

## A Correlation Analysis of Leadership Style and Training on Teacher Retention in Zambian Government Secondary Schools

By

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### Abstract

*The article argues how leadership style and training affect teacher retention on the Copperbelt province of Zambia. This was done by determining the effect of leadership style and training on teacher retention. Herzberg two factor theory and job embeddedness theory were used to guide this paper. This article employed a mixed design approach with an embedded correlational model, an embedded variant, in which qualitative data were embedded within a quantitative design. The research sample comprised 600 participants and 10 informants. Sampling was done using multistage sampling and snowball sampling techniques. To collect quantitative and qualitative data, self-administered questionnaires and semi-structured interview guides were used respectively. Quantitative data was then analyzed using multiple regression analysis. On the other hand, qualitative data were analyzed using both a qualitative interpretative approach and Moustakas's Modified Stevick-Colaizzi-Keen (SCK) method.*

*Findings seem to suggest that leadership style and training had a positive significant relationship with teacher retention when tested at 95% confidence interval. The findings established that most school administrators used coercive power and that they valued production more than human resource. Based on the regression analysis results, leadership style ( $f$ -value = 12.896;  $p$ -value = 0.000<sup>b</sup>), came out to be the strongest predictor of teacher retention as compared to training ( $f$ -value = 6.529;  $p$ -value = 0.000<sup>b</sup>). Based on the findings the researcher among other recommendation opines school managers should avoid the use of coercive power and they should value both human resource and production.*

**Key terms:** *Teacher retention, Leadership style, Coercive power, Training, In-service training, Foundational training*

### 1.0 Background and context of the research paper

Employee retention has been one of the most researched topics in the field of management (Wamitu, 2018; Rodriguez, 2019; Kukano, 2020; Muma, 2021). This topic is one of the major concerns for most institutions for it has a great impact on the wellbeing of institutional operations. Poor retention can negatively impact on the efficiency, and productivity of an institution. Employees, who are the lifeblood of every institution, are becoming very difficult to retain and as such employee retention rates are surprisingly low world-wide. This is so because those with experience and higher qualifications have a greater choice of employment both locally and internationally (Global Competitiveness Report, 2015-2016). The problem of employee retention is apparent among professionals in the fields of policing, nursing, law, engineering, architecture, and

general education teaching (Ingersoll et al., 2014). Globally, the teaching profession is continuously affected by this problem and it has become common especially in some teaching fields such as science, technology, special education, languages, and senior mathematics (Anne et al., 2016; Jacks, 2014; Sutchter, Darling-Hammond, & Carver-Thomas, 2019; Teacher shortage in Africa, 2016; Vonow, 2015). This problem is really affecting the education sector negatively more especially that it is common in subjects which are on high demand.

To be precise, in England a National Foundation for Educational Research (NFER) report found that 31% of teachers of science would consider leaving the profession, whereas only 17% of teachers of mathematics considering leaving (House of Common Education Committee, 2017). Furthermore, complementary data from the United State of America based on a representative sample of 50,000 teachers, indicates that over 41% of teachers (primary and secondary education combined) leave the profession within five years of entry, producing an annual attrition rate of 13% (Ingersoll, Merrill, & Stuckey, 2014). In Australia, teacher attrition rates range from 8% to 50% (Queensland College of Teachers, 2013, as cited by Mason & Matas, 2015),

Reports have also shown that the greatest teacher shortages are in sub-Saharan Africa, which needs a total of about 17 million teachers to achieve universal primary and secondary education by 2030 (Teacher shortage in Africa, 2016). At the secondary level, the region must recruit 10.8 million teachers by 2030, including 7.1 million for new teaching positions and 3.7 million to replace those who have left.

In Zambia, high teacher attrition rates are a serious issue in both rural and urban schools. In 2018, a total of 107,490 teachers were reported to have left the profession, showing an increase of 1,220 from 106,270 in 2017. This increase falls short of the high attrition of teachers. A total of 6,578 teachers left teaching in 2017 and 7,023 left in 2018. The number of teachers that leave the system falls below the numbers of teachers that are replaced annually, which is usually about 5,000 with the Copperbelt Province experiencing the highest teacher turnover (MOE 2018, 2020). According to the MOE (2018, 2020), resignation is the second largest cause of high turnover in Zambia.

Table 1: Teacher attrition in all schools by sex and province

Province/ Education Level/sex	Primary School			Secondary School			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>National</b>	<b>3310</b>	<b>3106</b>	<b>6416</b>	<b>849</b>	<b>629</b>	<b>1478</b>	<b>4159</b>	<b>3735</b>	<b>7894</b>
Provinces									
Central	391	406	797	103	69	172	494	475	969
Copperbelt	398	670	1068	146	107	253	544	777	1321
Eastern	317	236	553	95	71	166	412	307	719
Luapula	373	268	641	82	55	137	455	323	778
Lusaka	363	416	779	86	89	175	449	505	954
Muchinga	208	117	325	62	33	95	270	150	420
N/Western	213	191	404	82	68	150	295	259	554
Northern	363	240	603	105	57	162	468	297	765
Southern	355	287	642	63	42	105	418	329	747
Western	329	275	604	25	38	63	354	313	667

Source: MOE (2020)

A number of Zambian studies on teacher retention were reviewed (Msango & Mulenga 2010, Masaiti & Naluyele 2011, Kukano, 2020; Kukano & Mafora, 2020, Muma, 2021). They identify the causes of low retention rates advanced as: Poor working conditions, poor infrastructure, lack of accommodation, distance from town, poor leadership styles, low salaries, lack of opportunities for employee development, lack of job security, and lack of recognition of highly performing teachers (Msango, & Mulenga 2010; Costen, & Salazar, 2011; Ingersoll Merrill, & May, 2014; George, 2015; Daka, 2016; Podolsky et al., 2016; Wamitu, 2018).

The literature reviewed, however, only established the main factors contributing to teacher retention, but did not establish which among the contributing factors best predicted teacher retention. The current paper therefore, seeks to fill this gap by seeking to establish which among the factors are more prominent than others. From these contributing factors, leadership style and training are observed to be common variables in many organisations in Zambia.

In management, leadership is looked at as the ability to influence others towards the attainment of organizational goals. Leadership has also been described as the ability to impress the will of the leader on those led and induce obedience, respect, loyalty and cooperation (Northouse, 2016). To exercise 'good' leadership, one must possess certain leadership characteristics. Reports have shown that for an organization to run effectively it needs a leader who is a visionary, a good planner and one who can inspire others (Robbins, & Judge, 2017). An organization also needs a leader who can embrace change, one who is able to understand the importance of team work and one who gives all employees equal importance. In other ways, leaders need to employ leadership styles that the employees will appreciate.

The issue of leadership style has received a lot of attention in the field of management (Bass, 1990) and has been recognized as one of the variables affecting employees' feelings about the

organization. Simango's (2019) study contends that effective leaders draw on a collection of different leadership styles, and that the effectiveness of a particular style is dependent on both the leadership task and the context. Literature has established that leadership style influences staff intention to leave an organization, hence the need to use leadership styles that will promote employee retention (Muhangi, 2016, Ronald, Aisha & Babu 2016). For instance, Kamal et al. (2014) established that transformational leadership and transactional leadership were positively related to employee retention. In the same vein Dwipayana & Suwandana (2021)'s study established that the better the leadership applied by the company, the higher the employee's desire to remain in the company. Therefore, to build success, 'good' leadership in top management is essential. Leadership is important to the survival and continued existence of every organization, and the success of an organization to a great extent depends on leadership style (Thrush, 2012, as cited in Harada, Mahmoud, & Almaaitah, 2017). It is important to note that with appropriate leadership style, the working environment becomes conducive for employees, and has a positive impact on job retention levels.

Focusing on training, Armstrong (1999) defines training as a well-planned alteration of behaviour through learning which occurs as a result of education, instruction, development and planned experience. Training is considered a continuous improvement process that should be up to date to face the dynamic changes in the working environment (Milhem, Khalil, & Arostegui, 2014) and has a direct impact on employee retention. Ahmad (2013), Damei (2020), Oraby and Elsafty (2022), and Sah and Kumari (2022) all found a significant positive relationship between training and job retention. Training also impacts positively on employee performance (Mefleh et al 2015) and at the same time helping to establish close cooperation and a fully-fledged and fruitful process of exchanging experiences (Hajrizi, 2018). Research has also established that some aspects of the education and preparation that novice teachers received were significantly related with their turnover rates (Ingersoll, Merrill & May 2014)

Additionally, training also helps staff to get along well with those in authority and that is a long-term achievement (Umesh, 2014). However, to make this a success, the training provided should match the employee needs (Mefleh et al 2015). To reap the benefits of training many institutions are spending large amount on employee training and career development programmes (Jehanzeb & Beshir, 2013). Therefore, if we are to reap the good out of training programmes provided to employees, training must be valid and consistent.

### ***1.1 Theoretical and conceptual overview***

This research paper was informed by Herzberg Two Factor Theory of Motivation and the Job Embeddedness Theory. These theories provide ways for understanding why employees leave so as to prevent the employees from leaving (Merin, 2021). According to Herzberg (1966), there are two factors that employees want: 'Motivators' and 'hygiene factors. The motivators lead to job satisfaction and the hygiene factors prevents job dissatisfaction among employees. It is therefore important that administrators give importance to both motivators and hygiene factors as they work on retention strategies.

The Job Embeddedness Theory, on the other hand, stipulates that employees who feel connected to the social and professional space are less likely to leave the institution. Hence, to retain competent and committed employees in an institution, managers should take care of factors affecting job satisfaction (Gorde, 2019).

The two theories have been put forward keeping in mind that low job retention rates are mainly as a result of job dissatisfaction, poor working conditions, low salaries, lack of accommodation, distance from town, poor leadership styles, lack of opportunities for employee development, lack of job security, lack of recognition of highly performing teachers and many others (Presbitero et al., 2016; MOE, 2018; Wamitu, 2018). Therefore, to analyse teacher retention, a combination of theories must be employed.

Consecutively, to simplify the relationship between the key variables in the current paper, the Employee Retention Connections (ERC) model was used. The model stipulates that work can be made stimulating by giving variety of assignments, freedom to make decisions, resources and support provided to do good work, opportunity to learn, knowledge of results and understanding the importance of one's contributions. The model also identifies leadership style as a determinant of employee retention. In the model, leaders should champion change and must be open to new ideas. They should inspire a shared vision of organisational direction, develop the capabilities of others and become role models in their institutions.

### ***1.2 Research problem, objectives and hypothesis***

In Zambia, the Ministry of Education is challenged with the retention of qualified and experienced teachers. According to the MoE (2016), a huge number of highly qualified teachers are leaving the teaching profession. This is especially common among teachers of mathematics, science, technology, special education and those with skills and qualifications most needed in the labour market (Anne et al., 2016; EFA, 2010; Teacher shortage in Africa, 2016). In spite of many recommended solutions, the problem of high teacher attrition in Zambia has persisted (Carver-Thomas, & Darling-Hammond, 2017; Kukano 2020; Muma, 2021). For instance, the 2020 Zambia Education Statistical Bulletin stated that 7,915 teachers left the teaching profession for different reasons. As per literature review, the following are the reasons: poor working conditions, poor infrastructure, lack of accommodation, distance from town, poor leadership styles, low salaries, lack of opportunities for employee development, lack of job security, lack of recognition of highly performing teachers and many more others (Daka, 2016; Podolsky et al., 2016; MoE, 2018; MoE 2020; Wamitu, 2018). The current paper sought the following objectives;

- i. To determine the effect of leadership style on retention among teachers on the Copperbelt province of Zambia.
- ii. To ascertain how training leads to higher retention rates among teachers on the Copperbelt province of Zambia.

And from the literature reviewed, the following hypotheses emerged:

- i.  $H_1$ : Leadership style has a positive impact on teacher retention on the Copperbelt province.  
 $H_0$ : Leadership style negatively impacts on teacher retention on the Copperbelt province.
- ii.  $H_1$ : Training has a positive impact on teacher retention on the Copperbelt province.  
 $H_0$ : Training negatively impacts on teacher retention on the Copperbelt province.

## **2.0 Research methodology and designs**

This article was underpinned by pragmatic research philosophy. The paper used a mixed design approach specifically an embedded correlational model, which is an embedded variant, in which qualitative data are embedded within a quantitative design. The research was done on the Copperbelt Province of Zambia with the population of 17, 885 which included the teaching staff in government secondary, combined primary and basic schools. From the population, the sample of

600 participants was calculated using Yamane formula. Sampling was done using multistage sampling and snowball sampling techniques. To collect quantitative and qualitative data, self-administered questionnaires and semi-structured interview guides were used respectively. The questionnaires were given to both serving teachers and those who had joined other organizations. And out of the 600 questionnaires distributed a total of 503 questionnaires were collected. This gave a response rate of 84 %, an acceptable percentage to make the research findings generalizable. The interview schedule was then used to interview those teachers who had joined other organizations. The data collection exercise took more than one month.

Quantitative data were then analyzed using inferential statistics, the employed Analysis of Variance and Multiple Regression to attain research questions (1) & (2) respectively and the relationship between the variables was established using the following Multiple regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \alpha$$

Where:

Y is the dependent variable (Teachers Retention),  
 $\beta_0$  is the regression coefficient/constant/Y-intercept,  
 $\beta_1, \beta_2$ , are the slopes of the regression equation,

X1 Leadership Style

X2 Training

Where;

Y is the dependent variable,  $\beta_0$  is the intercept,  $\epsilon$  is the error term and  $X_1, X_2$ , represented the two independent variables of this research.

On the other hand, qualitative data were analyzed using both a qualitative interpretative approach and Moustakas's Modified Stevick-Colaizzi-Keen (SCK) method.

A number of activities were also done to make the questionnaire for this paper reliable and valid. To establish content validity, extensive literature reviews was done to extract the related items. The researcher's supervisors, who are also experts in the topic under investigation, were consulted on their own judgement of the items in the survey instrument. However, it was not easy to present the instrument to many experts due to scarcity of experts in this field. This caused a limitation to conduct validity tests on the research instrument (Choudrie, & Dwivedi, 2005).

To demonstrate the questionnaire reliability and validity Cronbach's statistical analysis was done. Cronbach's statistical analysis on leadership style and training gave a Cronbach's  $\alpha$  0.72 and 1 respectively, an indication that the internal consistency of the questionnaire was good. Bowling (1997) and Bryman, & Cramer, (1997) contend that it is important to note that for a questionnaire with good internal consistency, Cronbach's should exceed 0.70 for a developing questionnaire or 0.80 for an accepted questionnaire.

Additionally, validity was also achieved through critical self-reflection and the instrument design and development was backed up by a logical, systematic and structured approach. The questionnaire was also checked for completion after the collecting them from the participants. And quantitative data was then coded and cleaned with the aid of Statistical package for social sciences (SPSS) version 26. To attain trustworthiness in this article, environmental and methodological triangulation was used.

The research paper also considered the following ethical principles: avoided harm to participants, ensured informed consent to participants, got permission from Provincial Education officer and District Education Secretaries. The researcher also respected the privacy of participants, avoided the use of deception and ensured that Covid -19 protection guidelines were followed.



### 3.0 Research findings and results

This paper aimed to ascertain the effect of leadership style and training on teacher retention. The findings were presented starting with descriptive results, ANOVA results on individual items on each independent variable and the hypothesis testing on each objective

#### 3.1 To determine the effect of leadership style on retention among teachers on the Copperbelt province of Zambia.

To address the research objective one, the researcher did descriptive analysis in order to present the participants' responses to survey items. The findings are presented in table 2

Table 2: Descriptive statistics of participants responses to survey items in relation to leadership style

Descriptive Statistics			
	N	Mean	Std. Deviation
School managers needs to be trained in management before been given an office	503	4.21	.940
Leadership style been used impacts on teacher retention	503	3.80	1.013
Most school managers use coercive type of power	503	3.77	.956
Most school managers give more importance to production than human resource	503	3.60	1.153
School managers acts as bosses not leaders	503	3.55	1.181
Most school managers lack leadership qualities	503	3.30	1.151
Valid N (listwise)	503		

Source: Field data (2022)

In table 2 above, the mean ranging from 4.21- 3.55 was a clear indication that on average the participants agreed that school managers need to undergo training before been ushered into office, leadership style been used impacts on teacher retention, most school managers use coercive type of power, school managers act as bosses not leaders and that school managers valued production more that human resource. Statistically, standard deviation for all the items in the table was no greater than plus or minus 2 an indication that the measures were closer to the true value. Additionally, the Analysis of variance test statistics (ANOVA) on survey items in relation to the effect of leadership style on teacher retention was also done as presented in table 3.

Table 3: Analysis of variance test statistics (ANOVA) on survey items in relation to the effect of leadership style on teacher retention

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Most school managers lack leadership qualities	Between Groups	2.313	4	.578	.434	.784
	Within Groups	662.956	498	1.331		
	Total	665.268	503			
School managers acts as bosses not leaders	Between Groups	8.011	4	2.003	1.440	.219
	Within Groups	692.446	498	1.390		
	Total	700.457	503			
School managers needs to be trained in management before been given an office	Between Groups	15.298	4	3.825	4.446	.002
	Within Groups	428.364	498	.860		
	Total	443.662	503			
Most school managers use coercive type of power	Between Groups	24.225	4	6.056	6.948	.000
	Within Groups	434.093	498	.872		
	Total	458.318	503			
Most school managers give more importance to production than human resource	Between Groups	32.872	4	8.218	6.455	.000
	Within Groups	634.006	498	1.273		
	Total	666.879	503			

Source: Field data (2022)

Findings from table 3 show that only three items were significant at 0.05 level of significance These were; school managers need to be trained before been given an office (p- value of 0.002), most school managers use coercive type of power (p-value of 0.000) and most school managers give more importance to production than human resource (p- value of 0.000).

Further, the researcher sought to test the first hypothesis (thus,  $H_1$ : Leadership style has a positive impact on teacher retention on the Copperbelt province;  $H_0$ : Leadership style negatively impacts on teacher retention on the Copperbelt province). The findings are presented in table 4.

Table 4: Presentation of research hypothesis 1

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	59.108	5	11.822	3.796	.028 <sup>a</sup>
	Residual	455.611	497	.917		
	Total	514.720	503			
a. Predictors: (Constant), Leadership style						
b. Dependent Variable: Teachers Retention						

Source: Field data (2022)

The ANOVA test results in table 14 above revealed significant results of 0.028 at 5%. Hence, we rejected the null hypothesis.



### **3.2 Qualitative findings: Objective 1**

Focusing on qualitative data, the findings shows that administrators did not care much about the teachers well been but rather cared for the end of the year examination results. The findings also showed that most of the teachers were working in an environment where administrators would always use threats to get their work done. It was also reviewed that leadership style been used by many school managers impacted negatively on teacher retention rates and there was a suggestion that school managers should be trained in managerial courses prior to occupying the office. To support these findings, **Teacher B** had this to say:

The relationship between the employees and their supervisor is very cardinal when it comes to employee retention. However, the type of leadership styles employed by some school administrators contribute much to high turnover rates among teachers with good qualifications. This can only be resolved if leaders can be exposed to short courses on leadership as a way of helping them to improve in the way they treat and relate with their subordinates.

Additionally, **Teacher J** pointed out that:

Leaders need to stop using threats in order to control the teachers. Every time a teacher makes a mistake they are threaten to be transferred to rural schools and those in secondary schools are threatened to be transferred to basic schools. Not only that, some school administrators are dictators and they don't value nor respect the teachers.

**Teacher G** added by saying that:

School administrators should not just find pride in the results the teachers produce at the end of the year, but they should also learn to value and appreciate the teachers producing those results. And personally, I left the Ministry of Education because I never felt appreciated despite the effort, I was putting in my work.

For qualitative findings presented above, three themes emerged and these were: **short leadership training, supervision by threats** and **value of results over human resource**. These themes are in agreement with the quantitative findings which established that there was need to train the school administrators before ushering them into office. It was also revealed that most school managers used coercive power and valued production more than human resource.

### **3.3 To ascertain how training leads to higher retention rates among teachers on the Copperbelt province of Zambia**

To address the research question two, the researcher also carried out a descriptive analysis in order to present the participants' responses to survey items in relation to training. The findings are presented in table 5

Table 5: Descriptive statistics of survey items in relation to training

Descriptive Statistics			
	N	Mean	Std. Deviation
Inservice training should be an ongoing exercise especially in rural schools	503	4.02	1.027
Quality training given to teachers impacts on teacher retention positively	503	3.98	.921
Foundational training helps to bring about technical competence which can later led to intrinsic motivation	503	3.89	.867
School managers who have gone through foundational training are good managers	503	3.85	1.019
In-service training motivates teachers to stay in on place for a long time	503	3.08	1.170
Most learning institution offer induction training to novice teachers as a way of reducing teacher turnover	503	3.04	1.031
All newly appointed school managers undergo foundational training to help them manage human resource well	503	3.03	1.350
In-service training is a well- funded policy in most schools	503	2.43	1.349
Valid N (listwise)	503		

Source: Field data (2022)

In table 5 above, the mean ranging from 4.02- 3.85 was a clear indication that on average the participants agreed that in-service training should be an ongoing exercise especially in rural schools, quality training given to teachers impacts on teacher retention positively, foundational training helps to bring about technical competence which can later led to intrinsic motivation and school managers who have gone through foundational training are good managers. Statistically, standard deviation for all the items in the table was no greater than plus or minus 2 an indication that the measures were closer to the true value.

Further, the researcher did Analysis of variance test statistics (ANOVA) on survey items in relation to training. The findings are presented in table 16

Table 6: Analysis of variance test statistics (ANOVA) on individual items in relation to training

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Most learning institution offer induction training to novice teachers as a way of reducing teacher turnover	Between Groups	6.892	4	1.723	1.628	.166
	Within Groups	527.231	498	1.059		
	Total	534.123	503			
In-service training motivates teachers to stay in on place for a long time	Between Groups	20.064	4	5.016	3.742	.005
	Within Groups	667.595	498	1.341		
	Total	687.658	503			

All newly appointed school managers undergo foundational training to help them manage human resource well	Between Groups	11.714	4	2.928	1.615	.169
	Within Groups	902.950	498	1.813		
	Total	914.664	503			
Foundational training helps to bring about technical competence which can later led to intrinsic motivation	Between Groups	8.245	4	2.061	2.784	.026
	Within Groups	368.741	498	.740		
	Total	376.986	503			
School managers who have gone through foundational training are good managers	Between Groups	33.983	4	8.496	8.685	.000
	Within Groups	487.131	498	.978		
	Total	521.113	503			
Inservice training should be an on- going exercise especially in rural schools	Between Groups	31.757	4	7.939	7.937	.000
	Within Groups	498.116	498	1.000		
	Total	529.873	503			
In-service training is a well-funded policy in most schools	Between Groups	4.580	4	1.145	.628	.643
	Within Groups	906.617	497	1.824		
	Total	911.197	503			

Source: Field data (2022)

Table 6 clearly indicates that at a 0.05 level of significance only four items were significant. These included; school managers who have gone through foundational training are good managers (f value= 8.685, p-value=0.000); In-service training should be an ongoing exercise especially in rural schools (f-value=7.937, p-value=0.000); foundational training helps to bring about technical competence which can later led to intrinsic motivation (f-value = 2.784, p-value= 0.026 and in-service training motivates teachers to stay in one place for a long time (f-value=3.742, p-value=0.005).

The researcher also tested the second hypothesis (thus, H<sub>1</sub>: Training has a positive impact on teacher retention on the Copperbelt province; H<sub>0</sub>: Training negatively impacts on teacher retention on the Copperbelt province) as shown in the table 7 below:

Table 7: Presentation of Research Hypotheses 2

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	33.963	7	5.138	6.529	.000 <sup>b</sup> .
	Residual	388.700	494	.787		
	Total	424.663	503			
a. Predictor: (Constant), training						
b. Dependent Variable: Teachers Retention						

Source: Field Data (2022)

The ANOVA findings in table 17 revealed significant results with the p-value of 0.000 and f value of 6.529 when tested at 5% level of significance. This indicates that there is a significant impact of training on teacher retention, hence we rejected the null hypothesis. Additionally, qualitative findings are also presented below;

### **3.4 Qualitative findings**

Based on the qualitative findings, it was established that Preparatory trainings should be offered to school administrators before the take up the positions in order to equip them with knowledge on how to carry out their duties. The training should not just be for administrators but should be extended even to class teachers and especially to those in disadvantaged locations. Opportunities for training contribute much to high retention rates. This is so because training given to the teachers may give them a skill which others do not have; hence they will feel indebted to the institution. To support this assertion **Teacher C** had this to say:

Workers become indebted to the institution whenever the institution takes them for further studies, and since they will benefit from the training they will be forced to stay. And at times they will be bonded to the institution for a particular agreed number of years after graduation. This helps in retaining the teachers.

**Teacher G** added;

To increase retention rates among the teachers with very high qualifications, it is imperative that both Novice teachers and school administrators undergo preparatory training as they join the Ministry and as they take up the new office respectively. This will help them prepare for future challenges and it will also help them to understand what they should expect from the teaching profession.

**Teacher E** also added by saying that;

Training provides us with knowledge on how to handle even the most difficult situations. Therefore, training opportunities should be accorded to every teacher and should be a continuous exercise. This will even be more beneficial to those teachers who are in places where there is no internet nor public libraries. In so doing teachers will not feel left out or cut off from what is trending out there and this will result into increased motivation which can later impact positively on teacher retention.

From these findings, three themes emerged, these being: **preparatory training, bonding, and continuous training**. These themes were in agreement with the findings from the quantitative data which established that school managers who have gone through foundational training are good managers, In-service training should be an ongoing exercise especially in rural schools, foundational training helps to bring about technical competence which can later led to intrinsic motivation and in-service training motivates teachers to stay in one place for a long time. Therefore, based on the findings from both data set we can confidently conclude that training has a significant effect on teacher retention on government teachers on the Copperbelt province

#### **4.0 Discussion of findings**

Focusing on the first objective, the ANOVA tests gave credible evidence that leadership style affects teacher retention positively. These results agree with those of Kamal et al., (2014), Muhangi (2016) and Owusu (2020) who contend that there is a significant positive relationship between school administrators' leadership style and teacher retention. There is saying that "the quality of a leader determines the over-all performance of an organization". Leaders need to be aware how their leadership style impacts job retention. From the analysis of the results, a number of themes emerged and are explained in the following paragraphs subsections.

##### ***4.1 Foundational training of school managers***

The results reveal that school managers need to be trained before being given an office. This is important because every organization needs capable human resource to run smoothly. This agrees with the skills leadership theory that contends that effective leaders increase productivity. The skills leadership theory also asserts that learnt knowledge and acquired skills and abilities are significant factors in the practice of effective leadership (Allen, 2018). When we look at how Zambian school administrators are appointed, only a qualification in the teaching subject and recommendation letters are considered (Teaching service commission, 2020). The demands of the offices they occupy call for effective leadership style. This can be made possible by leadership training made compulsory to everyone being appointed as an administrator before being ushered into office. Therefore, school administrators should be trained in management for they will be in need of particular skills to ably handle human resource.

Herzberg's two factor theory contend that giving employees the opportunity for career advancement and personal growth is very motivating. Therefore, training given to a new school administrator will be satisfying and that can also lead to higher motivation and good performance of school administrators. This in turn positively impacts on the teachers they are leading, hence leading to job satisfaction that in turn improves teacher retention. Further, the literature has clearly shown a significant relationship between workers' training and workers' performance (Aroge, 2012; Samaneh, & Zoure, 2014). The job embeddedness theory also contends that there are a number of factors that can influence employees to stay when they feel connected to the social and professional space within an institution (Mitchell et al., 2001; Osowski, 2018). Thus, other than helping the administrators improve their leadership style, opportunities in employee development also influence employees to remain in an institution.

##### ***4.2 Use of coercive power***

The results establish that most school administrators use coercive power when dealing with employees. In learning institutions where the leaders use such type of power to get things done, there is always a poor relationship between employees and school administrators. There is also lack of innovativeness among employees for they do things in fear. This leads to low productivity and high turnover rates amongst teachers in the Copperbelt province. Hofmann et al. (2017) assert that coercive power produces an antagonistic climate and enforced compliance. When forced to do things against our will, we all tend to get demotivated and this is what has been happening to many teachers in Zambia. This has in turn led to a number of experienced and qualified teachers leaving the profession. Herzberg's two factor theory argues that people will always be motivated to work hard under favourable conditions. They will not be motivated to work hard if they feel threatened.

### ***4.3 Importance of valuing both production and human resource***

Research findings found that most school managers gave more importance to production than to human resource. It is essential that school managers realize that the success of any institution lies in the hands of its human resource. Human resource needs to be kept safe, happy, healthy and satisfied. This can only be possible if employee demands are satisfied. Every normal human being cares about fair treatment (Hamid et al., 2016). But in most schools in Zambia, production is valued more than the ones producing. This is very demotivating on the part of the employee. Therefore, those who cannot tolerate such treatment tend to leave for other organizations where working conditions might be much more satisfying. This is supported by the job embeddedness theory that stipulates that people tend to be attracted to certain things for them to remain at an organization. The ERC model contends that institutions should also learn to recognize and reward a job that is done other than just looking at what has been produced (Nazia, & Begum, 2013). Administrators should know that just a word of praise or an email recognizing one's contribution to the organization may be a sufficient reward to increase job satisfaction and job retention. Lastly, school managers should be aware that best leadership style involves both human resource and production being valued, as indicated in the managerial grid.

Focusing on the second hypothesis, testing this hypothesis also yielded significant positive results that validated the findings of Ahmad (2013), Oraby and Elsafty (2022), and Sah and Kumari (2022). To assess the impact of training on retention, individual items in line with training were also analyzed and the following issues emerged.

### ***4.4 In-service training***

The research produced credible results that showed that in-service training motivated teachers to stay at one place of work for a long time. These results agreed with those of Aroge (2012), Damei (2020), and Samaneh and Zoure (2014) who found a significant relationship between worker training and worker performance. The findings shows that in-service training also impacts positively on job satisfaction and motivation, and productivity. Further, refresher training is beneficial especially to those teachers who have been in the service for more than a year. For more-experienced teachers to acclimatize to change, they also need to be given opportunities to learn through in-service training. However, the findings showed that teachers in the 50–65-year age group were relatively few. Could it be that many were going on early retirement because of the 21<sup>st</sup> century technological demands on their jobs?

The findings further revealed that in-service training should be an ongoing exercise especially in rural schools. To maintain and improve educational standards in the nation, rural schools, as urban ones, must be run at levels of efficiency. The job embeddedness theory predicts that if teachers are accorded opportunities in career advancement, even those in remote areas will tend to stay because the opportunities will act as a force to attracts them to remain in those schools. Further, Herzberg's theory describes an opportunity for career advancement as a motivator regardless of whether the opportunity is in a rural school or not.

### ***4.5 Foundational training***

The results on whether or not school mangers who had gone through foundational training were better managers indicated a calculated f value of 8.685 and p-value of 0.000. These results provide strong evidence that managers who have undergone foundational training are indeed better managers. Because many school managers have not been given the right foundation training, they fail to carry out certain responsibilities. The lack of foundation training is a common deficiency in



Zambian schools that negatively affects the performance of school administrators. Foundational training is essential for school administrators to become effective managers.

### 5.0 Implications of the findings

The practical implications of this research are of great concern to education policy makers, to teachers as well as to all stakeholders in the Zambian education system. Education plays a vital role in the development of the economy and a teacher is a main player in it. Therefore, there must be effective strategies that will allow teachers to stay in the Ministry. Generally, leadership style plays a vital role in the retention of teachers (Rodriguez, 2019). Leaders should learn to use leadership styles that will impact positively on teacher retention. For instance, they should avoid the use of coercive power and should also learn to value both production and human resource. As importantly, in order to make better leaders, school managers and all those due for administrative appointment should undergo foundational training. This will help school managers acquire knowledge and skills required for effective leadership.

### 6.0 Conclusion

The main aim of this research paper was to examine the impact of leadership style and training on teacher retention in the Copperbelt province of Zambia. The focus of the paper was to understand the degree to which each of the independent variables impacted on teacher retention. The research paper involved former teachers working with other organizations, serving teachers and educational administrators. This paper used a mixed method approach which was primarily quantitative. The findings reported that the two independent variables – leadership style and training – each had an impact on teacher retention though leadership style was the greatest predictor of teacher retention as compared to training. Firstly, the findings showed that school administrators need to improve in the way they lead the teachers and be required to undergo foundational training before being ushered into office. They also need to value the human resource and not just the product. As importantly, they need to avoid the use of coercive power. Lastly, the paper established that foundational training is to be given to both administrators and teachers. In-service training should be an on-going exercise especially in rural schools. Teacher retention can be enhanced by the use of appropriate leadership style and the provision of training opportunities in government schools in the Copperbelt province of Zambia.

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