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COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDY

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***THE LEADERSHIP ROLE OF PRIVATE SECONDARY AN PREPARATORY
SCHOOL PRINCIPALS IN TEACHER RETENTION
IN
BOLE SUB CITY, ADDIS ABABA***

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ADDIS ABABA

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PREPARATORY SCHOOL PRINCIPALS IN TEACHER RETENTION
IN BOLE SUB CITY, ADDIS ABABA***

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This is to certify that this thesis set by Abrham Nurhusen entitled, *The Leadership Role of Private Secondary and preparatory School Principals in Teacher Retention in Bole Sub City, Addis Ababa* and submitted in partial fulfillment of the requirement of degree of masters of arts in school of leadership compiles with the regulations and standards of the university and meets acceptable standards with respect to originality and quality.

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List of Abbreviations

ASEERC- Australian Senate Employment Education References

CPD – Continuous Professional Development

DEST – Department of Education, science and Training

E.C- Ethiopian Calendar

HR- Human Resource

HRM- Human Resource Management

MOE- Ministry of Education

TGE- Transition Government of Ethiopia

NCES – National Center for Educational Statistics

NEA - National Educational Association

Abstract

Once considered managers of school buildings, principals have moved into the role of instructional leaders, charged with putting student learning first in their realm of daily responsibilities. The extent of principal effectiveness as it relates to retaining teachers in school buildings is in need of exploration. The extent and purposes of this study is examined the leadership role of school principals in teacher retention of secondary and preparatory schools in Bole Sub city, Addis Ababa. The following six questions were asked to drive answers to this study: How are teachers hired and assigned in the schools? What are the major factors which cause teachers turnover? How is the school governance in the schools? What is the perception of teachers towards the role of the school principal in their retentions in the future? What types of effort were made by school leaders to retain their teachers in the schools? What are the major problems caused due to teachers' turnover in the selected school? Data has been collected from the sample of 80 working teachers, 15 former teachers and 6 principals, by using census for currently working teachers, available sampling technique for former teachers and all principals. Data was gathered from teachers and principals by using questionnaire and interview respectively. Frequency, percentage, means, and Rank order were used to analyze data collected through questionnaire and document review. The data obtained from interview and open ended questions were analyzed qualitatively. Further the result of the data analysis indicated that teachers leave secondary and preparatory schools mainly due to inadequate salary and lack of benefits. Consequently, the remaining teachers instructional activities were disrupted and unqualified teachers were assigned as replacement; As a result, students did not get the proper guidance and knowledge that correspond with their level. Finally, creating conducive environment and other fringe benefits, providing different appraisal, incentives and recognition, student discipline, increasing administrative support were some of the possible strategies forwarded to retain teachers.

CHAPTER ONE

1. INTRODUCTION

Teachers are the key personnel in an educational system because they play a major role in the delivery of quality education. However, for various reasons, teachers leave schools causing staffing problem that affects the quality of education. The subsequent turnover of teachers would lead many school systems to resort to lowering standards to fill teaching openings. This in return results in high number of under qualified teachers and lower school performance.

Successful school principals have the ability to wade through the myriad of ideas that promise to improve student learning and focus on specific goals and objectives that produce improved achievement. The most significant factor that influences student learning in school classrooms is the quality and commitment of the teachers who provide the instruction. The ability of schools to create and maintain standards of academic excellence and to foster student achievement, therefore, is largely determined by the performance of the teachers they employ. Faced with the daunting task of staffing their schools with effective teachers, administrators must possess a clear understanding of what attracts such teachers to their schools and what motivates them to continue teaching in their schools year after year and retain them in the profession.

The issue of teacher satisfaction is complex and a variety of interconnected factors affect both teacher recruitment and teacher retention. Much has also been written about leadership styles and practices and their influences on organizational effectiveness. More specifically, research has been conducted that points to specific practices teachers are looking for from their principals and other school leaders. Not only must principals understand the significance of the teacher retention problem, but they must also recognize that today's new teachers are looking for different working conditions than their more veteran colleagues.

School principals can enable their teachers and staff members to be more successful by removing obstacles that prevent them from being successful and by providing necessary support and resources for them to meet the challenges of their jobs. School leaders must also model the purposes and values they advocate for others to willingly follow.

That is why currently, the government of Ethiopia made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010). Thus, in fostering these aims and objectives, the school principal has important roles to play. Among this roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers. In supporting this issue(Crum & Sherman, 2008) stated that the principal needed to provide highly valued, insights into their daily styles that foster an environment which is supportive of high teachers performance. These roles are categorized in developing personnel and facilitating leadership responsible delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change.

Therefore, this study is about the leadership role of school principals' on teacher's retention. Its purpose is to determine how principals' leadership can improve teachers' job satisfaction and retention. This study is based on information gleaned from interviews of teachers from governmental and private secondary schools (high school and preparatory School) in Bole City in Addis Ababa.

1.1 Statement of the problem

As efforts to recruit more people into the teaching profession have proven to be successful, determining how to keep high quality teachers in the classrooms providing meaningful and effective instruction has remained an enigma. Not only does teacher turnover present significant staffing problems for administrators, but it also has a strong relationship to the performance of schools (Ingersoll, 2001).

The most significant factor in determining student achievement is the quality of the teacher providing instruction. A study by (Wojnowski, Bellamy, and Cooke (2003) on teacher effectiveness and student achievement in science showed that only grade level and teacher effectiveness were reliable predictors of student achievement scores. As their finding shows students with the most effective teachers scored higher on achievement tests than did those who were taught by neutral or ineffective teachers during each of the three years of their study. They also found that students who had ineffective teachers after having effective teachers suffered a

setback in achievement. Therefore, retaining effective teachers is the most essential factor in determining student achievement. Blair, Rupley, and Nichols (2007) also showed that effective teachers use explicit instruction to teach their students. They effectively imparted new knowledge to their students through direct interactions with them.

In Ethiopia, there is a high expansion of secondary schools and rapid growth of students' enrollment since the last decades of the twentieth century. For instance secondary schools enrollment has grown at annual average percent of twenty, while secondary schools increased (MOE 2006|07:13). This demands high number of qualified and experienced teachers.

Never the less, there is a great gap between high rate of secondary school expansion as well as rapid growth of students' enrollment, and the availability of well qualified and experienced teachers. This means, there is shortage of qualified and experienced teachers in the education system especially in secondary schools. One of the reasons for the shortage of qualified teachers is teachers' turnover. In supporting this, Alazare (2007) noted referring data gathered from education experts and directors that teachers rate of turnover in Kirkos and Yeka subcity selected government secondary schools in Addis Ababa was on average .9.8 and 12 percent for 2003,2004 and 2005 respectively.

Although much has been done to recruit new teachers into the profession, keeping them in education has proven to be much more of a challenge. According to Addis Ababa Education office even though there are different motivators and incentives for teachers such as career-change programs, alternative certification programs on education (like up grading and changing fields of study like from math's to computer science in education) , bonuses based on evaluation for special achievement(from 5000 – 7000 birr) is given, transportation services including weekends , housing allowances, student loan forgiveness by working for a given time based on agreement, Special award for teachers experienced thirty years and above in the profession. even though such types of incentives were applied to retain and increase teachers job satisfaction on the profession, for this academic year in Addis Ababa 214 secondary and preparatory schools teachers left the profession due to the following reasons, among them 120 of them changed their profession and 31 of them for unknown reason and the reaming others are due to retirement ,changing position to non- teaching jobs and in discipline leaves their

profession within three months(from July 2016 to October 2016). However, the above efforts are necessary, they will not solve the staffing problems that school administrator's face because of the vast numbers of teachers who leave their classrooms to pursue other careers or more appealing teaching situations at other schools.

In most Addis Ababa public school settings, school principals have little control over teacher salaries. Private school leaders, on the other hand, may have more input in determining teacher salaries, but they are often plagued by smaller budgets for salaries. Although school administrators do not always have more money at their disposal to offer lucrative bonuses or raises, there are many factors that they can control that influence teacher job satisfaction and retention. In addition to compensation, student discipline problems, school leadership, professional support, school climate, and working conditions are also cited as affecting teachers' job satisfaction (Darge 2007, Liu & Meyer, 2005). The principal's leadership style and the organizational structure of the school can also have significant effects on teacher retention (Billingsley & Cross, 1992).

The problem educational leader face is not the number of people entering the teaching profession; it is the number of people leaving teaching prematurely. Too many classrooms are staffed by teachers who lack the required credentials and experience to be deemed highly qualified by their subject. MoE (2010) argued that principals need to have the theoretical knowledge, skill and adequate experiences in school leadership and management and/or should have a profile of possession of various trainings on school leadership and management so as to play active and effective leadership role in school improvement programs.

According to the data obtained from school principals and record office document, the rate of teachers turnover in selected secondary and preparatory schools within last three years (2006E.C- 2008E.C) has reached 19.7 percent. This figure represents only voluntary turnovers by excluding the number of teachers who retired, died and were discharged from the schools. The following table shows the teachers turnover rate in selected Secondary and preparatory schools by years as well as by their schools.

Table 1: The rate of turnover in selected secondary and preparatory school from 2006E.C to 2008E.C.

	<i>Selected private schools</i>	<i>Rats of teachers turnover in years/ percent</i>			<i>AVERAG PERCENTAGE</i>
		2007E.C	2008E.C	2009E.C.	
1.	Ethio-parents	30	20	18	22.66
2.	Kidist mariam	10	16	11.1	12.37
3.	Vision	21	30	21.5	24.16

Sources: Record offices of the selected schools.

The purpose of this study therefore was to investigate the role of school principals' leadership on teachers' retention private secondary and preparatory schools of Bole Sub city in Addis Ababa. In addressing this problem, the following research questions were raised:

1. How are teachers hired and assignment in the schools?
2. What are the major factors which cause teachers turnover?
3. How is the school governance in the schools?
4. What is the perception of teachers towards the role of the school principal in their intentions in the future?
5. What types of effort were made by school leaders to retain their teachers in the schools?
6. What are the major problems observed due to teachers' turnover in the selected schools?

1.2 Objectives of The Study

General Objective

The general objective of this study was to investigate the leadership roles of private secondary and preparatory school principals on the influence of teacher retention in their school in secondary preparatory schools in Bole Sub city Addis Ababa city administration.

Specific Objective

The specific objectives of the study were to:

- ✓ To identify how teachers are hired and assigned in the selected schools on bole sub city in Addis Ababa. .
- ✓ Find out the major causes of teacher turnover in the selected schools on bole sub city in Addis Ababa.
- ✓ Asses the schools structure and leadership style followed by the school principals different strategies that principals on selected schools bole sub city in Addis Ababa.
- ✓ Identify teachers' view of the school governance and the role of school leaders and practices in their retention decision on targeted schools.
- ✓ Look for a solution to alleviate the problem.
- ✓ Examine the major consequences of teaching staff turnover in the secondary school of the west zone.

1.3 Significance of The Study

Retaining experienced and qualified teaching staff is a major concern to educational leaders, planners and policy makers to realize the educational objectives of the country. Therefore, the findings of this research have deep significance for the enhancement of secondary and preparatory school leadership and teacher satisfaction by prioritizing inside and outside performance in the study areas. Specifically the result of this research has the following importance for the school principals, teachers, educational officers and other stockholders.

- Create awareness among policy makers educational planners, teachers, school administrators and other concerned bodies.
- It may help the school leaders to be aware of the styles against the level of teacher job satisfaction and the principals to exercise efficient leadership styles so as to enhance teachers' retention.
- It may help one to identify what principals' can do to increases teachers' job satisfactions and retention.

- The findings of the study will be useful to the human resource managers and administrators of secondary and preparatory schools and to the concerned authority as a whole to reduce on the rate of teacher turnover.
- In addition the study may also help researchers as a source or additional material for further study in the area.

1.4 Delimitations of the Study

The study is delimited to look the leadership role in secondary and preparatory school's principal on teacher retention in Bole Sub city, Addis Ababa. The study will be delimited mainly on both general secondary school (grade 9-10) and preparatory schools (grade 11 -12) found on the sub city. And this study was delimited on the data obtained from the teachers, principals with their deputies and Ex-teachers who left the targeted schools. Students and the administrative staff were not included in the study.

1.5 Limitation of the Study

The major limitation that the researcher confronted while conducting this research was getting some statistical data from ex- teachers due to lack of good personnel file record in the schools and lack of cooperation on the part of few respondents. Consequently the researcher was compelled to look the required data from different files and information sources with the help of the schools principals and currently working teachers.

1.6 Operational Definitions of the Study

To help the reader understand this study, there are some important terms that must be defined. The terms and working definitions for how they are used in this study are as follows:

Ex- teachers: represents government and private secondary school teachers who left their school voluntarily.

Secondary school: A secondary school in Ethiopia is categorized in to two as general secondary school (grade 9 & 10) and preparatory schools (grade 11 and 12). (TGE 1994)

Teacher retention: the act of teachers remaining in teaching at their current schools.

Teacher turnover: the movement of teachers from teaching their schools for any reason.

Continuous professional development: all learning activities teachers undertake formally so as to maintain update and develop their knowledge, skills and attitudes in response to the educational needs of students and the general public.

1.7 Organization of the Study

This study was organized in a way that it comprises five chapters. Chapter one consists of the background, statement of the problem, objective, significance, limitation, delimitation and organization of the study. Chapter two is a review of related literature that is relevant to the problem under study. Chapter three deals with the methodology of the study, Chapter four presents the analysis and interpretation of the data and Chapter five contains the summary of findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Much has been written concerning the problem of retaining highly effective and qualified teachers in schools. In addition, many studies have been conducted to study the effectiveness of various leadership practices and styles exhibited by school principals. This literature will provide the basis for this study of how the role principals' leadership on teachers retention. This chapter begins with examining literature that identifies the major causes for teacher turnover. It then analyzes the literature concerning teacher job satisfaction. The review concludes by discussing the literature relating to leadership practices and styles of school principals and then by providing a summary of the literature.

2.1. The Concept of Turnover

Teachers are the key personnel in an educational system because they play a major role in the delivery of quality education. For schools human resource is the most important input as well as asset. This is because the effectiveness of the school in achieving its objectives largely depends on qualified and competent teachers (Otto & Sander, 1964). Also in support of the idea as Ayalew (2009) pointed out, teachers play a decisive role in the fulfillment of educational goals. But, teachers across the globe are quitting teaching at an alarming rate (Hanushek, 2007; Ingersoll, & Smith, 2003). Teacher turnover is a global problem that impacts very negatively on student achievement and that is a highly costly phenomenon (NCES, 2008).

Studies have shown that teacher's turnover is described and defined in different ways. According to Alazar (2007) turnover is defined differently by different researchers and scholars. Some of the definitions are as follows;

- ✓ Turnover is a reduction in the number of employees through retirement, resignation, reassignment, transfer or other means than layoffs, (Mani & Kumar, 2006)
- ✓ Turnover, as Price (1977) defined turnover as the ratio of the number of

organizational members who have left during the period being considered divided by the average number of people in that organization during the period, (Cited in Ongor 2007).

- ✓ 'Turnover'; means voluntary cessation of membership of an organization by an employee of that organization. (Morrell 2001)
- ✓ As it was stated by Armstrong (2001), turnover is a term used to describe the departure of people from their organization.

To reflect this important difference, researchers often use the term attrition to refer to the phenomenon of teachers leaving the profession, and the term migration to describe the transfer of teachers from one school to another (Ingersoll, 2001). Teaching staff turnover or teachers' turnover can be conceptualized as the departure of teachers' from their teaching profession. In the literature on turnover and retention, the general term turnover is used as an umbrella term to describe "the departure of teachers from their teaching jobs" (Ingersoll, 2001).

2.2. Major Types of Turnover

According to (Henaman 1998 and Taylor (1998), Employee turnover is a choice made by either employers or employees or both to terminate the employment relationship. Accordingly there are two types of turnover, voluntary turnover and involuntary turnover.

Voluntary: Voluntary turnover refers to termination is initiated by the choice of the employee. That means decision of employee, for personal or professional reasons to end the relationship with employer. According to Torrington (2005) the main reasons people have for voluntarily leaving a job is due to push factors and pulls factors. With push factors the problem is dissatisfaction with work or the organization, leading to unwanted turnover. And pull factors which is the opposite side of the coin is the attraction of rival employers or due to improve their living standards by moving into new areas of work for which there are better opportunities elsewhere.

Involuntary turnover: is a type of turnover where the turnover of the employee is initiated by the employer. For such type of turnover, the employee has no choice in their termination such

as long term sickness, death, and moving overseas or employer initiated termination).

Employee turnover can have negative consequence especially if the turnover rate is high because teacher turnover directly impacts student achievement and teaching quality. On the other hand, turnover may not be inherently undesirable the desirability of turnover depends on who is leaving. If the people who are quitting are generally superior performers turnover need to be reduced, but if turnover is greater among poor performers teachers is actually in the best interest of the school. Nevertheless, turnover in excess of 10% has more negative than positive consequence (Taylor, 1998 cited in Dereje, 2007).

2.3 Problem and challenges of teacher turnover

According to Mary Cochran-Smith (2004), many people enter the teaching profession for idealistic reasons of making the world a better place and providing children with opportunities to be productive citizens. They love children and they love learning. These reasons and attitudes have not proven to be enough to sustain people in the teaching profession. She explained,

To stay in teaching, today's and tomorrow's teachers need school conditions where they are successful and supported, opportunities to work with other educators in professional learning communities rather than in isolation, differentiated leadership and advancement prospects during the course of the career, and good pay for what they do

Although much has been done to recruit new teachers into the profession, keeping them in education has proven to be much more of a challenge. Educational entities have instituted initiatives such as career-change programs, alternative certification programs, recruitment of international teachers, signing bonuses, housing allowances, tuition reimbursement, and student loan forgiveness incentives (Hirsch, Koppich, & Knapp, 2001). These efforts are necessary; however, they will not solve the staffing problems that school administrator's face because of the vast numbers of teachers who leave their classrooms to pursue other careers or more appealing teaching situations at other schools.

One of the most prolific researchers on the topic of teacher retention of late is Richard M.

Ingersoll of the University of Pennsylvania. In his 2001 study, "Teacher Turnover, Teacher Shortages, and the Organization of Schools," Ingersoll states, "One of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with qualified teachers". Ingersoll found that school staffing problems were not necessarily the results of an insufficient number of teachers, but from the demand for teachers caused by a "revolving door" of teachers leaving their jobs "for reasons other than retirement". In addition, he found that teachers were leaving the profession due to "low salaries, inadequate support from school administration, student discipline problems, and limited faculty input into school decision-making" . Public schools in high poverty areas and small private schools suffer the most teacher turnover; whereas, neither urban public schools nor large public schools have significantly high teacher turnover.

In addition to having difficulties staffing their classrooms Schools identified as being hard to staff, typically those serving large percentages of minority or poor students, cited several causes for their difficulties including school conditions, lower pay, safety concerns, lower student achievement, and longer commutes. The teachers with the most experience qualifications, on the contrary, choose to work "in schools serving wealthy, high achieving, and white students" (Center on Education Policy, 2006).

Ingersoll's 2001 study also linked employee turnover to the performance of organizations. Effective organizations usually have a well-managed turnover that brings in new employees with fresh energy and novel ideas to help the organization avoid becoming stagnant. Too much turnover leads to dysfunction and subpar performance by organizations (Ingersoll, 2001).

2.4. The major causes for teacher turnover

There are a variety of reasons why people leave an organization or profession. From a personal perspective, individuals may leave an organization because of conflicting demands and lack of administrative support that will help them realize their goals (Ornstein & Levine, 2006). Other reasons are work related : such as 'hard' working conditions, poor pay, better job alternatives, difficulty working with supervisors, lack of training, and pressure from non-work related issues, such as domestic problems or ill-health (Bunting, 2005). Others leave because the organization's goals do not match their own individual goals, interests and/or personality (Schneider, 1987).

These reasons apply equally to schools. Factors affecting teacher turnover in the school sector include monetary rewards, personal and/or organizational issues, individual school characteristics, like size, geographical location and the sector type, and the organizational conditions teachers work under (Murnane, Singer, Willet & Olsen, 1991; Ingersoll, 2001a; Marshall & Marshall, 2003; Skilbeck & Connell, 2003), which are discussed below.

Teacher Personal Characteristics

The Reasons for teacher turnover from teacher personal issues include such as age, gender, family situations, level of education, a teachers' field of study, experiences, social contexts, and occupation preferences (Preston, 2000; Mitchell, Brooks, Holton & Lee, 2001; Ingersoll, 2001a).

Age: Using age as an example, younger age workers are more likely to leave than older ones (Kirby & Grissmer, 1993; Ingersoll, 2001a; Chelli & Rosti, 2002; Heijden, 2003). As research finding shows the age of a teacher is one of the salient predictor of the likelihood of their turnover. According to Ingersoll (2001) both younger (under 30) and older (above 50) teachers are more likely to depart than are middle age teachers. Ingersoll stated that older teachers leave teaching due to retirement and younger teachers tend to leave the profession in search of other opportunities.

Sex: Results of research concerning the relationship of sex with teacher turnover appears to be both complex and inconsistent. Some studies reported that males are more satisfied than females, others however did the opposite and still others reported no such difference. According to Ingersoll (2001) male teachers are likely to leave teaching than females. Similarly Charter (1970) identified that female teachers remain in teaching less than male teachers. In line with this Motuma (2006) in his study of causes of turnover in oromia government secondary school described that male teachers' stay more than female teachers'.

Qualification and Experience: turnover may also be related to teacher qualifications. Weaver (1978) in Gaziel (1986) as cited by Tesfaye (1999) states that individuals with more education are less job satisfied. The reason is that individuals with more education have more options in

the job market and need to develop high identification with a particular job. On the contrary, Manna and Tesfaye (2000) have revealed that the level of qualification and work experience in teaching were not found to be significantly related with career decision to stay or leave the teaching profession.

Likewise, the highest attrition rates evident among secondary teachers are those with qualifications in science (physics and chemistry), special education, mathematics, and those teachers with the lowest pay (Boe, Bobbitt & Cook, 1997).

School Based Characteristics

The specific working environment also has an influence on attraction and retention. Some of the characteristics at this level include the school size, geographical location, the sector type and the socio-economic status of the student population. The geographic location of a school is a key factor that can influence teacher turnover, with teachers in rural and the more remote areas being more likely to leave than their colleagues in urban or metropolitan schools (Ingersoll, 2001b). Much effort is required to retain staff in the regional or remote region (Miles, Marshall, Rolfe & Noonan, 2003; Dow, 2004). The socio-economic level of where the school is located is a contributor as well. For instance, research in the United States of America suggests that high poverty public schools experience higher levels of turnover than the more affluent public schools (Bryke, Lee & Smith, 1990; Hare, Heap & Raack, 2001; Darling- Hammond, 2003; Ingersoll, 2003). Research in other industries shows that employees tend to identify more with smaller groups (Tyson, 2006), however, for schools, teachers seem to prefer larger school environments to smaller ones (Ingersoll, 2001a) as there is often more support both within and outside the organization.

Organizational Working Conditions

A workplace that is interested in and provides suitable conditions of employment and rewards employees as professionals seems to be in a better position to retain good people (Fullan, 2001). The internal work conditions can be divided into working conditions and relationships. Conditions refer to the compensation structure and level of administrative support, whereas

working relations refer to the degree of conflict and strife within the organisation and the extent of employee input and influence over organisation policies (Ingersoll, 2001b).

Another reason for teacher attrition may be the work environment and often cited is Inadequate support from administrators (Billingsley, 1993; Hare 2001; Ingersoll, 2001b) and non-involvement of teachers in decision-making (Billingsley, 1993). There is considerable evidence seen in building a supportive, positive non-‘toxic’ environment where reliability and trust are high, enriches employees and helps to generate a sense of comradeship that in turn helps to retain employees by (Abbasi & Hollman, 2000; Dobbs, 2000). Alternatively, disruptive social and professional interactions in schools will lead to higher turnover (Norton, 2001) and this can be seen in the attrition of teachers because of disciplinary problems with students (Ingersoll, 2001a).

Lack of job satisfaction is another reason teachers leave (Ingersoll & Smith, 2003; Webster 2004). Job satisfaction could influence how employees perceive the relationship between their work role and the fulfillment of values important to them (Locke, 1996; Bunting, 2005). Teachers’ response to the absence of job satisfaction is no different; many resign from their positions (Ornstein & Levine, 2006). One source of dissatisfaction amongst teachers is their inability to balance work with non-work commitments (Kyriacou & Coulthard, 2000; Webster 2004). Balancing the inside work and outside work life of an employee is important for schools and providing flexible work arrangements can help (Fisher, Schoenfeldt & Shaw, 2006). Another source of dissatisfaction is the perceived drop in the status of teaching as a profession (Council for the Australian Federation , 2007; Fullan, 2001).

The existing review of research is clear with respect to teacher job satisfaction some teachers today feel dissatisfied with their job due to contributing factors such as increased accountability and stress, heavy workloads, poor pay and working conditions, a negative school atmosphere, low morale, excessive bureaucracy, and, specifically, inadequate principal support (Metlife Survey, 2001; NEA, 2001; Popham, 2004; **Spear et al., 2000**). As a result of these feelings of job dissatisfaction, teachers within the profession have begun to leave, and teacher job satisfaction in relation to principal leadership is identified as the reason more often than not (Ingersoll, 2003). Therefore, it is crucial for principals to understand that their own leadership

style and behaviors might have some influence among their teacher population in helping curtail this current trend.

The decision to leave the teaching profession may also be due to stress from fatigue and frustrations (Go`mez-Mejia, Balkin & Cardy, 2004; Cooper, 2006). A job-related stress develops because of the employees physiological and psychological responses towards a type of condition or stressor at the work place (Zellars, 2002). Within the school context, stress could be created by the need to produce detailed paper work (Fullan, 2001), teaching subjects out of their individual field of expertise (McConney & Price, 2009) and changing standards for assessing student performance which may be time-consuming and difficult to implement (Department of Education and Training Western Australia , 2003; Hiatt, 2005; Ornstein & Levine, 2006; Berlach & McNaught, 2007).

According to the literature, those who suffer most from the paucity of well-prepared teachers are low income students. Low income students are more likely to be taught by inexperienced and unqualified teachers. As Cochran-Smith (2004) cites evidence that teacher attrition most severely affects schools located in low income rural and urban communities, “where students arguably deserve the best teachers and the most continuity in their schooling” . Such low income schools remain in a constant state of discontinuity in which they must recruit and hire a large percentage of teachers each year, and many of those teachers hired are inexperienced and lack the credentials of those who leave. According to Cochran-Smith, classes in low income schools are often staffed with willing, but unqualified and/or inexperienced, adults to the detriment of their students

Inadequate Salary

In any profession salary and other monetary related benefits are said to be a motivating factor for employees. In other words inadequate salary can create dissatisfaction among employees which may cause some teachers to leave the profession or a particular school because they are dissatisfied with their salaries. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; Bame, 1991; Crousman, Hampton & Herrman, 2006). Research conducted by Bame (1991) revealed that out of the list of eight reasons the most important factors which drive out teachers from teaching

in Ghana; poor salary, lack of opportunity for promotion and low prestige in teaching were ranked to be the first three prominent reasons among which salary ranked first.

In Ethiopia the inequality in salary between teachers and non-teachers with similar qualification and service years, low or inadequate salary and inadequate chance for career advancement has been identified as a critical issue for teachers' dropout or brain drain or turnover (Aklilu, 1967) .

Although the starting salary for teachers is comparable to other professions, teachers reach the top of their salary scale eight to eleven years after entering the profession (DEST, 2003). This compares poorly against many other professions that not only have higher salary progressions during this period, but also have greater opportunities for promotion. Once teachers reach the top of their salary range they may stay on this rate until retirement unless they choose an alternative pathway, such as taking up administrative duties (Australian Senate Employment Education References [ASEERC], 1998). So a lack of diverse opportunities in work and disadvantages in earnings and promotions can work together and contribute to why teachers leave the profession (Buckingham, 2008).

In addition research in the United States suggests that the relatively slow growth of teacher salaries makes teaching less attractive for mid-career teachers, and may encourage turnover of the most capable and most employable (Krieg, 2004).

In order to increase retention some countries attempt to make the teaching profession attracting through incentives. In the form of hardship allowance, travel allowance, cost of living allowance, benefits: health insurance, medical assistance or subsidizing housing. In other areas the incentives may be non- monetary including special study leave and better training opportunities (Cathy, 1998).

Student Character and Misbehavior

Students' character and disciplinary problem is one mentioned cause for teachers' turnover in different literatures. Students' disciplinary problem can be manifested through disruptive behavior and rowdyism (Dunham 1981 cited in Dereje, 2007). The term disruptive refers to a wide range of behavioral problems which includes students who declined to

cooperate and do little or none of the class activities and overtly aggressive towards other children and teachers (Getachew, 1999).

As it was asserted by Cockburn & Hayden (2004), the most commonly mentioned school factor cited by teacher turnover was the difficulty and frustration of dealing with disruptive students. In many cases the problem is connected to feeling of teacher in which senior managements of the school were not strong and cooperative to deal students disruptive behavior.

Thus, students' disciplinary problems are one of the major factors that de-motivated teachers and forced them to develop negative attitude towards teaching profession. This in turn leads to a high rate of teaching staff turnover.

Lack of teachers training and development

Teacher education plays a very significant role in maintaining the quality of teachers. It plays an important role in promoting the learning and professional growth of teachers. It is vital for improving teacher quality and ensuring the quality of teachers begins in teacher education programs. Teacher education is the key to educational development because it enables countries to produce competent teachers.

Teacher job satisfaction is also greatly impacted through working conditions, the support they receive from their administration, the control they have over their work environment, the mentoring or coaching they receive, the extent to which they view themselves as successful in the classroom, and the perception of a safe and secure working environment (Stockard & Lehman, 2004). These are areas in which building level principals can have some control and can be promoted through district level policies and practices as well. Being able to identify the degree to which each of these environmental factors are present at the school level would give principals vital information concerning how to best adapt their own leadership style to improve the overall job satisfaction of their teachers.

To summarize, school principals exercise significant influence on teacher professional development. They, as leaders, should act as instructional leaders and learners, and be able to create conducive learning environments. Similarly, they should have direct involvement in the design, delivery, and content of professional development and finally they must assess the outcomes of teacher professional development programs. As instructional leaders, principals should be models to all teachers in learning and teaching. They should be leaders as well as learners of new strategies and influence others to learn. They should also help create conditions which enable teachers to develop so that the school can achieve its goal more effectively. Moreover, principals should create an environment for learning.

Low social status of teaching profession

Status plays an important role in attracting academically equipped and experienced employees and encourages them to remain in the system (Darling-Hammond, 1990). Teachers must have a status which is equivalent to their key role in the advancement of education and the significance of their contribution to the development of the individual and the society as a whole. However teaching profession is characterized as low prestige occupation and the desire to enter the profession is mainly the absence of other real alternatives Akaleweled and Jung (1990 as cited in Dereje 2007).

In Ethiopia as Tesfay and Demoze (2004) noted before the 1970's teaching career in Ethiopia had passed through a relatively high status and prestige. The respect they held in the society was very high; teachers were taken as the symbol of knowledge and skill, were respected by their pupil and held in high self-esteem by their community. However over the last few decades the societies respect for teachers and their occupation appeared to have gradually worn out their social status.

As Temesgen (2005) suggested that social status of the teaching profession of the broader community is an important in the retention decision of teachers. Broadly speaking, how respect, prestige, and recognition given to teachers by the community at different level demoralized teachers and this in turn resulted in the rate of teaching staff turnover.

Moreover, recent studies such as Befekadu (2001) and Temesgen (2005) pointed out low social status of teacher is the most frequently mentioned reason for teachers' turnover in primary and secondary schools of Ethiopia social and economic group and teaching as a profession are reported to be accorded low socio-economic status in Ethiopia (Tesfay and Demoze, 2004). The society at large has developed low opinion of the teaching profession or to the professionals. And this low social status accorded to teachers by the society is one of the outstanding reason that teachers compelled to leave the profession (Manna and Tesfay, 2000).

2.5 Role of School principals and Leadership Style

2.5.1 Role of School principals and teacher retention

School principals have multiple roles to play in the school to ensure teaching and learning. In this part, the overall roles of school principals and their specific roles are briefly discussed in the section of this chapter.

Leadership definitely involves creating a vision and sticking to it because of one's character. Effective leadership strives to implement a vision that will enable an organization to become successful. Another important role played by the school principal is that of a visionary. The principal needs to communicate a vision for the school in order to focus and inspire teachers and other stakeholders. In line with this literature on effective schools addresses the importance of leadership and the ability of the principal to create an environment with a clear vision (Ladd, 2011; Stronge, 2008).

The principal's primary responsibility is to promote the learning and the success of all students. Professional development for teachers that is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional learning community (Lunenburg & Irby, 2006). This will require principal leadership focused directly on learning. School principals can execute this by (1) focusing on learning, (2) encouraging collaboration, (3) using data to improve learning, (4) providing support, and (5) aligning curriculum, instruction, and assessment. Taken together, these five dimensions provide a compelling framework for accomplishing sustained school-wide success for all children (Fullan, 2010; Lunenburg & Carr, 2003; Marzano & Waters, 2010).

The school principal is the chief executive and has the vital role in managing the school. They are responsible for planning, organizing, coordinating, operating, monitoring the staff and students, and managing school building and facilities and also other Human and non-human capitals. On top of that they are responsible for improving the quality of teachers by developing CPD programs. They "... should mobilize people to adapt their practices and beliefs so that every child's learning and growth are optimized" (Donaldson, 2006). They should be committed to developing their schools as a 'professional community'. Principals are the key persons in determining the success of a school.

Research sponsored by the Wallace Foundation determined that successful principals are effective at "shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instruction, and managing people, data, and processes to foster school improvement" (Wallace Foundation, 2013,). Dhuey and Smith (2011) outline the core responsibilities shared by all principals regardless of district. They include teacher management (e.g., evaluating performance, assigning classrooms, developing schedules, and recommending hire or dismissal), student discipline, and liaising between the district and the school. Understanding and using data for decision-making, planning, and improving school are skills that do not correspond to any one principal role, but rather can be used to inform principals' work overall through "...using data as a part of a leader's repertoire for organizational improvement" (Earl and Katz, 2002,).

In Ethiopia, school principals are responsible for the overall operations of their schools. They serve as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that the teaching learning process is implemented in a conducive learning environment that meets the objectives of the approved curricula. They are also responsible for the development of staff training programs in developing and achieving educational objectives in accordance with the needs of the school (MOE, 2005a).

As delineated in the Ministry of Education Directive for Educational Management, Organization, Public Participation and Finance issued in 2002, the duties and responsibilities of school principals include: providing directions and guidance, and assuring that teachers have the necessary instructional materials to carry out their duties, creating suitable conditions

that make teachers to participate in decision making process on matters related to the teaching learning process, creating smooth relationship with school community to facilitate teaching-learning process, managing human, financial and material capital at their disposal, and mobilizing community for the betterment of secondary schools, are only a few (MoE, 2002c). In relation to this, **Leith wood (2006)** states that successful school leaders have strong positive influences on staff motivation, commitment, and working conditions, leading to enhanced classroom practices, which is the core business of schools.

This dissertation reviews the research around the idea of principal influence on teacher retention. Schools need leadership, and teachers need administrators who support their professional growth (Balyer, 2012; Duke, 2010; Parsons & Beauchamp; 2012). There are many similarities in how effective leadership is viewed between researchers within the academic community and other industries (Silva, 2014). In essence, leadership is increasingly difficult regardless of who is being led (Latham, 2014). Thus, the position of principal is powerful, and research on the practices of this position is critical to the future of the profession. Qualities defining behaviors of effective principals have been studied by researchers (Leith wood & Seashore-Louis, 2011; Marzano, Waters, & McNulty, 2005; Stronge, Richard, & Catano, 2008; Sun & Leith wood, 2012; "The Wallace Foundation", 2013). This literature review refers to the principal as the leader of the school building and examines the impact teacher retention has on school culture. The literature reviewed informed the researcher's understanding and interpretation of leadership, school culture, and teacher mobility.

Principals lead their staffs in a multitude of ways. The extent of principal effectiveness as it relates to retaining teachers in school buildings is in need of exploration. Price (2012) stated, "Principals are central figures in schools whose actions directly shape their school's climate".

Of the many factors underlying teacher turnover, school leadership seems to be playing a precarious role (Thornton 2007; Gonzales, 2008). Under school leadership, the international literature enlists a long list of matters including mistrust between teachers and school principals (Hirsch and Emerick, 2007); lack of situational support for novice teachers (Easley, 2006); negative school climates Beteille (2009); stress exerted by school principals (Kreig, 2006); and negative leadership styles (Hirsch, 2005). In her famous book, 'Keeping Good Teachers',

Darling-Hammond's (2003) suggests that reducing teacher attrition reduction has to do a lot with how school principals lead their schools and how they deal with teachers based on their personal characteristics. Personal characteristics of teachers and career stress are closely related (Lambert , 2006).

Thus, every educational system should strive to attract and retain qualified people and provide them with the best possible working conditions and material incentives that will satisfy their needs. Teachers who are satisfied with their job are more enthusiastic and interested in devoting more energy and time to student achievement (Nguni , 2006). Therefore, understanding the important factors affecting teacher job satisfaction is vital to attain the required information to support an educational system to succeed in its objectives (Perie, 1997). Since the principal's leadership behavior is one of the positive factors that have a direct relationship with job satisfaction (Bogler, 2001, Miers, 2004), considerable research has been carried out on the influence and impact of leadership behavior on job satisfaction (Stockard and Lehman, 2004, Griffith, 2004).

The way in which school principals are willing to help teachers improve professionally refers to administrative support (Boyd et al, 2011; Dagli, 2012; Heidmets & Liik, 2014). Those with administrative support are more likely to remain in teaching because the leader has the potential to influence many other working conditions in a positive manner. Recognizing teachers and showing appreciation are other ways in which administrators can be supportive. Leaders who provide teachers with an opportunity to establish reciprocal relationships support retention in schools (Dauksas & White, 2010).

Staff relations refer to teachers' collegial and social relationships with others in the building (Boyd **et al**, 2011). Dagli (2012) described school culture lacking in collegiality by recounting findings of teachers who went out of their way to see other teachers fail as an indicator for wanting a changed profession. Additionally, teachers emphatically outlined the need for experienced teachers to share their knowledge in formal and informal structures with one another (Blase & Blase, 1999; Kraft, Papay, Johnson, Charner Laird, Ng, & Reinhorn, 2015). Providing opportunities for teachers to collaborate with colleagues to plan and participate in professional activities is considered a need for teacher retention (Dauksas & White, 2010).

Research from teachers' perspective describes principals who model a philosophy of teamwork by providing regular time for collaboration and teacher sharing as essential for teaching and learning (Blase & Blase, 1999).

Dagli's (2012) research concluded that greater autonomy in teacher classrooms and greater administrative support was associated with a decrease in the probability of moving to another school. Teachers who perceive that they have legitimate administrative support have a higher probability of staying in the same school (Egalite, 2014; Hughes, Matt & O'Reilly, 2015). Due to the fact that teachers seek transfers to other appealing schools, an exceedingly difficult challenge for districts is to consider options to retain highly qualified teachers (Kraft, Papay, Johnson, Charner-Laird, Ng, & Reinhorn, S, 2015). Researching behaviors of principals in local schools will provide an insider perspective in which to facilitate change. Replication of these behaviors in high mobility schools should then be a priority.

The support of administrators as a role of school principal has emerged as a significant factor in teacher retention decisions (Aslanargun, 2015; Blase & Blase, 1999; Hughes, Matt, O'Reilly, 2015). This review of the literature provides the framework that illuminates the need for a clear understanding of principal behaviors influencing teacher retention as employees in their current buildings. Clarifying those characteristics, with additional research on certified staff members' perceptions of principals is needed. Once an understanding is obtained, approaches by principals should be strongly sought out by practicing school leaders and explicitly featured in principal preparation programs (Davis & Darling-Hammond, 2012; Leithwood, 1994). The impact of school culture can be reinforced by the relationship between students, the staff, and the administrators (Egalite, 2014). Ideally, a positive relationship can be forged.

Other research finds shows that a principal role has influence student outcomes by being an instructional leader and sharing expertise with teachers. Cross and Rice (2000) describe instructional leadership by the principal as "...active support of good teaching, by fostering a climate that continually monitors the content to be learned, and by recognizing high student performance of rigorous standards." This role overlaps with the previously discussed roles of managing people (e.g., through selecting appropriate professional development for teachers to improve their instructional skills) and other resources (e.g., through selecting curriculum).

Effective school leaders encourage teachers to grow professionally. They interact directly with teachers on instructional issues, and they provide professional support to teachers to actively participate in the process. They need to consistently communicate with teachers and persuade them that academic gains are priorities (Andrews, Soder, & Jacoby, 1986) of their schools. They also continuously evaluate the impact of professional learning on the basis of the effect it has on student achievement. As McGurk (1999) states, "The principal plays a crucial role in energizing and motivating staff, in affirming and encouraging their efforts, in fostering a lively process of communication, and in establishing a continuing process of consultation." The function of the school principal is to support and assist the schools in meeting the overall objectives of the school and the needs of individual teachers and students. Principals must see themselves as leaders of learning communities and role models for continuous learning. In general, principals have to be active in coaching teachers and be catalyst to make the implementation process fruitful.

2.5.2 Leadership and Leadership Styles

General Concept of Leadership

Effective leadership in educational activities is important to successfully achieve school objectives. Leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation.

Leadership is a vital role in any organization, including a school. However, there is no single universal definition of the term leadership. A number of authors define it differently based on their own perspective. For example, Hannagan (2002) defined leadership as "the process of motivating other people to act in particular ways in order to achieve specific goals". Yukl (2006) also defined it as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives". Likewise, Northouse (2004) defined leadership as "a process whereby an individual influences a group of individuals to achieve a common goal." Leadership is, thus, the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation.

It is evident that there exist different stakeholders in a school. A Schools need good management and good leadership. The term management is primarily used to refer to planning, organizing, coordinating, supporting, and monitoring the activities of an organization. In comparison, leadership is a process by which a person influences others to accomplish a mission, task, or objective and directs the organization in a way that makes it more accommodating changes in the course of direction. According to Dunford, Fawcett and Bennett (2000), "Leadership is the ability to move the school forward, whilst management is concerned with the procedures necessary to keep the school running. Leadership is concerned with the long term and strategic, management with the immediate and short term". It is considered to be a future and change-oriented process of vision building, networking, and improvement.

Although leadership and management are different, they are two essential and complementary elements for the successful operation of a school (Bolman & Deal, 1997). School principals are not expected to be only effective managers who 'do things right' but they must also be leaders who 'do the right thing'. Effective management and the ability to deal with the technical (Sergiovanni, 1984) or structural (Bolman & Deal, 1997) aspects of a school's operations is, thus, an essential, but not sufficient, element of effective school leadership. School leadership is required to balance a demand for managerial efficiency with educative and democratic leadership.

Distributed leadership

Distributed leadership is premised upon leadership as a collective rather than a singular activity or entity and there are many leaders not just one (Spillane, 2004; Goleman , 2002). As Goleman (2002) observe, " leadership resides not solely in the individual at the top but in every person at the entry level who in one way or the other acts as a leader" . Harris (2004) also views distributed leadership as implying that the practice of leadership is one that is shared and extended within groups and networks which can be formal or informal. The implication of this in school settings is clear; it is not only the head and senior staff who are leaders, but classroom teachers too have leadership roles and build trust. For example, when teachers, parents, governors and support staff work together to solve problems, they occupy developmental space within the school and by their actions they are engaged in distributed leadership practices.

A combination of some of the literature on distributed leadership and school improvement identifies several macro school level functions that are thought essential for instructional innovation and improvement. These include constructing and school culture conducive to building norms of building trust, collaboration, procuring and distributing resources, supporting teacher growth and development both individually and collectively, providing both summative and formative monitoring of instruction and innovation and establishing a school climate in which disciplinary issues do not dominate instructional issues (Blasé and Blasé 1999, Spillane 2004, Spillane 2006, Sergiovanni, 2007).

In an equally compelling analysis of distributed leadership, Yurkl (2002) argues that distributed leadership can be conceptualized as:

A shared process of enhancing the individual and collective capacity of people to accomplish their work effectively...Instead of a heroic leader who can perform all essential leadership functions, the functions are distributed among different members of the team or organization.

As the above definition highlights, inherent in the concept of distributed leadership, is the idea of sharing leadership amongst all stake holders. These stake holders, as stated earlier include head teachers, middle leaders, teachers, parents and students.

One important aspect of Oduro's (2004) presentation is that he makes a distinction between delegation and distributed leadership. *Delegation*, according to Oduro, is a 'heroic' phenomenon in which distribution is initiated solely from the top (head teacher) and *distributed leadership* is a 'post-heroic' phenomenon in which distribution does not solely depend on the head teacher's initiative.

Leadership Style

The study of leadership also deal on issues of style and levels of decision making, assessing the consequences of their variations for followers' satisfaction, individual compliance and performance, and organizational effectiveness. Vroom (1979) refers to leadership styles as a

particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. Which style is better, autocratic or democratic, task or relationship, directive or participatory, initiating structure or consideration, production emphasis or personal emphasis?

According to Warrick (1981), leadership styles have significant impact on the performance and satisfaction of their subordinates. The writer indicated that leaders have control on interpersonal and material rewards and punishment. The rewards and punishment controlled by the leader shape employees' performance, motivation and attitude. A leadership style used by leaders can affect the organizational performance in a positive as well as in a negative way. Positively, leadership style creates a stimulating work climate and become supportive, fair and encouraging. The leadership style used by a leader can also affect the organizational performance negatively by creating a climate that is filled with tension and fear or that is an unsupportive and critical.

Autocratic/Authoritarian Style: Directive leadership (autocratic leadership) entails letting the subordinates to understand what is exactly expected of them and giving them directions. The subordinates are expected to go by the rules and the regulation (Mulins 2005). Leadership by directives has been described as autocratic, oriented to specific task, manipulative and persuasive (Bass 1981). Although it can be effective in communicating a vision which is clear and concise regarding the strategic goals of an organization, leadership by directives is marked by intimidation. Intimidation instills fear in employees who will find it difficult to demand for their rights in the work place thus negatively influencing access.

It is believed that autocratic/authoritarian leadership style will accomplish the stated goals better than a democratic style in conditions of crisis or when detailed instructions are needed to accomplish the task at hand. According to Bose (n.d.) "some studies say that organizations with many autocratic leaders have higher turnover and absenteeism. These studies show that autocratic leaders; rely on threats and punishment to influence employees, do not trust employees, and do not allow for employee input".

As Nzure (1999) notes that the autocratic leader held all the authority and responsibility in an organization with communication almost exclusively moving from top to bottom. As such there is little or no opportunity for subordinates to develop initiative and creativity as they cannot be trusted to do the right thing for the organization.

Democratic Style: The democratic leader makes decision by soliciting for suggestions from team members. He is not a one man show and knows that the support of team members is needed in order for the organization to be successful. Even though the democratic leader allows the team to decide on how the task will be performed and how the members will evenly distribute the workload, control is still maintained by the leader. As Evans (2002) stated, "the democratic leader does provide directions, but allows the group to make its own decisions".

In participative (democratic leadership) the employee still can gain feedback from their managers on expectations of their roles when necessary Clark et al(2009) the communicative nature between managers and employees paves way for easy access to employee rights.

Research carried out by Kahai (1997) differed from this view. In findings there was no difference in the frequency of supportive remarks or critical remarks in teams working with participative and with autocratic (directive superior). Hence suggesting that workers or cease to notice a difference between these leadership styles and are able to respond to both forms which subsequently cast doubt over the values of leadership styles. However Robbins and Judge (2009) views that democratic style seeks to build team and provides for interest of team through consensus measuring and input encouragement. Additionally leaders of democratic style become involved and show concern for the workers lives (Robbin and Judge 2009).

The democratic manager keeps his or her employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision.

Laissez faire Style: The laissez-faire leadership style is basically viewed as the hands-off approach. Even though it is believed that you must empower your employees to make sound decisions, this particular leadership style may not be as effective as the other leadership styles.

As Avolio (2001) stated, "the laissez-faire leadership style is avoidance or absence of leadership, it is, by definition, the most inactive form of leadership as well as the most ineffective style". A leader is held accountable for the outcome of any decisions that will have an impact on the organization achieving its objectives and goals. This particular style is most effective when leading a team that is highly motivated and has a track record for success. With this particular leadership style, there is the absence of any real leadership and everyone is free to do as he pleases. Such a style may not provide the necessary guidance that is needed, thus creating a state of confusion and lack of confidence in leadership. The employees also often doubt their own ability to accomplish the task at hand, thus productivity is usually very low.

As Okumbe (1998) points out that it is disadvantageous, since there is no control and chaos and conflict arise due to unguided freedom. There is also a high rate of unhealthy competition among members of the organization. Although Robbins and Judge believe laissez-faire allows independence but discourages team building and shows no concern for workers needs or welfare (Robbins and Judge 2009).

This review of the literature provides the framework that illuminates the need for a clear understanding of principal roles and behaviors influencing teacher retention as employees in their current buildings. The impact of school culture can be reinforced by the relationship between students, the staff, and the administrators. Also leadership best practice evolves by becoming more horizontal and shared by administrators and teachers, teachers grow as professionals contributing to a positive school culture and retaining teachers.

As administrators get a firm grasp of leadership practices positively impacting teachers with a deep understanding that student learning comes first, remarkable outcomes can result. Once direction has been set and adequate professional development provided, teachers become motivated by their working environment which is integral to retention.

CHAPTER THREE

METHODOLOGY

This part deals with the research method adopted for this study. The logistical discussions that shaped the way program would operate and the nature of participants and how they were selected. It also discusses how the instruments of data collection were developed and employed. Finally, it outlines the method of analysis followed to interpret the data.

3.1 Research Design

The aim of this study was to assess the leadership role of private secondary schools principals in teacher retention in Bole sub city in Addis Ababa. Due to the nature of the study, descriptive survey design was employed. The researcher decided to utilize descriptive design in conducting the study because descriptive research is a method used to obtain information relating to the existing status of an issue or phenomenon to describe "what exists" within the variables or conditions of the situation. In addition it also enables the researcher to use facts or information already available, and analyze these to make a critical evaluation of the facts (Kothari, 2004). To conduct the research, both quantitative and qualitative research approaches have been employed. This is because employing the mixed approach helps to converge or confirm findings from different data sources. The study mainly applies quantitative methodology and will complement by qualitative data. Quantitative methodology was employed as a major methodology because of the nature of the study and the research questions.

3.2. Sources of Data

In order to investigate the leadership role of secondary and preparatory school principals in teacher retention in Bole Sub city, Addis Ababa, both primary and secondary source of data were used.

The primary data were collected from currently working teachers, ex-teachers and school directors (principals) by expecting that, they have better exposure, experience and firsthand information regarding the issue under study. To understand the current situation and to supplement the findings of the study, documents, policies, books, journals, documents of Job description to see the records of delegated job to teachers, document for selection of teachers for workshop, training, promotion and rewards etc. were used as secondary source of data.

3.3. Sampling Techniques Used

Bole sub city is one of the 10 sub cities in Addis Ababa city. The Sub city has 14 woredas. According to the annual statistics of the woredas education office in 2016/17, The Sub city has 17 secondary and preparatory schools together. Among 17 secondary and preparatory schools only two of them are government schools, according to the data from the sub city the number of teachers left were 10 from 500 teachers. In addition to this the researcher got concerned on the private schools of the sub cities since turnover problem is very high in private schools than governmental as the data obtained from Bole sub city education officers indicates.

From these schools 3 secondary and preparatory schools were selected for the study by using purposive sampling technique. This is because purposive sampling technique helps the researcher to avoid the possibility schools of similar behavior and to see the problem in-depth through the schools difference. Therefore, the targeted schools were selected by considering: schools years of experience in the two cycles, schools which have separate administrators from elementary grades, their rate of turnovers, and also to relate directly to the topic schools major stake holders. Thus the selected private secondary schools were Kidist Mariam, Ethio-parents and Vision school.

There are about 85 teachers in the selected secondary schools. Since the number of teachers from selected schools are easily manageable for interpretation and also in order to increase the participants and all the available teachers are included in the study.

Furthermore, to select ex- teachers who no longer work in private secondary schools availability sampling technique was used. This technique was employed because there was no official source of data regarding their address. Finally, the selected secondary schools have 3

principals and 3 vice principals. All of them were included in the study. Because they were few in number and the data can easily be collected from them.

3.4 Instrument of data collection

In order to acquire the necessary information from participants, three types of data collecting instruments were used. These are;

Questionnaire

A set of questionnaire consisting of open-ended and close-ended items was prepared by the researcher for use with teachers of the sample schools and those who left the profession for good. The questionnaire was prepared by the researcher based on insight obtained from the review of literature.

The questionnaire has six parts. Part one seeks data about background information of the respondents and consists of seven items. Part two is about “teachers hiring and assignments” and contains 6 items. Part three addresses “possible causes of teacher’s turnover” and has three section which uses liker scale rated from five points to one point. Part four seeks to find out about school governance of the school and leadership style followed by the school leaders and uses tow part of multiple uses of choses and uses liker scale rated from five points to one point. Part five is about “teachers perception on school governance and role of principal in their retention decision” and use five point liker scales. Finally part six aim is to find about “effort made by the sample schools and problem caused during teachers turnover” by using open- ended questioners.

Interview

Semi-structured and in-depth interview were applied to gather in collecting qualitative data from the directors, vice directors and former teachers (ex-teachers) from the selected schools. Because interview has greatest potential to release more in depth information, provide opportunity to observe nonverbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it could be adjusted to meet many diverse situations. An interview guideline were applied to guide the interview according to the purpose of the study

Document Analysis

In addition to questionnaires' and interview, documents like policy documents, job description selection of subordinate for workshop, training opportunity, promotion and rewards were used and analyzed in order to find substantiate information.

3.5 Procedure of Data collection

This section of the study presents the procedures that were used to collect data from targeted secondary and preparatory schools.

The questionnaires were distributed for current teachers and for the former General secondary school teachers in the selected schools in bole sub city Addis Ababa. In addition, semi-structured interview will also conduct with Ex- teachers of the selected schools by the researcher himself and also structured interview were conducted with the two principals of each sample schools.

In addition the documents obtained from education bureau, targeted schools and books, journals other essential documents were reviewed. The purpose of the questionnaire and the interview were made clear to the respondents in advance to avoid any kind of confusion. The researcher conducted the interview and distributed the questionnaires at convenient time for the respondents in order to get a genuine response and maximize the rate of return.

3.7. Method of Data Analysis

In this study based on the nature of the research questions and collected data, quantitative and qualitative method of data analysis was used. The quantitative data were analyzed by employing both descriptive and inferential statistics. Version 20 SPSS was used to process the data. Thus, frequency percentage, mean value, and mean rank were used in the study. The qualitative data obtained through interviews were analyzed qualitatively and were incorporated in the analysis to supplement and substantiate the data secured through questionnaire.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data gathered from the sample population. The major objective of this study *was to assess the leadership role of secondary and preparatory schools in teachers retention in Bole Sub City, Addis Ababa*. To this end source of data were determined and different data gathering tools were employed. The sources of data were teachers currently working in selected secondary and preparatory schools and teachers who left the targeted schools in bole sub city Addis Ababa. Questionnaires and interview were the instruments through which data were collected in this study.

Thus, 85 copies of questionnaire were distributed, to three secondary and preparatory schools, for currently working teachers as a whole. A total of 5 questionnaires from teachers did not turned back, 80 questionnaire copies were returned and filled by current teachers from the three targeted schools. In addition semi-structured interviews were conducted with, 12 currently working teachers and 15 former teachers of selected school. In addition In-depth Interview were successfully conducted with 3 school principals and 3 vice principals. Moreover, related documents were assessed and the data obtained were tallied, organized, tabulated, analyzed and interpreted in this chapter in relation to the basic questions of the study.

4.1. Demographic characteristics of the respondents of the study

As it is shown in Table 2 below , most of the respondents in the three schools were male. Regarding currently working teachers the number of male respondents were 71 (88.7%) and the number of females was 9 (11.3%) in the targeted school. Regarding ex-teachers that participated in the study, 10(83.33%) were males and while 2(16.66 %) former ex- teachers included in the study were female teachers. Considering the school leaders all the schools principals and vice principals were males.

Table 2 : Demographic Characteristic of the Respondents

Items		Total respondents										
		Current teachers		School leaders				Ex-teachers		Number of respondents		
				Principal		Vice principal						
1	Sex		f	%	f	%	f	%	f	%	f	%
		Male	71	88.8	3	100	3	100	10	83.3	87	89.69
		female	9	11.3	-	-	-	-	2	16.7	11	10.31
		Total	80	100	3	100	3	100	12	100	98	100
2	Age	< 30	36	45	-	-	-	-	3	24.99	39	40.2
		>30	44	55	3	100	3	100	9	74.97	59	60.2
		Total	80	100	3	100	3	100	12	100	98	100
3	Educational level	Diploma	-	-	-	-	-	-	-	-	-	--
		Degree	67	83.8	-	-	2	66.67	11	91.63	80	81.63
		Masters	13	16.3	3	100	1	33.33	1	8.33	18	18.36
		Total	80	100	3	100	3	100	12	100	98	100
4	Work experience	≤10 years	67	83.75	-	-	2	66.67	7	58.31	76	77.55
		11- 20years	9	11.25	2	66.67	1	33.33	3	24.99	17	17.34
		21 -30 years	2	2.5	-	-	-	-	1	8.33	3	3.06
		Above 30 years	2	2.5	1	33.33	-	-	1	8.33	4	4.08
		Total	80	100	3	100	3	100	12	100		100
Total respondents	98 respondents											

Regarding the age distribution of respondents, 45 % of the respondents currently working in the schools were below 30 years old while 55 % of teachers were above 30 years old. For ex-teachers age below 30 years old were 3(24.99%) and 9 (75.01%) of Ex- teachers were above 30 years. considering the age of school leaders all the schools principals and vice principals were above 30 years old.

As it is shown in the above Table 2, 67 (83.8%) of the respondents currently working in targeted school were degree holders and 13 (16.3%) were masters holders. From the school leaders in targeted schools respondents all the principals were masters holders while the vice principals 1(33.33%) is masters holder and the reaming two vice principals were degree

holders. Moreover, from the ex-teachers in targeted schools respondents 11 (91.63%) were degree holders while 1 (8.33%) were masters holder.

Concerning respondents work experience from currently working teacher respondents 67(83.75%) has less than 10 years' work experience, 9(11.25%) has 11-20 years' experience while 2 (2.5%) teachers hold 21-30 and 2 (2.5%) more than 30 years' work experience. From the school principal, respondents has 2(66.67) from 11to 20 and 1(33.33%) more than 30 years' experience. From the ex-teachers worked in targeted schools, 7 (63.6 %) have less than 10 years' work experience while 3 (27.3 %) teachers hold 11 – 20 years' experience.

4.2 Teachers hiring and Assignment class in targeted schools

As table 3 below shows the three targeted school hires currently working teacher almost with the same procedures according to Ethio-parents school among 35 respondents 7 (20%) were hired through recommendation and 28 (80%) hired in the school by vacancy announcement. Regarding kidist Mariam school currently working teachers respondents 8 (32%) were hired through recommendation, 1(4%) is through school transfer and 16 (64%) were through vacancy announcement.

Table 3: procedures of teachers hiring and hiring salary condition

No.	Items		Respondents response on the targeted school		
			Ethio- parents f (%)	Kidist Mariam f (%)	Vision f (%)
1	Teachers Hiring	Recommendation	7(20)	8(32)	11(55)
		School transfer	-	1(4)	-
		Vacancy Announcement	28(80)	16(64)	9(45)
2	Hiring salary condition	Government scale	-	-	-
		School Scale	11(31.4)	23(92)	6(30)
		Negotiation	24(68.6)	2(8)	14(70)

In addition during the interview with the principals in the targeted school asked on how they were hiring teacher:

as Ethio-parents school they responded that they write letters to their human resource department and indicate their needs for teachers and they will announce in reporter magazine and we also inform teachers if they knows good performing teacher in the subject area good teacher and recommend them.

as kidist Mariam school they respond that if there is a teacher need in the school first we cheeks (makes personnel inventory) because if we have teachers on the other compounds or any person who upgrade themselves we give them a first chance if we don't have we will inform to teachers if they know teacher on the need recommend and finally we will announce the requirement.

as Vision academy they responded that we inform to the school owner and finance administrator our need for teachers and they will announce in reporter magazine and we also inform teachers if they knows good performing teacher in the subject area good teacher and recommend them.

Regarding ex-teachers interview that participate in the study, who worked in Ethio-parents school three former teachers were hired through vacancy and two of them with recommendation. Considering Ex-teachers who were worked Kidist Mariam School all the five of the respondents were hired through vacancy announcement and from Ex-teachers respondents who were worked at Vision school all the five respondents were hired through recommendation.

Regarding the salary condition when the schools hires teachers how they are paid in the school, As the table 3 shows above, 70 % of currently working teachers respondents in Ethio-parents and vision schools were hired by negotiation and the remaining were hired by the school scales. But, considering Kidist Mriam School more than 90% of the respondents were hired by the school scale and only the remaining two respondents were hired by negotiation. In addition teachers were asked through "Yes" or "No" questions whether there is difference in salary during hiring process with the same qualification and experience in open-ended question on the questioner, the data shows that in Ethio-parents and vision school more than 70% of currently working teachers respondents in these school beliefs and says there is a difference is hiring salary but, in kidist

Mariam school it only about 16%(4) respondents among 25 teachers.

In addition, in the interview responses, conducted with school leaders confirmed that according to Ethio-parents and vision school principals' teachers were hired basically through negotiation but sometimes they use the school scale depends on their need and this may produce variation on teacher's salary. But, according to Kidist Mariam school principals the school policy allows only to hire teacher through the school scale except for those which are part-timer teachers and says it variation of salary may arise due to the number of years duration in the school and new teachers hiring scale the same qualification and experience, the senior teachers may have certain difference with the new teachers just to increase retention.

Table 4: Teachers assignation and induction program in selected schools

No.	Items	Selected Schools	Respondents responses	
			Yes f (%)	No f (%)
1	I am assigned in class with my field and experience	Ethio- Parents	35 (100)	-
		Kidist Mariam	25 (100)	-
		Vision	19 (95)	1 (5)
2	Were there an induction	Ethio- Parents	15 (42.9)	20(57.1)
		Kidist Mariam	9 (36)	16(64)
		Vision	15 (75)	5(25)

The summary result in Table 4 above revealed that all the total 80 currently working teacher respondents and from the interview all the 15 Ex- teachers respondents, were assigned by their fields of specialization. Regarding the principal it is also in line with the currently working and former teachers in the targeted schools respondents in addition to the principals and vice principal beliefs that teachers who are assigned in secondary and preparatory class must be assigned with their majors courses because the level the curriculum of each grades need a knowledge of the teacher who has better understanding on subject matter.

In addition the result shown in the table 4 above that more than half of the respondents in currently working teachers on Ethio-parents and Kidist Mariam Schools took induction program

during the hiring process but according to the data obtained from Vision school 75% respondents took induction program during the hiring process. In addition the level of satisfaction on the induction were asked but most of the currently working teachers were highly dissatisfied with poor implementation and quality induction program and for those who doesn't take the induction (says No) were asked if the type of problem they face, as they listed in the open-ended question like :student handling problem, to work cooperatively to others, obey school procedures and rules and to adopt school environment etc.

In addition, in the interview responses, conducted with school leaders confirmed that all the three schools give induction program at the beginning of the year but there was no quality induction program for those teachers who inter at the middle of the academic year.

4.3 Major Causes of Teachers' Turnover

Inadequate Salary as a Cause for Teachers' Turnover

As table 5 below: shows currently working teachers' the three targeted schools response on Inadequate Salary as a Cause for Teachers' Turnover the table on item number 1 indicates that more than 67 (80%) of the respondents generally agreed that inadequate salary is the major cause of secondary school teachers' turnover. Yet, there were 2 (2.5%) of them disagreed respondents who do not consider salary as a cause for the current turnover of teachers and 11 (13.8%) undecided whether or not salary is the cause for teachers turnover.

As item number 9 on table 5 shows salary adjustment in the targeted school the respondents still more than half of the respondents agree that salary increment could be the cause for teacher turnover but for the case 10 (12.5) of the respondents does not agree on salary increment can be the cause of teachers turnover.

Regarding the interview with the principal and other participants from the schools all believes that inadequate salary in teaching profession for them is the main reason why teacher leave. Considering salary adjustment all the three targeted school increase salary every year (annually) for teachers based on teachers performance evaluation but during the interview currently working teachers and Ex-teachers commonly agree that the amount (percent) of increment is not fair with other school increment, the school evaluation criteria and evaluator and its point , it

adjustment does not consider the living standards of the city and sometimes teacher's salary adjustment may jump them and it also because there are other job opportunity who pays more teachers lives or change school and profession too.

Table 5: major causes of teachers turnover

No.	Items	N	<i>Respondents of level of agreement</i>					M
			1	2	3	4	5	
			f (%)	f (%)	f (%)	f (%)	f (%)	
1	Inadequate teaching salary	80	-	2 (2.5)	11 (13.8)	19 (23.8)	48 (60)	4.41
2	Inadequate instructional materials	80	5 (6.3)	15 (18.8)	16 (20)	38 (47.5)	6 (7.5)	3.31
3	Classroom conditions are poor	80	6 (7.5)	16 (20)	12 (15)	31 (38.8)	15 (18.8)	3.41
4	High workload	80	3 (3.8)	10 (12.5)	10 (12.5)	32 (40)	25 (31.3)	3.58
5	large class size	80	7 (8.8)	10 (12.5)	13 (16.3)	30 (37.5)	30 (37.5)	3.58
6	Insufficient school management support	80	4 (5)	7 (8.8)	13 (16.3)	23 (28.8)	33 (41.3)	3.93
7	Absence of participatory decision making on the teaching learning Activity	80	3 (3.8)	8 (10)	18 (22.5)	27 (33.8)	24 (30)	3.93
8	Unfair treatment of teachers by school principals	80	2 (2.5)	9 (11.3)	10 (12.5)	31 (38.8)	28 (35)	3.93
9	Delays in career structure promotion implementation and salary Adjustments	80	2 (2.5)	8 (10)	15 (18.8)	28 (35)	27 (33.8)	3.88
10	Lack of career advancement	80	1 (1.3)	1 (1.3)	19 (23.8)	36 (45)	23 (28.8)	3.99
11	Teachers' performance evaluation is not on the basis of teaching learning activities	80	2 (2.5)	7 (8.8)	13 (16.3)	27 (33.8)	31 (38.8)	3.99
12	principal supports the staff when we try new methods	80	7 (8.8)	7 (8.8)	18 (22.5)	34 (42.5)	14 (17.5)	3.51
13	The entire staff takes part in creating the vision, mission, and objectives for the school's yearly plan.	80	10 (12.5)	8 (10)	13 (16.3)	35 (43.8)	14 (17.6)	3.51
14	Students disciplinary problems frustrate teachers in the school	80	4 (5)	10 (12.5)	13 (16.3)	24 (30)	29 (36.3)	3.8
15	physical violence against teachers from students	80	11 (13.8)	18 (22.5)	18 (22.5)	21 (26.3)	12 (15)	3.06
16	Teaching as a profession has		8	8	11	29	24	3.66

	low socio-economic status in general	80	(10)	(10)	(13.8)	(36.3)	(30)	
17	Secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification	80	2 (2.5)	6 (7.5)	11 (13.8)	32 (40)	29 (36.3)	4.63
18	There is lack of recognition & respect for secondary school teachers by friends in other occupation	80	6 (7.5)	8 (10)	15 (18.8)	28 (35)	24 (30)	3.73
19	There is lack of recognition & respect for secondary school teachers by students and parents	80	6 (7.5)	11 (13.8)	10 (12.5)	31 (38.8)	22 (27.5)	3.65
20	There is low level of recognition for secondary school teachers by government officials	80	4 (5)	6 (7.5)	16 (20)	27 (33.8)	27 (33.8)	3.84
21	Opportunity for professional development is minimum	80	6 (7.5)	9 (11.3)	8 (10)	27 (33.8)	30 (37.5)	3.83
22	Selection of teachers for professional development opportunity is unfair	80	7 (8.8)	5 (4)	21 (26.3)	16 (20)	32 (40)	3.78

Poor Working Condition as a Cause of Teachers' Turnover

As shown in the above Table 5 on items number (2 -5), respondents were asked to rate items that were listed to measure poor working condition as a factor for teachers' turnover.

Regarding working environment the weighted mean for both former and current teachers was above the average mean value. This shows that all of the items in this category were some of the reasons for teachers' turnover. Therefore, we can say that characteristics of the work environment were the reasons for former teachers to leave schools, and these reasons will also push current teachers to leave the profession. The result from currently working teachers shows that about 55% of respondents indicated that inadequate instructional materials and 56% respondent's poor classroom conditions can be a cause for turnover. Likewise, 71% of current working respondents indicated that high workload can be a reason for turnover of teachers from their job. Furthermore, 75% of respondents currently working teachers' in selected schools indicated that large class size is a factor in teachers' turnover. The data presented in Table 5 No. 4 shows that all items that were specified as working condition problems had effect on teachers' turnover in schools. For all items the respondents' ratings

percentage were above average and there is no disagreement rating close to average. From the result found it is possible to understand that poor working condition is a factor that influences teacher turnover in the schools.

In addition, in the interview responses, the school principals and currently working teachers confirmed that poor working conditions like inadequate instructional materials, poor classroom conditions, and to some extent large class size is a factor in causing turnover but concerning high workload on teachers they said it have an high impact on teachers' decision to stay or leave. And during the interview when they are asked why they stayed this long for teachers who stays more than 5 years Almost all the respondents of currently working teachers in the targeted school said their inter personal relationship. Regarding Ex- teachers comparing rather than instructional material and class condition they were forced to live there school was the amount of work load per day and the number of students in the class(per section). This in turn highly decreases the morale and motivation of teachers in teaching learning activities and leads to teaching staff turnover.

In addition some of the responses raised by currently working teachers in open-ended questions indicated that induction program and its quality of implementation at school level was very poor.

Poor Administrative Support as a Cause of Teachers' Turnover

As shown in the above Table 5 on items number (7 -13), respondents were asked to rate items that were listed to measure administrative problem as a factor for teachers' turnover. The result shows that about 70% of currently working on targeted school teachers respondents expressed that insufficient school management support can be a factor for teachers' turnover. Regarding decision making 63.8 % of currently working teachers in the schools expressed that absence of participatory decision making on the teaching learning activity is also other factor which creates unsuitable environment for teachers to continue their job and influence their decision to leave. In addition also 63.3 % of respondents currently working respondents in the schools agree that unfair promotion opportunity among teachers is another administrative problem which frustrates teachers. Similarly, 73.3 % of respondents currently working in the schools agree that delays in career structure promotion implementation and this is also almost in line with salary

adjustments are factors for teachers' turnover.

Regarding teachers performance evaluation in general 72 % of respondents currently working in those schools teachers said their performance evaluation is not on the basis of teaching learning activities. but when considering each school teachers level of agreement on the evaluation is not on the basis of teaching learning (Ethio- parents about 80%, Vision school is about 85% and at Kidist Mariam relatively lower but is about 52%) still their level of dis-agreement is incomparable with the level of agreement which is again another factor which increases teachers' turnover.

In addition from the interview with the principals of the schools, they believe that they fully support teachers motivate in their daily activity and involve on decision making when there is a case regarding teachers. Regarding teachers evaluation and carrier development the school principal said teachers are evaluated two times per year by students, department heads and principal the only different for the case of Ethio-parents school on the evaluation they add subject specialized person and student result, but the result of the evaluation helps only for salary adjustment no mentoring or used as a need gab and also said used for carrier advancement but the schools has no policy except Kidist Mariam school.

In general, a significant number of both the practicing and former teachers reflected that they were dissatisfied with technical support and school supervision given to teachers by school supervisors.

Students Character and Disciplinary Problem as a Cause of Teachers' Turnover

Many studies adequately evidenced those students' characteristics and misbehavior is one of the major factors that force teachers to dislike teaching profession. For instance, Cockburn and Hayden (2004) asserted that the most commonly mentioned a school factor cited by teachers was the difficulty and frustration of dealing with disruptive students. Darge (2002) also stated that students' character is the kind of problem that frustrates teachers today in Ethiopia and Addis Ababa in particular. In line with this, currently working teachers and school administrators also Ex-teachers in the selected schools were asked to rate their response to the items related to students' character and misbehavior related problems.

As it is presented above in Table 5 on item numbers (14 &15), respondents were asked to rate items that were listed to measure students' disciplinary problems as a factor for teachers' turnover. The result as it can be observed from the above table more than 65% of currently working teachers respondents were strongly agreed on item 1. Moreover, 41.3% of respondents currently working in targeted schools said there is often physical violence against teachers from students, while 36.3% said that there is no physical violence against teachers by the students and the other 22.5 % have responded undecided.

The data presented in Table 5 shows that items except relatively Physical violence against teachers from students the level of agreement related, the students' character and disciplinary problem had impact on teachers' retention in the targeted secondary and preparatory schools.

During interview session with currently working teachers and Ex- teacher regarding to students characteristics and misbehavior, majority of practicing teachers and former teachers were strongly as a cause of teachers turnover and also it demotivate them and can be cause dissatisfaction on their job. Also what type of behavior strongly (basically) frustrate them the teachers list, continuous disturbance during lesson, disregard for doing class and homework, also teachers said students cheating during examination also frustrate teachers.

In addition, during the interview on student's disciplinary problem and violence against teachers has been one of the causes for teacher's turnover. As one of the former teachers indicated in during the interview, "He left the school because he is offended by arrogance and mal-behaviors of the students", also one of currently working teacher said "in one of the section that he is teaching one of the student tries to hit him and the school administrator do nothing even I asked them to change other class rather they forced me to teach that class and I will stay here until I find other school other job opportunity". This may imply that low respect accorded to teachers by the students was demoralized teachers and forced them to quit teaching.

An interview conducted with school principals also indicated that most of current students did not respect and fear their teachers. They were not voluntary to hear the advice of their teachers. The other problem the school principal were face, the longer steps to make decision that we have follow due to the rules on government policy due students disciplinary cases, therefore, school principal by itself cannot decide on students which has such violent problems. Also the principal

believes student disciplinary problem also one of the problem to retain teachers now days.

Low Social Status Given to Teachers as a Cause of Teachers' Turnover

According to literature, teachers leave teaching as a result of the problems associated with respect accorded to them by the society. In this study, as it is shown in the above table on item numbers from 16 to 20 , respondents were asked to rate items that were listed to measure low status given to teachers by the society as a factor for teachers' turnover . The result as it can be observed from the above table 5 shown below about 66.3% of currently working teachers in targeted school them were agreed on socio-economic status of teaching profession in general which influences teachers to leave teaching job and change profession. Similarly, 76.3% of selected schools teachers expressed that secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification which is a factor that makes them decide to leave and 65% of respondents said there is lack of recognition and respect for secondary school teachers by friends in other occupations which is again a factor for teachers turnover. In addition, 66.3% of currently working teacher respondents said there is lack of recognition and respect for secondary school teachers by students as well as parents and 67.6% of respondents said there is low level of recognition for secondary school teachers by government officials.

Since for all items the rating scores percentage were above average from the data presented in table 6 from the responses of the participants it is possible to say that currently working teachers indicated low status given to teachers by the society were a cause for teachers' turnover in both secondary and preparatory schools.

In line with this, interviewing currently working teachers, Ex-teachers and school administrators were asked in related to social status accorded to teachers and teachers salary and non- salary benefit or socio-economic related factors for teachers' turnover; Their responses indicates that there was lack of respect and recognition by officials, community and the society at large also indicated that low social status of teaching profession was one of the major reasons for the teaching staff turnover. Accordingly teaching profession has low respect in the society. They saw teaching as the lowest work. This is because of the fact that other jobs have additional incentive comparing to teaching profession. As one of the former teachers

indicated in during the interview, that” as He said has an experience of 12 years on teaching, every year when he went to his parents his cousin asks him whether he gate a job or not” this shows even the parents of the teachers shows the respect and attitude to the profession even sometimes the society believe teaching is like an occupation for a time being (as a transition) until he/she gets another job.

Lack of Opportunity for Continuous Professional Development as a Cause of Teachers' Turnover

As shown in Table 5 above on item numbers 21&22 currently working teachers on selected schools respondents were asked to rate items that were listed to measure teachers' lack of opportunity for Continuous Professional Development as a factor for teachers' turnover. The result as it can be observed from table shows that about 71.2 % of targeted schools teacher respondents said there is lack opportunity for Continuous Professional Development is minimum and 60% currently working teacher respondents respectively indicated that selection of teachers for professional development opportunity is unfair.

In addition, in the interview session, according to Ethio-parents and Vision school former teachers that most of the teachers who already left the teaching profession with fewer years of service in the selected schools and currently working teacher justified that there were no such professional development given by the school except arranging class schedule even though they arrange it based on affiliation with the school leaders. But, according to Kidist Mariam School even though there policy and criteria but it is not only based on the criteria also school principals should recommend and the program should be on the interest of the school only.

An interview conducted with school leaders also indicated that: according to Ethio-parents school the school only for those who wants to take by them self's based on their performance evaluation they will have arranged class based on their interest, referring, Vision school there were no such program but the school has a plan develop such program next year. Regarding Kidist Mariam school the principals says there are such planed program for each year and the school has its own policy also this policy and criteria is already known by the teachers and also discussed to the department head. As the principal the school until now gives 3 degree and 3 master's program and also different short term training for those who are active on co-

curricular activity on their need.

Respondents rank on major Cause of Teachers' Turnover

As already been discussed above there are different factors that cause teachers turnover. Since currently working teachers, Ex-teacher and school leader's respondents of the target schools identified the most influential factors among the causes which are already described above. Because each of the above independent factors have their own impact on the turnover of teacher and it is also important to identify the most influential factor. In order to identify the prominent factor currently working teacher respondents and Ex-teachers of the target schools were asked to rank (order) the major causes of teacher turnover. To identify the influential factor mean rank was used, that the mean value of each independent factor were calculated to identify the predominant cause and rank order was made from the lowest mean rank points to the highest mean rank points as shown below on table 6.

Table 6: currently working Teachers' respondents of rank on major Causes of Teacher Turnover

No.	Items	N	Responses Under Each rank						Mean rank point	Rank
			1	2	3	4	5	6		
1.	Inadequate salary	80	43	18	11	4	2	2	1.88	1
2.	Students character and disciplinary problems	80	10	20	14	25	6	5	3.15	2
3.	Poor working condition	80	15	16	15	12	8	14	3.30	3
4.	Poor administrative	80	12	7	24	16	13	8	3.44	4
5.	low social status accorded to teaching profession and to	80	4	15	11	6	26	18	4.11	5
6.	Teachers lack of opportunity for continuous professional development	80	1	2	3	15	23	36	5.06	6

As it is presented in the above Table 6 inadequate salary, students' character and disciplinary problem and poor working condition were identified to be the three prominent reasons for

teachers turnover by currently working teachers respondents among which salary ranked first, students' character and disciplinary problem ranked second and poor working condition ranked third, also administrative problem in the school were ranked fourth. Moreover, low social status given to teachers by the society and in the school were ranked and lack of opportunity for Continuous Professional Development were ranked fifth and six respectively as a factor for teachers turnover by currently working teacher respondents.

In addition during the interview with Ex-teachers in the targeted school the researcher observes their rank on the major causes of teacher's turnover almost in line with the rank of currently working teachers.

4.4 Teachers intention to stay or leave in their profession

In order to examine teachers' attitude towards their profession and their future intention in teaching profession, practicing and former teachers through open- ended questions and interview were asked their attitude towards teaching profession and their future intention. As the data obtained from the survey shows that from a total of 80 teachers in sample secondary and preparatory schools of currently working teachers only 20 (25%) of the respondents had plan to stay in the profession till to stay only till they get another job opportunity or till they finish their education while 8 (10%) of the teachers responded that they haven't decided to stay or live the profession and their current school.

In addition the researcher finds out that majority of practicing teachers respondents intended to live their school and profession, as the responses of most currently working teachers in an open ended questions indicated that because of there is inadequate salary and incentive compared to the other employment, due to teaching profession has very low respect compared to other work also lack of respect and recognition by officials, and, community and the society at large and school condition and management.

Generally speaking from the interview can be seen from of currently working teachers and all former teachers, were strongly decide to live the profession in the near future this implies that, most of the teachers quit teaching profession if there is other job opportunity. This means that teachers joined teaching profession to use it as a spring board for other employment opportunity.

This also in line with the school administrators were strongly agreed on the fact that teachers want to stay in teaching profession until they find better employment opportunity. As the school principals said most of currently working teachers are learning other fields which do not related to their first degree such as a chemistry teacher is learning accounting this shows teachers and the society perception about the profession. But it doesn't mean that there are no teachers who want to continue on their profession until retirement.

In addition during the interview most of the teachers who say they planned to stay till retirement were those who were above 40 years of age .This shows that teachers who were reaching retirement age had no intention of leaving their profession

4.5. School governance and leadership distribution

To examine the school governance, major stake holders and how the leadership are distributed and the school structure in the schools an open and closed ended questions were raised for currently working teachers to response to forward the whether the major stake holders of the schools are owner, parents, teachers, or principals in the schools. The major finding are presented as shown the table below:

Table 7: teacher's response on school governance

No.	Items	Respondents of level of agreement						
		Schools	N	School owner (%)	Teachers (%)	parents (%)	Principals (%)	Multiple answerers (%)
1.	Major stake holders of the school	Ethio- Parents	35	8 (22.9)	1 (2.9)	5 (14.3)	5 (14.3)	16 (45)
		Vision	20	7 (35)	-	-	5 (25)	8 (40)
		Kidist Mariam	25	4 (16)	6 (24)	3 (12)	4 (16)	11 (44)

According to the above table 7, The major stake holders of the schools are listed of the three targeted schools are different from the respondents of currently working teachers, as Ethio-parents school respondents majority of the respondents choose multiple answers and as they list on the open ended questions, since the school founded by parents and because parents are shareholders of the schools: parents, principals and in general called school board. Regarding the respondents of Vision schools like other schools choose multiple answers and majority of the school respondents list School owner, principals and finance administrator and in general called school administration.

Regarding Kidist Mariam school respondents also they choose multiple answers like principal, teachers, and owner. On their open ended questions the major stake holders are school board and management council (members of school principals and vice-principals of each division of the schools.

In addition during the interview with the principals and Ex- teachers response in line with the response of currently working teachers in the selected school. Regarding parents how they are involved in the selected schools, as Ethio-parents school since parents have shareholders they basically involve in most situations including financial cases, but according to the other schools parents involve through parent- teacher associations. Concerning teachers involvement As Ethio parents and vision school leaders response teachers involve concerning teachers cases through

their representative but as Kidist Mariam school teachers will be involved on each cases through their department heads and meetings or informal ways.

School management structure and Leadership distribution of the selected schools

To examine the school structure and leadership distribution of the selected schools an open and closed ended questionnaire were distributed for currently working teachers to describe how they well the schools are organized. As the table 8 shown below, most of currently working teachers in the targeted schools respondents agree that the schools managements are well-organized and structured but on their open ended questions and during the interview with them the said that even though there is a clear structure and job description in the schools but there is an overlapping of practice and decision making process on their school.

Table 8: Teachers' response on school structure of selected schools

No.	Items	<i>Respondents of level of agreement</i>					
		Schools	N	Well-structur ed (%)	Privately decided (%)	Un-structur ed (%)	If any (%)
2.	How are the school management structure			17	4	4	10
		Ethio- Parents	35	(48.6)	(11.4)	(11.4)	(28.6)
		Vision	20	(40)	(20)	(20)	(20)
		Kidist Mariam	25	(48)	(20)	(12)	(20)

In addition during document analysis and interview with the school leaders, all the targeted schools has similar structure under the school principal except the usage of name like vice principal and vice director , department heads and team leaders. During the interview with the leaders of the schools they said each part (element) of the structure has its own job description,

and also given responsibility to achieve the organizational objectives and it is well organized. Also they were asked about regarding leadership and power distribution especially lower level administrators, the respondents said all the school leaders said there is a leadership distribution on each level even though it depends on the level. But regarding power and decision making even by unit leaders and department heads and also class room teachers must notify to the vice principals.

Generally, from the above discussion and due to observation during data collection the researcher saw there are well vertically and horizontal administrative structure in the schools and posted also in the principal offices and also it has distribution of leadership and responsibility on each section of the structure but regarding power distribution it is manipulated and controlled by the school boards and owner next the principal and vice principal.

The Schools appraisal policy and type of appraisal

To examine the whether there is school appraisal policies in the targeted schools a closed ended question were given to currently working teachers which has two items (Yes or No), and the response of the teachers at each school as shown in the table 9 below:

Table 9: Teachers response on teacher appraisal policy

No.	Items	<i>Respondents of level of agreement</i>			
		Schools	N	Yes f (%)	No f (%)
3.	Dose the school have appraisal policy	Ethio- Parents	35	30 (85.7)	5 (14.3)
		Vision	20	20 (100)	-
		Kidist Mariam	25	22 (88)	3 (12)

As shown in the above table 9, More than 85% of currently working teachers in the targeted school response indicate that there is appraisal policy in the schools.

In addition to the questioners the researcher interview currently working and ex- teachers were asked about the appraisal criteria preparation and evaluators, as Ethio- parents school respondents said there was no common understanding agreement on both the criteria , evaluators and also consequences of the evaluation, due to this there is always conflict between teachers and school leaders. As most of the respondents said it enforces them not to evaluate their students properly because 45% of the criteria are related to students result and also for hard science teacher it frustrate them.

Regarding Ethio-parents school leaders, there is a policy and they believe the criteria used to measure teachers are good. In addition on the criteria preparation and notification the principal said it is posted on the notice board during the evaluation week and prepared by the principals, department heads and supervisors of the school.

Considering Vision and Kidist Mariam schools interview with currently working and Ex-teachers there response almost look like similar, and said there is appraisal policy and set by the school and we were discuses about it and posted on the notice board as they said there were two steps the first one is for coaching and advising purposes but the second one were for evaluation. Regarding principals interview and document observation it is similar as the teachers said during the interview.

To examine the type of appraisal given by the school open and closed ended questioner were given to currently working teachers to indicate the types which were given by the school. Table 10. Shows the result of the respondents:

Table 10: Response of teachers on type of appraisal

No.	Items	Schools	Respondents of level of agreement					
			N	Monetary (%)	Salary increment (%)	Recognition latter (%)	Educational opportunity (%)	Multiple answers (%)
4.	Types of appraisal given by:	Ethio-Parents	35	4 (11.)	15 (42.9)	2 (5.49)	-	9 (25.7)
		Vision	20	3 (15)	11 (55)	3 (15)	-	3 (15)
		Kidist Mariam	25	1 (4)	11 (44)	1 (4)	5 (20)	4 (16)

As the table 10 shows almost all school uses there performance evaluation for their annual salary increments and monetary rewards including the multiple answers. Although from the above table only Kidist Mariam School give educational chances. In addition from there open-ended response teachers stated in addition to the above table they also indicate they are not satisfied by the school motivators.

In addition with the interview with teachers ,the researcher finds out annual increment is fully with the performance evaluation in all the three schools due to this the salary increment are in percent but it is different the selected schools. As the teacher said this annual increment cannot relate with economy of the city, so teachers are highly dissatisfied with this system, and as Ethio-parents teachers said also depends on the evaluation result teacher could be jumped salary increment and they will be given warning papers instead of training and coaching.

Regarding the interview with the principals and document analysis the schools appraisal policy is relatively similar only on usage of teacher's evaluation as criteria for salary increment. But to motivate teachers the appraisal given by the schools are relatively different for instance: as Vision and Ethio-parents school if there students achieve the planed and good on national exam result the subject teachers will have as a reward from one to three month salary bonus but this also create dissatisfaction on other teachers who teaches other grades like 9 and 11. In addition

to this monetary incentives Vision school provides 50% cafeteria subsidy. As Kidist Mariam School rather than monetary reward it gives chance teachers to teach their child and educational opportunity for the depending on the Number of years staying and average performance evaluation.

4.6 principals' leadership style of the targeted schools

Organizations, researchers and practitioners alike have used many different instruments to assess the styles of leaders. The two most commonly used measures have been the LBDQ (Leadership behavioral Defining Quality) and the Leadership Grid. Both of these measures provide information about the degree to which a leader acts task directed or people directed. The LBDQ was designed primarily for research and has been used extensively since the 1960s (Northouse, 2013). Therefore to examine the styles of leadership of the selected school's principal uses mostly in the a standard LBDQ questionnaire were used for currently working teachers to measure the three common: authoritarian, democratic, and laissez-faire leadership styles of their leaders to rate using a likers scale as: strongly Agree = 5; Agree = 4; undecided = 3; Disagree = 2 and Strongly Disagree = 1. This fact was more illustrated in the Appendices A part 4 No. 5.

By comparing the respondent's scores from the questioner, the researcher can determine which styles are most dominant and least dominant in the schools style of leadership. if the items score is 26–30, the principals are in the very high range, if it is 21–25, he/she is in the high range, if it is 16–20, the leaders are in the moderate range, if it score is 11–15, the leaders are in the low range and if score is 6–10, the leaders are in the very low range.

Regarding which items represent the type of leadership, the sum of responses on items 1, 4, 7, 10, 13, and 16 indicate authoritarian leadership, the sum of responses on items 2, 5, 8, 11, 14, and 17 shows democratic leadership, and the sum of responses on items 3, 6, 9, 12, 15, and 18 shows laissez-faire leadership style.

Table 11: Response of currently working teachers on their principals' leadership style

Schools	Leadership Style for the items	N	Scores Sum	Cumulative Mean
Ethio-parents	Highly Authoritarian	35	21.86	4.37
Kidist Mariam	Low Authoritarian	25	14.48	2.89
Vision	Highly Authoritarian	20	22	4.4
Ethio-parents	Moderately Democratic	35	16.68	3.3
Kidist Mariam	Highly Democratic	25	21.6	4.34
Vision	Low Democratic	20	15	3.0
Ethio-parents	Moderately laissez-fair	35	16.35	3.27
Kidist Mariam	Moderately laissez-fair	25	18	3.37
Vision	Moderately laissez-fair	20	15.5	3.09

As Table 11 shows considering targeted schools currently working teachers respondents scores when compares to the standard indicates that the principals in targeted schools apply a mixed approach but as we see each schools scores: Ethio-parents with score 21.86) and Vision (with score 22) schools were highly follow Autocratic leadership style but regarding Kidist Mariam school with score 21.6 highly follow democratic leadership style for the indicated items questions. Regarding their low values scores for the indicated items questions: the Vision school leaders apply low democratic style with score 15 and with the score 14.48 value, Kidist Mariam schools leaders are low authoritarian.

In addition, during the interview with the school principals the researcher finding in-line with the response of currently working teachers in the schools. According to Ethio-parents and Vision school were asked to rate themselves and both said depending on the condition the use the mixed approach. but, according to Kidist Mariam school leaders they choose to follow democratic approach even the owner and as the school policy stated that teachers involvement required and will also evaluated and each member of the school has to involve on each situation and there is no single person will be asked on the school condition and only leaders are there to facilitate and follow not to order and the school need bottom-up approach for the betterment of the school.

4.7 Views of teachers on the practice and the role of school principal on their retention decision

In order to see the perceptions of teachers in their school leaders and their retention decisions, the respondents were asked to rate their level of agreement with a total of 29 statements. The agreement scale ranged from strongly disagree (1) to strongly agree (5).

- I. **Principals as Role Models :** Principals need to set the example and take the lead for growing and development of teachers and students. They are expected to act as role models for their staff in order to assist them in the participation of teaching learning activity and creating learning environment.

In view of the above, respondents were asked to rate two items which describe the principals' roles as models. The data collected from respondents are presented in the following table.

Table 12: Role of Principals as Role model

Items		Respondents of level of agreement						Mean
		N	1	2	3	4	5	
			f	f	f	f	f	
1.	Serves the needs of students and school through his/her commitment to the fair and ethical treatment of all learners	80	2 (2.5)	6 (7.5)	13 (16.3)	35 (43)	24 (30)	3.9
2.	Has much more influence on the beliefs and practices of his/her especially for teachers as model of life-long learning	80	3 (3.8)	8 (10)	18 (22.5)	27 (33.8)	24 (30)	3.53

The table 12 above demonstrates that the response of currently working teachers were positive towards the role of school principals as role models in teacher in teacher their decision. This is evident from the total of respondents on both items their level of agreement is above 60% and also during the interview with principals and Ex-teachers concerning role model as a role of principal in teacher's retention if there are fair and committed leaders they can influence teachers decision. However, principals were more positive towards themselves than their counterpart teachers during the interview with Ex-teachers and currently working teachers whether they are role model for them.

II. The Role Principal as Visionary: As the role of school leaders, principals must be visionary and setting schools vision is one of the roles of school principals in teaching profession. To investigate to what extent principals execute this role, respondents were asked three statements to indicate their agreement or disagreement with the statements.

Table 13: The role of principals as visionary

No.	Items	Respondents of level of agreement						M
		N	1	2	3	4	5	
		f	f	f	f	f	f	
3.	Sets high expectations for learning and for professional	80	3 (3.8)	11 (13.8)	19 (23.8)	29 (36.3)	15 (18.3)	3.49
4.	Encourages innovative instructional practices.	80	6 (7.5)	14 (17.5)	16 (20)	31 (38.8)	16 (20)	3.5
5.	Communicates goals, to students and teachers. Shares with teachers his expectations as well as what we can expect in the near	80	6 (7.5)	14 (17.5)	18 (22.5)	24 (30)	18 (22.5)	3.43

As it is presented in the above Table 13, Based on the currently working teachers' ratings, the mean score for the item items ranged from 3.43 to 3.55 and their percentage are above 50%. That means all items related to the role of school principal and as a leader when sets his/her expectation, innovate new practices and communicate his /her visions has a positive relation to the decision of teachers. In addition during the interview whether they know the vision and the expected thing from the schools most currently teachers has no information but through their job description they have certain knowledge about school expectation, as reason most of the participants said it is due to lack and poor induction and training and also transparency and lack of commitment.

Regarding the school principals during interview as a role of a leader even though they believe necessary of discussion on school vision and mission also long and short term plans, most of the time the vision of the school are prepared by the owners and it will be posted but at the school expectation are clarified by job description.

III. Producing school culture as the role of principals: As the role of school leaders, principals must be create conducive, save, and collaborative environment, and building schools culture. To investigate to what extent this role principals influence teachers' perception to be retained, respondents were asked four statements to indicate their agreement or disagreement with the statements.

Table 14: Response for producing school culture as the role of principals.

	Items	Respondents of level of agreement						M
		N	1	2	3	4	5	
			f	f	f	f	f	
7.	Understanding the diversity of our title in the school and helps to	80	9 (11.3)	17 (21.3)	10 (12.5)	26 (32.5)	1 (22.5)	3.34
8.	provide time for collaboration among teachers.	80	6 (7.5)	16 (20)	13 (16.5)	32 (40)	13 (16.3)	3.38
9.	an effective manager who makes the school run smoothly.	80	10 (12.5)	14 (17.5)	12 (15)	32 (40)	12 (15)	3.28
10.	Order and discipline are maintained at my school and I am safe at my school.	80	5 (6.3)	15 (18.8)	16 (20)	27 (33.8)	16 (20)	3.94

The result as it can be observed from the above table 14, more than 55% of currently working teachers respondents were strongly agreed on each items. Moreover, during the interview with respondents of currently working teachers in targeted schools said violence against teachers from students, lack conducive working environment has a big impact on teachers turnover so school leaders has work more on building school culture and attractive and safe environment and a collaborative work place and a manger who is good conflict resolution makes them to stay there.

In addition, during the interview with Ex-teachers in the targeted school the researcher observes their ideas on building the school culture as a roll of principals has a big impact to retain teachers and most of formers teachers said they miss their friend and their interpersonal relation in their former schools. This implies that if leaders create conducive and safe environment teachers may decide to change their schools.

Regarding the interview with the school principals they believe on building school culture and safe environment. As Kidist Mariam principals says since the school opened 2004 until now those teachers are heir even though we are less payer compare to neighboring school it is because of teachers interpersonal relation, school cultures and their free to work, collaborations among school community and conflict management system.

Generally, from the above and previous discussion as a cause of turnover building school culture and safe environment has a positive impact on teachers' decision to stay or live.

IV. The Principal as a Communicator: Good communication skill is the key to successful relationships. In relation to this, Salacuse (2006) says, "Communication is fundamental to building relationships and therefore to the ability to lead," He further says, "Indeed, leadership could not exist without communication". Thus, one of the key skills required by school principal is effective communication. Thus, Principals should spend most of their time communicating with teachers and other stakeholders to solve instructional problems. The data collected from respondents on this issue is presented in the following table 16.

Table 15: Response of teachers on the role of principals as communicator

No.	Items	Respondents of level of agreement					M	
		N	1	2	3	4		5
		f	f	f	f	f		f
1.	Uses a variety of media to communicate with stakeholders of the school.	80	6 (7.5)	10 (12.5)	13 (16.3)	31 (38.8)	20 (25)	3.61
2.	Principal communication with parents when students misbehave.	80	5 (6.3)	12 (15)	13 (16.5)	25 (31.3)	25 (31.3)	3.66
3.	The principal at my school encourages open communication on important school issues.	80	6 (7.5)	12 (15)	11 (13.8)	30 (37.5)	21 (26.3)	3.60
4.	Usage information from parents to improve instructional practices and meet student learning needs.	80	3 (3.8)	7 (8.8)	24 (30)	29 (36.3)	17 (21.3)	3.63

As on Table 15 above displays, the means and percentages of responses as the roles of principals as communicators. According to currently working teachers' ratings, the statement with the highest mean score were high compared to the above roles of principals and this shows that majority of currently working teachers respondent agree that school leaders who communicate freely, effectively and with the school community and also uses and share the information he/she gate from other direction in force them on such working environments. In addition during the interview with currently working teachers in Ethio-parents school and Vision school respondents said the school communicate them through notice board, one to one and during meeting when the school needs but according Kidist Mariam school respondents the school office is open at any time and leaders communicate them formally (in the office personally, using notice board, and according to school colander there is staff meeting every month) and informally(even on the corridor, cafeteria and text massage).

Regarding Ex- teachers during the interview they almost agree the way they communicate them. In addition most of the former teachers in Ethio-parents and Vision school said, their school principals they were use the information from students and parents but the problem was they consider that information is the correct and they doesn't crosscheck with teachers and department heads this is due to considering them as customers. But, former teachers of Kidist Mariam school says they said they can communicate with the school principal freely without pressure whether they agree or not and without conflicts with our different ideas.

During the interview with the school principals, as Ethio-parents principal said they use formal communication like meetings, notice board if it is required we communicate teachers personally and also written papers. As Vision school principals their communication also almost looks like Ethio-parents. Finally according to Kidist Mariam school leaders said teachers are free to communicate not only the principals if they need they can communicate the management board as they want and even can arrange a sudden meeting with anyone in the school and management. Also the school use formal and informal communication the school use the notice board only to remind deadlines, main agreements on the meeting and other day to day activates and new information around the school and the school prefer informal and face to face discussion as a rule of the school. In addition the researcher showed the role of the principal was high as seen by the principals involved in the study, but it was moderate as seen by the teacher respondents. Principals rated themselves higher than did their teachers, suggesting a need for better communication between the two.

V. The role of the principals as supporter: One of the prime roles of school principals is providing support for teachers learning and growth. School principals are required to develop systems of support to help teachers improve instruction so as to improve student achievement, which is the core business of schools. As Payne & Wolfson (2000) pointed out school principals are expected to seek ways to help teachers find the time to learn and provide them the available resources and the support they need.

In order to understand the extent to which teachers decision to stay in that of the secondary and preparatory school principal supportiveness, respondents were asked to indicate whether they agreed or disagreed with five statements regarding the role of school principals in

providing support to teachers. Their response on table 16 shown below, the mean and percentage values of responses of respondents:

Table 16: Response of teachers on the role of school principal as supporter

No.	Items	Respondents of level of agreement						M
		N	1	2	3	4	5	
		f	f	f	f	f	f	
1.	Let's his/her workers solve problems jointly	80	3 (3.8)	9 (11.3)	22 (27.5)	26 (32.5)	20 (25)	3.64
2.	Provides professional, psychological, and emotional support.	80	8 (10)	20 (25)	17 (21.3)	21 (26.3)	14 (17.5)	3.16
3.	Getting any help as I need at my school to address Students behavior and discipline problems.	80	7 (8.8)	6 (7.5)	17 (21.3)	32 (40)	18 (22.5)	3.60
4.	Provides financial support for teacher learning and growth.	80	6 (7.5)	22 (27.5)	15 (18.8)	27 (33.8)	10 (12.5)	3.16
5.	Overall, my professional development experiences this school management provided me with content support in my	80	12 (15)	14 (17.5)	15 (18.8)	19 (23.8)	20 (25)	3.26

As can be seen from Table 16, as the percentage and mean of the scores of the teacher respondents' responses shows all the five items were positively agreed by the respondents. According to currently working teachers, the most positive score was in responses to the statement 'the principal encourages teachers to work and solve problem together, (Mean = 3.64 & 57.5%), and also the most positive score was as a role of principal who support on students disciple and behavior problem with, (Mean = 3.64 & 62.5). In addition, during the interview with former teachers and currently working teachers in the targeted schools, majority of respondent in line with the above statements. Regarding Ethio-parents school respondents the school leaders has to work on the support of students problem teachers face and if they start

financial support for growth but considering subject matter support they are satisfied with their subject specializers. As Vision school respondents, they appreciate student problem handling but they recommend if the support of the leaders also related to teachers subject area and teachers development and growth. As Kidist Mariam school respondents, they appreciate the support of the financial school on teachers growth, and collective work of student disciple but the suggest if the school support also in related to subject matter.

Considering as a role of the principal on their level of support during the interview with them, Etio-parents principal said to facilitate the teaching learning activity the principal believes, so to give the necessary support for the teachers the school divide its structure as academic and disciplinary brunches, so each offices give the necessary support. but financial support for further education it is not implemented in the school but the principals arrange class and time for those who take class by themselves. As Kidist Mariam school leaders said for the students disciplinary case even though there is an office like unit leaders but school prefer more on collaborative ways and regarding teachers growth and development the school has its own policy and also implemented to the school community. But regarding on subject matter except a few training and during supervision the school need modification especially hard sciences and laboratory utilizations

VI. **The role of the principals as a manager:** Most of the recent literature on the principal ship has focused on the role of the principal as instructional leader (Glickman, 2010). But management is important in addition to instructional leadership (Jones & Rattray, 2010; Kruse & Louis, 2009). Principals cannot be effective instructional leaders if they are not good managers. In view of this, respondents were asked to rate their level of agreement/disagreement with eight statements to what extent teachers change their mind to stay as principal discharge their role as manager.

As can be seen from the table 17 below, the percentage and mean score rated by teachers ranged from (52 - 76)% and from (3.31 – 3.98) respectively. This shows that majority of the respondents agree that the principal must act as a manager and also makes the to change their mind because if he acts like that he/she can decide as needed and at the moment.

In addition interviewing former and currently working teachers in general in all selected schools teachers commonly agree on the above statement and their school should improve due to recognition, incentives and empowering teachers as decision maker.

Regarding school principals interview, as Etio-parents school said we ask teachers if they have comments on what the school administrator going to implement and have also has incentive policy in related to student achievement. As Vision school principals said, teachers has their autonomy given by the school in job description and also participate on decision making when in relating to teachers issue, and also in related to recognition and incentive school gives based on student result and achievement. Regarding Kidist Mariam school principals teachers involve freely in any decision and empowered by the school as decision making but regarding recognition and incentives the school were implement in related to parents and school owner but for the last two years there were no such kind of motivators.

Table 17: Response of teachers on the role of school principal as manager

No.	Items	Respondents of level of agreement					M	
		N	1	2	3	4		5
		f	f	f	f	f		
1.	Makes decisions on resources and school priorities.	80	1 (1.3)	8 (10)	18 (22.5)	36 (45)	17 (21)	3.75
2.	Involve teachers and allows free and frank discussions whenever situation arises	80	7 (8.8)	17 (21.3)	14 (17.5)	28 (35)	14 (17.5)	3.31
3.	Provide autonomy by school management board on setting school rules and policy	80	3 (3.8)	13 (16.3)	15 (18.8)	30 (37.5)	19 (23.8)	3.61
4.	Visits regularly classrooms to evaluate the performance of teachers.	80	2 (2.5)	11 (13.8)	12 (15)	32 (40)	23 (28.8)	3.79
5.	Develops and implements teacher evaluation practices that support growth and improvement.	80	2 (2.5)	5 (6.3)	19 (31)	31 (38.8)	23 (28.8)	3.85
6.	Empowers teachers as decision makers.	80	3 (3.8)	11 (13.8)	12 (15)	30 (37.5)	24 (30)	3.76
7.	Identifies necessary resources the school needs and provides sufficient materials to teachers	80	2 (2.5)	16 (20)	8 (10)	39 (48.8)	15 (18.8)	3.61
8.	Provide recognition and incentive to teachers as teacher's appraisal.	80	2 (2.5)	5 (6.3)	11 (13.8)	37 (46.3)	25 (31.3)	3.98

II. The role of the principals as assessing teachers' development need: School principals must develop systematic collection and analysis of data on professional development in their schools and then provide expertise and resources to use the data to support teachers' choice in professional development design, delivery and content. It is essential to evaluate whether the participants are actually putting into practice the new knowledge and skills they gained

from participating in professional development programs. Hence, this seventh area of influence was addressed with three questions.

Table 18: Response of teachers on the role of school principal as developing teachers

Principal as developing teachers								
No.	Items	Respondents					M	
		N	of level of					
			1	2	3	4		5
			f	f	f	f	f	
1.	Helps teachers to identify their needs and then collaboratively plans learning opportunities to meet those needs.	80	2 (2.5)	12 (15)	16 (20)	30 (37.5)	20 (25)	3.68
2.	I received helpful training on the use of student achievement data to improve teaching and learning this year.	80	6 (7.5)	20 (25)	11 (13.8)	26 (32.5)	17 (21.3)	3.35
3.	Plays a key role in the planning, implementation, and evaluation of professional learning experiences.	80	7 (8.8)	16 (20)	22 (27.5)	18 (22.5)	17 (21.3)	3.28

As shown from table 18 displays the percentage, frequency and means, values of the three items describing the role of school principals in assessing teacher professional development outcomes, As can be seen from the table, the overall mean score for all the three items as rated by teacher respondents are 3.20. From the data we can see that teacher's rate lower as compared the previous six roles of principals but still its mean value is higher moderately higher so it has positive relation to teacher's decision.

Regarding teachers currently working and Ex-teachers of targeted school responds to teachers training need assessment and evaluation of the training, as Ethio-parents school teachers, there is only induction program which is a repeated program and there is other training or professional development program. As Kidist Mariam school teachers even though there is need assessment for teacher's need of interest in training but every year the training, peoples giving the training and material are the same repeated things. As Vision school rspondents except induction program and those which are given by the government program there are no such program.

In addition to the interview with the school principals, their response also in line with the teachers response.

4.8 Possible strategies to Reduce Teaching Staff Turnover and retain teachers

Currently working teacher Respondents of the target schools were asked to forward their suggestion for possible mechanisms that would reduce teaching staff turnover and to retain teachers by using five point rating scale's to rate five items which extends from Least important(1) to very important (5) that were listed to identify measures that should be taken

Table 19: Current Teachers' Response on Teachers' Retention Mechanism

No	Items	N	Responses					mean value	Rank
			1	2	3	4	5		
			f(%)	f(%)	f(%)	f(%)	f(%)		
1.	Improving salary	80	1 (1.3)	3 (3.8)	8 (10)	1 (17.5)	54 (67.5)	4.46	1
2.	Facilitating professional development of teachers	80	3 (3.8)	10 (12.5)	10 (12.5)	26 (32.5)	31 (38.8)	3.9	5
3	Improving the disciplinary problems of students	80	2 (2.5)	1 (1.3)	11 (13.8)	25 (31.3)	41 (51.3)	4.28	4
4	Increase administrative support for teachers	80	1 (1.3)	-	11 (13.8)	24 (30)	44 (55)	4.38	3
5	Improving working environment of the school	80	2 (2.5)	2 (2.5)	6 (7.5)	26 (32.5)	44 (55)	4.35	2

Accordingly to the table 19 respondents of currently working teachers' improving salary, improving working environment of the school and improving working environment of the school took

the first three ranks respectively.

Regarding the same issue on the interview of currently working teachers' responses four items were listed accordingly, improving salary and non-salary benefits, minimizing student's behavior and facilitating teachers' fair promotion and recognition and producing conducive working environment. Whereas increasing status of teachers through different mechanisms such as giving, improving administrative support and conducive working environment, minimizing students misbehavior and improving recognitions and incentives were took the last three ranks based on the responses of the former teachers during the interview. The result signifies that what the current teachers assumed as the most important strategy to reduce turnover was not assumed equally important for former teachers as a possible strategy and vice versa.

In addition during the interview with the school principal' the strategies to reduce turnover their main suggestions were, situational based salary increment, providing better incentive like allowances (house, transport, high school, telephone etc..), educational opportunities, arranging accommodation like giving opportunity for teachers teaching their child in the school and also increase administrative support and creating free and conducive environment to teachers.

Possible strategies and Effort made in teacher retention and problems observed during teacher turnover on the selected schools

Different research findings show that retaining qualified and experienced teachers is important in delivering quality education. In order to retain teachers, different mechanisms can be devised by school administrators. In this regard currently working teachers were asked through closed and open ended questions related importance of retaining teachers, strategy implementing in retaining teachers and its effect, problem caused due to turnover in their school. As the table 20 below results shows the items from the respondents:

Table 20: Respondents response on the effort and strategy to retain teachers

No	Items	Respondents of level of agreement			
		school	N	Yes	No 5
				f (%)	f (%)
1.	Do you think retaining teachers are important	Ethio – parents	35	29 (82.9)	6 (17.1)
		Vision	20	17 (85)	3 (15)
		Kidist Nariam	25	19 (76)	6 (24)
2.	Are there any strategy/ plan in the school to retain teachers	Ethio – parents	35	18 (51.4)	17(48.6)
		Vision	20	9 (45)	11(55)
		Kidist Nariam	25	12 (48)	13 (52)
3.	Are there teachers who Effort/strategy	Ethio – parents	35	17(48.6)	18 (51.4)
		Vision	20	13 (65)	7 (35)
		Kidist Nariam	25	14(56)	9 (36)
4.	Were there a problem Observed when Teacher left	Ethio – parents	35	26 (74.3)	9 (25.7)
		Vision	20	15 (75)	5 (25)
		Kidist Nariam	25	21 (84)	4 (16)

As shown in Table 20 currently working teachers respondents of the target schools were asked importance of retaining teachers, more than 80% of practicing teachers were positively responded that importance. Practicing teachers were asked to forward their reason in saying “yes” in open ended question, as they listed: to maintain students’ progress and discipline, to maintain quality education in the schools experienced teachers are one input for the schools and to produce stabilized environment, also experienced teachers are good for mentoring and coaching deployed teachers. As the above table shows, regarding for the item whether their schools has a policy or strategy to retain teachers practicing teachers were asked, As the response from the target school shows the respondents level of agreement and disagreement almost similar and this shows that there is no clear document to retain teachers also on their response the principal will negotiate with salary increment and reducing class load but this is not applied for all teachers. Regarding the effort made by the schools currently working teachers were also asked its effectiveness on retaining teachers, as the above table shows, according to Kidist Mariam and Vision school respondents the effort has some impact in retaining teachers but

mostly teachers stayed in the school due to interpersonal relation but regarding Ethio-parents school respondents the effort made by the school leaders relatively it was not successful, also in their open ended response they list their failures as, unfair salary increment, between teachers and management conflict, unfair treatments of social and natural science teachers also due to students discipline. Regarding problem caused during teachers turnover, as the above table shows majority of the respondents in the targeted school there were like: lack of portion coverage, reducing student result, unable to teach on the other school due to student discipline and noise, conflict between the new teacher and students.

In addition school administrators were asked to indicate efforts or mechanisms that were applied in their school to reduce teaching staff turnover: As Vision School leaders said the school negotiate on salary increment, reducing load and in general gives incentive, allowance also provide 50% subsidy on cafeteria service and maintain students' discipline. As Ethio-parents school administrators in order to reduce turnover the school implement basically on salary negotiation and try to understand his/her problem solve if we can but in order to retain teachers after this academic year we will start teaching one child for free and further education. Regarding Kidist Mariam school principals response the school use scale for salary they cannot negotiate with salary but depends on his/her performance, years of experience negotiate to give a carrier development with salary/ monetary reward and educational opportunity position, reducing class and also changing class schedule but in general the school strategy depends on mainly teachers reason. In addition this less amount of turnover observed in the school not only monetary reward, but also belongingness' feeling produced on the staff by the owner, student discipline, transparency, teachers participation in the schools activity and progress also the freedom and autonomy teacher has in the school.

Finally Practicing, Ex-teachers and school administrators were asked to forward their suggestion and recommend for possible mechanisms that would reduce teaching staff turnover and they list the following mechanism: producing conducive environment, supply enough resource and support, improve student discipline, fair annual salary increment in related to the situation, incentives like house, transport and medical giving teachers respect and educational development program and leaders should create free, participatory system.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

This chapter summarizes the main findings of the study and provides research recommendation based on the findings and conclusions. The main purpose of this study was to investigate the leadership role of secondary and preparatory school principal's on teachers' retention on Bole sub city, Addis Ababa.

To achieve the objective of the study three secondary and preparatory private schools were selected. The selected schools were Ethio-parents, Vision and Kidist Mariam schools were selected for the study by using purposive sampling for reason stated in the chapter 3 of the study.

In order to achieve these objectives the following basic questions were formulated

1. How are teachers hired and placement in the schools?
2. What are the major factors which cause teachers turnover?
3. How is the school governance in the selected schools?
4. What is the perception of teachers towards the role and practice of the school principal in their intentions in the future?
5. What types of efforts were made by school leaders to retain their teachers in the schools?
6. What are the major problems caused due to teachers' turnover in the selected school?

So as to deal with the basic questions relevant literature were reviewed to investigate what had so far been done in relation to the problem, documentary statistical analysis was made and internet was used to get recent information in relation to the problem under the study. Furthermore, three types of data gathering instrument (questionnaire, interview and document observation) were conducted.

The subjects of the study were the total of 80 practicing teachers, who were involving currently teaching learning process at the secondary and preparatory schools, 15 former teachers that left the selected schools and teaching profession and 12 currently teaching teachers. In addition in-depth interviews were conducted with 6 principals (two from each school) to support the data obtained from the questionnaires. To select practicing teachers and Former teachers as the respondents for the study by using availability sampling technique were implemented but principals were involved as whole. A descriptive statistical tools were used to analyze the data percentage, frequency, and weighted mean and rank order were used.

1. Teachers hiring and Assignment in the targeted schools: As the finding of this study shows on how teachers were hired and assigned in the school, the data revealed that all the selected schools hire experienced teachers using recommendation and vacancy announcement and follow series of written exam, interview, and class observation to select teachers. After selection only Kidist Mariam school uses its own scale for salary to hire teachers but the rest use negotiation to hire teachers and all teachers were assigned in their field of specialization. The data from open ended questions and interview shows hiring salary differences between teachers with the same experience and qualification, there is a salary difference in Ethio-parents and Vision school, due to: unfair treatment of principal between teachers, subject teaching differences like hard since and other subject teachers, problem of performance evaluation and also when teacher left to replace it within short period they may use different hiring salary. Regarding Kidist Mariam school only four respondents say there is a difference hiring salary scale, during the interview with teachers and the school principals the salary difference is with those part timer teachers and due to annual increment of teachers and hiring scale because annual increment somehow higher than for hiring scale this is in order to retain teachers. Also the researcher identifies through interview, open ended questions in the selected schools there were no adequate induction during hiring.

2. Major Causes of Teacher Turnover in Secondary Schools: The study has identified inadequate salary, low social status given to teachers by the society, poor working conditions, poor administrative support, students' character and disciplinary problem and lack of opportunity for Continuous Professional Development are factors behind teachers' turnover. Furthermore, the study found that inadequate salary and low social status given to

teachers by the society and poor administrative support had more of impact on teachers' turnover than the other factors described in this study.

Inadequate Salary: Inadequate salary of teachers is the most frequently mentioned reason for teachers' turnover. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; Bame, 1991; Crousman, Hampton & Herman, 2006). In this study both ex-teachers and currently working teachers of the sample schools indicate that inadequate salary is the main cause for teachers' turnover. It still remains the most weighted reason for the former and current teachers to leave and intend to quit the teaching profession.

Similarly inadequate salary and unfair increment also in this study is one of the major factors for teachers' turnover. Poor incentives were also major of the same factors, as the finding of this research, poor incentives service that made the teaching profession less attractive. Incentive, in this research, implies the attempts to make the profession more attractive through hardship benefits like better training opportunities.

Low Social Status Accorded to Teachers by the Society: is another major factor for teachers to hate and quit the profession. Clearly this study proved that low respect given to the teachers and the profession is one of the major factors for teachers' turnover.

As current finding also shows the socio- economic factors have affected the preference of and commitment to the secondary school teaching over others. In selected Secondary and Preparatory Schools, the unfair payment for teachers as compared to that of other civil servant workers with similar qualifications have been aggravated by the availability of job opportunities for the well qualified and skilled teachers.

In addition, in the interview with directors and Ex-teachers of the selected sample schools it was confirmed that low social status given to teachers by the society is influential factor in causing turnover due to this teachers leave the profession by studying other fields which do not relate to their first study. As a result, the rate of teacher's turnover increased from time to time.

Similarly, teachers who left teaching profession and engaging in different sectors (offices) also have no intention to return back to teaching profession even if the salary of teachers was increased .

Poor Administrative Support: Ex-teachers and currently working teachers of the targeted schools indicate that poor administrative support is a factor for teachers' turnover in secondary schools. School administrators' related problems include negative perception of teachers towards school decision making process, improper use of supervisory system and teachers evaluation, and unfair treatment of teachers by the principals.

Students' Character and Disciplinary Problem: Students' character and disciplinary problems also had diverse effect on teachers' turnover. As the data in this study revealed, it is the second predominant factors for teachers of the targeted schools indicated that students' character and disciplinary problem is one of the major causes for teachers' turnover. Students characteristics and misbehavior related problems include; low respects accorded to teachers by most current students, low motivation of most current students to learn , unnecessary freedom given to the students, and lack of fair measures taken against misbehaved students. As the data of the trends of turnover in the last three years shows the number of teachers left from Kidist Mariam school were higher during 2007 E.C compared to the previous two years. when there were students disciplinary problem.

Poor Working Condition: Recent studies done in different part of Ethiopia shows poor working condition such as large class size, poor physical condition and poor school facility is among of the frequently mentioned causes for teachers' turnover from a particular school or from their profession (Alazar, 2007; Motuma, 2006; Temesgen, 2005). The finding of this research also shows that Poor working condition was also one of the factors that push out teachers from schools. These working condition related factors include poor induction program, lack of conduciveness of class room condition also large class size, lack of technological materials for teachers and students.

Lack of Opportunity for Continuous Professional Development: Lack of opportunity for Continuous Professional Development was also one of the factors that push out teachers from schools. All respondents of the targeted schools indicate that lack of opportunity for further education is a factor that influences teachers to leave.

To sum up the above points in this study inadequate salary, low social status given to teachers by the society, poor working conditions, administrative problems, students' character and disciplinary problem, and lack of opportunity for Continuous Professional Development are the factors that were indicted by selected school teachers and principals respondents' as a cause for teachers turnover in the targeted school. And among the six factors inadequate salary, was the most important reason for teachers turnover that has been reported frequently and it was ranked (1st). The other most widely accepted reasons for teachers turnover was students' misbehavior (ranked 2nd); poor working condition were ranked (3rd) and poor administrative support, low social status of teaching profession and lack of opportunity for Continuous Professional Development were ranked (from 4th to 6th) respectively.

3. School governance and Leadership distribution and style of targeted school

Major stake holders Schools: the finding of this research shows from questionnaire and interview and also document analysis confirmed that, the major stake holders of the targeted schools are collectively called Management Board but their members are relatively different: the members of management board as Ethio-parents school are (Parent representatives, General managers, school principals, and quality assurance) and as Vision school management board refers: School owner, principals, and finance administrator, and as Kidist Mariam school management board refers: president, vice president and academic dean of St. Mary university and management council who are principals of the schools. The study also found that teachers and parents involvement is different in the selected schools, parents were involved in Ethio-parents school as school owner and involve highly compared to the other selected schools because parents involve in these schools as parent teachers committee because the education office order to form this committee. Regarding teachers participation as major stake holders of the school Kidist Mariam school teachers involvement is higher as compared to the other targeted schools.

Leadership style and distribution of target school: From the findings, the leadership style that was the highest percentage of teachers respondents indicated to be used mostly by the head teachers in Ethio-parents and Vision schools were highly Autocratic leadership style were as kidist Mariam school head teachers were highly democratic .

From the findings under autocratic leadership style the highest responses in agreement to the principal believes teachers are not likely to do their work unless they are supervised closely and principals are is the judge of achievement of the teachers and also principals provide order and clarify procedures. Also for the democratic leadership style which was the highest responses in agreement over 60% of the teachers indicated that their principal who provides support and frequently communicate teachers , participate teachers in decision making , principal believes on his/her teachers competency and freedom.

The study also explored how leadership was distributed in schools. There was widespread agreement among the respondents in this study that there was no particular model of distribution that they followed. However what was common to all schools was that leadership distribution was largely based on formal structures. While the leaders stated that there was no theory of distribution followed, findings from this study showed accordance with distribution as formal and progressive delegation. However, it was clear from this study that contrary to what the participants saw as the ideal position with regards to distributed leadership, top-down leadership is more dominant in Ethio-parents and Vision schools than relatively bottom-up approach followed by Kidist Mariam school.

In addition to involvement of teachers and middle leaders, there are the some findings from this study which indicate how leadership distribution contributes to effective school leadership and how this in turn positively contributes to the distinct benefits that have been associated with empowering teachers are that teachers get involved in decision-making, get a sense of ownership, teachers are motivated and work towards a common purpose.

It is quite clear from the findings that head teachers' perceived distributed leadership as a way of empowering teachers through accountability mechanisms in order to enhance learning outcomes. However, the study found despite the talk of empowerment, real power remained with heads and those in formal leadership positions.

The study also found that distributed leadership is believed to contribute significantly to effective school leadership. This was one of the clear messages from both leaders and teachers.

Targeted Schools appraisal policy and its implementation: as the data shows the schools has appraisal policy but it is implemented more in salary increments. And appraisal policy practices in the schools mostly unsupported and teacher were highly dissatisfied on the criteria and practice especially in Ethio-parents school and also lead for high turnover and conflict between teachers and school leaders. Regarding Kidist Mariam School the appraisal policy has to function one for annual salary increment and for career development and also educational opportunity.

In addition from the data obtained Vision school and Ethio-parents school they do have monetary reward based on student achievement but from teachers perspective the incentive still is less.

4. The perception of teachers towards the role of the school principal in their intentions in the future

Principal role modeling: As reported in the literature review, Fullan (2001) claimed principals who affect change see the big picture and model energy, enthusiasm, and hope Leadership role modeling provides staff and students with motivation to continue to support leadership initiatives (Alt, Beltranena & Hoachlander, 2001).

The results of this study supported these assertions through the teacher responses to the survey question and during interview with currently working and Ex-teachers: "What are the behaviors of your principal that engage teachers in teaching and change their mind of living school?" The aggregate data of teachers indicated that principal role modeling on fair treatment, who is not spokesperson and who is committed to his /her coworkers influenced them targeted schools respondents indicated that role modeling of the principal was important in retain them.

Role of Principal on building school culture: Different research findings show that statement that coworkers are not only a vital part of the social environment at work, but they can also define it literally. This is because employees adapt their behavior to be consistent with the norms and expectations of people around them Chiaburu and Harrison's (2008). In line with Moynihan and Sanjay (2007), the identified themes show clearly, first, the importance of

collegial support to remote teachers' retention, and second, the need to be aware of collegial needs to be able to provide meaningful support. The findings of this research also showed that as a role of principal creating supportive collegial environment (culture) is indeed important and influence teachers' to stay and/or exiting intentions. Staying is influenced more by teachers' sense of being part of a group, and of the presence of possibilities to adapt to the remote environment. On the other hand, exit is more likely as a result of perceptions of hatred, disrespect and many other disturbing situations due to an unsupportive atmosphere.

Role of Principal as communicator: School principals are required to have good interpersonal communication skills in order to promote effective human relations. Interpersonal skills are crucial to the success of a principal. They should be excellent communicators. As the data shows open and free communication and its usage of information can influence teachers' decision to stay or live the school. Similarly, the current study identifies conflicts as being associated with poor communication within the school. Classroom teachers emphasize the poor information flow from the school management to other staff members, which leads to delays in receiving meaningful and timely feedbacks on a number of issues, as required.

Role of Principal as supporter: A supportive school head stimulates openness and a discussion of issues that trouble classroom teachers and provides assurance that they will be handled with care. The results of this study supported these assertions through the teacher responses to the survey question and during interview with currently working and Ex-teachers: indicate that their perception of school head support influences teachers' decision to stay and exit. The findings further shows that the concept of perceived school head support is useful in extending the knowledge of teachers it enables learning different ways from colleagues of adapting and surviving in the schools.

Role of Principal as a manager: As the mean and percentage value of data indicates that, perception of teachers on the role principal as a manager has positive and highest relation as compared to other roles of the principal listed in their retention decision. As the response of the selected school respondents shows the role of principal as a manager who: evaluating teachers' performance and use it for teachers improvement, provide incentive and recognition and also empower teachers in decision making were rated positively.

Role of Principal as assessing teachers' professional development need: As the data shows on assessing professional development for teachers by the principal as it roles, respondents were more interested on identifying their need collaboratively rather than principal roles only and plan to meet those needs.

5. Possible Strategies and effort taken to Increase of Teacher Retention

In order to retain teachers, different mechanisms can be devised by school administrators. This study found that based on the rating of respondents minimizing administrative problems, improving salary, improving working environment of the school, Facilitating professional development of teachers, improving the disciplinary problems of students are measures that should be taken to minimize teachers turnover. More over in an interview with the sample school principals, most of them suggested; facilitating teachers promotion and improving teachers' salary, giving proper induction training ,improving the overall working condition of the school, applying performance evaluation to support teachers , reducing students disciplinary problems and increasing the status of teaching profession through giving recognition and incentives to teachers work and also non-monetary rewards as solutions to minimize turnover and increase retention of teachers.

6. Major problem observed during teacher turnover

Finally the finding with regard to consequences of teaching staff turnover shows that , the most significant were: low achievement of students performance (ranked first); low portion coverage (ranked 2nd) and the school program was highly disturbed (ranked 3rd).

5.2. Conclusions

This comprehensive research sought to investigate the extent to which the leadership role of secondary and preparatory school principals on teachers retention. From the findings of the study, the researcher arrived at the following conclusions:

- ❖ With respect to these results, school division administrators and school-level administrators may make a difference in the retention rate during hiring and assigning teachers. Principals and assistant principals can help new teachers reduce the stress level that is associated with the multiple tasks of teaching on a daily basis. Based on the results that the *emotional factors* have the strongest relationship, it would pay school districts to pay close attention to the assignment of new teachers and to design staff development programs like induction program specifically for the new teacher.
- ❖ As findings indicated, there are several factors that directly or indirectly influence teacher's morale to stay in the profession. One is unfair salary payment for teachers in with the same qualification and experience during hiring is one such factor dissatisfying most secondary and preparatory school teachers.
- ❖ As this study found Inadequate salary and salary adjustment, Low social status given to teachers by the society that resulted in decline the status of teachers in society and force teachers to have negative attitude to stay in the profession, poor working condition, poor administrative support, Students' character and disciplinary problem Lack of opportunity for Continuous Professional Development are the factors that this study has identified as a reasons for turnover of teachers. This was attributed to the failure on the part of stakeholders and school level administrative to provide coaching, mentoring, supporting disciplinary cases of students, giving professional support and rewarding and providing incentives and also proper implementation of appraisal policy for better achievement of school communities.
- ❖ This study also come up with the above findings and further confirmations to the reasons for the increasing rate of secondary and preparatory schools' teachers turnover. It clear

that in schools where turnover is aggravated by other job opportunities, it may demand complex measures/work to reduce the rate of turnover and to retain experienced teachers.

- ❖ Following the findings of this study the researcher comes to the following conclusion with regards to the benefits of distributed leadership, a well-managed distributed approach has positive effects on the school as a whole. In particular it was cited that benefits include staff motivation, capacity building for staff, responsiveness to students' learning and disciplinary needs, and managerial convenience through distribution of head teachers' workloads, improved teamwork and communication.
- ❖ The study concludes that leadership style of the principals greatly influences the performance and retention decisions of teachers. Also the finding shows that democratic, participatory and supportive leadership should exist within the school, and leaders should set vibrant high performance school culture through interpersonal relation, dialogues and transparency. Leaders should adopt effective communication pattern to produce enthusiasm and foster an atmosphere of confidence within the organization. perceived democratic leadership style relates positively with employee commitment and intention to stay . Autocratic leadership style on the other hand has a significant positive relationship with turnover intention, perception of job insecurity.
- ❖ As the finding shows that the principal who plays active role on creating conducive environment, supportive approach , encourage collegial support , who participate teachers in decision making , regularly communicate teacher through different approaches, principal as a manager who implement teachers evaluation that support teachers growth and development and Principals who reward their teachers in terms of monetary, promotion, and verbal appreciation for any duty delegated are democratic in nature can change(influence) the decision of teachers to leave the school. This study concluded that a teacher perception of the leadership role of principals' has a direct and positive relation in their retention decision.
- ❖ Thus addressing the problem of teacher retention is an important concern for schools. The data from this study suggest that that improvement in the condition of teaching job

would bring about the desired outcome. Particularly improvements in teachers' salary through improving initial salary payments, fair salary increment, incentive because this directly relate to the socio-economic factors, administrative support, improving working environment of the school, Facilitating professional development of teachers and proper induction program , improving the disciplinary problems of students contributes to lower rate of turnover and ultimately enhance the performance of the school. In addition, recognition, appreciating teachers' work and societies give respecting profession are possible strategies can be implemented by school leaders for staying teachers in teaching profession.

- ❖ Finally, As it was shown in finding of the study, the major consequences of teaching staff turnover were the deterioration of students achievement, the disturbance of school program, students disciplinary problems during replacement of qualified teachers and experienced teachers by non-qualified and non-experienced teachers.

5.3 Recommendations

In order to alleviate the problem caused by turnover and to increase teachers retention from general secondary and preparatory Schools all concerned parties should get involved. The causes of turnover should be looked in to thoroughly and the required actions should be taken.

The following recommendations are made based on the summary of the findings and the conclusions.

1. To increasing rate of teachers retention, during hiring and assignation of teachers in the major stakeholders of the schools' in leadership position should seriously conduct appropriate induction, create sense of belongingness, ensure profession freedom, implement, continuous technical supports as its maximum efforts and also apply fair and consistent hiring procedures.
2. Initial salary and its rate of increment for teachers should be improved because inadequate salary is major reasons that teachers give to leave their job. Unless teachers are paid well they will search another job opportunity and continue to leave. Thus the private school owners (stakeholders) should try to improve the salary of teachers' and

should create opportunities where teachers can get other incentive in terms of their preparation, work load and experience.

3. Administrators should build up good relationship with their fellow colleagues and teachers and create conducive environment and facilitate the affiliation of teachers amongst themselves by organizing deferent social activities and get together.
4. There is a need to improve students' disciplinary problem. This problem can be addressed through team work and appropriate policies set by consensus of concerned bodies; parents, teachers, community representatives, school administration and local government also students themselves bodies through continuous follow up which should include motivating and encouraging them and advising them to give the required respect to their teachers and the necessary attention to their education.
5. The school management and supervisory approach was undemocratic they were found inefficient to render technical support, coaching, guiding, mentoring, give induction, program, assistances. Therefore school leaders have to follow more supportive and participatory approach.
6. Head teachers management and leadership skills need to be enhanced through frequent training to be able to handle human resource in their institutions positively and apply distributed leadership practically.

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Appendix A
Addis Ababa University School
of
Graduate Studies

This questionnaire is designed to collect relevant data for a Master's research project entitled; "The Leadership Role of Secondary and preparatory School Principals in Teacher Retention in secondary schools in Bole sub city, Addis Ababa. As the result and success of the study will depend on the quality of your response please give honest responses to the items presented. There is no right or wrong answer and what is required is to indicate your level of personal opinion to each item. Your responses will be kept confidential and used only for academic purpose and you do not need to write your name. Thank you in advance for your time and sincere cooperation.

Questionnaire to be completed by teachers currently working in Government or Private secondary schools.

Part one: Background Information

Direction- The following statements are about your personal information. Please write the necessary information on the blank spaces provided and, in the optional items, indicate your answer by putting 'X' mark in the box.

1.1. Sex Male ☐ Female ☐

1.2. Age 20 - 25 ☐ 26 - 30 ☐ 31 - 35 ☐ 36 - 40 ☐ 41 - 45 ☐

 46 - 50 ☐ Above 51 ☐

1.3. Educational Level College Diploma ☐ ☐ BSC/BA ☐

MA/MSC

Others _____

1.4. Field of specialization _____
Major _____ minor _____ (if any)

1.5. Work experience in teaching _____ (years)

1.6. Time spent in your current school.....

1.7. Have you experienced on other secondary and preparatory school. Yes ☐ No ☐

If your Answer is **Yes** for question 1.6 how many private schools _____

Part Two: Teachers hiring and assignation

Direction: *the following questions are about your personal information on how you are hired and assigned class in your current school. Please write the necessary information on the blank spaces provided and, in the optional items, indicate your answer by circling on your choices.*

2.1. How do you assigned in your current school?

A. by the government directly I graduate

B. by recommendation

C. through the school transfer policy

D. by the school management staff during vacancy announcement.

If it is another way please specify _____

2.2. Are you currently assigned by your field of specialization?

A. Yes

B. No

If your answer for question number 2.2 is **No** please specify the major reason

2.3 Were there an induction program when you hired and before you assigned by the school?

A. Yes

B. No

If your answer for question number 2.3 is **yes**, please specify how you find it

If your answer for question number 2.3 is **No** please specify what type of problem you faced

2.4. How do you paid now

A. per school salary scale

B. per government salary scale

C. with negotiation

D. if other please specify _____

2.5. Are there teachers who are paid more than your salary with your experience and qualification

A. Yes

B. No

If your answer for No 2.5 is **yes** what is the major reason for that _____

2.6 Please specify if you want to add more and necessary information

Part Three: Possible Causes of Teachers' Turnover

Section one Direction: In the following Table, some of the possible reasons that make secondary school teachers decide to leave teaching are listed. Please indicate your opinion by putting 'X' mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

Key: 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

	Statements	5	4	3	2	1
1	Inadequate teaching salary					
2	Inadequate instructional materials					
3	Classroom conditions are poor					
4	High workload					
5	large class size					
6	Insufficient school management support					
7	Absence of participatory decision making on the teaching learning					
8	Unfair treatment of teachers by school principals					
9	Delays in career structure promotion implementation and salary					
11	Lack of career advancement					
11	Teachers' performance evaluation is not on the basis of teaching learning					
12	My principal supports the staff when we try new methods					
13	The entire staff takes part in creating the vision, mission, and objectives for					
14	Students disciplinary problems frustrate teachers in the school					
15	physical violence against teachers from students					
16	Teaching as a profession has low socio-economic status in general					
17	Secondary school teachers have low socio-economic status compared to					
18	There is lack of recognition & respect for secondary school teachers by					

19	There is lack of recognition & respect for secondary school teachers by					
20	There is low level of recognition for secondary school teachers by					
21	Opportunity for professional development is minimum					
22	Selection of teachers for professional development opportunity is unfair					

Please specify if there is(are) another reasons that can possibly cause teachers' turnover

Section two

2.2.1 Direction: As it is indicated in the above section, there are many possible reasons that can make secondary school teachers leave the schools. Please read all reasons listed below thoroughly and rank them by assigning 1 to the most important reason and 6 for the least important reason.

_____ Inadequate salary

_____ Low social status accorded to teaching profession & to teachers by the community.

_____ Poor administrative support

_____ Student's characteristics & disciplinary problems

_____ Lack of opportunity for Continuous Professional Development

_____ Poor working conditions

2.2.2. Do you plan to change your school in the near future?

Yes ☐ No ☐ Undecided ☐

2.2.3 If your answer to the above question is 'Yes', why do you want to leave?

2.2.4 If your answer to question No. 2.2.2. is, 'No' write your reasons: -----

Section three: the possible strategies that help to retain private secondary school teachers by the principals and school administrative

Direction In the following Table, some of the possible strategies that help to retain private secondary school teachers are listed. Please indicate your opinion by putting 'X' mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

Key: 5= Very important 4 = important 3 = somewhat important
2= less important 1=least important

	Statements	5	4	3	2	1
1	Improving salary					
2	Facilitating professional development of teachers					
3	Improving disciplinary problems of students					
4	Increase administrative support to teachers					
5	Improving working environment of the school					

Please write other strategies that help to minimize teachers' turnover which are not included in the above list

Part Four: About the governance in the school

To Assess different strategies that principals have implemented to impact the shaping of the working and learning environment in their schools.

1. Who are active role players (stake holder) in the school governance? (Multiple answer are possible)

- A. Owner of the school C. Principals
B. Teachers D. parents

If any please specify: _____

2. How do you see the school management structure

- A. Well-structured C. Un structured
B. Privately decided

If other please specify: _____

3. Does the school have appraisal policy?

- A. Yes B. No.

4. If your answer for question No 3. Is **yes**, the kind of appraisals are:

- A. Monetary
B. Salary increment
C. Recognitions later
D. Educational scholarship

If other please specify: _____

5. The following questions are used to indicate/ measure the type of leadership styles that the educational leaders implemented to impact the shaping of the working and learning environment in your current school. Please put a thick "✓" mark on your level of agreement in their practice and perception.

Key: 5=Strongly Agree 4=Agree 3=Undecided
2=Disagree 1=Strongly Disagree

Description of leadership styles		1	2	3	4	5
1	The principal supervise the teachers closely or believes teachers are not likely to do their work unless they are supervised					
2	The principal participates the teachers in decision making process					
3	In complex situations, the principals let teachers work problem out by their own.					
4	The principal believes that some teachers are lazy					
5	The principal provides guidance to his/her teachers without pressure					
6	The principals does not involve when teachers do their daily activities					
7	The school implements its policy of rewarding and punishing teachers in order to motivate them to achieve organizational objectives.					
8	The principal provides frequent and supportive communication from their teachers					
9	As a rule, the principal allows teachers to appraise their own work					
10	Most teachers feel in secure about their work and need direction					
11	The principal provides support for the teachers to accept responsibility for completing their work.					
12	The principal gives freedom to teachers to solve problem on their own					
13	The principal is the judge of the achievements' of the teachers					
14	As the role of a principal he /she help teachers to find their "passion"					
15	In most situation the principal provides little support to teachers					
16	The principal provides order and clarify procedure					
17	The school principal believes that teachers are competent and if given a task will do a good job.					
18	In general the principal believes that leaving teacher along is best					

Part Five: Perception of teachers on the school governance and the role of school principals in their retention decision.

Direction In the following Table, some of the possible roles of principals and school governance that help to retain secondary school teachers is listed. Please indicate your opinion/ level of agreement by putting 'X' mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

Key: 5 = Strongly Agree 4 = Agree 3 = Undecided
2 = Disagree 1 = Strongly Disagree

the School governance and role of principal					
Model	Serves the needs of students and school through his/her commitment to the fair and ethical treatment of all learners daily work.				
	Has much more influence on the beliefs and practices of his/her especially for teachers as model of life-long learning than as a mere spokesperson.				
Visionary	Sets high expectations for learning and for professional practices.				
	Encourages innovative instructional practices.				
	Communicates goals, to students and teachers. Shares with teachers his expectations as well as what we can expect in the near future				
culture	He understands the diversity of our title in the school and helps to make our school a family type atmosphere.				
	School leader provide time for collaboration among teachers.				
	The principal at my school is an effective manager who makes the school run smoothly.				
	Order and discipline are maintained at my school and I am safe at my school.				
communication	Uses a variety of media to communicate with stakeholders of the school.				
	The principal communicates effectively with parents when students misbehave.				
	The principal at my school encourages open communication on important school issues.				
	Teachers and school leaders in my school use				

Supportive	information from parents to improve instructional practices and meet student learning needs.					
	Lets his/her workers solve problems jointly					
	Provides professional, psychological, and emotional support.					
	I can get the help I need at my school to address Students behavior and discipline problems.					
	Provides financial support for teacher learning and growth.					
	Overall, my professional development experiences this school management provided me with content support in my subject area.					
Managerial	Makes decisions on resources and school priorities.					
	Involve teachers and allows free and frank discussions whenever situation arises					
	Provide autonomy by school management board on setting school rules and policy					
	Visits regularly classrooms to evaluate the performance of teachers.					
	Develops and implements teacher evaluation practices that support growth and improvement.					
	Empowers teachers as decision makers.					
	Identifies necessary resources the school needs and provides sufficient materials to teachers					
	Provide recognition and incentive to teachers as teacher's appraisal.					
Accessing teachers PD need	Helps teachers to identify their needs and then collaboratively plans learning opportunities to meet those needs.					
	I received helpful training on the use of student achievement data to improve teaching and learning this year.					
	Plays a key role in the planning, implementation, and evaluation of professional learning experiences.					

Thank you for taking part in this questionnaire!

If you would like to add any further comments please put them in the blank space below.

Part Six: efforts on teacher retention and problem observed during teacher turnover

1. In your own view, do you think it is important to retain teachers?

(a) Yes

(b) No

If yes, why _____

2. Are there any strategy / plan in the school to change the decision of teachers to live the school?

A. Yes

B. No

If yes what kind-----

If No what effort were made by the school to reduce turnover?

3. Are there teachers who change their mind by the effort of the school?

A. Yes

B. No

I. If **Yes** by what kind of effort did they make to change their decision?

II. If **No** what are the school level challenges of retaining teachers in your current school?

III. If you could change any part of the culture of your school, what would it be?

4. Was there a problem created (observed) when teachers live their class and school?

If yes please specify: _____

If No please specify how the problem is resolved

THANK YOU

Appendix B
In-depth interview guide

For school principals and vice principals

Part I: Demographics characteristics of principal/ Vice principal

Gender _____

Age _____

Education background in leadership and management _____

Total years as a school level administrator _____

Number of years in current district and position _____

Part II: Demographics characteristics of principal/ Vice principal

1. teacher's assignation

Could you describe the **recruitment** practices, **selection** and **hiring** process of teacher in your current school?

- ✚ What steps did you actually go through? Who are the hiring committees?
- ✚ Did you know in advance how long the hiring process would take?
- ✚ What are some strengths and weakness of the current hiring practices in relation to retaining teacher?

2. Major causes for teacher turnover

Could you describe the major causes for teacher turnover in general? What are the trends of teacher turnover (rate of turnover) in the selected schools? What are the major reasons that make the teachers leave or move from the school? *What problem did you observe in your school during teachers leaves there class?*

3. Governance of the school

1. How would you describe your leadership style?
2. How far is leadership distributed in the school and who are the major stakeholders?

3. Describe what type of model(structure) of distributed leadership are practice in the school
4. How much power and authority do the middle leaders and teachers have when responsibilities are distributed?
5. *How does the Board of Management and principals in the Provision to teacher's conducive working conditions, incentives, reward and decision making as motivating teachers?*
6. What tasks or responsibilities do you typically delegate and what do you do yourself?
 - ✚ How do you decide to whom to delegate?
 - ✚ Describe the last major piece of work you delegated. What instructions did you give? How did you check on the progress of the assignment? How satisfactory was the result
4. **How teachers view the school governance and the role of school principal in their retention decision**
 1. What are the key school organizational factors (within school context) mostly leading to teachers' retention difficulties in your school?
 2. Could you describe the role of the principal in supporting, managing, participating and supervising in teachers?
 3. What do you do specifically to influence teachers to stay in your school?
 4. What challenges/difficulties you face in your efforts towards influencing teachers to stay in your school?
 5. Under what condition(s)/situation(s) can a teacher choose to stay and seek solutions for the emerging challenges instead of leaving in a remote school?
6. *What retention strategies were used to retain teachers in the school?*
 1. What strategies do you think schools' leadership and management can implement to influence teachers to stay in their respective schools, which do not depend on fiscal resources, external to their schools?

If you want to add

TANHK YOU

Appendices C

Ex- Teachers

Semi-structure question for interview guiding

Part one: Background Information

1.1. Sex Male ☐ Female ☐

1.2. Age 20 - 25 ☐ 26 - 30 ☐ 31 -35 ☐ 36 - 40 ☐ 41 - 45 ☐

46 - 50 ☐ Above 51 ☐

1.3. Educational Level College Diploma ☐ BSC/BA ☐ MA/MSc ☐

Others _____

1.4. Field of specialization _____

1.5. Work experience in teaching _____ (years)

1.6. Have you experienced on other secondary school before you left? Yes No ☐ ☐

If your Answer is **Yes** for question 1.6 how many private schools _____

1.7 Are you currently working as a teacher? Yes ☐ No ☐

Part two: Teachers Hiring and Assignations

2.1. How were you assigned in your previous school?

A. By the government directly when I graduate

B. By recommendation

C. Through the school transfer policy

D. By the school management staff during

If it is another way please specify _____

2.2. Are you currently assigned by your field of specialization?

A. Yes ☐ B. No

2.3 If your answer for question number 2.2 is **No** please specify the major reason

2.4. How were you paid?

A. per school salary scale

B. per government salary scale

C. with negotiation

D. if other please specify _____

2.5. were there teachers who were paid more than your salary with your experience and qualification?

A. Yes

B. No

If your answer for No 2.5 is **yes** what is the major reason for that _____

2.6 were there an induction program before you were assigned to the class

A. Yes

B. No

Part three: Causes of teacher turnover

3.1 What was the major reason that made you leave the school? Here are some of the possible reasons that make you decide to leave teaching. Please see all reasons listed below thoroughly and rank them by assigning 1 to the most important reason and 6 for the least important reason.

-----Inadequate salary

_____ Low social status accorded to teaching profession & to teachers by the community.

_____ Poor administrative support

_____ Students disciplinary problems

_____ Lack of opportunity for Continuous Professional Development

_____ Poor working conditions

Specify any other reason not included in the list that made you leave the school

3.2. If your answer for Question 1.7 is Yes, What attracts you most to the other school than the previous one? _____

3.3 If your answer for Question 1.7 is No, What was the main reason that forced you to change the teaching profession?

4.4. How far was the leadership distributed in the school and who are the major stakeholders?

4.5. Describe what type of model (structure) of distributed leadership is practiced in the school and How much power and authority do the middle leaders and teachers have when responsibilities are distributed?

4.6. How does the Board of Management and principals in the Provision to teachers conducive working conditions, incentives, reward and decision making as motivating teachers?

4.7. How was teacher autonomy in decision making, school policy and administrative communication and support on pedagogical, recourse and student characteristics? How important is class size?

4.8. How was the governance in the school?

A. democratic

B. Autocratic

C. laissez-faire

D. if any other please specify _____

3.9. Do you think there were direct relations of the role of principal for you to change school?

A.

Yes

b. No

3. 10 If your answer is Yes, What was the role of the school principals and governance of the school on your previous school that made you change?

i) If your Answer is **Yes** for question 2.3 what type of impact

ii) What do you suggest to improve the role of the principal in order to make teachers continue in that school?

3.11. Were there any policy in the school to retain teachers? *What retention strategies were used to retain you as a teacher in their school by the principal?*

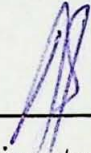
Thank you for participating in this study

Declaration

I, the undersigned, declare that this thesis entitled "*The Leadership Role of Private Secondary and preparatory School Principals in Teacher Retention in Bole Sub City, Addis Ababa*" is my original work and has not been presented for a degree in any university, and that all the sources of material used for the thesis have been duly acknowledged.

Abrham Nurhusen

Candidate's Name


signature

July, 2017
Date