

“Retention Strategies in Relation with School Teachers: A Systematic Review”

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Abstract:

Purpose – This paper is an attempt to review literature to explore problems concerning attrition of teachers at schools. Teachers usually leave their jobs in early stage of their careers or later when they reach near their retirement stage. The strategies have been explored to retain the teachers. It has further been explored how significant is the role of the principal to act as retainer of teachers.

Design/methodology/approach: It is a conceptual paper and literature from other countries have been explored. The literature has been put into pattern –a) problems of teachers and reasons why teachers leave the schools b) strategies to retain the teachers, and c) role of principals to retain teachers

Findings: Teachers usually leave their jobs in early stage of their careers or later when they reach near their retirement stage. School principals support teachers' initiatives regarding educational process; they should reward students much more regarding their academic achievements; they should support students much more to participate in various school competitions; they should encourage teachers much more towards professional development and application of new methods; they should meet more often with teachers. The role of principal has undergone dramatic change “from manager to supporter”, and the relationship between principals and teacher leaders became more cooperative than conflictive.

Key Words: School teachers, attrition, strategies for retention, role of principal

Paper type: Conceptual Research paper

1. Prologues

The ability to develop successful schools is directly related to the ability to attract and retain quality teachers. The retention of teachers in public schools has been a continuing concern for educators in recent years. Significant numbers of teachers leave the teaching force each year. The need to replace large numbers of the teachers at a school has a negative effect on the educational program.

Grissmer & Kirby (1991) explained that attrition decisions can be placed in the context of: a) The career and life-cycle patterns of individuals; b) Normal labour-force behaviour in other professions; c) Changing patterns of participation by women in the labour force and the changing age structure of the labour force; and d) Compensation and working conditions characterizing the profession.

1. a Objectives and Methodology

This paper is an attempt to review literature to explore problems concerning attrition of teachers at schools. Teachers usually leave their jobs in early stage of their careers or later when they reach near their retirement stage. The strategies have been explored to retain the teachers. It has further been explored how significant is the role of the principal to act as retainer of teachers.

It is a conceptual paper and literature from other countries have been explored. The literature has been put into pattern –a) problems of teachers and reasons why teachers leave the schools b) strategies

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to retain the teachers, and c) role of principals in retention of teachers. The strategies include role of principal who are more than a simple manager. Section 2 discusses the problems of teachers reviewed by researchers in international schools. Section 3 discusses strategies; section 4 discusses the role of principals and section 5 concludes with major findings.

Section 2

2. The Problems of School Teachers

2.1 Demand and Supply issue

Liston, Borko, and Whitcomb (2008) trace the problem of teacher quality to three broad positions:

1. Supply/Demand,
2. Preparation, and
3. Retention.

Supply/demand involves the selection of the right individuals based on intelligence and content needs; preparation concerns acquiring the knowledge and practice necessary to be effective in the classroom; and retention relates to identifying and keeping teachers with the most potential for shaping student academic achievement. Omitting any of the three allows deficits in one area to trump progress in another. Studies of high-performing countries such as Finland, Singapore, and Shanghai advocate a systemic model of teacher quality by attracting top candidates, preparing them through research-based masters degrees and clinical experiences, then providing significant professional development throughout their careers, Allen (2013).

Hiring and retaining the best teachers is an important, complex, and difficult task. But it does not have to be haphazard. Knowing ways to identify teachers who show promise as effective teachers and to meet their needs can lessen teacher turnover, improve the performance of school personnel, and result in greater student achievement.

The ability to recruit, induct, and retain quality personnel is directly related to the success of an organization and its ability to survive and prosper. The cost of seeking and replacing staff is significant. The premature exit of personnel is expensive and depletes an organization of the opportunity to imprint culture and develop a cadre of skilled.

2.2 When teachers leave the job?

Teacher attrition rates are highest for professionals early in their careers and again when they approach the retirement-eligible age, (Liston, Borko, and Whitcomb, 2008). Teachers at mid-career status, as noted in other employments, are less likely to leave the profession based on the structure of teacher retirement programs. Attractive retirement incentives offered by school systems promote retention of mid-career teachers. Research indicates a growing demand for entry-level teachers and senior level teachers. They are also the two groups with the greatest rates of attrition centred on the concepts of human capital theory. The length of a professional career is directly related to the cost and benefits of entering and remaining in the profession. The ease of entry into the teaching profession could lead to higher rates of attrition. Younger teachers would be more prone to leave teaching than experienced veteran teachers. The relationship between the easy and casual entry into teaching and the difficulty in retaining teachers, who expended a small amount of human capital entering the profession. The roots of attrition began with differences in initial career commitment and early work experiences.

2.3 Undergraduate Training Problem

Results from study by Hancock, (2003) suggest that the skills and abilities honed during undergraduate training in pedagogy, technique, and philosophy may not be indicators of continuing contributions

and participation in the profession. While mastery of these skills may produce effective teachers, who have many positive qualities apparently important to attrition and retention. Preservice teachers who demonstrated low levels of effectiveness and intensity seem to remain in the profession despite their demonstrated skill level.

These teachers may begin to see themselves as others see them and initiate a system of self-shaping, or other environmental influences begin to guide their actions. Madsen and Kelly (2002 in Hancock, (2003)) propose that a person's commitment to teaching is related to the time when the decision to become a teacher was made. Individuals who decided to enter education before beginning undergraduate training may have a stronger devotion to their chosen profession and may believe that their investment with emotional and time in their career is so great that leaving the profession would damage their sense of identity; thus, they remain in teaching regardless of how well they "perform." On the other hand, those individuals who decided to enter the profession during their college years may not have as strong an interest and, in turn, are more apt to abandon music education when their perceived effectiveness is in question. Regardless, measures of success differ from teacher to teacher (e.g., social versus academic; quantitative versus qualitative), resolution of these issues may actually come from a teacher's propensity to accurately discriminate the effectiveness of his or her instruction, seek out better pedagogical methods, and integrate them into current practice.

2.4 Professional Development Issue

Rodgers & Skelton (2014) state that education has undergone many reform transformations, such as changing from an environment of working alone to working as a team. The modern approach seeks to

influence student and professional learning through. The evidence of cultural change lies between preparation and development of teachers. Education in the 21st century does not support teaching in isolation. Teachers entering the profession arrive with different professional experiences, interest, and skills. Schools hire novice teachers with limited knowledge, but with a commitment to teaching and learning. Many novice teachers have limited preparation or curriculum knowledge to teach in low-income schools. Novice teachers need continuing professional development from more seasoned faculty to provide support and feedback in order to grow as instructors and leaders in their schools and in the teaching profession. Professional developments can be an evolutionary process for teacher proficiency and community development when there is an expectation apart from the educational environment.

Teacher education and staff training programs are a new focus of American pedagogy. Teaching involves what happens inside the classroom. Teaching promotes learning development as a valuable resource to meet instruction goals. Every efficient form of pedagogy must be educational in some way. Classroom instruction in different settings should be diverse. The practitioner must be skilled in selecting techniques to promote learning and achievement. Pedagogy involves teaching methods and planning allowing learning to provide opportunities to improve understanding, skills, attitudes and dispositions inside a certain collective and informational context. Pedagogy links the teacher and learner to the educational setting. This study aims to examine different methods applied by the most efficient pedagogues in student learning and achievement. Teacher preparation programs and staff training are growth opportunities. Staff training and development shows significant influence when

teachers remain in the classroom and work collaboratively in the school. Many training formats such as professional academies and action research teams encourage collaborative networks and promote positive change for teaching techniques. Professional development develops teaching and learning in several ways. Training and development offer teachers new ideas and methods supported by sound theory and practice. School leaders must be responsible for designing and planning purposeful staff training to enrich a novice teacher's experience and improve student learning.

2.5. Novice Teachers

Many novice teachers are ill-prepared to handle the rigorous school day. This challenges students, academically, and behaviourally. Novice teachers who exit education in the first year is due to the lack of leadership support. Public schools employ a higher percentage of novice teachers, yet in the first five years or less, 40% leave the profession, in US. Novice educators in Michigan with three years' experience or less must team with a mentor such as a veteran educator, university instructor, or teacher retiree. Novice teachers must have 15 days of staff training and development to provide opportunities for reflection and engage in conversation with colleagues to improve teaching methods, classroom management, and student learning. Mentoring and communication are the tools school leaders can use to help novice teachers set up professional relationships to limit feelings of isolation, get emotional support, and share resources. Grissmer (2004) stated that the solution is uncertain because of lower certification standards for teaching which alters teaching and learning settings with the main availability of jobs in disadvantaged locations.

Grissmer & Kirby (1991) analyse data from Indiana. The Indiana data provide a unique opportunity to look at teacher attrition over 23

years—probably the longest longitudinal database kept by any state. This period has been one of extreme change in the teaching profession. The 1960s saw rapid growth in the number of teachers and in real salaries to accommodate the baby boom, whereas the 1970s saw enrollments plummet and reductions in the teaching force. The 1980s saw a more stable but much older teaching force with rising salary levels. The database provides a unique window through which one can examine the effects of these turbulent changes on the level and causes of teacher attrition.

Although the results (by Grissmer & Kirby, 1991) use Indiana data, the patterns of attrition and the factors that have led to a decrease in teacher attrition rates during this period are probably mirrored in many other states in US and countries in the world. The authors find that the factors explaining the trends in Indiana are the increased labor-force participation of women, the aging of the teaching force, the increased entrance of older women into teaching, the declining student/teacher ratio, and the increase in salaries.

Higher attrition rates and job mobility early in a career are a normal part of labour-force behaviour for all occupations and professions. Individuals choose occupations and jobs with limited experience and information and often decide to change occupations, once more experience is gained. Likewise, employers hire individuals with limited information about their performance, and often terminate employment or encourage marginal individuals to seek other jobs once more information on performance is available. Job mobility, attrition, and occupational turbulence are more frequent at younger ages because of marriage and subsequent relocation, family responsibilities for young children, or returns to schools to seek more education. Individuals settle more permanently into

jobs and occupations in their early thirties, and attrition rates and occupational mobility decline markedly. Family income needs increase and the costs associated with a change in occupation also increase because of the wage premium that accompanies experience. The lack of portability of teacher pensions also make interstate job movement costly. Against this background of life-cycle attrition patterns, teacher attrition trends have been really affected by the changing pattern of women's participation in the labor force. Women teachers have followed the general trend among women of strongly increasing full time participation in the labor force.

3. Strategies

3.1 Key result areas at work

Framing Job expectations or key result areas of work and enabling the employees to understand the same at the time of hiring will result in individual and organizational effectiveness. A well-written job description sets an employee to gear up for success by outlining his responsibilities and the parameters of his successful performance. Job description also shows how an employee's position contributes to the mission, goals and objectives of the organization. Meaningful work is always enjoyed by employees and challenging tasks provides a sense of accomplishment at the completion of the task (Kahn,1990). Setting up Key result areas would enhance the passion towards work and level of involvement of the employees. 'Passion for work' has been identified as one of the vital factors enhancing employee Engagement. Employees need to know what is expected of them so as to move towards the goals . This is accomplished by giving specific employee goals as well as the relevant training, tools and resources required to perform their job. Employees need to also be held

accountable for achieving their goals through a structured performance management process, (Antony, 2018),

3.2 Opportunities for Development

Investing in people in the form of training and development helps them to acquire new skills which in turn enhances their skill levels and facilitates to move to the next level of their career ladder. Training programs helps employees to develop personally and professionally. Skill enhancement makes an employee feel that he is being valued in the organization which would definitely result in performance excellence.

Career development opportunities are essential parts of employee engagement strategy. Analyses of drivers of employee/teachers engagement consistently reveal that career development is the second most impactful way of increasing employee engagement next to recognition. If an employee's desire to make advancement in his career is not fulfilled, he will be looking for opportunities elsewhere. Opportunities to move up the career ladder often come down to availability of open positions or waiting for someone to die or retire to move up in the company is a sad reality for many people. When promotions seem like a waiting game to employees, organizations are at risk of turnover. Studies reveal that in recent years, the trend has been to eliminate middle management positions in order to create a structure of fewer managers. Many organizations offer their employees a chance to gain education in their field on the company's dime. Managers should encourage employees to take full advantage of any educational opportunities provided by their organization in their area of operation. Gaining additional certifications and education will allow employees to stay up-to-date in their field, as well as give them the tech knowledge on how tools they need to perform and excel in their jobs.

Programmes like mentoring will enhance employee's knowledge and help them in identifying his career priorities. When an organization offers education and training programmes it not only enhances the skills of employees but also helps the organization to grow. When it comes to educational advancement, employers need to remember that by helping their employees grow, they will ultimately help the organization grow. Thus training and development programmes ultimately offers a win-win situation for the organization and employees. Apart from enhancing corporate potential, an organization can build a workforce that is engaged, motivated and experiences long-term value staying with your organization.

3.3 Effective Leadership

Leadership has always played a significant role in building employee engagement, especially under contingencies, their role is even more crucial. This paper discusses role of principals in section 4. Management should play as engaging leaders. Building trust and honest communication in highly engaged organizations, leaders are perceived as significantly more effective when compared with their counterparts at low engagement organizations. Communication is an important dimension in building the perception of leader effectiveness. Leaders must communicate the reality of the business performance and the impact it has on the organization, while recapturing employees' hearts and minds. Strong leadership and frequent communication are major ingredients of employee engagement.

3.4 Work Teams and Group Dynamics

When effective teams are developed and supported the morale of the team increases resulting in cohesiveness and every member feels proud to a part of the team. This would result in the increase of

belongingness and Trust within the group and organization. Cooper (1997 in Antony, 2018), states managed emotions at work can drive trust, loyalty and commitment and great productivity gains by individuals, teams and organizations. Engaged employees are likely to have a greater attachment to their organization and a lower tendency to quit. Engaged employees are less likely to leave their employer. The difference in behaviour between individuals and individuals as group's members which is termed as individual difference that every individual is unique. Belonging to a particular group or team makes people feel, think and behave in a more perfect manner. Uniform intensity prevailing among the group members during organizational activities increases emotional involvement of the group members and motivates them to be a part of the group.

3.5 Performance Management and Employee Recognition

Performance management is an ongoing process where the manager/supervisor and employee work together to plan, monitor and review an employee's work objectives or goals and overall contribution to the organization. Performance against the set Key result Areas (KRAs) which have been discussed in section 2, and motivates employees to do their best. It facilitates on-going, constructive feedback on performance, identifies plans for improving performance. Skill gap identification and recommendation for training and development helps the teachers to feel that he is being valued in the organization. Rewarding high performers motivates others to perform and enhances a positive work culture.

The research probed by Ngema & Lekhetho (2019) highlight that teachers only identify their needs during post-evaluation meetings with principals.

Since these are both conducted once at the beginning of the year, there is no provision for urgent training needs that may crop up during the course of the year. All government institutions including schools should develop annual workplace skills plans, which capture the training needs of all employees.

Ngema & Lekhetho (2019) say that despite South Africa's high spending in education compared to other sub-Saharan countries, its education system is often criticized as ineffective as evidenced by poor student outcomes in both national and international assessments. This educational inefficiency is often linked to poor teacher quality, particularly in mathematics and science where some teachers are considered to have content knowledge below the level at which they are teaching.

3.6 Employee Communication

The rapid pace of change in most organizations means it is time for internal communicators to bring in a paradigm shift in the approach on the school's internal communication to teachers, and other staff. No longer have Organizations remained as an announcer of quarterly, half yearly and annual performance results, they remain as a custodian of engaging employees through consistent communication with them. New roles of internal communication are developing and it is crucial to get this delivery right. Where practitioners embrace new ways of working there is an opportunity to put internal communication centre stage in an organization and lead on engaging the workforce. Strong strategic narrative, engaging managers, employee voice and integrity are the vital components of employee communication. It results in empowering leadership that provides a strong strategic narrative about the organization on its vision and goals and how far it has been travelling towards it. It aims at engaging managers to have

constant communication with them and enabling them to stay engaged towards the goals of the organization

3.7 Compensation and Benefits and Teacher Rewards

The survey findings published by World at Work on The Impact of Rewards Programs on Employee Engagement concludes that Organizations that motivates managers to engage employees by making engagement as an important dimension of performance. Performance criteria and rewarding engagement through incentive programs indicate that their organizations more effectively foster employee engagement and motivation than those organizations that do not.

3.7.1 Non-Monetary Considerations

The problem of teacher turnover requires new and Creative leadership. Nonmonetary considerations are more important than salaries and benefits in fostering job satisfaction. Teachers are concerned about job security: they want to participate in the decision making process: they view positive working conditions as of utmost importance; they need autonomy that fosters personal creativity; they seek an understanding of their role and its contributions to the scheme of things that take place in the school and the school system; and they are motivated by being part of doing the right things to accomplish worthy end results. (Norton, 1999).

3.8 Conflict Resolution

In a healthy workplace, there will be conflict. HODs acting as a counsellors help their reportees to find solutions to their work related and personal problems that are shared with him by the reportee. This makes the employees to feel that there is someone to hear them. Supervisors acting as mentors provide vale addition to the work life of employees. It is implied that employee engagement

prevents conflict, it would not right to suggest that employee engagement can eradicate conflict completely as both are intrinsically linked and it is evident that disengaged employees are more likely to be in dispute with their employers and with an engaged workforce there is less conflict.

3.9 Work life Balance

Work life balance on an individual level can bring phenomenal changes in his life and can also heavily impact his work life also. A balanced work life is of a great advantage to an employee's health and wellbeing. Stress levels decline drastically to healthy levels. Individuals derive more value from their work in their work place and from personal life that leads to greater satisfaction and is also seen as a mode of self-actualization. Work-life balance can bring a huge transformation as an employee in an organization and as a member of a family. An employee who has less stress tends to perform better and remains productive. He remains engaged and engages his fellow team members'. It gives a sense of intrinsic motivation and helps him to deliver his best. It builds a strong value system that his organization is an employee friendly organization and he remains loyal to his organization. An organization which has conducive atmosphere for work life balance attracts talents from outside and also retains talent. Work life balance measures are retention tools that has significant impact on employee engagement.

3.10 Retention in Rural Area

Mafora (2013) says that retaining quality teachers is a global challenge for schools, particularly those in rural districts. A nation-wide study conducted by the Human Sciences Research Council (HSRC) found that 55 % of teachers in South Africa would leave teaching if they could. Resignation was found to be one of the three largest causes of attrition. Potential attrition in education: the impact of job satisfaction,

morale, workload and HIV/AIDS. Report presented to the ELRC by the Human Sciences Research Council and the Medical Research Council of South Africa, Cape Town: HSRC Press, 2005).

Baker-Doyle (2010 in Mafora, 2013)) maintains that teachers tend to look for positions closer to home or in areas similar to their homes because their decisions to teach, or stay in a specific place is influenced by the characteristics of their social networks. For instance, teachers are likely to teach in a school where they have perceptions of their ability to cope with change, a sense of support, professional learning and student success. Lower levels of attrition have consistently been found in schools with more administrative support for teachers, fewer student discipline problems, and higher levels of faculty decision-making. Teacher resignations may also be the result of personal or family factors like marriage, child care responsibilities or health. Additional personal reasons for teachers to prefer being posted in urban schools are good schools for their own children; employment opportunities for spouses and other family members; the desire to maintain close-knit family and friendship networks; and, opportunities for further studies.

3.11 Teacher Resiliency-Building Practices and Processes

Rosenholtz's (1989) emphasized three essential components related to retention in a coherent fashion. The new teachers enthusiastically expressed support for their teaching assignment from several perspectives. First, they felt that their assignments did not reflect a disproportionate number of children that present social and/or academic challenges. Secondly, the new teachers were most appreciative of the support they received from their colleagues regarding best practices. One new teacher stated, "I never feel overwhelmed because my colleagues

have been over the same road and they help me avoid the pitfalls.” Third, the leadership style of the administration could be characterized as approachable, accountable, caring, and non-defensive. As one senior teacher stated, “I’ve never known our new people to be shy about asking questions of the principal.”

4. Role of Principals

Terziu, Hasani & Osmani (2016) comment that students' success depends not only on themselves, but also on other factors, especially the principal of the school, whose supporting and communicating role significantly affects the success of students. The principal is the one who with his leading role creates better conditions and opportunities for students' freedom of choice. The principal's reward for students' success and their achievements increases considerably the motivation and the sense of self-confidence on students, thus creating prerequisites for the best achievements of students. The commitment of the school principal in increasing school's success consists of supporting the initiatives, cooperation, communication and constant motivation of students and teachers. The principal is the key to success in students' achievement.

The principal is an eminent and influential person in the educational process. His/her task is very responsible and his/her role is to motivate teachers, lead them, manage and evaluate the whole learning and teaching process. The principal in cooperation with teachers, students and parents should make concrete and long-term plans in order to increase the success of students and the quality of education. Apart from that, s/he should familiarize them with new systems and new technologies that contribute in increasing the quality in education. This for traditional principals seems almost difficult to be accepted, because they do not find changes as

something positive, whilst they keep more defensive attitude towards changes. They do not make long-term plans. They do not prefer the implementation of new methods and the introduction of technology in practice. They see it as an obstacle rather than a help. For the school principal to be successful and influential in increasing students' success, s/he should focus on creating a motivation to the staff so that they work effectively. Apart from that, s/he should contribute to the professional development of teachers in creating an environment where staff and students are motivated to work harder and mobilize the staff to plan and implement changes that lead to better teaching and higher standards, etc

4.1 Individual features of the school principal

According to Terziu, Hasani & Osmani (2016), the school principals are not like the leaders of other organizations, such as the leader or the manager of a farm, a car workshop, or nursing home, where sometimes the leader is guided by routine. Education theorists hold the opinions that: the leader – the school principal is a leader because he articulates the reality. He is one of the community, family, has his own biography, knows well the district, and he is a visionary; s/he creates the vision, sees farther than others, plans the future; s/he knows, has the duty and commitment to communicate with the school district, community, municipality, ministry; s/he motivates, inspires and guides towards achieving and realizing the vision; the leader deals with the important work, leads with valuable staff, and includes them in leadership too. The leader has followers, followers follow him/her, but good principal listens and learns carefully many things from them, because in this way he listens to their demands "

4.2 Differences between the manager and the school principal

The scientific theory and the practice describe the difference between leadership and management as follows: the leader influences the others toward action, performance and the achievement of the desired success; the management is used effectively for the organization of daily school life; the leader is enthusiastic, charismatic, and visionary; the manager has the power, the highest position, and the ability to reward and punish. With leadership we understand the way how activities and the work of an institution, enterprise, organization, school, or party is organized. With management, in this context, we understand the action that the leader undertakes in his/her organization and management.

School principals should consider more often students and teachers' views/opinions; they should consult much more with teachers and students thus contribute in increase students' success; they should support teachers' initiatives regarding educational process; they should reward students much more regarding their academic achievements; they should support students much more to participate in various school competitions; they should encourage teachers much more towards professional development and application of new methods; they should meet more often with teachers.

The role of principal has undergone dramatic change “from manager to supporter”, and the relationship between principals and teacher leaders became more cooperative than conflictive. Additionally, principals tended to distribute power and decision-making to members of the school leadership team instead of controlling everything themselves while teacher leaders engaged in school-based decision-making processes and exerted power in managing teachers and students.

4.3 Participative Leadership

According to Zhang & Henderson (2018) that many nations have adopted education policies aimed at not only reforming and controlling curricula but also embedding education as a strategy for national economic growth in response to the forces of modernisation and globalisation. Over recent decades heightened attention has been given to teachers as leaders and the important role they play in providing instructional leadership across the school community. It is not surprising, then, that principals who shared leadership with teachers were found to complete their work responsibilities more effectively. Teacher leadership, therefore, has gradually become a necessary imperative for effective school operation and a prerequisite for school improvement. It can then be argued that collaboration between principals and teacher leaders facilitates, at least to a certain extent, successful change in school, including improvement in pedagogy and student achievement.

Teacher leaders play pivotal roles in school improvement, provided that principals effectively support and encourage their leadership. When directed effectively by principals, teacher leadership significantly promotes teachers' professionalism, job satisfaction, and student outcomes in schools. The success of teacher leadership largely depends on principals' empowerment of teacher leaders to achieve increased collective efficacy.

Principals are able to facilitate power sharing and collective decision making. Those principals who are self-assured and confident are considered to be more inclined to decentralise their use of power and provide more power to teacher leaders. In a collaborative culture, both principals and teacher leaders participate in decision-making, which builds teachers' leadership capacity, enhances their commitment to leadership, and increases balanced power and interdependence. A critical factor for

principals is to know when to step back and how to create opportunities to involve teacher leaders in decision-making. In order to establish high-quality interaction, effective principals possess knowledge of teacher leaders' responsibilities and frequently engage in open and honest communication with them (Mangin 2007).

Principals are proactive in providing professional development opportunities for teacher leaders to strengthen their skills and enhance their confidence in leading. For example, principals often offer information, ideas, advice, and guidance to empower teacher leaders to solve problems and work effectively with others. Principals also play a pivotal role in supplying material resources to support the professional development of teacher leaders, such as training, money, books, curricular materials, and time for leadership. Third, successful principals are adept at providing emotional support to teacher leaders. Principals develop high levels of trust, respect, and fairness to empower teacher leaders and also recognise, appreciate, reward, and encourage teacher leaders' work and efforts, which thereby sustains and motivates teacher leaders. However, some principals are reluctant to distribute leadership due to their concerns about loss of control and power shifting between themselves and teacher leaders. These principals could have been influenced by the "great man" theory of leadership that emphasises principal authority in leadership (Murphy 2000). The style of leadership preferred by such principals is top-down and embedded in hierarchical and bureaucratic structures. This perspective of principal leadership is a key barrier to engendering teacher leadership (Murphy et al. 2009).

Although school principals engage in activities that are associated with teacher retention, these activities are not meant to persuade or influence valued

teachers not to resign from their schools. Rather, these are just routine activities for creating an environment that is conducive to effective teaching and learning. These activities can neither be classified as teacher retention strategies per se, nor are they effective in dissuading valued teachers from leaving rural schools. Principals do not have teacher retention as a prescribed aspect of their human resource management function. It is cause for concern that there is no policy that empowers school principals to implement teacher retention strategies as part of their day-to-day human resource management function. Instead, principals face a myriad of barriers that militate against the retention of teachers in rural schools. These are more manifest than factors that influence teachers to stay. Consequently, school principals are despondent and see themselves as playing no effective role in retaining valued teachers. What is more disturbing is that these principals also indicate that they share aspirations to leave rural schools because of difficult working conditions.

5. Concluding Remarks

Teacher attrition rates are highest during early stages of their careers and again when they approach the retirement-eligible age. Higher attrition rates and job mobility early in a career are a normal part of labour-force behaviour for all occupations and professions. Individuals choose occupations and jobs with limited experience and information and often decide to change occupations, once more experience is gained. Likewise, employers hire individuals with limited information about their performance, and often terminate employment or encourage marginal individuals to seek other jobs once more information on performance is available. A person's commitment to teaching is related to the time when the decision to become a teacher was made. Education has undergone many reform transformations, such as

changing from an environment of working alone to working as a team. The modern approach seeks to influence student and professional learning through Framing Job expectations or key result areas of work, investing in people in the form of training and development, Career development opportunities, teachers' engagement through varied job enrichments are the major strategies to retain them Principal should be a participative leader instead of manger who controls the systems.

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