencing. Some of the delegated workers feel satisfied at work and look at the school as part of their responsibilities.

More so, the results noted that school manager always simulates the ability to identify and solve teaching-learning problems creatively. This is in agreement with Shamsuzzoha & Shumon (2020) who asserted that Creative problem-solving is a process that professional use to find unique measures to a challenge by identifying and then suggesting several potential solutions experienced at work place. Besides, Banning (2020) asserted that creative problem-solving is an approach school managers typically use to come up with new and innovative skills and ideas or to solve a challenging problem. Utilizing this approach can help one to teaching and none teaching staff to grown and can give them an advantage over their competitors. Implying that head teachers always tend to be creative in problem-solving thus helping to overcome unforeseen challenges and find solutions to

unconventional challenges. Head teachers having creative problem-solving and practicing it consistently, they can develop better social and situational awareness. This help them to easily interact with teachers, calm them down in case of any rising issues at hand thus creating good working environment admirable by all.

Lastly, the results noted that school managers always encourage teachers and non-teaching staffs to reframe problems and approach old situations in various new ways. This concurs with Namara & Kasaija (2019) who asserted that that head teacher's help and guide teachers to keep looking at the problem from different angles thus helping to build more creative, innovative and sustainable solutions. Reframing implies changing your perspective on a problem by looking at it from different angles and defining it differently. In other words, it involves rewording your problem statement in a way that changes how you approach the challenge as ascertained by Okoroji & Ukpere (2019). This implies that head teachers always advise ensure school staff to avoid building wrong solutions by directly jumping into solution thinking and not empathizing with the problem. Head teachers always advise school staff to keep looking at a challenge from different angles and this shall help them in building more innovative and sustainable solutions thus enhancing the teachers' effectiveness and desire to work for the school.

5.2.3 Idealized Influence and Staff Turnover

The above study theme of examining the relationship between idealized influence and staff turnover in Catholic Church founded primary schools; and these ranges from:

The study noted that teachers and teaching staff always interact with head teacher by working together and providing aspirations and acquiring new skills. This concurs with

Silins & Mulford (2016) who asserted that working together is an increasing vital component of the workplace, and this leads to greater productivity to improving the work environment. Teamwork among school members also learn how to resolve disputes and work according to each other's strengths, which can create a stronger team bond, leading to working more efficiently and creating harmonious working environment. On the other hand, Okoroji & Ukpere (2019) argued that working together builds trust and job commitment. Since wins and losses may affect the entire team, school stakeholders more readily rely on each other to achieve a common goal. The trust that comes from relying on each other team members can transcend group work and foster an all-around healthy environment. Implying that the interaction among head teachers and other entire school staffs help them to acquire new skills and knowledge concerning the proper way of running school activities. Working in a team involved bringing different skills and abilities together and allows workers to exchange ideas, beliefs and values regarding a school success. School staff always gets information concerning school business, new skills and more knowledge through interaction and collaboration with school managers.

The study further noted that idealized influence demonstrates head teachers' integrity, a life of moral commitment and selfishness to entire staff. This concurs with Shamsuzzoha & Shumon (2020) who argued that integrity plays a vital role in establishing a solid foundation for a successful relationship between head teachers and entire school staffs. Besides, Namara & Kasaija (2019) asserted that any school with integrity has a culture where individual workers trust and respect each other. Thus, integrity in the workplace can boost productive, efficiency and workers' motivation. Head teachers with integrity are kindhearted and often help their colleagues. They express gratitude to others and recognize their colleagues' achievements. This implies that head teachers with integrity

are trustworthy, and ethical. They are committed to doing the right thing, even when it's not easy or popular. Integrity is a cornerstone of effective leadership and his because it builds trust and confidence among followers in a school, thus leading to commitment and selfishness among the entire school workers.

The study also noted that head teachers portraying idealized influence embrace high compliance with school values and norms. This concurs with Okoroji & Ukpere (2019) who asserted that transformational head teachers who show idealized influence are role models for their followers and this because they engage in high standards of ethical behavior. Besides, Ninda (2020) noted that idealized influence enables teaching and none teaching staffs to not only identify with the leader, but also leads to the same workers genuinely wanting to be like the leader. Thus, end state of idealized influence leads is workers' respect, confidence and trust. This implies that head teacher portraying idealized influence sets high standards and creates a positive vision which challenges the school staffs and establishes enthusiasm together with optimism for attaining success in work.

The study noted that school staff always trust and respect the head teacher by emulating the lead behavior and then internalize. This concurs with Okoroji & Ukpere (2019) who noted that the very best school leaders are always visionaries. They have a goal that they can unite a team around and a plan to help each other get there. The way head teachers behave has a direct impact on their interaction with entire school staff administration. Even more, teachers and non-teaching staff desire to attending their daily roles can also be dependent on the way the school manager behaves as ascertained by Kolzow (2019). This implies that some good qualities of a good head teacher include skills in communication, empathy, listening, adaptability and patience, and teachers always emulate them, thus

enhancing their ability to engage in effective teaching, more especially engaging classroom presence, value in real-world learning and exchange of best practices as well as a lifelong love of learning.

In addition, the study also noted that head teacher serves as a role model which allows entire school staffs to identify school goal and vision. This concurs with Shamsuzzoha & Shumon (2020) who argued that a head teacher as a role model is someone who motivates and inspires teachers and none teaching staff to achieve greatness, reach our greatest potential and recognize the best in ourselves. The role of school managers in school staffs' life is one of the precious one and that make them bonds unique. Besides, Gkolia., Belias & Koustelios (2020) argued that \aside from furthering their education, school managers can also be role models through acting as instructional leaders. This implies that head teachers being role models include showing teachers and none teaching staffs how to make sense of the world, and express different ideas in a peaceful way. This can model for entire school staff how they should act when they speak with others, and how to actively listen to other points of view.

The study further noted that idealized influence demonstrates a leader's integrity, a life of moral commitment and selfishness to followers. This concurs with Lausanne (2021) who argued that idealized influence leads head teachers make the followers to trust and respect them for support and resources. As a result of these beliefs, school staff shall be willing to accept the directives of school managers and leaders, regardless of its complexity or difficulty. On the other hand, Okoroji & Ukpere (2019) stated that idealized influence acts as the behaviours of a transformational leader that evoke in followers a sense of trust, respect, admiration as well as the desire to emulate ethical

values, trust, role model and risk-taking. This implies that idealized influence entails encouragement of followers to raise their awareness of and elicit their commitment to the mission and vision of the primary school. As a result of these beliefs, teachers and none teaching staff shall be willing to accept the directives provided by the school managers.

Lastly, the study noted that head teacher goes beyond individual self-interest for the sake of the group. This concurs with Silins & Mulford (2016) who stated that transformational leaders always focus on developing their followers on both a personal level and in their individual career aspirations. The ability of transformational head teachers to care about the development of their follower has been associated with several positive organizational outcomes. Such head teachers who employ a transformative leadership approach can enhance positive organizational outcomes such as workers commitment through traits such as idealized influence as ascertained by Ninda (2020). This implies that head teacher always have confidence that entire staff shall perform highly as he/she expect. The head teacher regard school staff as a relatively independent individual, not just an ordinary, thus they are able to help them develop their strengths, and capability aiming at achieving the target goals.

5.2.4 Individualized Consideration and Staff Turnover

The above study theme of examining the relationship between individualized consideration and staff turnover in Catholic Church founded primary schools; and these ranges from:

The study noted that head teacher always mentor teachers and teaching staff one-on-one thus influencing our turnover intention. This concurs with Nassaza (2022) who asserted

that school managers involvement in mentoring assist teachers in analyzing instructional practices and evidence, identifying possible practice changes, sharing resources and planning how and when to try new practices. On the other hand, Nassaza (2022) argued that head teachers' involvement in mentoring guides the teaching and none teaching staff with curriculum, teaching strategies, and communication skills. This implies that head teachers are always wise and experienced who guides a protégé on a journey into a profession. Head-teachers mentoring entire school staffs leads to building professional relationship that encourages continuous support, scaffolds a professional identify as well as endures. This assists new staff to adapt to the school climate and culture which leads to satisfaction and eventually enhances retention.

The study noted that school leaders always delegate difficult tasks to school staff to equip them with managerial skills and maintain high level of coordination. This concurs with Okoroji & Ukpere (2019) who argued that delegation has the potential to increase the level of productivity of heads and management of educational institutions. In view of this, school managers are able to dedicate more time and resources to daunting and challenging tasks that require more attention. On the other hand, Amin., Shah & Tatlah (2017) stated that delegation of responsibilities also comes with empowerment, and this enables individual staff and team members to achieve results that are critical in the competitive educational industry. It helps increase the level of speed, response and satisfaction for all school stakeholders, thus leading to minimizing school staff turnover intention. This implies that head teachers delegating few tasks to their juniors provide several benefits to the educational setting as school managers are able to mobilize resources, share responsibilities and also focuses on doing a few tasks well, rather than many things less effectively resulting in increased management and leadership potential.

Subsequently, the study also noted that head teachers always provide directions and inspirations which in turn boost our turnover intention. This concurs with Ngatuni & Matoka (2020) who asserted that head teachers as mentor provide support to school staff on methodological and professional expertise. Thus, the knowledge and understanding of the methodological expertise shall be strengthened. Such mentoring program can play a vital role in shaping the values, beliefs and teaching skills of a new teacher and none-teaching staff. It can have a huge influence on their behavior and choices they can make later in their career. Besides, Smith (2017) noted that mentoring can help teachers and none teaching staff especially the new ones in different ways. Mostly, head teachers as mentors are always experienced and knowledgeable; and they assist them to adapt to the school climate and culture. This implies that school managers always provide inspirations to boost teachers' morale at work. Many teaching and none teaching staff experience physical, mental and emotional exhaustion, especially those who are working in low performing schools, where the demands are high and the challenges are immense. These teachers always experience burnout or simply not getting satisfied with the way things are going, and this explains the vital significance to mentor them.

The study further noted that the head teacher spend time to educate and guide use in this school (provide coaching and training). This concurs with Steward (2018) who argued that instructional coaching given by the head teachers is an alternative to the 'typical' professional development programs used in the teaching profession. Thus, instructional coaching and guidance could give teachers and none teaching staff the tools, knowledge and skills they need to overcome challenges, as well as helping those that are more qualified to continually progress, thus gradually making them to love their job as

ascertained by Tettey (2016). This implies that coaching and mentoring gives helpful advice to novice teachers and non-teaching staff to improve their competence and practices at work. Thus, open communication between the mentor and the apprentice is crucial to success, in addition to enhancing their satisfaction and love towards their work.

The study further noted that entire school staff always develops confidence with head teachers prioritizing individualized consideration. This concurs with Silins & Mulford (2016) who asserted that individualized consideration helps in instilling teachers trust on staff influencing our turnover intention. They feel esteemed and supported when head teachers listen, support and respect our ideas. This implies that head teacher treats and believes that each of us has different needs, abilities, and ambitions enhancing teamwork as well as turnover intention. Individualized consideration helps developing interaction (personalized) amid us and head teachers.

Lastly, the study noted that school leader help school staff to coordinate for the purpose of bringing about desired outcomes, thus influencing staff turnover intention. This is in agreement with Rizi., Azadi., Farsani & Aroufzadi (2017) who argued that school stakeholders working together help all educational settings benefit by sharing their knowledge, experience and resources, so that they can provide better teaching outcomes. Besides, Banning (2020) asserted that good coordination between head teachers and teaching and non-teaching staff minimizes the conflicts, rivalries are ended, wastage, delays, indifferences and other organizational challenges. It ensures smooth function of the school, henceforth, with the help of coordination, a school can fulfill its objectives promptly. This implies that coordination makes teachers and non-teaching staff more effective educators. By making them part of the team that develops units of study or

curriculum, school managers ensure that teachers understand key concepts pertaining to the material as well as how to teach it. When things aren't clear, teaching staff ask questions and make plans to develop training.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter contains the conclusion of findings and recommendations of the study as presented in chapter four in order to establish whether the objectives of the study were achieved, to answer the research questions. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

6.2 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

Reference to the study objective one, it is concluded that the head teacher usually interact with entire school staff to build confidence and inspire them at work, and school staff always get inspired by school heads to be creative, thus loving their job. These are the major effects of inspirational motivation on staff turnover in Catholic Church founded primary schools.

The study concluded that school staff are always encouraged by the school leaders to be creative as well as having team spirit at our place of work; school leaders always encourages innovation to ease the work; and head teachers always encourage staff to be critical thinkers in primary schools; these are the major effects of intellectual stimulation on staff turnover in Catholic Church founded primary schools.

Basing on the objective three, it is also concluded that school staff always interact with head teacher by working together and providing aspirations and acquiring new skills, and idealized influence demonstrates head teachers' integrity, a life of moral commitment and selfishness to entre staff; these are major effects of idealized influence on staff turnover in Catholic Church founded primary schools.

Lastly, it is concluded that head teacher always mentor teaching and non-teaching staff one-on-one thus influencing their turnover intention; and school leaders always delegate difficult tasks to staff to equip us with managerial skills and maintain high level of coordination; these are major effects of individualized consideration on staff turnover in Catholic Church founded primary schools.

6.3 Recommendations

In the light of the findings of the study and discussions above, the researcher makes the following recommendations:

The study recommended that the Ministry of Education and Sports through the District Education Officers should put more emphasis on training all the head-teachers on how best approaches of applying leadership in a school environment and as well be able to minimize staff turnover. After such training the professional relationship between head-teachers and teaching and none teaching staff and this can be kept professional but they ensure that school staffs do not fear them to influence their turnover.

The study recommended that a consultant should be employed by the District Education Officer and District Inspector of Schools as well as other relevant bodies in the district to

train all head-teachers in a workshop on the best approaches of applying leadership skills in their respective schools. The advantages of this leadership approaches are better is the leaders know how to use it. Since it's more participatory it would help in controlling teacher turnover intention.

The study recommended that head-teachers need to be a bit more lenient in their leadership approach in that while they emphasize supervision of their teachers, it should be leniently directed such that teachers do not look at it as if they are being forced or literally taken with low capacity to do the work. The supervision process should endeavor to build the confidence of teachers to perform.

The study also recommended that the District Education Officer through ministry of education should carry out training on all teachers and none teaching staff in the district, for them to know the principles of leadership approach if they want it be applicable in their schools. This shall enable them learn and appreciate the dynamics of the leadership approach and not abuse it to affect their turnover.

Lastly, the study recommended that school head-teachers that want to use leadership approach should endeavor to employ highly skilled teachers that do not require a lot of supervision as they doing their work. Such teaching staff must have characteristics of being highly skilled, experienced; have pride in their work and the drive to do it successfully on their own.

6.4 Areas of Further Research

The researcher carried this study in order to examine the “Leadership Approaches and Staff Turnover in Catholic Founded Primary Schools of Nsambya Parish”; but the study was not

exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as:-

1. The Head-Teacher Leadership Approach and Quality of Teaching in Catholic Founded Primary Schools in Uganda.
2. The Head-Teacher Leadership Style and Staff Turnover in Catholic Founded Primary Schools in Uganda.
3. The Effect of School Environment on Staff Turnover in Catholic Founded Primary Schools in Uganda.

In conclusion, more research should be done about the Leadership Approaches and Staff Turnover in Catholic Founded Primary Schools in Uganda so as to compare with results got from Nsambya Parish so as to draw a ground for recommendations.

Much as the case in this study found out the leadership approaches and staff turnover in Catholic Founded Primary Schools in Nsambya Parish, there is much more need for research to find out the core causes of the dilapidating education standards in Nsambya Parish primary schools.

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APPENDICES

APPENDIX 1: SAMPLE SIZE DETERMINATION TABLE

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: INFORMED CONSENT FORM (QUESTIONNAIRES)

TITLE OF STUDY: LEADERSHIP APPROACHES AND STAFF TURNOVER IN CATHOLIC FOUNDED PRIMARY SCHOOLS OF NSAMBYA PARISH

Principal investigator: NAKITYO JOANITA (RM21M06/207)

Institution: Uganda Christian University

Introduction

I, Nakityo Joanita (RM21M06/207) is doing research under the supervision of Dr. Masagazi Joel Yawe, a senior lecturer in the School of Education at Uganda Christian University – Mukono. My study is aimed at fulfilling the requirements for the award of a Degree of Masters in Education, Planning and Administration.

Aim: The aim of the study is to investigate how the approaches of leadership have impacted on staff turnover in selected Catholic founded primary schools.

Consent: This informed consent document basically explains the nature of the study to you. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given to keep.

Sponsor: The study is sponsored by the researcher (Nakityo Joanita)

Purpose of Study: To explore the relationship between leadership approaches and staff turnover in selected Catholic founded primary schools in Nsambya Parish. Nonetheless, four leadership approaches (inspirational motivation, intellectual stimulation, idealized influence and individualized consideration) will be examined to enable the researcher select the most significant applied approach.

Study Procedures: Your participation in this study will involve a questionnaire which seeks your opinions on certain specific topics regarding the leadership approaches and staff turnover in selected Catholic founded primary schools. The questionnaire will consume about 20-35 minutes of your time as a participant.

Who will participate in the study?: The study will comprise classroom teachers and key informants (including of head teachers, deputy head teachers, and Parish Education Department officials) at Catholic founded primary schools in Nsambya Parish. At least 20 key informants will be interviewed from the nine sampled schools and about 90 teachers and 26 non-teaching staff will be asked to fill a questionnaire all of whom will be from the greater Nsambya Parish.

Risks: This study poses no risks to you personally or your institution except for the risk of inconvenience of your time during the interview.

Benefits: There will be no direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may help Catholic founded primary schools transcend to the proper utilization of leadership approaches in order to influence staff turnover intention.

Dissemination of Results: The school administrators may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, and teachers.

Confidentiality: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Contact Information or Questions: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Uganda Christian University Research Board on [Tel:+256\(0\)772 405357](tel:+256(0)772405357), Email: pwaiswa@musph.ac.ug and the secretary on [Tel:+256\(0\)775737627](tel:+256(0)775737627), Email: oahimbisibwe@ucu.ac.ug

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After signing the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Statement of Consent

I grant consent that as a teacher selected on account of my knowledge, experience and willingness to communicate my opinions do

accept that the information I share during in the questionnaire may be used by Nakityo Joanita for research purposes.

The information I share can be freely used by the researcher provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant’s Name : -----

Participant’s Signature : -----

Researcher’s Name: **NAKITYO JOANITA**

Researcher’s Signature : -----

Date : -----

APPENDIX III: INFORMED CONSENT FORM (Individual Interviews)

TITLE OF STUDY: LEADERSHIP APPROACHES AND STAFF TURNOVER IN CATHOLIC FOUNDED PRIMARY SCHOOLS OF NSAMBYA PARISH

Principal investigator: NAKITYO JOANITA (RM21M06/207)

Institution: Uganda Christian University

Introduction

I, Nakityo Joanita (RM21M06/207) is doing research under the supervision of Dr. Masagazi Joel Yawe, a senior lecturer in the School of Education at Uganda Christian University – Mukono. My study is aimed at fulfilling the requirements for the award of a Degree of Masters in Education, Planning and Administration.

Aim: The aim of the study is to investigate how the approaches of leadership have impacted on staff turnover in selected Catholic founded primary schools.

Consent: This informed consent document basically explains the nature of the study to you. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given to keep.

Sponsor: The study is sponsored by the researcher (Nakityo Joanita)

Purpose of Study: To explore the relationship between leadership approaches and staff turnover in selected Catholic founded primary schools in Nsambya Parish. Nonetheless, four leadership approaches (inspirational motivation, intellectual stimulation, idealized

influence and individualized consideration) will be examined to enable the researcher select the most significant applied approach.

Study Procedures: Your participation in this study will involve a questionnaire which seeks your opinions on certain specific topics regarding the leadership approaches and staff turnover in selected Catholic founded primary schools. The questionnaire will consume about 20-35 minutes of your time as a participant.

Who will participate in the study? The study will comprise classroom teachers and key informants (including of head teachers, deputy head teachers, and Parish Education Department officials) at Catholic founded primary schools in Nsambya Parish. At least 20 key informants will be interviewed from the nine sampled schools and about 90 teachers and 26 non-teaching staff will be asked to fill a questionnaire all of whom will be from the greater Nsambya Parish.

Risks: This study poses no risks to you personally or your institution except for the risk of inconvenience of your time during the interview.

Benefits: There will be no direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may help Catholic founded primary schools transcend to the proper utilization of leadership approaches in order to improve on staff turnover intention.

Dissemination of Results: The school administrators may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, and teachers.

Confidentiality: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Contact Information or Questions: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Uganda Christian University Research Board on [Tel:+256\(0\)772 405357](tel:+256(0)772405357), Email: pwaiswa@musph.ac.ug and the secretary on [Tel:+256\(0\)775737627](tel:+256(0)775737627), Email: oahimbisibwe@ucu.ac.ug

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After signing the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Statement of Consent

I grant consent that as a teacher selected on account of my knowledge, experience and willingness to communicate my opinions do accept that the information I share during in the questionnaire may be used by Nakityo Joanita for research purposes.

The information I share can be freely used by the researcher provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant’s Name : -----

Participant’s Signature: -----

Researcher’s Name: **NAKITYO JOANITA**

Researcher’s Signature: -----

Date : -----

Appendix IV: Questionnaire

Teachers and Non-Teaching Staff’s Information

Introduction

Dear respondent,

My name is Nakityo Joanita, a Masters student of Uganda Christian University carrying out a study on “Leadership Approaches and Staff Turnover in Catholic Founded Primary Schools of Nsambya Parish”. This questionnaire aims to get participant views in order to enhance the quality of teaching in the Parish. Your views and opinions are central to all the decisions that will be made in ensuring that every head teacher is supported to provide the best leadership approach in Catholic founded primary schools within the Parish.

The information provided for this research will be purely for academic purposes and will be treated with utmost confidentiality.

Thank you for the time to complete this questionnaire.

Date:

I request you to read the instruction against each section/question carefully and answer it accordingly.

Instruction:

Kindly tick or precisely fill in where applicable or respond according to the instruction given.

Section A

1- Age

- 25 – 30 years
- 31 – 35 years
- 36 – 40 years
- 41 – 45 years
- Above 46 years

2- Sex (Gender)

- Male
- Female

3- What is the highest qualification that you have attained?

- PhD
- Masters' Degree
- Bachelor's Degree
- Diploma
- Others specify

4- How long have you taught in this school?

- Below 5 years
- Between 6 – 10 years
- Between 11 – 15 years
- Over 16 years

General Instruction on Sections B, C, D & E

Using the scale below, please tick the score you think is most appropriate to the issues in the given item(s)

Scale:

| | | | | |
|-----------------------|--------------|-----------------|-----------------|--------------------------|
| Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
| 5 | 4 | 3 | 2 | 1 |

Section B

| | | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| | Inspirational Motivation and Staff Turnover | | | | | |
| 1. | The head teacher usually interacts with entire school staff to build confidence and inspire them at work | | | | | |
| 2. | The school leaders always closely monitor staffs to ensure they are performing well as per their contracts | | | | | |
| 3. | In our school, we always get inspired by school heads to be creative, thus loving their job | | | | | |
| 4. | The school managers always pay attention to individual's staff interests in their work place | | | | | |
| 5. | The school leaders regularly tell us what to do, how to do it and when he/she wants it done | | | | | |
| 6. | We always feel happy and satisfied at work with school managers' encouragements and motivation | | | | | |
| 7. | School managers inspirational motivate us to feel valuable and creates a sense of belonging | | | | | |
| 8. | In our school, recognition and inspiration builds teamwork and enhance flourishing relationship | | | | | |
| 9. | With school leader's inspiration, we feel motivated and try to give their best (boost engagement as well as less turnover intention) | | | | | |
| 10. | In our school, inspirational motivation is a pathway to change our way of thinking, feeling and behaving towards turnover intention | | | | | |
| 11. | Any other (specify) | | | | | |

Section C

| | | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| | Intellectual Stimulation and Staff Turnover | | | | | |
| 1. | We are always encouraged by our school leaders to be creative as well as having team spirit at our place of work | | | | | |
| 2. | In our school, school leaders always encourage innovation to ease the work | | | | | |
| 3. | Head teachers always encourage us to be critical thinkers in our school | | | | | |
| 4. | In our school, school manager always encourages us to be involved in problem solving. | | | | | |
| 5. | In our school, creativity is encouraged and there is no/less cases of public criticism of individual's making mistakes. | | | | | |
| 6. | In our school, presence of intellectual stimulation always ensures us to put extra effort, showing satisfaction as well as influencing our turnover intention | | | | | |
| 7. | The head teacher regularly entrusts tasks to other team leaders within our school, thus boosting their work morale | | | | | |
| 8. | School manager always simulates the ability to identify and solve teaching-learning problems creatively | | | | | |
| 9. | In our school, school managers always encourage us to reframe problems and approach old situations in various new ways | | | | | |
| 10. | We are always encouraged to try new approaches, and our ideas are not criticized when they differ from their managers' ideas | | | | | |
| 11. | Any other (specify) | | | | | |

Section D

| | D, Items | 5 | 4 | 3 | 2 | 1 |
|-----|--|----------|----------|----------|----------|----------|
| | Idealized Influence and Stat Turnover | | | | | |
| 1. | We always interact with head teacher by working together and providing aspirations and acquiring new skills | | | | | |
| 2. | Idealized influence demonstrates head teachers’ integrity, a life of moral commitment and selfishness to entre staff | | | | | |
| 3. | The head teacher regard us as a relatively independent individual, not just an ordinary | | | | | |
| 4. | We always trust and respect the head teacher by emulating the lead behavior and then internalize | | | | | |
| 5. | In our school, head teacher serve as a role model which allows them to identify school goal and vision | | | | | |
| 6. | Head teachers portraying idealized influence embrace high compliance with school values and norms | | | | | |
| 7. | Idealized influence demonstrates a leader’s integrity, a life of moral commitment and selfishness to followers | | | | | |
| 8. | In our school, head teacher always have confidence that we will perform highly as he/she expect | | | | | |
| 9. | In our school head teacher go beyond individual self-interest for the sake of the group | | | | | |
| 10. | In our school, head teacher help me develop my strengths | | | | | |
| 11. | Any other (specify) | | | | | |

Section E:

| | E, Items | 1 | 2 | 3 | 4 | 5 |
|-----|---|----------|----------|----------|----------|----------|
| | Individualized Consideration and Staff Turnover | | | | | |
| 1. | We feel esteemed and supported when head teachers listen, support and respect our ideas | | | | | |
| 2. | In our school, head teacher always mentors us one-on-one thus influencing our turnover intention | | | | | |
| 3. | School leaders always delegate difficult tasks to us to equip us with managerial skills and maintain high level of coordination | | | | | |
| 4. | In our school, head teachers always provide directions and inspirations which in turn boost our turnover intention | | | | | |
| 5. | In our school, the head teacher treats and believes that each of us has different needs, abilities, and ambitions enhancing teamwork as well as turnover intention. | | | | | |
| 6. | We always develop confidence with head teachers prioritizing individualized consideration | | | | | |
| 7. | In our school, individualized consideration helps in instilling teachers trust on staff influencing our turnover intention | | | | | |
| 8. | The head teacher spend time to educate and guide use in this school (provide coaching and training) | | | | | |
| 9. | In our school, individualized consideration helps developing interaction (personalized) amid us and head teachers | | | | | |
| 10. | School leader help us to coordinate for the purpose of bringing about desired outcomes, thus influencing staff turnover intention | | | | | |
| 11. | Any other (specify) | | | | | |

END

Thank you for your participation and time.

APPENDIX V: INTERVIEW GUIDE

Interview Guide for PED officials, Head teachers and Deputy Head Teachers

Guiding Questions

1. In your view, what are the indicators and prevalence of staff turnover in your school?

2. In your view, to what extent does inspirational motivation influence staff turnover in your school?

3. What is the relationship between intellectual stimulation and staff turnover in your school?

4. What is the relationship between idealized influence and staff turnover in your school?

5. To what extent does individualized consideration influence staff turnover in your school?

6. How best do you want leadership approaches to be reduced?

7. How best do you want staff turnover to be minimized?

Thank you for your Co-operation



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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 30th January 2024

Name of Candidate: NAKITYO Joanita Reg. No: RM21M06/207

Title of Dissertation

LEADERSHIP APPROACHES AND STAFF TURNOVER IN CATHOLIC FOUNDED PRIMARY SCHOOLS OF NSAMBYA PARISH KAMPALA - UGANDA.

| SN | COMMENTS BY EXTERNAL EXAMINER | ACTION TAKEN | INDICATOR |
|----|--|---|---------------------------|
| 1 | The candidate should consider including "Kampala, Uganda" so that the title is informative enough regarding the study place. | Suggestion amended into the final dissertation. | Corrected. see title page |

| | | | |
|---|--|--|--|
| 2 | The candidate ought to thoroughly edit her entire dissertation. | Adequate editing has been done with the whole document. | Reflected in the whole document |
| 3 | The candidate should revise the approval section appropriately. | Done | |
| 4 | The candidate ought to revise the Table of Content appropriately. | This has also been well done | Evidence in pages V to Viii |
| 5 | The candidate needs to revise the statement of the problem appropriately. She should be specific and bring out exactly how staff turnover is a problem at the area of study, thus, the need for mitigation measures. | The statement of the problem has been addressed adequately | See page 12 of the dissertation |
| 6 | The candidate should put the Figure's heading at the top of the Figure following the APA 7th Format Edition. The candidate must make sure that in-text citation is done appropriately following APA 7 th Format Edition. | The entire dissertation has been edited with particular attention to the APA referencing as required of the style. | All through the document. Pages 1 to 150 |
| 7 | The candidate needs revise the reliability section appropriately. Some information she has presented in the validity section need to be taken to the reliability section e.g. protocol of the pilot study and the number of participants involved. | This has well been addressed appropriately | Please refer to chapter three pages 50 and 51 respectively |
| | | | |

| SN | COMMENTS BY VIVA VOCE PANNEL | ACTION TAKEN | INDICATOR |
|----|---|---|---|
| 1 | The candidate should make sure that all Tables are represented within acceptable page margin. | This has been addressed adequately | Pages 58, 60, 67, 69, 77, 78,84,85, and page 90 |
| 2 | The candidate needs to attach the UCUREC approval letter that okayed the study to be conducted as mentioned in chapter three. | Addressed appropriately | The very last page of the dissertation. |
| 3 | Exploring staff turnover in catholic founded primary school. Who are the non-teaching staff that were interviewed? | This has been edited accordingly dissertation | The methodology section |
| | | | |
| | | | |

Nakityo Joanita
Candidate's Name

Signature

Dr. Masagazi Joel Yawe
Supervisor's Name

Signature