

MANAGEMENT STYLES AND TEACHERS` TURNOVER IN PRIVATE SECONDARY  
SCHOOLS IN BUDAKA DISTRICT

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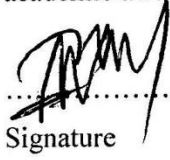


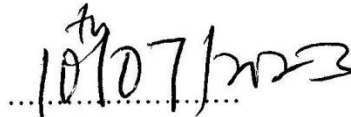
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**DECLARATION**


I, Charles Kisule, do hereby declare that this is my original work and has not been plagiarized and to the best of my knowledge has never been submitted to any institution of learning for any academic award.

  
.....  
Signature

  
.....  
Date

**APPROVAL**

This is to certify that this research has been done under my supervision and is submitted to the School of Education of Uganda Christian University with my approval.

Signed .....  ..... Date... 10 | 07 | 2023 .....

Christine Margaret Okurut Ibore (PhD).

## **DEDICATION**

I dedicate this research work to my sponsor Helga Rainer for the financial and moral support rendered to me.

## ACKNOWLEDGEMENT

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## ABSTRACT

This study investigated the teacher turn over in most private secondary schools in Budaka District. The purpose of the study was to examine the effects of management styles on teachers' turnover in private secondary schools in Budaka District. Four objectives guided the study which includes; examining teachers' perception of the teacher turnover, examining the effects of authoritarian management style on teacher turnover, to examine the effect of transactional management style on teacher turnover and to examine the effect of transformational management style on teacher. The study adopted Fredrick Herzberg's (1959) Two Factor theory and a sample of 152 respondents from a target population of 250 respondent, selected using both simple random sampling and purposive sampling who comprised of; school heads and deputies, teachers and district education officials. The study adopted the descriptive survey research design. Questionnaires and interview guides were used to collect data from the respondents. Quantitative data was analyzed using the SPSS software. Frequencies, means and percentages were used to discuss the findings while the qualitative data was analyzed using thematic analysis. The study found out that head teachers' management styles had effect on teachers' turnover in private schools in Budaka District. The study recommends that: Head teachers should adopt a blend or mix of management styles since the findings show that one management style may be of importance in a given situation but not all situations, The school head teachers should adopt Transformational management style in form of capacity building programs which will provide opportunities for teachers and make them feel a belonging hence reduce teacher turnover and Since it was revealed that head teachers are rule oriented in their schools, Authoritarian and Transact management styles should be limitedly applied in schools to ensure low contribution to teacher turnover rate.

## CHAPTER ONE: INTRODUCTION

Teachers are a great resource and very central in the learning process. Teachers' constancy in a school provides learners with steadiness in their progression in education. However, teachers' turnover affects not only affect learners' output but also the general running of the school. School managers have attempted to solve this phenomenon but in vain. This study therefore attempts to examine the effects of management styles on teacher turnover.

This chapter presents an overview of the study including the background, statement of the problem, objectives, research questions, significance, and scope, limitation to the study, delimitation, theoretical framework and conceptual frame work of the study.

### **1.1. Background to the Study**

Every institution irrespective of its status will need a skilled and enabling management system to propel its growth but also motivate its team. Educational institutions, if not appropriately managed, planned for and controlled cannot achieve their mandates (Emoja, 2016). As a precursor for the achievement of institutional goals and objectives, good institutional management is required to manage human, material and financial resources or else the institution can easily fail in achievement of its objectives. This is what Eze (2015) referred to as running a high risk of failure. Labour turnover is one of the major challenges employers face across the world. Mahan, Nelms and Ryan (2018) forecast that 28.6% or more than one in four teachers in the world will leave their jobs to go to work somewhere else and that this trend is on the increase. They further predict that if this trend continues, over 48 million teachers, or one in three workers, will quit their jobs. In the era of globalization, it has been regarded to be a key issue that many employers deal with to run their business organization. (Chowdhuryetal, 2017)

In educational institutions, concerns about teachers' turnover are reported widely as a global phenomenon (Santiago, 2010 as cited by Kasau, Kaloki, Kitoo, Mutinda, 2016). The teachers' intentions to leave teaching in a particular school has been perceived as one of the most serious operational challenges educational managers have had to deal with (Oke, Ajagbe, Ogbari, Adeyeye, 2016 cited by Tindyebwa 2019)

Past studies have indicated that turnover is expensive to organizations in terms of the separation costs (Iqbal, 2010); replacement costs of departed teachers and training costs of new teachers (Mohammed, 2016). This is the reason why turnover has been the focus of attention for scholars and researchers alike (O'Connor, 2018) cited by Tindyebwa (2019).

Carver-Thomas, & Darling-Hammond, (2017: p1) vie that;

*Teacher turnover is to be expected when teachers move between schools, even if they stay in the profession, the effect on the schools they leave is essentially the same as if they had left teaching altogether. In times of shortage, teachers who shift between schools can further worsen hiring difficulties in the hardest-hit schools.*

Anguyo, (2014) agrees with that observation. This definition however does not include situations where schools decrease or increase the teaching staffing number due to growth, restructuring, or reduction in enrollment.

Teacher turnover according to a study by Billingsley (2003) as cited by Gyezaho (2014) refers to teachers' self-reports about the likelihood that they will leave the profession. To Lonne, (2011) teacher turnover is the proportion of leavers to the average numbers employed during the year. He alludes that the issue of teacher turnover poses a very serious problem with grave effects on the individual, organization, and the government no matter the angle from which the problem is measured.

Turnover is either voluntary or involuntary according to Rajan (2016). To Price and Mueller, (1990) voluntary turnover describes the amount of employee turnover that occurs due to the choice of teachers to resign from their positions and voluntarily leave their employers. This contrasts with involuntary turnover, which is turnover that occurs without the assent of the employee. Rajan (2016).

Rajan, (2016) alludes that whereas involuntary turnover may be due to long term sickness, death, travel, or employer-initiated termination; voluntary turnover focuses mainly on situations in which teachers choose to tender in resignations for various reasons, rather than their appointment and contract being terminated at the judgment of an employer. He also opines that turnover can also be functional and dysfunctional. Functional is where teachers who perform poorly leave an organization while dysfunctional is when teachers who perform excellently leave an organization. Nurul eta' el (2018) contend that for years, turnover rate has become a big challenge in private sectors and a lot has been asked why this is the case irrespective of the size of the organization. They further argue that while school managers and policy makers might be tempted to solve shortages by focusing solely on teacher recruitment strategies, it is important to note that a better approach begins with understanding teacher turnover.

Carver-Thomas et al (2017), Tindyebwa (2019), KatieMalouf Bous (2019) and Carver-Thomas (2019), agree that the reasons associated to teachers' leaving schools are voluntary and involuntary leaving. These may include having attained the age of retirement and some early retirement, teachers being laid off, budget cuts, school closures, reduced student enrollment, school transfers, because of unfavorable working conditions, family move, gone on to take another job outside, further education, left to take care of family members, unhappiness with the school administration, being given short-term contracts and low pay.

However, (Carver-Thomas et al. 2017; 2019, Tindyebwa 2019), contend that mainly, teachers leave due to the nature of the management in place. This therefore sets the discourse rolling about the role of school managers including directors, Head Teachers in the teacher turn over in their schools of operation. This triggers involuntary factors for teacher turn over as described above.

The magnitude of teacher turnover has been reported in different parts of the globe. For instance, in the United States, yearly teacher turnover is predictable to be close to 16% at the national level and reaches 24% for hard-to-staff schools (Sutcher,

Darling-Hammond, & Carver-Thomas, 2016). In the UK, 9.2% teachers in 2010-11 left and the number grew to 9.9% in 2016-17. For the new entrants, 22% of those who joined in 2015 had left by November 2016 (Foster, 2018).

In the Sub-Saharan Africa, teacher turnover rate was at 44% which resulted into a short supply of teachers (Symeonidis, 2015).

In Tanzania and Kenya, concerns on teacher turn over are spelt out by excess of education scholars. Katula, (2016) and Boniface (2016) discuss that teacher turnover is becoming disastrous in Tanzania and Kenya whose average rates stand at 30% and 7.2% respectively. Boniface (2016) painted that although government efforts to better the welfare of teachers in Kenya, teachers have continued to quit the profession for greener pastures.

In Uganda, the demographic trends indicate that there are few highly educated and skilled teachers (UNESCO, 2015). Additionally, young teachers who are joining the profession right from university need mentorship by the senior teachers who can only be available if the turnover rate is restrained (Gyezaho, 2014).

Juliet, (2017) reported that in Wakiso district alone, half of the private secondary school staff leave within the first five years and this has had negative cost on students` performance. In Mbarara district, the teacher turnover was at 60 percent on average regardless of efforts by the Ugandan government in ensuring teacher retention. (Gyezaho, 2014).

Tindyebwa (2019), therefore agitated for a shift in the work environment to include among other things, career development, clear organizational policies, and guideline, understanding the needs and desires of staff and better management generally. To this extent therefore, school management has to put in place an enabling environment to attract and retain teachers.

It is on record that managers and their management styles do influence the way subordinates respond to work and how far they can stay on job. Mohammad and Saleh (2016) are in tandem with this by defining management as a process of reaching

organizational goals by working with and through people and other organizational resources or a human action, including design, to facilitate better outcomes including agitating for mechanisms for self-management by teachers.

The exercise of the different management functions of organizing, planning, staffing, directing and controlling calls for managers to employ the best style of management to foster success in the organization (Armstrong, 2012).

Different scholars have discussed the different types of management styles. For example, Mohammad and Saleh (2016) cited some as:

*Seminal work of Lewin, Lippit and White (1939), identified three management styles as authoritarian, democratic, and laissez fair.*

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

Wang & Guan (2018) defined democratic management style as where the manager promotes decision making with subordinates and even consults them and sets goals together with them. The laissez fair management style involves noninterference policy allows subordinates to make their own decisions as long as they are within the precincts the guidelines but also striving to produce sustainable outcomes.

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

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

Transformation management style consists of transformation of the basic values, beliefs and attitudes of subordinates and inspiring them to exhibit a performance over and above their own expectations (Gozukara & Simske, 2015). They agreed that managers in this style of management are involved in fostering participation from their subordinates.

Irrespective of the management style under use by the manager, their interest should be tagged to attainment of organizational goals within the set policies and guidelines (Mohammad et al, 2016).

Once different management styles are used on subordinates, they feel valued and committed to such an organization. Amankwaa et al, 2015).

Budaka District like any other upcountry districts in Uganda is confronted with a challenge of a number of teachers leaving their jobs. (Head teachers' reports from visited schools, 2017-2020).

A host of factors could be driving this problem and uncovering them shall be of great importance to the district and the country at large because in spite of the efforts made by the government of Uganda and the Private Secondary Schools Association (PSSA) in Budaka, the challenge of secondary school teachers' turnover still persists thus calling for further interventions following a scientific investigation. This research seeks to establish how different management styles influence teachers' turnover in the privately owned secondary schools in Budaka District.

The magnitude of teacher turnover in Budaka is shown in the table below:

**Table 1: showing teacher turnover in the private schools of Budaka**

S/n	Pseudo Name of the school	Total number of teachers	Number of teachers leaving in the last four years			
			2017	2018	2019	2020
01	A.	44	5	6	7	6
02	B.	17	8	9	5	3
03	C.	32	7	8	6	7
04	D.	19	4	3	6	6
05	E.	40	9	7	8	6
06	F.	18	4	03	5	7
07	G.	18	4	6	4	5
08	H.	20	3	05	6	1
09	I	15	4	4	4	4
10	J	13	4	6	5	2
	<b>Sub total</b>	<b>245</b>	<b>52</b>	<b>57</b>	<b>58</b>	<b>47</b>
	<b>Grand total</b>	<b>245</b>	<b>214</b>			

Source: Head teachers' reports from visited schools, (2017-2020)

Table 1 comprises of head teachers, deputies and teachers that left their workstations. 85% of the teachers and administrators are new in their current work stations.

## **1.2. Problem Statement**

Private secondary schools in Budaka through their private schools' association have put in place mechanisms to enhance staff retention. For instance, there is human resource planning, setting performance indicators, appraisal and giving feedback to staff, standardizing operational procedures and policies, workloads, values and, effectively rewarding teachers, Mandatory provision of employment contracts to teachers as directed by the Ministry of Education and Sports. The government of Uganda through the ministry of education and sports has put up measures to improve on retention rates of teachers in government schools including licensing all teachers whether private or government, establishing the code of conduct of all teachers, ensuring that private employers remit teacher emoluments to government institutions like the National Social Security Fund among others, establishing teacher SACCOs, extending investment subsidies like soft loans through the Microfinance Support Centre among other efforts.

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

This is compounded when those teachers who get hired in private schools in Budaka leave their positions within a short period. The COVID-19 pandemic has even worsened it by increasing the turnover rates following failure of teachers to receive salaries during the country's two-year lockdown. Teacher turnover has affected the private secondary schools in Budaka District to the extent that students' performance has been adversely affected and some schools have had to close up. Teachers' turnover has also affected both students and parents' trust in private secondary schools in providing accessible and quality education services. The proprietors of

these secondary schools are concerned about the effect this has had on the reputation of the schools and its impacts on student' enrollment. Head teachers are expected to manage teaching staff in ways that support them to do their work. However, no study in Budaka District has looked at management styles of the head teachers and how this affects the turnover of teachers. Therefore, this study was set to examine how management styles of head teachers influence teacher turnover in the private schools of Budaka District.

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

The purpose of the study was to examine the effect of headteacher management styles on teacher turnover in private schools in Budaka District, Uganda.

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

### **1.5. Research Questions:**

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

### **1.6. Scope of the Study:**

#### **1.6.1. Geographical Scope:**

The study was carried out in Budaka District, Eastern Uganda, in the private secondary schools located in both urban and rural parts of Budaka District. This

includes Budaka Town Council, Budaka Sub-County, Iki-Iki Sub-County, Kachomo Sub County, Iki-Iki Town Council and Kamonkoli Town Council. These Sub Counties and Town Councils have been chosen because it is in these places that most private secondary schools in Budaka District are located.

#### **1.6.2. Content Scope:**

This study was limited itself to investigating how the management styles selected and the extent to which they affect teacher turn over in private secondary schools in Budaka District, Uganda.

#### **1.6.3. Time/ Period Scope:**

This research covered the period from 2017 to 2020 when teacher turnover has been noted as an issue in the private schools in Budaka District.

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

The ever-declining performance of students in Budaka District that has taken a dangerous trend those parents are facing uncertainties concerning their children's future. Many have attributed it to high staff turnover; it is therefore paramount that a study is carried out to examine the casual effect of high teacher turnover.

Retention rates of teachers in schools are of great influence to the grooming of young teachers to take up teaching roles. Therefore, with many quitting the profession, it is demoralizing to the young generation to take up this profession which exposes Budaka District and indeed the country to a number of shocks and risks of ignorance. It is based on the above background that a study has to be taken to ensure that the scourge is dealt with squarely.

#### **1.8. Significance of the Study:**

It is hoped that when the study is complete, it will benefit in the followings:

Guide school administrators on how to manage private secondary schools in Budaka District. The Administrators will be helped to understand how the different

management styles affect teachers turn over in the privately owned secondary schools and what they ought to do to increase on staff retention and thereby improve on education standards.

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

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

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

#### **1.9. Theoretical framework:**

##### **Abraham Maslow's theory of needs.**

Abraham proposed a five set of goals that individuals have which are later referred to as needs. They include physiological, safety, love, self-esteem and self-actualization which are arranged in order of importance. The basic needs include shelter, food, water among others and these are of importance when an employee has just joined the organization. To Abraham, as one need is fulfilled, it becomes less important and the demands to have the second level need of say safety sets in. As the need of safety is actualized, the need for love sets in. The trend goes on until the last tier of needs (self-actualization) is acquired. Therefore, managers need to take cognizance of such changes in the needs of their subordinates if the organization is to remain relevant to them, Angus C (2014). This theory relates to the transformational and transactional styles of management by way of its approach. It gives an opportunity to subordinates to propose changes to what management bestows upon them since it calls for a listening ear of the subordinates by management and this can foster high levels of staff retention.

### **Herzberg's theory of job satisfaction**

Mullin (2002) finds Herzberg's theory as a theory of job satisfaction related to motivation at work. The theory states that there are certain aspects in the work environment that foster satisfaction whereas others lead to dissatisfaction. Frederick Herzberg maintains that job satisfaction and job dissatisfaction act independently of each other.

Herzberg (1996) argued that individuals are not content with the satisfaction of lower-order needs at work; for example, those needs associated with minimum salary levels or safe and pleasant working conditions but rather, teachers look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement and the nature of the work itself.

Herzberg states that both satisfying and dissatisfying characteristics are not in a scale with one increasing as the other reduces, rather, the two are very independent. Herzberg's theory suggests that in order for productivity to be enhanced in workplaces, administrators should recognize and address both the satisfying and dissatisfying characteristics. Administrators should not presume that the increase in satisfying factors will inevitably decrease the unsatisfying factors.

From the theories explained above, while they all explain the variables under investigation, the study employed Fredrick Herzberg's (1959) two factors or Dual Factor Theory. This is because the theory gives a clear link between motivational factors and their effect on generally staff turnover in broadly two factors (satisfying and dissatisfy factors) that influence staff turnover. The motivational factors the theory highlights are hinged on management styles thus very much suitable for this study as explained below.

Herzberg's theory is applicable to this study due to the critical role played by the head teachers' management styles in teachers' work. It helps establish how head

teachers with different management styles satisfy teachers. The teachers' motivation can be improved through changes in the nature of the job through job enrichment. Teachers should be enabled by the head teachers to have maximum control over the mechanisms of the task performance, and their jobs should be so designed as to enable them to experience a feeling of accomplishment of assigned tasks.

School head teachers should ensure that teachers are provided with direct, clear and regular feedback on their performance in particular and the organizational performance in general. It is also imperative that teachers be provided with an enabling environment, by the head teachers so as to motivate them to learn new and different procedures on the job and also experience some degree of personal growth through promotion and further training.

#### **1.10. Conceptual framework:**

Orodho (2009) looks at a conceptual framework as a model of representation where a researcher conceptualizes the relationship between variables in the study and this relationship between constructs can be presented graphically or diagrammatically. The study shall be guided by the constructs below.

## Independent variable

### Management styles

#### Authoritarian management style

- Coercive,
- Rigid,
- Strict
- Compliance
- Rule oriented
- Makes decision alone
- Trusts no other staff
- Use of punishment to reward

#### Transactional management styles

- Opposed to change.
- Focused on short-term goals.
- Favor structured policies and procedures.
- Thrive on following rules and doing things correctly.
- Inflexible
- Concentrates on failures

#### Transformational management styles

- Openness to New Thinking.
- Talent for Broadening Minds.
- Commitment to Active Listening.
- Tolerance for Intelligent Risks.
- Willingness to Accept Responsibility.
- Trust in Team Members.
- Ability to Inspire Participation
- Liberty of teachers



## Dependent variable

### Teacher turnover

#### • Employee factors

- Over expectations
- Un expected working condition
- Level of salary
- Lack of employee satisfactions
- Lack of employees commitment

#### External factors

- Better pay
- Teachers are paid well
- Competition with other private schools
- Low economic condition
- Many jobs options
- Personal issues

#### Employer factors

- Unavailability of motivation packages
- Poor organization structure
- Strict work policies
- Employers rigid
- Strict work policies
- Lack of teachers to air their views to employers

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

#### a) Authoritarian management style

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

#### **b) Transactional management style**

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

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

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

#### **c) Transformational management style**

Transformational management is a management style in which managers encourage, inspire and motivate subordinates to invent and foster change for the success of the organization they work with. This is through being exemplary at the top level,

implementing good corporate governance principles and ensuring independence of staff at the workplace. (Rodriguez, 2009).

It's a management style that's designed to give teachers more room to be creative, look to the future and find new solutions to old problems without necessarily focusing on micro management. It looks at building trust in the teachers to take up different roles in the organization and also training and mentoring them for such roles. Rodriguez, (2009).

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

Transformational management principally focuses on human nature and difference, which the researchers believe is a rationale for integrating the theory into schools, which are vital and dynamic environments, filled with competing needs and goals. As Trmal, Bustamam, & Mohamed (2015) state, "transformational management style looks at effective management in driving change and transforming organizations. The building of trust that Rodriguez (2009) highlighted motivates the subordinates to even deliver more to the organization. It encourages macro management as opposed to micro management and this coincides with the assertion of McGregor's Y theory which in the end leads to high retention rates in the organization and peak performance.

#### **1.11. Limitations of the study:**

There is existing literature that points to a multitude of factors inducing teacher turnover. However, this study dwelt only on compensation, career path development, conditions of workplaces, and lastly on job satisfaction as the independent variables. Although teacher turnover is a nationwide problem, this study focused on Budaka District. In addition, the study beset teachers who were currently in the teaching profession with an aim of finding out the factors that were likely to trigger their

turnover. This is because actual turnover is more difficult to predict as it involves the study of those individuals who have left their organizations. It is usually difficult to trace such individuals and to retrieve data from them. However, as Rice (2003) puts it, turnover intent is termed to be the most predictive precursor of actual turnover in an organization. Responses in the questionnaire were not followed up for clarity therefore; conclusion was based on what was written down. Therefore generalization for the world situation is not likely.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0. Introduction:**

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

### **2.1. Theoretical review:**

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

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

Herzberg's theory is applicable to this study as it highlights the role played by the head teachers' management styles towards teacher motivation and the resultant turnover. It helps establish how head teachers with different management styles satisfy teachers which impacts on their retention since satisfaction increases their retention as dissatisfaction reduces their retention. The teachers' motivation can be

improved through changes in the nature of the job through job enrichment, a matter that the theory emphasizes.

Perhaps teachers should be trusted, rewarded and positively encouraged to accomplish their tasks in a way that is satisfying and fulfilling.

School head teachers should ensure that teachers are provided with direct, clear and regular feedback on their performance in particular and the organizational performance in general. It is also imperative that teachers be provided with an enabling environment, by the head teachers so as to motivate them to learn new and different procedures on the job and also experience some degree of personal growth through promotion and further training and mentorship. Additionally, this theory can be best used by teachers to focus on macro management and give teachers some degree of independence and trust to accomplish their tasks.

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

Oluremi, (2013) and Masinde. K. Luke (2019) opine that there are three styles of management, they are Autocratic or Authoritarian, Democratic (participatory) and Laissez Faire. They advise that a good manager should utilize all with one dominating the rest while a bad manager might only use one style of management.

Authoritarian managers make every decision on their own never consult their subordinates and later enforce it on their subordinates and expect strict compliance and this leads to high turnover due to limited input by subordinates. This method can be best employed to train new staff to reduce the level of mistakes and also enforce compliance with the government regulation (Khan et al, 2015). However, Nayab. N (2011) criticizes Khan et al, (2015) and stated that, such management style leads to missing of new ideas in an organization and builds a poor culture of no fresh ideas for organizational transformation and innovations. Though such studies have been conducted and recommendations reported, teacher turnover has continued to be a concern in private secondary schools in Budaka District.

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

The way a Head Teacher supervises will motivate teachers, they work well where there is teamwork, encouragement and active participation. On the contrary, victimizing teachers, and adherence to set rules and regulations may lead to teacher turnover in favor of other jobs thus quitting the profession (Kasau. O., Kaloki .J, Kitoo. B Mutinda. J 2016). However, according to education act (2008), teachers have to follow set guide lines and regulations set by the education ministry and the education standards agency but as a manager one has to support the teachers to follow such regulations to achieve the intended goals but not to coerce. However, the rate of teacher turnover in private secondary school in Budaka seems to show that managers have cooperated with the above scholars. It's a concern that the researcher seeks to study management style and teacher turnover in private secondary schools.

In Zambia, where head teachers in government schools mostly used the authoritarian style of management than in private schools, the performance of both teachers and learners deteriorated as compared to their counterparts in mission/private schools. The issue of rigidity in the managers, decision puts teachers' commitment to the school at stake with hence this style of management creates unnecessary hierarchies and bureaucracies which in a long run contributes to teacher turnover. (Maseka, Mabuku Kabeta (2019). However, if such reports have been published and education sector have been reading and adopting policies from other countries that have been tested and proved them to be viable or not, why teacher high turnover rate in private

secondary schools in Budaka District. It's on such concern that the researcher seeks to study management style and teacher turnover in private secondary schools in Budaka District Uganda.

A study by Iqbal (2010) on comparative study of the impact of principals' Management styles on job satisfaction of teachers in Pakistan showed that teachers working under an authoritarian style of management were less satisfied than those under a democratic style reason being that there are strict instructions with no room for amendments and yet when one participates in decision making they own the results and hence adhere to change. Ademilua (1999) as cited by Caroline, M (2016) on principals' management style and teachers' job satisfaction in Ekiti state, Nigeria found out that the use of the authoritarian management style tended to reduce job satisfaction by teachers. These findings are in tandem with the findings of Adeyemi (2011) on principals' management style and teachers' job satisfaction in secondary schools in Ondo state, Nigeria who noted that the authoritarian management style was crucially responsible for teacher's job dissatisfaction. If this is the case, why high teacher turnover in private secondary school in Budaka District?

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

Nwokocha and Iheriohanma (2015) allude to the authoritarian management style is one responsible for high staff turnover since its goal is to have tasks performed but not to train which some how goes with punishment for indiscipline and wrong doing in

an organization, other than develop and mentor their staff. The style is bent towards observance to set policies and guidelines with limited flexibility. Nsubuga (2008) conducted a study on management styles of head teachers and school performance of secondary schools in Uganda, it was discovered that the greater the use of authoritarian principles, the poorer the learners' academic performance since teacher will develop fear to innovate and or develop new ideas in the organization due to set regulations and standards of operation.

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

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

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

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

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

interests but urges them to focus on the organization as a whole and infuse their norms and beliefs with the vision of the organization, (Lindgreen, Palmer, Wetzels, & Antiocho, 2009).

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

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

Inspirational motivation deals with managers instilling a sense of purpose and being a role model for the followers, in this way exhibiting trust in team members (Lindgreen et al., 2009). However, Xenikou, (2017) argues that, transformational managers deal with Intellectual stimulation and promotes talent development to enable career

development to promoting new ways of thinking about problems or doing things with the subordinates and encouraging them to participate into problem identification and idea generation. Individualized consideration constitutes managers understanding the needs of teachers and bringing out their full potential, (Lindgreen et al., 2009).

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

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

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

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

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

In this style of management, the manager promotes compliance of his followers through both rewards and punishments with major focus on supervision, organization and group performance (Srivastava, 2018). Transactional managers work within their organization's culture, follow existing rules, procedures, operative norms and are inflexible in decisions which in a long run employs resign from their duties (Lindgreen et al., 2009).

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

Transactional management comprises of two aspects namely, contingent rewards and active management-by-exception. Contingent reward explains the manager's emphasis on clarifying the role and task requirements for subordinates as well as the performance criteria and the rewards upon accomplishing desired goals (Xenikou, 2017). Therefore, successful managers do not oppose change as a result of new suggestions from subordinates. However, Active management-by-exception is where

the manager is committed to actively searching for subordinate mistakes (Kanste et al. 2007). With management-by-exception, manager focuses on monitoring task execution for any problems that might arise and correcting mistakes to beef up performance, (Lindgreen et al., 2009).

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

Maaitah (2018) argues that managers should reward both achievements and mistakes to ensure subordinates work with responsibility spirit and this intends to aim at proper utilization of resources and goal oriented. Though this is true, employees tend to relax if there are no set regulations for mistakes and any form of indiscipline in an organization. It's on this basis that theory X calls for man being lazy and deserves supervision and punishment for indiscipline and rewards where necessary. However, Siew (2017) revealed that structured policies and procedures of an organization demoralize employees and leads to turnover though to a certain extent organization with no tight rules tend to fail. And Long et al. (2012) stated that, set rules and regulation sometimes lead to total authoritarian management style in an organization. Therefore, managers should always adjust the rules to make sure there is success in organization goals and objectives as a result of new ideologies.

Gul et al. (2012) discovered that the association between transactional management styles and a turnover intention was negative and insignificant. The literature above showed that there was significant effort by scholars to relate transactional management and retention of teachers. However, while all the other studies indicated a negative relationship between transactional management and retention of

teachers, studies (Maaitah, 2018; Sithole & Sudha, 2014) did not concur that transactional management negatively related to employee retention.

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

## **2.5. Teacher turn over:**

Donley(2019) defined teacher turn over as the ratio at which teachers leaving schools and or the teaching profession. It involves of both teacher migration and teacher erosion.

Lee, (2018) argued that teachers have the strongest influence in schools. However, the management styles applied by the school administrators determine the teacher retention rate or their turnover in a given timeframe in a school. Nevertheless the expectation of the teachers from their administrators greatly contributes to teacher turnover or their retention rate in schools. It's on this information therefore, that the failure for teacher's expectation to be full filed by their school administrator's cause the turnover(Jackson, 2018).

Assefa (2011), in his study investigated factors that cause teachers' turnover in government and private secondary schools in Addis Ababa. The results showed that inadequate salary to teachers was the major factors that exaggerate the turnover of teachers both in government and private schools. On the other hand, Anthony, (2001) as cited in Dereje, (2007) contend that although monetary reward is an important means of satisfying need beyond a certain satisfaction level, the amount of compensation is not necessarily as important as necessary as non-monetary rewards.However, if such findings have been publicly known to stake holders and the administration of the schools, then the need to check the administrative management styles and the approach to determine the salary levels is key factor in terms of how much, when to pay and how to pay management should observe with keen note on

the application of the management style in play and the salary levels as a contributing factor to teacher turnover.

Mugo and Guyo (2018), in their study investigated the factors that contribute to labor turnover of public teachers in Embu County. The studies established that there was high labor turnover of public school teachers in Embu County. In their study, the factors that contributed to high turnover were; low employee job satisfaction, lack of employee commitment among other factors such as competition with other schools, low teacher economic conditions that do that hinder their personal development hence living with uncertain future. Though such information is available, less has been done by the concerned stake holders in the national planning authorities and at the ministry level to address such factors and ensure teacher retention. This therefore, has led to continued high teacher turn over in secondary schools.

Candle, J (2016), argued that teachers leave due to many job options that pay better in both education and other sectors, and this highly contributes to teacher turnover in secondary schools. The scholar further stated that, the teacher's personal needs lead to search for better paying job opportunities hence, leading to teacher turnover in secondary schools. The scholar concluded that poor pay amidst available other job options to teachers contributes to the search for new opportunities which pay well so as to meet their personal needs. In the same manner, Jseton (2013) revealed that, the socio-economic factors (salary scale, fringe benefits and non-monetary benefits, rate of promotion and leave payments) are major factors for teachers' turnover.

Zephyrine (2013), in his study revealed a positive significant effect between teachers' motivation and turnover. The researcher recommended that secondary schools teachers lack motivation at their work place sometimes lead to teacher turnover. When teachers are motivated through the use of financial and non-financial means to keep up with rising costs of living they are most likely to stay at work since they are able to meet their needs at a given time. Zephyrine (2013) put this on record, the

ministry through their planning unit, have not adopted this and there is demotivation amongst secondary schools with segregated salary scales.

On the other hand, Zephyrine (2013), states that teacher turnover is attributed to; poor organizational structure, strict work policies, employer rigidity and lack of platform for teachers to air out their views in decision making. The researcher argued that such factors are great contributors to teacher turnover in secondary schools. Nevertheless, factors such as accountability, government policies, working conditions, living standards, and extra duties to teachers beside their main tasks are major factors for teachers' turnover (Jseton -2013).

## **2.6. Conclusion:**

This research aims at examining the effects of management styles on teachers' turnover in the private secondary schools in Budaka District. It is hinged on three specific objectives namely; to find out the effect of authoritarian style management on teachers' turnover, to establish the effect of transactional management style on teachers' turnover, and to find out the effect of transformational management style on teachers' private secondary schools in Budaka District.

Whereas some of these studies suggest that teachers' intention to quit their jobs may be dependent on transformational management, others indicate that transactional management style will substantially reduce turnover intention. For instance, Bycio, Hackett and Allen (1995) as quoted by Amankwaa, Albert & Anku-Tsede Olivia (2015) opined that transformational management styles come in handy in reducing and mitigating turnover intention rather than transactional management and laissez-fair management.

Najm (2010) as well discovered a negative relationship between transactional management and teachers' turnover intention.

Since these studies (Gibbon et al, 2018) establish a relationship between transformational management and turnover intention, it is paramount therefore to note that while different scholars have given their opinions and perspectives on how

authoritarian management style leads to teacher turn over, little is written on the causal factors of a transactional and transformational management style. This is a critical gap in the world of knowledge that this research will attempt to bridge

## **CHAPTER THREE: METHODOLOGY**

### **3.0. Introduction:**

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

### **3.1. Research Design:**

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

### **3.2. Research area:**

The study was conducted in Budaka District in Eastern Uganda. It will comprise of ten private secondary schools operating in both rural and urban areas of Budaka. This is the area where teacher turnover was high.

### **3.3. Study Population:**

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

### Description of the Population:

**Table 2: A list of all the Private Secondary schools in Budaka District**

s/n	School	Number of teachers				Total	Method of sampling
		N	S	Method of sampling	Number of administrators		
01	A	45	40	Simple random sampling	1	41	Purposive sampling
02	B	15	14		1	15	Purposive sampling
03	C	30	28		1	29	Purposive sampling
04	D	20	19		1	17	Purposive sampling
05	E	40	36		1	37	
06	F	15	13		-	-	
07	G	15	15		-	-	Simple random sampling
08	H	20	18		-	-	Simple random sampling
09	I	15	15		-	-	Simple random sampling
10	J	44	40		-		
	Budaka education department					10	Simple random sampling
<b>Grand total 250</b>		<b>Respondents</b>		<b>Interviewees</b>		<b>Total</b>	
		<b>137</b>		<b>15</b>		<b>152</b>	

Source: Primary Data, 2018

### 3.4. Sample size determination:

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

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

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

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

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

Simple random sampling is a method of selection whereby each member of the population has an equal chance of being selected. Simple random sampling was employed in selecting the respondents from different selected schools. Teachers in ward secondary schools were selected using simple random sampling. Teachers participated in the study were randomly selected and efforts were put to capture all the characteristics of the population since this is a requirement as espoused by (Cohen and Manion, 2007).

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

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

### **3.6. Data collection instruments:**

#### **3.6.1. Questionnaire survey:**

The study used a self-administered questionnaire and semi structured instruments to collect data from respondents. The questionnaire was employed on teachers since they know how to read and write yet many in number. This is in line with what McMillan and Schumacher (2001) recommended. They say a questionnaire should be used if the researcher knows that the respondents will be in position to answer the questionnaire. Efforts were taken to ensure that the questionnaire was precise and the language used was clear before the respondents. The same is reiterated by Macmillan and Schumacher (2001).

#### **3.6.2. Key Informant Interviews:**

Face to face interviews were carried out with the head teachers, deputy head teachers and Dist Education Officials and were designed in a way that more specific and truthful answers are obtained. These helped capture information, not provided by the questionnaires. This method is very flexible and used to obtain information that can't be easily obtained by a questionnaire (Kothari, 2010).

### **3.7. Data Collection Procedures:**

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

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

### **3.8. Quality control:**

#### **3.8.1. Validity:**

Oso and Onen (2009) refer to validity as the extent to which the research instruments measure what they are intended to measure. To ensure validity, the researcher covered all the dimensions of phenomenon under the study as classified in the conceptual framework. The questionnaire discussed with colleagues and supervisor to assess its structure, contents, clarity, consistency and relevancy in relation to research objectives.

The sampling techniques used was ensure that the elements of the sample size are a representative of the entire population by ensuring that the sampling is scientifically done to reduce or avoid bias. This led to population generalizability and content validity. The researcher saw that content in all data collection instruments was appropriate for the study and achievement of tests.

The researcher came up with items in the questionnaire and interview guide and later wrote to the expert requesting him or her to rate the items as Very Relevant, Relevant, Somewhat Relevant and Not Relevant. Both tools were brought back to the researcher so that the researcher computes Content Validity Index which was got by the formula.

$$CVI = \frac{\text{No of VR+R}}{\text{Total No. Of items in the tool}}$$

The results from the computation of CVI was interpreted according to George and Mallery (2003) scale (1-0.9 = excellent; 0.8-0.89 = good; 0.70-0.79 = acceptable; 0.60-0.69 = questionable; 0.50 -0.59 =poor, and 0.0 - 0.5 = unacceptable) to determine the validity of the instrument.

#### **3.8.2. Reliability:**

Amin (2005) defines reliability as the extent to which an instrument measures what it is supposed to measure irrespective of the number of times used. Mugenda (2003) defines reliability as the extent to which research tools gives consistent results after repeated trials.

The research tool was pre-tested in a pilot study in one of the schools that is not included in the study but within similar environment to the schools participating in the study.

The level of consistency was then computed through reliability coefficient which ranges from 0 and 1 and then the results shall be interpreted on the basis of George and Mallery`s scale (2003) to determine whether they are above or below the threshold. Necessary adjustments were made on the questionnaires following its pilot study.

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.747	.746	39
TEACHERTURNOVER		.716
AUTHORITARIANMANAGEMENT		.715
TRANSACTIONAL		.705
TRANSFORMATIONAL		.780

As from the table above, a Cronbach's Alpha of .747 was obtained for the overall instrument and this was regarded as reliable for the study to continue.

The reliability for teacher turnover was .716, authoritarian management was .715, transactional style of management was .705 and transformational management was .780. This means that all the sections of the questionnaire were reliable.

### 3.9. Methods of data analysis:

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

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

### **3.10. Measurement of variables:**

Mugenda and Mugenda (2003) support the use of nominal, ordinal and likert type ratings during questionnaires design and measurement of variables which was used in the study. The nominal scale was used to measure variables like gender and terms of positions held/titles. The ordinal scale was used to measure variables like age, teaching experience among others. A four likert scale may comprise of 1-4 response categories were used to measure the independent variables and dependent variable. The figures were arranged to indicate presence or absence of a character to be measured. The likert scale was as follows; 1. Strongly disagree; 2. Disagree; 3. Agree; and 4. Strongly agree.

### **3.11. Ethical concerns:**

Key ethical considerations were informed consent, privacy and confidentiality. In addition, the schools were given labels other than using their real names. Care was taken to protect respondents or participant's image since some of the issues handled pertain to the security of their work. For that matter, respondents / participants were first assured that the study is only for academic purposes. All respondents and participants were given equal treatment to enable each of them to participate in the study willingly without bias and unrealistic expectations or encourage voluntary participation. Flexibility was also provided for, to the extent that if a participant or respondent wish to withdraw from the exercise at any level, it was very possible without condition.

The consent was obtained before the study participants took part in this study. We ensured confidentiality and privacy of the respondent in this study. All the respondents we assigned with unique IDS. The participants chose to participate in the study voluntarily, and they had the option to withdraw at any time. The respondents' anonymity was preserved by not asking them to write their names on the questionnaires. There is no known risk of physical or psychological harm to participants in this study. When creating the questionnaires, respect and dignity were considered. All respondents and participants were treated equally, allowing them to participate freely and without bias or unrealistic expectations.

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

At this level, the researcher acknowledged the importance of knowledge in the pursuit of truth. Individual identities were withheld to protect against traceability and flexibility, and a lot of effort was put into ensuring participants' or respondents' rights to privacy. In addition, each participant or respondent had the option of withdrawing from the exercise at any time. The researcher sought the consent of the participants and respondents from the beginning of the data collection process by establishing rapport with them and declaring the research project's intentions. Administrative permission was also obtained from the Budaka District's Chief Administrative Officers (CAOs) and Education Officers (DEOs). At one-point, various respondents were asked for their informed consent by assuring them that their identities would be kept private and that all the information they provided would be used solely for academic purposes.

### **3.12. Delimitations of the study:**

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

**CHAPTER FOUR**  
**PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDING**

**4.0. Introduction:**

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

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

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

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

**Table 4.1. Gender of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	85	62.0	62.0	62.0
	Female	52	38.0	38.0	100.0
	Total	137	100.0	100.0	

*Primary source of data*

According to the information in Table 4.1 out of 137 teachers, 85 (62%) are male and 52 (38%) are female. It demonstrates that there are more male teachers in private schools in the Budaka district. This implies that results obtained were got more from male teachers than female teachers. However, there seems to be balanced opinion from both categories of respondents.

**Table 4.2 Marital status of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	91	66.4	66.4	66.4
	Divorced	9	6.6	6.6	73.0
	Widowed	4	2.9	2.9	75.9
	Single	33	24.1	24.1	100.0
	<b>Total</b>	<b>137</b>	<b>100.0</b>	<b>100.0</b>	

***Primary source of data***

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

**Table 4.3 Ages of respondents**

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

***Primary source of data***

When the researcher checked the age range of the respondents, the findings revealed that 50(36.5%) of the respondents under study are between the age ranges of 21-30 years of age. Those between the ages of 31 and 40 make up 46(33.6%) of all teachers, those between the ages of 41 and 50 make up 26(19.0%), those between the ages of 51 and 60 make up 12(8.8%) of all teachers, and those over 60 make up 3(2.2%) of all teachers. This implies that majority of the study population are in strong age range and they are optimistic and eager to take up chances which in turn may lead to teacher turnover in secondary private schools. This implies that the search for better and greener pastures may have a negative effect to the private schools.

**Table 4.4. Educational background of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	60	43.8	43.8	43.8
	Degree	66	48.2	48.2	92.0
	Masters	11	8.0	8.0	100.0
	<b>Total</b>	<b>137</b>	<b>100.0</b>	<b>100.0</b>	

***Primary source of data***

From the table above, 60(43.8%) of the 137 respondents were diploma holders, 66(48.2%) had degrees and 11(8.0%) were Master's holders. This shows that the study elicited responses from a wide range of respondents and therefore could be reliable.

**Table 4.5: Respondents who were interviewed**

Code	Position	Number of years in the Profession	Area of specialization
T1	Head teacher	18	Mathematics
T2	Head teacher	15	English
T3	Head teacher	22	Mathematics
T4	Deputy head teacher	12	English
T5	Deputy head teacher	14	English

AD1	Administrator	22	Biology
AD2	Administrator	24	Mathematics
AD3	Administrator	18	Chemistry
AD4	Administrator	20	Mathematics
AD5	Administrator	18	English

**Source: Field data**

The interviewed group had a cross-section of participants with different areas of specialization they teach with the number of years in the profession ranging from 18 to 24 years for mathematics and 12 to 18 years for English. The purpose of this study was to investigate the manifestations of teachers and the administrators of the education department in the district on management styles and teachers` turnover in private secondary schools in Budaka District. In line with the research questions, several themes emerged from the collation of interview with the teachers and district education department staff. These themes which were produced as a result of the coding and categorizing processes were worded and demonstrated in the tables that follow.

#### **4.2. Teacher Turnover:**

**Research question1.** What are the perceptions of teachers on teacher turnover in Budaka District?

##### **4.2.1. Descriptive Analysis of Variables:**

This was done by first dealing with the dependent variables, followed by independent variables.

##### **4.2.2. Respondents responses on Teacher Turnover:**

Teacher turnover refers to those teachers who are considering and thinking to quit their career (Firth et al., 2004 as cited in Norma Ghamrawi and Khalil Jammal ,2016). Teachers could make their minds to quit their positions voluntarily (Wells and Peachey, 2010) as cited in Norma Ghamrawi and Khalil Jammal,(2016). Alternatively,

teachers may leave their jobs involuntarily. By this, involuntary turnover is referred to the situation in which the organization asks teachers to do that (Wells and Peachey, 2010 as cited in Norma Ghamrawi and Khalil Jammal, 2016). Voluntary turnover is usually dysfunctional and can be most detrimental to the organization. Teachers who leave the organization are those most talented and smartest employees within the group. Their valuable experiences, talent, skills and knowledge will leave with them and resulted in deteriorating efficiency (Watrous et al., 2006 as cited in Norma Ghamrawi and Khalil Jammal, 2016). Involuntary turnover is normally functional to the organization as it removes the low performing teachers (Watrous et al., 2006 as cited in Norma Ghamrawi and Khalil Jammal (2016).

This study requested respondents to give their views about what they see and feel is happening in their respective schools and their responses are presented in Table 4.2 below;

**Table 4.6: The responses of teachers on teacher turnover in Budaka District**

<b>Dependent Variable - Teacher Turnover</b>	<b>S.D</b>	<b>D</b>	<b>A</b>	<b>S.A</b>	<b>Mean</b>	<b>Std. Dev</b>
In my school teachers leave because of over expectation	37(27.0%)	43(31.4%)	39(28.5%)	18(13.1%)	2.277	1.005
In my school teachers leave because of level of salary	21(15.3%)	22(16.1%)	63(46.0%)	31(22.6%)	2.759	.974
In my school teachers leave because of level of employee satisfaction	17(12.4%)	27(19.7%)	57(41.6%)	36(26.3%)	2.817	.964
In my school teachers leave because of lack of employee commitment	30(21.9%)	44(32.1%)	47(34.3%)	16(11.7%)	2.357	.952
In my school teachers leave because of better pay elsewhere	11(8.0%)	16(11.7%)	44(32.1%)	66(48.2%)	3.204	.940
In my school teachers stay because they are paid well	30(21.9%)	41(29.9%)	44(32.1%)	22(16.1%)	2.423	1.005
In my school teachers leave because of competition with other schools	46(33.6%)	42(30.7%)	39(28.5%)	10(7.3%)	2.094	.953
In my school teachers leave because of low economic condition	40(29.2%)	44(32.1%)	42(30.7%)	11(8.0%)	2.175	.946
In my school teachers because of many job options	27(19.7%)	42(30.7%)	38(27.7%)	30(21.9%)	2.518	1.0439
In my school teachers leave because of personal issues	27(19.7%)	19(13.9%)	55(40.1%)	36(26.3%)	2.729	1.060
In my school teachers leave because of unavailability of motivation packages	17(12.4%)	29(21.2%)	66(48.2%)	25(18.2%)	2.722	.905
In my school teachers leave because of poor organization structure	30(21.9%)	44(32.1%)	49(35.8%)	14(10.2%)	2.343	.934

In my school teachers leave because of strict work policies	21(15.3%)	31(22.6%)	60(43.8%)	25(18.2%)	2.649	.951
In my school teachers leave because employers are rigid	26(19.0%)	37(27.0%)	50(36.5%)	24(17.5%)	2.525	.993
In my school teachers leave because of lack of teachers to air their views to employers	36(26.3%)	36(26.3%)	41(29.9%)	24(17.5%)	2.386	1.058
<b>Overall mean <math>\bar{X}</math></b>					<b>2.355</b>	

Source: Field data

The following scale of interpretation of means was used.

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

From the above table, respondents were given the item: *In my school teachers leave because of over expectation*. 37 (27.0%) Strongly disagreed, 43(31.4%) disagreed. 39(28.5%) agreed and 18(13.1%) Strongly agreed with a Mean of  $\bar{X}$ = 2.277 and an SD=1.005. This means that 80 (58.4%) disagreed with the statement while 57(41.6%) agreed with the statement that teachers in their schools leave because of over expectation. This means that some teachers left because of over expectations and others did not. And from the Mean of 2.27, it means that over expectation had a fair effect on teachers and that is why some of them left their schools.

Also, in the item: *In my school teacher's leave because of level of salary*. 21(15.3%) Strongly disagreed, 22(16.1%) disagreed. 63 (46.0%) agreed and 31(22.6%) Strongly agreed with a mean of  $\bar{X}$ = 2.759 and an SD= .974. This means that 43(31.4%) of the respondents disagreed whereas 94(68.6%) agreed that teachers in their schools left because of the level of salary. This shows from the legend provided above that the level of salary had an average effect that is why teachers in those schools left their schools.

Additionally, respondents were given the item: *In my school teachers leave because of lack of employee satisfaction.* 17 (12.4%) Strongly disagreed, 27(19.7%) disagreed. 57 (41.6%) agreed and 36(26.3%) Strongly agreed with a Mean of  $\bar{X} = 2.817$  and an SD= .964. From this data, it means that 44(32.1%) disagreed with the statement while 93(67.9%) agreed with the statement that teachers in their schools leave because of lack of employee satisfaction. Also, from the legend provided above, it is evident that lack of employee satisfaction had an average effect of the teachers and that is why they left their schools. When one head teacher was asked as to why some teachers leave schools, he replied that;

*Many teachers come to schools with a lot of ambitions and expect a lot from schools and when what they expect does not come their way, they might cause problems to the schools or they just vanish from the school. (HT6).*

Furthermore, respondents were posed with the item: *In my school teachers leave because of lack of employee commitment.* 30 (21.9%) Strongly disagreed, 44(32.1%) disagreed. 47 (34.3%) agreed and 16(11.7%) agreed and 2.357 and an SD= .952. From this statement, it shows that 74(54.0%) disagreed with the statement and 63(46.0%) agreed with the statement that teachers in their schools left because of lack of commitment. And from the legend, it shows that employee commitment had a fair effect on teachers and that is why they leave.

In addition, respondents were given the item: *In my school teachers leave because of better pay elsewhere.* 11 (8.0%) Strongly disagreed, 16(11.7%) disagreed. 44 (32.1%) agreed and 66(48.2%) Strongly agreed with a Mean of  $\bar{X} = 3.204$  and an SD= .940. From the data on this item, it means that 27(19.7%) disagreed with the statement while 100(80.3%) agreed that teachers in their schools left because of better pay elsewhere. And from the legend, it shows that better pay elsewhere has great effect on teachers and that is why they leave their schools.

Also, respondents were posed with the item: *In my school teachers stay because they are paid well.* 30 (21.9%) Strongly disagreed, 41(29.9%) disagreed. 44 (32.1%) agreed

and 22(16.1%) Strongly agreed with a Mean of  $\bar{X} = 2.423$  and an SD= 1.005. This means that 71(51.8%) of the respondents disagreed with the statement and 66(48.2%) agreed with the statement that teachers in their schools remained because they are paid well. From the legend provided above, it shows that there was a fair effect which might mean that some teachers do not necessarily stay in their schools because they are paid well. Also another head teacher was asked why some teachers have stayed in those schools for some time. He replied that;

*For us we pay our teachers very well and at times we offer them free food from the students' contribution. This is to motivate them to stay and perform well* (HT7)

Additionally, respondents were given the item: *In my school teachers leave because of competition with other schools.* 46 (33.6%) Strongly disagreed, 42(30.7%) disagreed. 39(28.5%) agreed and 10(7.3%) Strongly agreed with a Mean of  $\bar{X} = 2.094$ , with an SD= 953. From the data provided, it shows that 88(64.3%) disagreed with the statement while 49(35.7%) agreed with the statement that teachers in their schools leave because of competition with other schools. And from the legend above, it shows that competition with other schools has a fair effect and that is why teachers in those schools leave their schools.

Furthermore, respondents were posed with the item: *In my school teachers leave because of low economic condition.* 40 (29.2%) Strongly disagreed, 44(32.1%) disagreed. 42 (30.7%) agreed and 11(8.0%) Strongly agreed with a Mean of  $\bar{X} = 2.175$  and an SD= 946. This data means that 84(61.3%) of the respondents disagreed while 53(38.7%) agreed that teachers in their schools leave because of low economic condition. And from the legend given above, it means that low economic condition has a fair effect on the teachers and that is why they leave those schools.

In addition, respondents were given the item: *In my school teachers leave because of many job options.* 27 (19.7%) strongly disagreed, 42(30.7%) disagreed, 38(27.7%) agreed and 30(21.9%) Strongly agreed with a Mean of  $\bar{X} = 2.518$  and an SD= 1.0439.

Correspondingly, this data shows that 69(50.4%) disagreed while 68(49.6%) agreed that teachers in their schools leave because of many job options. Because of the almost equal representation in opinion, it shows that there is a fair effect on teachers that is why they may leave their schools.

Also, respondents were posed with the item: *In my school teachers leave because of personal issues.* 27 (19.7%) Strongly disagreed, 19(13.9%) disagreed 55(40.1%) agreed and 36(26.3%) Strongly agreed with a Mean of  $\bar{X} = 2.729$  and an SD= 1.060. From this data, it shows that 46(33.6%) disagreed while 91(66.4%) agreed that teachers in their schools left because of personal issues. And from the legend provided, it means that personal issues had an average effect on teachers and that is why they left their schools.

Additionally, respondents were given the item: *In my school teachers leave because of unavailability of motivation packages.* 17 (12.4%) Strongly disagreed, 29(21.2% disagreed) 66(48.2%) agreed and 25(18.2%) Strongly agreed with a Mean of  $\bar{X} = 2.722$  and an SD= .905. From this data, it is evident that 46(33.6%) of the respondents disagreed that teachers in their schools left because of unavailability of motivational packages while 91(66.4) agreed. This is also seen in the legend which shows that lack or unavailability of motivational packages has an average effect on teachers and that is why they leave their schools.

Furthermore, respondents were posed with the item: *In my school teachers' leave because of poor organization structure* 30 (21.9%) Strongly disagreed, 44(32.1%) disagreed 49 (35.8%) agreed and 14(10.2%) Strongly agreed with a Mean of  $\bar{X} = 2.343$  and an SD= .934. This shows that 74(54.0%) disagreed teachers leave because of poor organizational structures, while 63(46.0%) agreed with the statement. And from the legend, it shows that poor organizational structures have a fair effect on teachers and that is why they leave their schools.

Also, respondents were given the item: *In my school teacher's leave because of strict work policies* 21 (15.3%) Strongly disagreed, 31(22.6%) disagreed 60(43.8%) agreed and 25(18.2%) Strongly agreed with a Mean of  $\bar{X} = 2.649$  and an SD=.951. This data show that 52(37.9%) disagreed with the statement that teachers in their schools left because of strict work policies, while 85(62.1%) of the respondents agreed. From the legend, it means that strict work policies have an average effect on teachers that is why they left their schools.

Additionally, respondents were posed with the item: *In my school teachers leave because employers are rigid.* 26 (19.0%) Strongly disagreed, 37(27.0%) disagreed, 50(36.5%) agreed and 24(17.5 %) Strongly agreed with a Mean of  $\bar{X} = 2.525$  and an SD= .993. From the data given, it shows that 63(46.0%) of the respondents disagreed that teachers in their schools left because employers were rigid while 74(54.0%) agreed. And according to the legend, it means that employers being rigid have an average effect on teachers and that are why they left their schools.

Lastly, respondents were given the item: *In my school teachers leave because of lack of teachers to air their views to employers.* 36 (26.3%) Strongly disagreed, 36(26.3%) disagreed, 41(29.9%) agreed and 24(17.5%) Strongly agreed with a Mean of  $\bar{X} = 2.386$  and an SD= 1.058. According to this data, it shows that 72(52.6%) of the respondents disagreed that teachers in their schools left because of lack of teachers to air their views, while 62(47.4%) agreed. And from the legend, it means that failure for teachers to air their views to employers had a fair effect on teachers. Therefore, from the overall mean it means that there is fair teacher turnover in Budaka District.

### 4.3. Authoritarian Management Style

Table 4.7. Authoritarian management style

Statement	S.D	D	A	S.A	Mean	Std. Dev
In my school my head teacher is coercive(forceful) to teachers	42(30.7%)	51(37.2%)	38(27.7%)	6(4.4%)	2.058	.872
In my school my head teacher is rigid to new ideas	27(19.7%)	75(54.7%)	30(21.9%)	5(3.6%)	2.094	.746
In my school my head teacher is strict in his/her way of working	11(8.0%)	28(20.4%)	76(55.5%)	22(16.1%)	2.795	.805
In my school my head teacher is not compliant in his/her way of working	29(21.2%)	56(40.9%)	43(31.4%)	9(6.6%)	2.233	.859
In my school my head teacher is rule oriented	13(9.5%)	23(16.8%)	75(54.7%)	26(18.9%)	2.823	.842
In my school my head teacher makes decision alone	41(29.9%)	55(40.1%)	32(23.4%)	9(6.6%)	2.065	.892
In my school my head teacher trusts no other staff	51(37.2%)	56(40.9%)	20(14.6%)	10(7.3%)	1.919	.899
In my school my head teacher uses punishment to reward	34(24.8%)	57(41.6%)	39(28.5%)	7(5.1%)	2.138	.850
<b>Overall mean <math>\bar{X}</math></b>					<b>2.266</b>	

Source: Field data

#### Legend

Strongly Disagree 1.0-1.99

Disagree 2.00-2.50

Agree 2.51- 3.00

Strongly agree 3.01-4.0

#### Interpretation

(low)

(fair)

(average)

(Great)

From the above table, respondents were given the item: *In my school my head teacher is coercive (forceful) to teachers*. 42 (30.7%) Strongly disagreed, 51(37.2%) disagreed, 38(27.7%) agreed and 6(4.4%) Strongly agreed with a Mean of  $\bar{X}$  =2.058 and an SD= .872. This data shows that 93(67.9%) of the respondents disagreed with the statement that head teachers in their schools were coercive to teachers, while 44(32.1%) agreed. From the level of agreement provided by the legend above, it means that head teachers in those schools were fairly coercive.

Plus, respondents were posed with the item: *In my school my head teacher is rigid to new ideas.* 27 (19.7%) Strongly disagreed, 75(54.7%) disagreed, 30(21.9%) agreed and 5(3.6%) Strongly agreed with a Mean of  $\bar{X} = 2.094$  and an SD= .746, meaning that 102(74.4%) disagreed that their head teachers were rigid to new ideas, while 35(25.6%) agreed. Given the level of agreement provided by the legend above, it means that head teachers in those schools were fairly rigid to new ideas.

Additionally, respondents were given the item: *In my school my head teacher is strict in his/her way of working.* 11 (8.0%) Strongly disagreed, 28(20.4%) disagreed, 76(55.5%) agreed and 22(16.1%) Strongly agreed with a Mean of  $\bar{X} = 2.795$  and an SD= .805. This shows that 39(28.4%) of the respondents disagreed that head teachers in their schools were strict in their ways of working, while 98(71.6%) agreed. This, from the legend above, means that head teachers in these schools were averagely strict in their ways of working.

In addition, respondents were posed with the item: *In my school my head teacher is not compliant in his/her way of working.* 29 (21.2%) Strongly disagreed, 56(40.9%) disagreed, 43(31.4%) agreed and 9(6.5%) strongly agreed with a Mean of  $\bar{X} = 2.233$  and an SD= .859. This shows that 85(62.1%) disagreed that head teachers in their schools were not compliant in their ways of working while 52(37.9%) of the respondents agreed and from the level of agreement provided by the legend, it means that head teachers in those schools were fairly not compliant in their ways of working.

Also, respondents were given the item: *In my school my head teacher is rule oriented.* 13 (9.5%) Strongly disagreed, 23(16.8%) disagreed, 75(54.7%) agreed and 26(18.9%) Strongly agreed with a Mean of  $\bar{X} = 2.823$  and an SD= .842. This data shows that 36(26.3%) disagreed that head teachers in their schools were rule oriented while 101(73.7%) agreed that head teachers in their schools were rule oriented. And from the legend provided above, it means that head teachers in those schools were averagely rule oriented.

Furthermore, respondents were posed with the item: *In my school my head teacher makes decision alone*. 41 (29.9%) Strongly disagreed, 55(40.1%) disagreed, 32(23.4%) agreed and 9(6.6%) Strongly agreed with a Mean of 2.065 and an SD= .892. From this data, it also shows that 96(70.0%) disagreed that that head teachers in their schools make decisions alone, while 41(30.0%) agreed. From looking at this data, it shows that head teachers in these schools do not make decisions alone. And from the agreement level provided for by the legend above, it shows that there is a fair decision making mechanism in those schools.

Additionally, respondents were given the item: *In my school my head teacher trusts no other staff*. 51 (37.2%) Strongly disagreed, 56(40.9%) disagreed, 20(14.6%) agreed and 10(7.3%) Strongly agreed with a Mean of  $\bar{X} = 1.919$ . And an SD= .899. From this data, it shows that 107(78.1%) of the respondents disagreed that head teachers in those schools did not trust any staff in their schools, while 30(21.9%) agreed. This means, from the level of disagreement seen that head teachers in those schools trusted other members of staff.

Finally, respondents were posed with the item: *In my school my head teacher uses punishment to reward*. 34 (24.8%) Strongly disagreed, 57(41.6%) disagreed, 39(28.5%) agreed and 7(5.1%) Strongly agreed with a Mean of  $\bar{X} = 2.138$ . And an SD= .850. This shows that 91(66.4%) disagreed that head teachers in their schools used punishment to reward, while 46(33.6%) agreed with the statement. From the level of disagreement shown it means that some head teachers fairly used punishments to reward.

Also from the overall mean (**2.266**) given in the Table 4.3 above, it means that there was a fair level of authoritarianism in those schools in Budaka District.

The researcher went ahead and carried a correlation to find out the magnitude of relationship between teacher turnover and authoritarian style of management and the results obtained are shown in the table below. From this table, it shows that  $r = .370$ ,

$p=.000$ . This means that there is a weak but positive relationship between authoritarian style of management and teacher turnover in Budaka District private schools.

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

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

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

#### 4.4. Transactional Management Style

Table 4.8: Transactional Management Style

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

Source: Field data

Legend	Interpretation
Strongly Disagree 1.0-1.99	(low effect)
Disagree 2.00-2.50	(fair effect)
Agree 2.51- 3.00	(average effect)
Strongly agree 3.01-4.0	(Great effect)

From the table above, respondents were given the item: *In my school my head teacher is opposed to change*. 45 (32.8%) Strongly disagreed, 65(47.4%) disagreed, 17(12.4%) agreed and 10(7.3%) strongly agreed with a Mean  $\bar{X}$ =1.941 and SD= .864. This shows that 110(80.2%) of the respondents disagreed that in their schools head teachers are opposed to change, while 27(19.7%) agreed. From the agreement level given by the legend above, it means that head teachers were lowly opposed to change.

Also, respondents were posed with the item: *In my school my head teacher is inflexible to many things*. 31 (22.6%) Strongly disagreed, 53(38.7%) disagreed, 46(33.6%) agreed and 7(5.1%) strongly agreed with a Mean  $\bar{X}$ =2.211 and SD=.852. From this data, it shows that 84(61.3%) of the respondents disagreed that the head teachers in their schools were inflexible to many things while 53(38.7%) agreed. This means

that head teachers in those schools were not inflexible to many things. But from the level of agreement provided by the legend above, it means that those head teachers were fairly inflexible to many things.

Additionally, respondents were given the item: *In my school my head teacher thrives on following rules and doing things correctly.* 5 (3.6 %) Strongly disagreed, 32(23.4%) disagreed, 77(56.2%) agreed and 23(16.8%) strongly agreed with a Mean  $\bar{X}=2.861$  and  $SD=.729$ . This data shows that 37(27.0%) disagreed head teachers in their schools thrived on following rules and doing things correctly while 100(73.0%) agreed. From the legend provided above, it means that head teachers in those schools averagely followed and did things correctly.

Furthermore, respondents were posed with the item: *In my school my head teacher follows structured policies and procedures.* 5(3.6%) Strongly disagreed, 34(24.8%) disagreed, 60(43.9%) agreed and 38(27.7%) strongly agreed with a Mean  $\bar{X}=2.956$  and  $SD=.821$ . This shows that 39(28.4%) of the respondents disagreed that the head teachers in their schools followed structured policies and procedures, while 98(71.6%) agreed. This means that most head teachers in those schools followed structured policies and procedures. From the legend provided above, it means that head teachers in those schools on average followed structured policies and procedures.

Plus, respondents were posed with the item: *In my school my head teacher focuses on short term goals.* 28(20.4%) Strongly disagreed, 55(40.1%) disagreed, 42(30.7%) agreed and 12(8.8%) strongly agreed with a Mean  $\bar{X}=2.277$  and  $SD=.888$ . Given this data, it shows that 83(60.5%) of the respondents disagreed that head teachers in their schools focused on short-term goals, while 54(39.5%) agreed. This means that head teachers in these schools fairly focused on short-term goals.

Lastly, respondents were given the item: *In my school my head teacher concentrates on failures of the teachers.* 26 (19.0%) Strongly disagreed, 57(41.6%) disagreed, 40(29.2%) agreed and 14(10.2%) strongly agreed with a Mean  $\bar{X}=2.306$  and  $SD=.895$ .

From this data, 83(60.6%) disagreed that their head teachers concentrated on failures of teachers, while 54(39.4%) agreed that their head teachers concentrated on failures of teachers. From the level of agreement provided for in the legend above, it means that head teachers fairly concentrated on failures of teachers.

A Pearson correlation was carried out to find out the relationship between transactional style of management and teacher turnover. It was found out that  $r=.456$ ,  $p=.000$ , which means that there is a positive but weak relationship between transactional style of management and teacher turnover in those private schools in Budaka District.

		Teacher turnover	Transactional
Pearson Correlation	Teacher turnover	1.000	.456
	Transactional	.456	1.000
Sig. (1-tailed)	Teacher turnover	.	.000
	Transactional	.000	.
N	Teacher turnover	137	137
	Transactional	137	137

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

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

a. Predictors: (Constant), TRANSACTIONAL

When a regression analysis was done, it was realized that  $R^2=.208$ ,  $p=.000$ . This meant that 20.8% of teacher turnover in private secondary schools in Budaka District is accounted for by transactional style of management and the remaining 79.2% are accounted for by other factors.

#### 4.5. Transformational Management Style:

**Table 4.9: Transformational Management Style**

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

Source: Field data

#### Legend

**Strongly Disagree 1.0-1.99**

**Disagree 2.00-2.50**

**Agree 2.51- 3.00**

**Strongly agree 3.01-4.0**

#### Interpretation

**(low effect)**

**(fair effect)**

**(average effect)**

**(Great effect)**

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

Also, respondents were posed with the item: *In my school my head teacher is talented in broadening minds of the teachers*. 12 (8.8%) strongly disagreed, 56 (40.9%) disagreed, 40(29.2%) agreed, 29(21.2%) strongly agreed with a Mean  $\bar{X}$ =2.627 and an SD.915. This means that 68(49.7%) of the respondents disagreed with the

statement and 69(50.3%) of the respondents agreed with the statement that their head teachers were talented in broadening minds of their teachers. Given the fact that the numbers of the respondents are about the same it means that there were mixed reactions on this item but from the legend above it means that there was an average effect of the head teacher on broadening the minds of their teachers.

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

Furthermore, respondents were posed with the item: *In my school my head teacher is tolerant to intelligent risks*. 16(11.7%) strongly disagreed, 48(35.0%) disagreed, 50(36.5%) agreed and 23(16.8%) strongly agreed with a Mean  $\bar{X}=2.583$  and an SD.904. This shows that 64(46.7%) disagreed with the statement and 73(53.3%) agreed with the statement. From the legend above it means that head teachers in these schools were tolerant to intelligent risks and this had an average effect on teacher turn over. Also, respondents were given the item: *In my school my head teacher has the willingness to accept responsibility of what goes wrong*. 18(13.1%) strongly disagreed, 40(29.2%) disagreed, 57(41.6%) agreed, while 22(16.1%) strongly agreed with a mean  $\bar{X}=2.605$  and an SD.910. Again from the table above, 58(42.3%) disagreed with the statement and 79(57.7%) agreed with the statement and that their head teachers had the willingness to accept responsibility of what goes wrong. From the legend above it shows that  $\bar{X}= 2.605$  has an average effect and this could affect teacher turnover in these schools.

In addition, respondents were posed with the item: *In my school my head teacher has trust in team members.* 6(4.4%) strongly disagreed, 47(34.3%) disagreed, 44(32.1%) agreed while 40(29.2%) strongly agreed with a Mean  $\bar{X}=2.861$  and an SD.892. This also means that 53(38.7%) of the respondents disagreed with the statement and 84(61.3%) of the respondents agreed with the statement. And from the legend it shows that there was an average effect. Lastly, respondents were given the item: *In my school my head teacher has the ability to inspire participation in school activities.* 0(0%) strongly disagreed, 21 (15.3%)

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

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

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

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

a. Predictors: (Constant), TRANSFORMATIONAL

When a regression analysis was done, it showed that  $R^2=.045$  at  $p= .013$  which means that 4.5% of teacher turnover in private schools in Budaka District is accounted for by transformational management style and the remaining 95.5% is accounted for by other factors.

#### 4.6. Multiple Regression:

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.981	5.546		3.603	.000
	AUTHORITARIANMANAGEMENT	.330	.192	.160	1.717	.000
	TRANSACTIONAL	1.049	.250	.363	4.189	.000
	TRANSFORMATIONAL	-.162	.154	-.087	-1.055	.293

a. Dependent Variable: TEACHERTURNOVER

The magnitude and effect of the various variables of the study as per the above table can be observed as follows: firstly, transactional management style has the most significant effect on teacher turnover because it has the highest Beta value (Beta = 0.363) and low significance level ( $p = 0.000$ ). Secondly, authoritarian management style affects teacher turnover with the next most intensive impact by virtue of its Beta value (Beta = 0.160) and low significance level ( $p = 0.000$ ). Transformational management style has the least effect on teacher turnover with a Beta value (Beta = -0.087) and high significance level ( $p = 0.293$ ).

The model shows that transactional management style was the most significant predictor of variance on teacher turnover. This suggests that teacher turnover largely depends on Head teacher's flexibility to many things such as following rules policies and procedures. Also, not concentrating on failures of the teachers.

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

The model summary above shows that  $R^2=.243$ ,  $p=.000$ , meaning that a unit increase in management style affects teacher turnover by .243, and management style significantly affects teacher turnover at.000. This means that 24.3% of teacher turnover is accounted for by transformational, transactional and authoritarian management style while the remaining 75.7% of teacher turnover in private schools in Budaka District is accounted for by other factors.

#### 4.7. Chapter Summary:

From the presentation provided, it show that Authoritarian management style contributes  $R= .370$ ,  $R^2= .137$  which implies that an increase in authoritarian Management style affects teacher turn over by .137 at  $p=.000$ . This means that Authoritarian management style has effect on teacher turnover in Budaka District, Transactional contributes  $r= .455$ ,  $R^2= .208$  which implies that an increase in Transactional Management style affects teacher turn over by .208 at  $p=.000$  while Transformational contributes  $r=-.213$ ,  $R^2= .045$  which implies that an increase in Transformational Management style affects teacher turn over by .045 at  $p=.013$  to teacher turnover in Budaka District. This means that transformational management style has no effect to teacher turnover in Private schools in Budaka District.

## CHAPTER FIVE

### DISCUSSION OF THE RESULTS

#### **5.0. Introduction:**

This chapter of the study deals with the summary of the major findings, a general conclusion drawn on the basis of the findings, and recommendations that are presumptively intended to examine the effect of head teacher management styles on teacher turnover in private schools in the Budaka District, Uganda.

The researcher set out to examine the perception of teachers as far as teacher turnover; that is teachers leaving schools or coming to new schools was concerned. Several question items were posed that the respondents replied to. From the data that was provided, it showed that there was a fair teacher turnover in Budaka District. This could have been due to a number of factors other than head teacher management styles. This finding is in line with Xenikou, (2017). Who asserts that transactional management comprises of two aspects namely, contingent rewards and active management-by-exception. Contingent reward explains the manager's emphasis on clarifying the role and task requirements for subordinates as well as the performance criteria and the rewards upon accomplishing desired goals (Xenikou, 2017). Therefore, successful managers do not oppose change as a result of new suggestions from subordinates. Also Assefa, (2011), Mugo and Guyo, (2018) and Candle, J, (2010) found the same; that inadequate salaries, lack of employee commitment and satisfaction, many job options and personal issues as the major causes of teacher turnover. The findings are in tandem with Fredrick Herzberg's (1959) Dual factor Theory. The theory argues that individuals are not only satisfied with lower order needs at work for instance minimum salary levels, good working conditions but rather, individuals look for achievement of higher level needs like recognition, responsibility among others.

**Objective One;** To examine the effect of transactional management style on teacher turnover in private schools in Budaka District.

**Research question One;** What is the effect of transactional management styles on teacher turnover in private schools in Budaka District?

In this style of management, the manager promotes compliance of his followers through both rewards and punishments with major focus on supervision, organization and group performance (Srivastava, 2018). The findings showed a fair effect on teacher`s turnover in private schools in Budaka District. Transactional managers work within their organization`s culture, follow existing rules, procedures, operative norms and are inflexible in decisions which in a long run employs resign from their duties (Lindgreen et al., 2009). This finding is in line with a number of studies (Gul et al., 2012; Long, Thean, Ismail, & Jusoh, 2012; Maaitah, 2018; Siew, 2017; Sithole & Sudha, 2014) which have been done on transactional management and employee retention. Sithole and Sudha (2014) discovered a positive relationship between the transactional management style and employee turnover intentions. However, in their report they stated that managers should not focus on short term goals, instead they should be motivating staff to achieve long term goals.

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

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

Transformational management style is a style of management where by the manager transforms the basic values, beliefs and attitudes of followers and inspires the followers to exhibit a performance greater than their own expectations. The overall mean as shown in chapter four implied that transformational management style has an average effect on teacher turnover in private secondary schools in Budaka District. This Transformational management style fosters involvement of staff in the on goings of the organization and managers are always open to new ideas (Gözükara & Şimşek, 2015).

This finding is supported by Gul et al. (2012) who found a negative insignificant association between transformational management styles and turnover intentions. Similarly Studies by Gyensare et al. (2016) established that transformational

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

**Objective Three;**To examine the effect of authoritarian management style on teacher turnover in private schools in Budaka district.

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

Authoritarian managers make every decision on their own never consult their subordinates and later enforce it on their subordinates and expect strict compliance and this leads to high turnover due to limited input by subordinates. This method can be best employed to train new staff to reduce the level of mistakes and also enforce compliance with the government regulation (Khan et al, 2015). The findings showed a fair effect of the management style on teacher turnover in private secondary schools in Budaka District.

These findings are in cycle with a study by Iqbal (2010) on comparative study of the impact of principals' Management styles on job satisfaction of teachers in Pakistan that showed that teachers working under an authoritarian style of management were less satisfied than those under a democratic style reason being that there are strict instructions with no room for amendments and yet when one participates in decision making they own the results and hence adhere to change and also by Ademilua (1999) as cited by Caroline, M (2016) on principals' management style and teachers' job satisfaction in Ekiti state, Nigeria who found out that the use of the authoritarian management style tended to reduce job satisfaction by teachers.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### **6.0. Introduction:**

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

#### **6.1. Summary and Conclusion:**

From the findings presented in chapter four, it could be concluded that there is a fair turnover of teachers in Private secondary schools in Budaka district; this was due to a number of factors let alone Management styles.

**Objective one;** To examine the effect of transactional management style on teacher turnover in private schools in Budaka District.

**Research question one;** what is the effect of transactional management styles on teacher turnover in private schools in Budaka District?

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

**Objective Two;** to examine the effect of transformational management style on teacher turnover in private schools in Budaka District.

**Research question two;** what is the effect of transformational management style on teacher turnover in private schools in Budaka District?

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

**Research question three;** what is the effect of authoritarian management style on teacher turnover in private schools in Budaka District?

**Objective Three;** to examine the effect of authoritarian management style on teacher turnover in private schools in Budaka District.

As seen from the data, it shows that authoritarian management style in Budaka District has a positive effect to teachers' turnover.

## **6.2. Recommendation:**

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

1. Head teachers should adopt a blend or mix of management styles since the findings show that one management style may be of importance in a given situation but not all situations.
2. The school head teachers should adopt Transformational management style in form of capacity building programs which will provide opportunities for teachers and make them feel a belonging hence reduce teacher turnover.
3. Since it was revealed that head teachers are rule oriented in their schools, Authoritarian and Transact management styles should be limitedly applied in schools to ensure low contribution to teacher turnover rate.

## **6.3. Recommendations for further studies:**

Further studies can be done on;

1. Teachers' perception on the teaching profession and students' completion rate in secondary schools.
2. Work environment and teachers turn over in secondary schools.
3. Remunerations and teacher turnover in Private secondary schools.

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## APPENDICES

### APPENDIX A: (INDIVIDUAL SURVEY QUESTIONNAIRE)

*(To be administered to Teachers and heads of department.)*

Dear respondent,

I am Charles Kisule, a student of Uganda Christian University pursuing a Master of Art Degree in Educational Administration. I am carrying out research on “The effect of management styles on teachers' turnover in the private secondary schools in Budaka District.” You have been selected to participate in this investigation because of your knowledge about the school.

The information you provide will be used only for academic purposes and be assured that the principle of confidentiality and anonymity will be held with utmost good faith. You do not need to disclose your identity.

Please provide answers to these questions to the best of your knowledge.

#### Section A: Bio-data of respondents

1. Sex: Male  Female

#### 2. Marital Status

Married  Divorce  Widow  Single

#### 3. Age:

21-30  31-40  41-50  51  61+

#### 4 Educational background

a) Diploma ( ) b) degree ( ) C) masters ( )

**SECTION B** For Sections B to E, please tick in the column/ numerical number that represent your views about each of the following statements found in those sections.

## Interpretation.

Strongly Disagree (SD),=1 Disagree (DA),= 2 Agree (A) =3and Strongly Agree (SA)=4.

<b>Section B. Dependent Variable - Teacher Turnover</b>		<b>SD</b>	<b>DA</b>	<b>A</b>	<b>SA</b>
B1	In my school teachers leave because of over expectations				
B2	In my school teachers leave because of Level of salary				
B3	In my school teachers leave because of Lack of employee satisfactions				
B4	In my school teachers leave because of Lack of employees commitment				
B5	In my school teachers leave because of Better pay else where				
B6	In my school teachers stay because they are paid well				
B7	In my school teachers leave because of Competition with other private schools				
B8	In my school teachers leave because of low economic condition				
B9	In my school teachers leave because of many jobs options				
B10	In my school teachers leave because of personal issues				
B11	In my school teachers leave because of unavailability of motivation packages				
B12	In my school teachers leave because of Poor organization structure				
B13	In my school teachers leave because of Strict work policies				
B14	In my school teachers leave because of Employers rigid				
B15	In my school teachers leave because of Lack of teachers to air their views to employers				
	<b>Authoritarian management style</b>	<b>SD</b>	<b>DA</b>	<b>A</b>	<b>SA</b>
C1	In my school, my head teacher is coercive (forceful) to teachers				
C2	In my school, my head teacher is rigid to new ideas,				
C3	In my school, my head teacher is strict in his/her way of working				
C4	In my school, my head teacher is not compliant in his/her way of working				
C7	In my school, my head teacher is rule oriented				
C8	In my school, my head teacher makes decision alone				
C9	In my school, my head teacher Trusts no other staff				
C10	In my school, my head teacher uses punishment to reward				
	<b>Transactional management styles</b>	<b>SD</b>	<b>DA</b>	<b>A</b>	<b>SA</b>
D1	In my school, my head teacher is opposed to change				
D2	In my school, my head teacher is inflexible to many things				
D3	In my school, my head teacher thrive on following rules and doing things correctly				
D4	In my school, my head teacher follows structured policies and procedures				
D5	In my school, my head teacher focuses on short-term goals				
D6	In my school, my head teacher concentrates on failures of the				

	teachers.				
	<b>Transformational management style</b>	<b>SD</b>	<b>DA</b>	<b>A</b>	<b>SA</b>
E1	In my school, my head teacher is open to new thinking				
E2	In my school, my head teacher is talented in Broadening minds of the teachers.				
E3	In my school, my head teacher is committed to active Listening.				
E4	In my school, my head teacher is tolerant for Intelligent Risks				
E5	In my school, my head teacher has the willingness to accept responsibility of what goes wrong.				
E6	In my school, my head teacher has trust in team Members.				
E7	In my school, my head teacher has the ability to Inspire Participation in school activities				

***Thank you for your cooperation***

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

(To be administered to Head Teachers and deputy head teachers.)

- 1 What do you think are the reasons teacher give for leaving the schools they teach?
- 2 Are your teachers committed and motivated to work in this school?
  - i. If yes, support your answer.
  - ii. If no, why?
- 3 A. What management styles do you employ to manage this school?  
B. Does it sustain the stay of your teachers?
- 4 ? What's the rate of your teacher turn over in your school in a year?
- 5 a. Are your teachers motivated enough?  
b. If yes, what kind of motivation is in your school for your teachers?
- 6 a. Do you have structured policies and procedures in your school?  
b. If yes do you integrate them with your personal decisions and ideas?  
C. If your answer is no, why?
- 7 Do you Well-come new ideas from your teachers?
- 8 Do you delegate your teachers in your school for certain duties?
- 9 Do you apply any of these management styles (transactional, transformational, Authoritarian) in your school?

***Thank you for your cooperation***

## **APPENDIX C: INTERVIEW GUIDE**

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

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

*Thank you for your cooperation*

**APPENDIX D: TABLE 3. DETERMINING SAMPLE SIZE OF A KNOWN POPULATION**

Table 3.1

*Table for Determining Sample Size of a Known Population*

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

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*

Source: Krejcie and Morgan (1970)

**APPENDIX E: TABLE 4. SHOWING TEACHER TURNOVER IN THE PRIVATE SCHOOLS OF  
BUDAKA DISTRICT.**

S/N	PSEUDO NAME OF THE SCHOOL	ACTUAL NAME OF SCHOOL	TOTAL NUMBER OF TEACHERS	NUMBER OF TEACHERS LEAVING IN THE LAST FOUR YEARS			
				2017	2018	2019	2020
01	A.	RAINBOW HIGH SCHOOL	44	5	6	7	6
02	B.	ST CLARE GIRLS` HIGH SCHOOL	17	8	9	5	3
03	C.	BUDAKA UNIVERSAL COLLEGE	32	7	8	6	7
04	D.	BUDAKA PROGRESS S.S	19	4	3	6	6
05	E.	NGOMAS.S	40	9	7	8	6
06	F.	BUDAKAS.S	18	4	03	5	7
07	G.	BUGWERE KINGS S.S	18	4	6	4	5
08	H.	IKIKI SCHOOL HIGH	20	3	05	6	1
09	I	ROYAL S.S	18	4	4	4	4
10	J	EMERALD SS	19	4	6	5	2
	<b>SUB TOTAL</b>		<b>245</b>	<b>52</b>	<b>57</b>	<b>58</b>	<b>47</b>
	<b>GRAND TOTAL</b>		<b>245</b>	<b>214</b>			

Source: Head teachers reports from visited schools, 2017-2020

## APPENDIX F:ITEM-TOTAL STATISTICS

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
What is your gender?	93.6364	88.855	.247	.	.742
What is your age?	93.0909	89.491	.119	.	.747
What is your educational background?	93.8182	86.764	.346	.	.737
In my school teachers leave because of over expectation	93.0909	99.891	-.799	.	.774
In my school teachers leave because of level of salary	92.3636	92.855	-.142	.	.755
In my school teachers leave because of level of employee satisfaction	92.2727	75.418	.830	.	.702
In my school teachers leave because of lackof employee commitment	92.8182	83.164	.646	.	.725
In my school teachers leave because of better pay elsewhere	91.9091	79.291	.626	.	.717
In my school teachers stay because they are paid well	92.5455	87.673	.385	.	.738
In my school teachers leave because of competition with other schools	93.1818	89.164	.167	.	.745
In my school teachers leave because of low economic condition	93.3636	88.455	.180	.	.744
In my school teachers because of many job options	92.6364	86.255	.519	.	.733
In my school teachers leave because of personal issues	92.3636	82.655	.395	.	.732
In my school teachers leave because of unavailability of motivation packages	92.7273	76.418	.703	.	.709
In my school teachers leave because of poor organization structure	92.7273	77.218	.659	.	.712
In my school teachers leave because of strict work policies	92.1818	90.764	.033	.	.749
In my school teachers leave because employers are rigid	92.9091	79.891	.591	.	.720
In my school teachers leave because of lack of teachers to air their views to employers	93.1818	93.164	-.132	.	.765
In my school my head teacher is coercive(forceful) to teachers	93.4545	92.473	-.107	.	.755
In my school my head teacher is rigid to new ideas	93.6364	88.655	.268	.	.741
In my school my head teacher is strict in his/her way of working	92.1818	87.364	.478	.	.736
In my school my head teacher is not compliant in his/her way of working	92.9091	83.691	.630	.	.726
In my school my head teacher is rule oriented	92.2727	89.618	.110	.	.747
In my school my head teacher makes decision alone	93.3636	87.655	.314	.	.739
In my school my head teacher trusts no other staff	93.2727	87.618	.362	.	.738
In my school my head teacher uses punishment to reward	93.3636	97.455	-.435	.	.770
In my school my head teacher is opposed to change	92.9091	86.491	.216	.	.743
In my school my head teacher is inflexible to many things	93.0000	84.600	.595	.	.729
In my school my head teacher thrives on following rules and doing things correctly	92.0909	87.691	.258	.	.741

In my school my head teacher follows structured policies and procedures	91.9091	82.091	.621	.	.723
In my school my head teacher focuses on short term goals	92.7273	93.218	-.136	.	.764
In my school my head teacher concentrates on failures of the teachers	93.0000	83.600	.390	.	.733
In my school my head teacher is open to new thinking	91.6364	89.655	.165	.	.745
In my school my head teacher is talented in broadening minds of the teachers	92.5455	89.273	.107	.	.748
In my school my head teacher is committed to active listening	92.0909	80.291	.544	.	.722
In my school my head teacher is tolerant to intelligent risks	93.4545	99.073	-.425	.	.779
In my school my head teacher has the willingness to accept responsibility of what goes wrong	92.5455	93.473	-.164	.	.760
In my school my head teacher has trust in team members	92.0000	94.400	-.199	.	.766
In my school my head teacher has the ability to inspire participation in school activities	91.7273	87.018	.318	.	.738



APPENDIX H: UCU INTRODUCTION LETTER



**UGANDA CHRISTIAN UNIVERSITY**  
 **MBALE UNIVERSITY COLLEGE**

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To.....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!!

We are honored to introduce to you KISULE CHARLES  
of Registration Number; S16/BUW/ME/025 pursuing a  
Masters' Degree/ Postgraduate Diploma/ Bachelor's Degree

MASTERS' DEGREE

He is required to carry out academic research on the topic;  
MANAGEMENT STYLES AND TEACHERS'  
TURN OVER IN PRIVATE SECONDARY SCHOOLS  
IN BUDAKA DISTRICT

And thereafter produce a well bound hard cover research report (MAROON) in color, four undergraduate and three (BLACK) copies for postgraduate students as a University as a requirement for the award of Masters in the academic discipline that he/she is pursuing.

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

Yours Faithfully,

Dr. Ovia Kyatuha Mwisaka  
Academic Registrar





# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

## MBALE UNIVERSITY COLLEGE.

### Department of Research and Post Graduate Studies

Date: 15<sup>th</sup> JUNE 2024

Viva Correction Compliance form (Post proposal defense)

Name of Candidate: **CHARLES KISULE** Reg. No: **REG. S16/BUW/MED/025**

Title of Dissertation: **MANAGEMENT STYLES AND TEACHERS` TURNOVER  
IN PRIVATE SECONDARY SCHOOLS IN BUDAKA DISTRICT**

S/N	COMMENTS BY REVIEWER	ACTION TAKEN	INDICATOR
	<ul style="list-style-type: none"><li>• Include a multivariable analysis table</li><li>• Literature talks about leadership styles</li><li>• In multiple regression, include coefficients of beta i.e. beta values</li><li>• Take note of the p-values i.e. it is insignificant</li><li>• Why is transaction contributing 20% only</li><li>• Don't use a mean to make conclusions i.e. use regression</li><li>• Re-write the recommendations</li></ul>	Included Noted Included Noted Noted Corrected corrected	See page 58 See pages 17-29 See page 58 See page 58 See page See Beta coefficients Model summaries See page 65.

Candidate's Name: **KISULE CHARLES** Signature:

Supervisor's Name: Christine Margaret Okurut Ibore (PhD)