

“Rethinking” Teacher Retention Through Examination of Leadership Style, Training and Rewards in Zambia: A Mixed Method Empirical Study

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Author's Declaration

I **ZULU NATALIA** do declare that this thesis represents my own work and that it has not in part or whole been presented as material for award of any degree at this or any other institution. Where other people's work has been used, acknowledgement has been made.

Signature of author..........

Date..... 04/10/2024.....

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Dedication

This work is dedicated to

My late Father Mr. W. G. Zulu and Mother Mrs. Tidale Selenia Phiri
Zulu. RIP.

For being the best parents

My Husband

Robert Mbambo

For your patience and encouragement,

My Children

Daliso Zulu, Nandi Mbambo, Ireen Mbambo, Mikiwe Mbambo,
Messiah Mbambo and Tidale Mbambo

You are my source of happiness,

My elder sister

Maria Zulu

For your financial support.

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Abstract

This study ascertained the impact of leadership style, rewards, and training on teacher retention in the Copperbelt Province of Zambia. It was guided by Herzberg's Two Factor Theory and the Job Embeddedness Theory, which provided the theoretical basis for the study of teachers' motivation, satisfaction or dissatisfaction, and their effect on teacher retention. Further, the Employee Retention Connections (ERC) model was used to simplify the relationship between the key variables and job retention. It used a pragmatic research philosophy and a mixed-method methodology, specifically an embedded correlational model, where qualitative data was integrated within a quantitative research design. It had 600 participants. Sampling was done using multistage sampling and snowball sampling techniques. Self-administered survey questionnaires and semi-structured interview guides were used to collect quantitative and qualitative data respectively. Quantitative data was then analysed using ANOVA and multiple regression analysis. On the other hand, qualitative data was deductively coded then analysed using interpretative thematic analysis and Moustakas's Modified Stevick-Colaizzi-Keen (SCK) method. After analysing the three independent variables – leadership style, training, and rewards – findings revealed that leadership style had the most significant relationship with teacher retention, followed by rewards and then training. The findings suggest that school administrators should not use coercive power and should learn to value production and human resource. Study findings further suggest that school managers and newly recruited teachers should be given foundational training before being ushered in an office, in-service training should be an ongoing exercise, teachers' salary should be increased, qualifications should match with the salary grade, and promotion should be based on merit. The following were the major recommendations to policy makers: Teachers' salaries to be increased, teachers with master's degrees and other higher qualifications to have a salary scale commensurate with their qualifications; In-service training to be an on-going exercise, especially in rural schools; and foundational training to be mandatory for all education administrators, in addition to newly recruited teachers, before being ushered in the office. The greatest contribution of this study was on understanding what contributes to teachers leaving the Ministry of Education schools for other organisations. It contributes to understanding how best the teachers can be retained in the government schools with a focus on leadership style, training and rewards. Further, the study gives birth to the Leadership style, Training and Rewards (LTR) Model for Teacher Retention.

Key Words: retention, leadership style, rewards, training

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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
EFA	Education For All
ERC	Employee Retention Connection model
HIV	Human Immunodeficiency Virus
HRM	Human Resource Management
HRMs	Human Resource Managers
SDGs	Sustainable Development Goals
UPE	Universal Primary Education
LTR	Leadership style, Training and Rewards model
MoE	Ministry of Education
PEO	Provincial Education Officer
DEBS	District Education Board Secretary
PS	Provincial Secretary
HOD	Head of Department

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.0 Overview

This study ascertained the impact of leadership style, rewards, and training on teacher retention in the Copperbelt Province of Zambia. The issue of teacher retention is critical in Zambia, because adequate qualified and experienced teachers, who are leaving the teaching profession, are the main drivers in attaining quality education. This study, investigates the significance of leadership style (at school level), rewards and training in retaining teachers at government schools in Zambia. In this study, leadership style is used as a general term to describe the approaches used by School Administrators. Therefore this study did not focus on specific leadership styles though they might have been mentioned in the document to help us under leadership style as an independent variable.

This chapter focuses on the background of the study, the research gap, the problem statement, research questions, the hypothesis, and the research approach and design. The chapter also presents the significance of the study, theories guiding the study, the conceptual model, the scope of the study, and operational definitions. Finally, it overviews how the rest of the document will be organised.

1.1 Background

Employee retention has been one of the most researched topics in the field of management (Kukano, 2020; Muma, 2021; Rodriguez, 2019; Wamitu, 2018). The topic is a major concern for many institutions because it has a great impact on the wellbeing of institutional operations. Poor retention can negatively impact an institution's efficiency and productivity. Employees, who are the lifeblood of every institution, are becoming very difficult to retain. Therefore, such employee retention rates are surprisingly low worldwide. According to the Global Competitiveness Report (2015-2016), the problem is spurred on by greater choice of employment, both locally and internationally, available to teachers with experience and higher qualifications.

The problem of employee retention is apparent among professionals in policing, nursing, law, engineering, architecture, and general education teaching (Ingersoll, Merrill, & May, 2014). Likewise, the teaching profession is continuously affected by this problem and is most common

in teaching fields such as science, technology, special education, languages, and senior mathematics (Jacks, 2014; Podolsky, Kini, Bishop, & Darling-Hammond, 2016; Sutchter, Darling-Hammond, & Carver-Thomas, 2019; Vonow, 2015). This problem is negatively affecting the education sector, especially the subjects in high demand.

In the United Kingdom, a National Foundation for Educational Research (NFER) report found that 31 per cent of science teachers would consider leaving the profession, whereas only 17 per cent of mathematics teachers considering leaving (House of Common Education Committee, 2017). Furthermore, complementary data from the United States of America, based on a representative sample of 50,000 teachers, indicates that over 41 per cent of teachers (primary and secondary education combined) leave the profession within five years of entry, producing an annual attrition rate of 13 per cent (Ingersoll, Merrill, & Stuckey, 2014). In Australia, teacher attrition rates range from 8 per cent to 50 per cent (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 about 16.5 million teachers to achieve universal primary and secondary education by 2030 (UNESCO, 2022). 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 have also been a very serious issue in both rural and urban teachers. For instance, in 2016 6475 teachers were reported to have left the Ministry of education and in 2017, teacher attrition was at 6578 showing an increase of 103 from 2016 (MoE, 2020). In 2018, a total of 7079 teachers were reported to have left profession as well (MoE, 2018). Then in 2019, 8663 teachers left the ministry showing an increase of 584 from 2018 and in 2020 teacher turnover rate was at 7894 showing a decrease of 869 from 2019. The decrease in turn over rate in 2019 was as a result of a general increase in the number of teachers from 2014 to 2020 with the exception of 2015 and 2016 (MoE, 2020). This was as a result of the measures the government had undertaken, which included; increased teacher supply from the teacher training colleges (4,000 to 5,000 trainee teachers graduate from colleges each year), sensitisation of teachers on Human Immuno Virus (HIV) and Acquired Immuno Deficiency Syndrome (AIDS), rural hardship allowances, high salary entry notch for rural areas, decentralisation of the payroll, home ownership

scheme for teachers, and the freezing of urban positions (Silanda et al., 1999, cited in Zambia Teaching Profession, n.d.). Lack of employment opportunities has also contributed to the decrease in turnover rates among teachers (Bennell, 2023).

Over the years, the trend showed that male teachers at both primary and secondary schools had higher turnover rates than female teachers (MoE, 2019). According to the MoE (2019), amongst death, retirement, dismissal, illness, expiry of contract and other unmentioned reasons of attrition, resignation was the second largest cause of teacher turnover rates in Zambia. This situation raises serious concerns.

The tables below show teacher attrition from government schools in 2018 and 2020.

Tables 1-1: Teacher attrition in all schools by sex and province

	Primary schools			Secondary schools			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	2761	2879	5640	767	672	1439	3528	3551	7079
Provinces									
Central	135	171	305	2	2	4	137	173	310
Copperbelt	345	791	1136	200	246	446	545	1037	1582
Eastern	301	211	512	80	47	127	381	258	639
Luapula	382	261	543	60	48	108	342	309	651
Lusaka	385	464	849	103	69	172	488	533	1021
Muchinga	233	158	391	38	37	75	271	195	466
N/Western	235	233	468	110	92	202	345	325	670
Northern	275	166	441	70	61	131	345	227	572
Southern	264	212	476	58	44	102	322	256	578
Western	306	212	518	46	26	72	352	238	590

Source: MoE, (2018)

Province/ Education Level/sex	Primary School			Secondary School			All schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	3310	3106	6416	849	629	1478	4159	3735	7894
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)

Furthermore, teacher attrition in 2018 and 2020 by province, sex and level of education, showed that Copperbelt Province had the highest teacher turnover as shown in Table 1-1.

In trying to establish the reasons for low retention rates among teachers worldwide, the following reasons were advanced: 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 (Costen, & Salazar, 2011; Ingersoll et al., 2014; George, 2015; MoE, 2018; Msango, & Mulenga 2010; Podolsky, Kini, Bishop, & Darling-Hammond, 2016; Wamitu, 2018).

It is imperative to note that the quality of the teachers determines the quality of the students. However, the fact that many qualified and experienced teachers are leaving for other organisations is negatively affecting the education sector. To be precise, there is a very high concentration of inexperienced and underprepared teachers in some schools (Carver-Thomas, & Darling-Hammond, 2017; Wamitu, 2018). Additionally, teachers who leave the profession prematurely do not just hurt student learning, they also reduce the number of taxpayers (Podolsky et al 2016). This in turn negatively affects some of the countries' economic developmental goals.

Further, a mass departure of trained teachers from the profession has also been identified as a profound drain on a country's resources (Beaugez, 2012). In Zambia, this is a common trend, especially among teachers of mathematics, natural sciences, computer studies, and design and technology. However, most of these teachers normally leave the profession almost immediately after they upgrade their qualifications. This causes a big loss to the education sector. The departure of teachers from the Ministry of Education has also compromised the quality of education, the achievement of Education for All (EFA) policy goals, the Universal Primary Education (UPE) targets, and the Sustainable Development Goals (SDGs) (Pitsoe, 2013).

Several studies concerning teacher retention have been carried out in Zambia (Msango & Mulenga 2010; Masaiti & Naluyele, 2011; Kukano, 2020; and Muma, 2021). These studies were reviewed to identify a research gap that the current study filled. The studies established the main contributing factors to teacher retention, but did not establish which among the factors had a greatest impact on teacher retention, hence the need for this study. Therefore, this study focused on three contributing factors to teacher retention; leadership style (at school level), training, and rewards.

1.2 Accentuating the Research Gap

The literature reviewed (Masaiti and Naluyele 2011; Kukano and Mafora 2020; Kukano; 2020 & Muma 2021) highlights the gap identified on teacher retention in Zambian studies. The literature reviewed only establishes the main contributing factors to teacher retention but does not establish which among the contributing factors are the greatest predictors of teacher retention. Thus, the literature highlights the research gap in the studies that have been reviewed from 2011 to date.

Masaiti and Naluyele's (2011) analysed employees' perception of incentives and motivation at the Ministry of Education. The paper used a mixed method approach that was primarily qualitative and secondarily quantitative, in contrast with that of the current study that is primarily quantitative. The significance of this paper was to provide analysis to policy makers and human resource executives on planning a reward and recognition programme. While this paper analysed employees' perceptions of incentives and motivation of employees, it did not examine the factors affecting employee retention.

Kukano and Mafora's (2020) employed action research strategies of inquiry with a sample size of 33 participants. In contrast with the methodology used in the current study, which employs a primarily quantitative mixed method approach with a relatively large sample size of 600, Kukano and Mafora's (2020) study was a qualitative thematic analysis of data from the relatively smaller sample size. The data in this study was analysed using thematic analysis, which involves coding and categorising major themes emerging from the study findings. The study aimed to establish how school managers address the challenge of teacher attrition. It revealed that teacher attrition led to poor staffing levels and poor student achievement. It also established that school managers lacked sufficient support and ability to address the issues arising from teacher attrition. The study contended that school managers had limited knowledge of issues pertaining to staff retention.

Kukano's (2020) study established how school managers address the problem of teacher attrition in public secondary schools in Zambia. This study was underpinned by the human capital theory of occupational choice. This theory suggests that individuals make informed decisions regarding their net monetary and non-monetary benefits from a wide range of occupations, which later determines whether they should stay or leave work (Ben-Poratha, 1967, as cited in Kukano, 2020). The objectives of this study were to: examine how teacher attrition affects the functioning of public secondary schools; establish the factors that influence teacher attrition in public secondary schools; and determine and describe which measures are used to sustain teacher retention in public secondary schools. The study employed a case study design with a qualitative approach. Qualitative data was coded using thematic analysis, and then analysed as descriptive statistics. In the study, high salaries, reduced workload, adequate administrative support, fair promotion and fair treatment, participatory decision-making, and creating a positive school climate were identified to be the factors school managers used to reduce attrition rates. However, while this study focused on how school managers addressed the problem of teacher attrition in public secondary schools in Zambia, it did not analyse which among the findings that affected teacher attrition was the greatest predictor. The methodology used in the study differed with the current study. In methodological contrast, Kukano's (2020) study used the human capital theory of occupational choice in its theoretical framework, whilst the current paper employs Herzberg's two-factor theory of motivation and the job embeddedness theory.

Muma (2021), investigated the strategies that the University of Zambia (UNZA) employed to retain lecturers during the period 1990 to 2016. Maslow's theory of motivation underpinned the study. The theory argues that individuals are motivated to satisfy a number of different kinds of needs, some of which are more powerful than others. He argues that until these more pressing needs are satisfied, other needs are of little effect on an individual's behaviour. The study used a sample size of 137 participants selected purposively and using stratified random sampling. The data was analysed thematically. The findings showed unfavourable conditions, lack of finances (for a range of activities and amenities, such as attractive salaries and pension benefits), limited accommodation and office space, as well as inadequate housing and lecture rooms partly contributed to lecturers leaving the university. This study differs from the current study in the methodology and theoretical framework used. Further, the study attempted to investigate the strategies used to retain the lecturers and did not aim at establishing which among the identified strategies affected the retention of lecturers the most, a research gap that the current study filled.

In conclusion, it is clear that all the studies reviewed aimed at establishing factors that affect retention rates as well as identifying strategies that could work best in retaining teaching staff. The studies differed in methodology, theoretical bases, and the study population. None of the studies established, from the identified factors, the most prominent which affected teacher retention.

Although the literature identified a number of factors affecting teacher retention, not all of those identified would have the same effect on retention. The question is: Which among the identified factors affecting retention, as per the literature reviewed, is more prominent than others? None of the reviewed studies answered this question. Therefore, the current study filled this gap. However, though the contributing factors are many, leadership style, training and rewards are the identified to be common variables in many organisations in Zambia. This study may provide part of the long-awaited solution to teacher attrition, especially of qualified and experienced teachers, on the Copperbelt Province of Zambia and the country as a whole.

1.3 Statement of a Problem

Like any other country in the sub-Saharan region, Zambia has not been spared with the problem of retaining its employees, specifically teachers in the Ministry of Education (MoE). According

to MoE (2016), a huge number of adequately qualified teachers are leaving the teaching profession. For instance in 2020, 6.67 per cent of the teaching staff left the Ministry of education (MoE 2020). This is common, especially among mathematics, science, technology, special education teachers and those with skills and qualifications most needed in the labour market (Anne et al., 2016; EFA, 2010)

The loss of these skilled employees increases replacements and training costs (O'Reilly et al., 2010); the inability to adequately provide students with highly qualified teachers (EFA, 2010; Ingersoll, & Merrill, 2010); the concentration of inexperienced and underprepared teachers in some schools (Carver-Thomas, & Darling-Hammond., 2017; Mulenga, Namafe & Msango, 2017), lower productivity (Mulenga, Namafe, & Msango, 2017), poor staffing levels (Kukano, & Mafora, 2020), poor student achievement (Kukano, & Mafora, 2020) and brain drain (Ingersoll et al., 2014). The loss is also a profound drain on the country's resources (Beaugez, 2012).

However, although many studies have been done on teacher retention with a focus on establishing the main contributing factors to teacher low retention including (Carver-Thomas, & Darling-Hammond, 2017; Kukano, 2020; Masaiti, & Naluyele, 2011; Muma, 2021; Mwenda, & Mngomezulu, 2018; Wamitu, 2018), not all of those identified have the same effect on retention. As a result, the problem seem to be escalating because no one knows which amongst the identified factors, (poor working conditions, poor infrastructure, lack of accommodation, poor leadership styles, low salaries, lack of recognition of highly performing teachers, lack of career advancement opportunities and many more others) have greater impact on teacher retention.

Therefore, if teacher attrition is not treated with the seriousness it deserves and its increase is left uncontrolled, it will be difficult for Zambia to achieve high quality education in the long run as well as attain the SDGs as stipulated in Vision 2030. This will also impact the country's economic growth as education is the engine that drives an economy, and the teacher is central in education.

1.4 Research Purpose

This study ascertained the impact of leadership style (at school level) and training on teacher retention and the effectiveness of rewards systems in retaining teachers. The study also developed an appropriate model for retaining teachers on the Copperbelt Province of Zambia.

1.5 Research questions

The study considered the following main questions to address the research problem:

1. How does leadership style of school managers affect retention among teachers on the Copperbelt province ?
2. How does training of teachers lead to higher retention rates among teachers on the Copperbelt province?
3. How does a reward system affect teacher retention in the Copperbelt province?
4. What would be an appropriate model for teacher retention of teachers on the Copperbelt province?

1.6 Research Hypothesis Development

A post hoc analysis was done to generate the hypotheses. Here, the hypotheses were created by analysing of the reviewed literature and were not proved by any experiment as can be seen in a discussion below.

1.6.0 Impact of leadership style on teacher retention

The issue of leadership style has received a lot of attention in the field of management (Bass, 1990) because it has been identified as one of the variables that affect employees' feelings about the organisation. Simango's (2019) study contends that effective leaders draw on a collection of different leadership styles, and that the effectiveness of a particular style depends on both the leadership task and the context (or situation). Literature has established that leadership style influences staff's intention to leave an organisation; hence there is need to use leadership styles that will promote good employee retention levels (Muhangi, 2016). Similarly, Kamal, Munwar, Muhammad, and Imran (2014) reviewed the existing literature and proposed a model on employee retention. They sought a better understanding of the critical factors that help increase employee retention and established that transformational and transactional leadership styles had a positive relationship on employee retention.

Studies have also established that competent leaders have always been accountable and responsible for retaining competent employees. This is because they help build a favourable retention climate (Chitra, 2013). Contrary to this, some employees view leadership style as not having an effect on job satisfaction but rather prefer that job satisfaction (It is however important to know that job satisfaction cannot be separated from job retention) be obtained through good organisational culture (Gharibvand, Mazumder, Mohiuddin, & Su, 2013). However, we should not forget that the role of leaders in employee retention is critical in determining whether the employees leave or stay. Hence, there is need to embrace a leadership style that promotes staff retention for institutions to thrive (Ng'ethe, Namusongwe, & Iravo, 2012). It has already been established that leadership style influences employee performance and job satisfaction (Llyas, 2016), the latter of which results in higher retention rates. Leadership is also one of the major drivers to improve the performance of an organisation. It is believed that the style of leadership used in an organisation influences its overall results. The leadership style used is also a strong predictor of an organisation's success. Therefore, leaders who use good leadership styles yield planned results, especially in area of training, job satisfaction, and thus better job retention. Therefore, the following hypothesis was proposed in teacher retention context:

H1: Leadership style has a positive impact on teacher retention

1.6.1. The Impact of Training on Teacher Retention

The MoE (1996), asserts that the quality and effectiveness of any education system largely depends on the quality of educational personnel. That can be made possible if the teaching staff are exposed to quality training. This is because training is one of the most important human resource management practices used to curb teacher turnover rates. Training opportunities have a direct impact on employee retention, and reports have shown that training increases employee retention. A study by Damei (2020) showed a significant positive relationship between job instruction and employee retention $r = .940^{**}$, $p\text{-value} = 0.000$ when tested at 95 per cent confidence interval. A study based on human capital theory and Herzberg's theory also identified training as an important factor in enhancing organisational performance and as the main strategy to influence employee retention. It was also revealed that training and job satisfaction positively impacted on employee retention (Oraby, & Elsafty, 2022). Similarly, Sah, Mishra, and

Kumari,(2022) study also established a positive relationship between training and development and the employee. However, employees' decision to stay for a longer period of time can be influenced by training practice (Ahmad, 2013). From the literature reviewed, it was discovered that job training is important to every employee. This is because it impacts positively on employee retention. Training that leaves an employee with a skill desperately needed by an organisation will surely impact positively on employee retention, and hence the second hypotheses was stated as:

H2: Training has a positive impact on teacher retention

1.6.2 Impact of Rewards on Teacher Retention

Studies have identified rewards as one, among other factors, that can be used to reduce teacher turnover rates (Makhuzeni, & Barkhuizen, 2015; Manundu, Mwanza, & Mulwa, 2021; Ndungu, 2017; Terera, & Ngirande, 2014). However, findings from various studies on the effect or impact of rewards have revealed that rewards do have a positive effect on teacher retention, as evidenced in the literature reviewed. Thus, rewards help in reducing teacher turnover. Qualitative research carried out in South Africa revealed that performance management, career development, and teacher compensation significantly affected teacher retention. Here, teachers strongly considered leaving the teaching fraternity as a result of poor rewards. Therefore, this study shows that reward systems for school teachers greatly impact teacher retention (Makhuzeni, & Barkhuizen, 2015). Rewards systems also contribute to a positive school culture, which later motivates teachers to work hard and of course be committed to their duties. This in turn leads to increased teacher retention. School administrators should consider improving both financial and non-financial rewards to attract and retain teachers (Manundu, Mwanza, & Mulwa, 2021).

Additionally, the massive movement of teachers to other fields, lack of commitment to work and other activities, is a clear sign of job dissatisfaction among teachers. Therefore, rewards can be used to enhance job satisfaction. Among these rewards, recognition and promotion strategies positively affect retention. The strategies are relatively affordable and at the disposal of all school managers (Mochengo, Atambo, & Abuga, 2016). Compensation, work-life balance, training and development and career growth have also been identified as key determinants of retention from a human resource management perspective (Kimunge, 2014). Studies have also revealed that rewards have a significant positive impact on job satisfaction and teacher retention (The effect of

rewards, job motivation and job satisfaction on employee retention, 2017). Hence, based on the literature reviewed, the third hypothesis was stated as:

H3: Rewards have a positive impact on teacher retention

The three hypotheses will then be the foundation for the teacher retention model for teachers on the Copperbelt province.

However, since the three hypotheses are not yet proven, both the alternative and null hypothesis must be presented prior to testing, as shown below.

1. H₁: Leadership style positively impacts teacher retention in the Copperbelt province.
H₀: Leadership style negatively impacts on teacher retention on the Copperbelt province.

2. H₁: Training positively impacts teacher retention in the Copperbelt province.
H₀: Training negatively impacts on teacher retention on the Copperbelt province.

3. H₁: Rewards positively impact teacher retention in the Copperbelt province.
H₀: Rewards negatively impacts on teacher retention on the Copperbelt province.

1.7 The Research Approach and Research Design

Research approaches are plans and methods for research that stretch the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell 2009). This plan involves several decisions, the overall being deciding which approach should be used to study a topic. The decision on the philosophical assumptions, the researcher would bring to the study, will depend on the research problem being addressed, researcher's personal experiences and beliefs, the audiences for the study, procedures of inquiry (called research designs); and specific research methods of data collection, analysis, and interpretation (Creswell 2009). From what has been discussed in the preceding sentences, it is clear that the approach to research involves philosophical assumptions as well as distinct methods or procedures.

Furthermore, in planning this study, the researcher had to think through the philosophical worldview assumptions to bring to the study, the strategy of inquiry that is related to this worldview, and the specific methods or procedures of research that translate the approach into practice (Creswell 2009). Worldview simply means a basic set of beliefs that guides the action of a researcher (Guba, 1990). In this study, worldviews were raised based on past experiences and the nature of the problem under investigation. It was as a result of this, that the researcher had to embrace a mixed method approach in this study.

A mixed methods approach involves philosophical assumptions that involves the use of qualitative and quantitative approaches, and the mixing of both approaches in a study (Creswell 2009). . Thus, it is more than simply collecting and analysing both kinds of data; it also involves the use of both approaches together so that the overall tenacity of a study is greater than either qualitative or quantitative research (Creswell & Plano Clark, 2007). This is because mixed methods research resides in the middle of continuum where qualitative and quantitative approaches are representing different ends of a continuum (Newman & Benz, 1998).

The mixed methods approach comprised of four major research designs and these are; convergent design, the embedded design, the explanatory design, and the exploratory design. Therefore, this study employed an embedded design, which is a mixed method design in which one data set provides a supportive, secondary role in a study based primarily on the other data type. In this study the qualitative data was embedded within the quantitative data (Creswell, 2013). This research design will be explained in detail under research methodology chapter

1.8 Significance of the Study

1.8.0 Significance to Practice

The study might help many stakeholders understand how leadership styles, rewards and continuous professional training of teachers can impact teacher retention. As outlined in chapter two, the literature has revealed several effects of the variables above on teacher retention. For example, Wamitu (2018) established that a poor reward system is a significant cause of teacher turnover. A study by Msango and Mulenga (2010) and Leslie (2012) also contends that teachers leave the

Ministry because they seek attractive salaries. Others have left because they were unsatisfied with financial recognitions such as low loan interest rates, housing allowance benefits, and educational allowances (Masaiti & Naluyele, 2012).

Furthermore, leadership training is also helping improve the leadership styles used in many learning institutions, which has helped increase teacher retention rates. For example, a study done by Rutenberg (2008), contends that increasing teacher retention rates in rural areas is positively related to teacher perceptions of the school safety, which is mainly influenced by the type of leadership. In addition, opportunities in career development within an organisation also lead to low employee turnover. Moreover, career development has been considered as one of the human resource practices that help in retention management issues (Presbitero, Roxas. & Chadee, 2016; Costen & Salazar, 2011; George, 2015, as cited in Al-sharafi, Hassan, & Alam, 2018).

However, while such findings may be promising for many teachers, they are significant for all stakeholders in charge of teachers' welfare and the policymakers. Additionally, the reviewed studies' findings are significant in increasing retention rates.

1.8.1 Significance to Theory

This study might also be very important to theory because it may help to fill in the identified gap in the literature by understanding how job retention rates can be increased. Cascio (2003), highlighted that retention is perceived as initiatives management takes to prevent workers from leaving the organisation. These initiatives may include issues such as rewarding employees for doing their jobs effectively, ensuring that the relationship between employees and managers are harmonious, and maintaining a working atmosphere which is safe and healthy. Therefore, this study will produce tangible results after an empirical examination of the three independent variables affecting teacher retention, which might help reduce turnover rates among the teaching staff.

1.8.2 Significance to Social Change

Knowledge of retention might enhance understanding of the importance of increasing retention levels in many institutions. This might later change the mind set of many leaders in learning

institutions. For people to stay in one workplace for a long time, they need to be respected, recognised, and provided with opportunities that might enhance their living standards and social status. As a result, leaders should become more self-aware of how they treat the workers.

1.9 Scope of the Study

1.9.0 Delimitations and Assumptions

Delimitations are study features that researchers can control (Marshall, & Rossman, 2014, as cited in Fenske, 2017). Therefore, based on this study, many factors such as employee personal preferences, the location of the workplace, the organisation's reputation, or the positions available, can contribute to the increased retention rate, . These are variables that are not found in every organisation. Therefore, this study concentrated on standard variables for most organisations. The variables under consideration included leadership styles, training, and rewards system The study was also limited to selected government rural and urban schools of Copperbelt province of Zambia because it has higher turnover rates than other provinces (MoE, 2018, 2020). However, it is imperative to note that despite the reduction in attrition rate from 2018 to 2020 there is a challenge in trying to normalise staffing levels in schools. (Kukano and Mafora 2020), The study also employed a mixed method approach, precisely the embedded design because it helped the researcher to have an indepth understanding of the problem that was being investigated. The study was primarily quantitative because it was an empirical study. Despite having a number of retention theories, Herzberg two factor theory and Job embeddedness theory were used to guide the study. The two theories provided ways for understanding as to why employees leave and how they can be stopped from leaving (Merin, 2021).

1.10 Operational Definitions

The understanding of specific terminologies is central to the later chapters. The following key terms will be used within the framework of this study.

Retention: The act of keeping teachers employed at a government school typically for five or more years.

Leadership: The process by which an individual inspires positive attitude and behaviour of another person so that common goals can be achieved

Leadership style: A leader's approach to providing direction, implementing plans and motivating people.

Training: A short-term process of imparting knowledge and skills required to execute tasks.

Rewards: Anything given in recognition of a service rendered or a job well done.

Motivation: The psychological process that influences individual attitude and behaviour with respect to the attainment of pre-determined goals.

Teacher Retention Rate: The percentage of teachers who remain as teachers in the Ministry of Education in a given year.

Foundation Training: The type of training that aims to improve employee basic skills and technical competences needed by an organisation and the position they are holding

Former Teacher: A qualified teacher who has left the Ministry of education and working for other organisations

Teacher Attrition: The departure of teacher from the Ministry of Education for various reasons.

Teacher Attrition Rate: The percentage of teachers leaving the Ministry of Education in a given year.

Former Teacher: A qualified teacher who has left the Ministry of Education and subsequently works for another organisation.

1.11 Organisation of the study

This subheading gave an overview of the organisation of the whole thesis starting from chapter one to chapter seven as outlined below;

Chapter One: Provides the background of the study, the research problem, purpose statement, research questions, research hypothesis, and significance of the study, delimitations and definition of terms.

Chapter Two: Reviews literature on the concept of teacher retention, strategies used in retaining teachers, training, leadership styles, and rewards system. The chapter also reviewed general literature on teacher retention.

Chapter Three: Provides analysis of job retention theories and job retention models. Leadership, training and rewards theories will also be analysed.

Chapter Four: Presents information on conceptual model and hypothesis development

Chapter Five: Provides information on the methodology to be used in the study, focusing on research paradigm, research design, study population, study sample, sampling techniques, data analysis procedures, ethical issues, validity and reliability, and trustworthiness.

Chapter Six: Presents collected data with the focus on demographic information, the effects of leadership style, training and rewards on teacher retention. The chapter comprised both quantitative and qualitative findings.

Chapter Seven: Discusses the findings. Only major findings are discussed in relation to theories guiding the study and the literature reviewed.

Chapter Eight: Focuses on the recommendations, conclusion, contributions, implications and areas for further studies.

1.12 Chapter Summary

This chapter focused on the background of the study and, based on the literature reviewed (Kukano, 2020; Kukano, & Mafora, 2020; Masaiti, & Naluyele 2011; and Muma, 2021), highlighted the gap that had been identified in Zambian studies on teacher retention. Although the literature identified a number of factors affecting teacher retention, this study carried out a mixed method empirical research on the effect of leadership style, rewards and training on teacher retention in government schools in the Copperbelt Province. This was addressed by answering the following research questions: How does leadership style affect retention among teachers in government schools in the Copperbelt province? How does training lead to higher retention rates among teachers in the province? What effect do rewards have on teacher retention on the Copperbelt? Further, what is an appropriate model for teacher retention of teachers in the province?

The following hypotheses were thus proposed: *H1: Leadership style has a positive impact on teacher retention; H2: Training has a positive impact on teacher retention; and H3: Rewards have a positive impact on teacher retention.* The three hypotheses gave the foundation for the teacher retention model for teachers on the Copperbelt province.

CHAPTER TWO: THEORETICAL FRAMEWORK AND MODELS

2.0 Overview

The previous chapter looked at the background of the study, research problem, research questions, the hypotheses and the significance of the study. The chapter also included key operational definitions. This current chapter discusses the concept of a theory, the two retention theories guiding the study, and other relevant theories. The chapter also focuses on the retention models, leadership theories, training theories and rewards theories.

2.1 Concept of a Theory

Kerlinger (1979) defines a theory as a set of linked variables, definitions and suggestions that present a systematic view of a situation by specifying relations among variables to explain a natural phenomenon. Research has shown different reasons why many employees leave their working places for another. These are instability in the management of an organisation (Bergmann, & Scarpello, 2001); a lack of all the basic facilities (Singh, 2008); low salary and insufficient financial rewards (Lavob, 1997); and perceived alternative employment opportunities (Luthans, 1995). Other factors which contribute to low retention levels include poor recruitment practices, lack of competitive compensation system, poor management style, lack of recognition, poor working conditions, job insecurity, job dissatisfaction, lack of promotion and inadequate training and development opportunities (Chiboiwa, Samuel, & Chipunza, 2010, as cited in Harada, Mahmoud, & Almaaitah, 2017). All these reasons, if present, contribute to job dissatisfaction and poor job retention rates.

Following is a review of job retention, leadership, training and rewards theories in order to focus in on the the specific variables under investigation.

2.2 Job Retention Theories

The study thus uses the Job Embeddedness and Herzberg's Two-Factor theories to gain an understanding of the variables affecting teacher retention. These theories provide ways to understand why employees leave so as to prevent them from leaving (Merin, 2021). The two

theories have been put forward keeping in mind that low job retention rates are mainly 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 (Bulletin, 2018; Costen, & Salazar 2011; Ingersoll et al., 2014; George, 2015; Podolsky et al., 2016; Presbitero et al., 2016; Wamitu, 2018). Therefore, to increase teacher retention rates and to understand the main contributing factors to retention, a combination of theories must be put into practice, hence the reason for underpinning this study with the two theories described further.

2.2.0 Herzberg Two Factor Theory

Herzberg Two-Factor Theory of Motivation tries to answer the question, “what do people want from their jobs?” According to Herzberg (1966), employees want two factors: motivators and hygiene. The motivators (satisfiers) include promotion, rewards and recognition, futuristic, meaningfulness of work, and responsibility. The theory also contends that only motivators cause employees to remain committed to their jobs and attain more productivity. The theory suggests that managers should use motivators to improve employee job satisfaction.

On the other hand, the ‘hygiene factors’ prevent job dissatisfaction among employees (Herzberg, 1966). These factors are essential to keep the employees motivated. Though they do not lead to long-term satisfaction at the workplace, their absence can lead to job dissatisfaction. The hygiene factors are also called maintenance factors, which clearly indicate that employees would always want to have them fulfilled, and failure to provide these for employees becomes a ‘deal-breaker’.

Some of the popular Herzberg’s hygiene factors include pay, job security, basic benefits, company and administrative policies, and physical working necessities (Herzberg, 1966). Therefore, administrators must give importance to both motivators and hygiene factors as they work on retention strategies. A number of studies have used Herzberg Two-Factor Theory in their theoretical frameworks. For instance, the theory was used in a study that explored the motivational elements associated with job satisfaction among medical laboratory professionals in Oman. The findings of this study were that health and safety concerns, heavy workload, poor salary, lack of promotion and recognition, and weak organisational policies were identified to be job dissatisfaction factors (hygiene factors). The satisfaction factors (motivators) identified were:

relationships with co-workers, relationships with leaders, and professional development. The study concluded that job dissatisfaction was a result of absence of hygiene factors and some of the motivators as stipulated by Herzberg's Two-Factor Theory (Samira, Sellgren, Salem, Nasar, & Mats, 2020).

Herzberg's Two-Factor Theory has been widely applied in studies on staff satisfaction, but mostly in sectors other than in education. For example, Ruthankoon and Ogunlana (2003) tested Herzberg's theory and concluded that hygiene and motivation factors apply in different occupations in the Thai construction industry. Moreover, a study in Pakistan also reported that hygiene and motivation factors are strong moderators for job satisfaction among staff in insurance companies (Rahman, Akhter, & Khan, 2017).

Similarly, Fazilat (2021) also contends that Herzberg's theory assumes that to improve employees' attitudes to work, administrators should recognize and consider both sets of characteristics and not assume that increased satisfaction leads to decreased dissatisfaction. It was also found that people were not satisfied with meeting the needs of a lower order at work, such as minimum wage and pleasant working conditions, but rather seek to meet the psychological needs of a higher-level needs related to achievement, recognition, responsibility, promotion, and nature of the work itself. Further, a study conducted at ATB University in Nigeria study also established that employees received satisfaction and job dissatisfaction from the motivating and hygiene factors respectively (Haruna, 2013).

2.2.1 Job Embeddedness Theory

The Job Embeddedness Theory stipulates that several factors can influence employees to stay in an organisation. This can be seen when employees who feel connected to an institution's social and professional space demonstrate a lesser habit of leaving the institution. 'Job embeddedness' is a collection of forces that impact employee retention (Mitchell, et al., 2001; Osowski, 2018). For instance, the employees may feel very attached to the organisation because of favourable working conditions, reasonable working culture, opportunities for employee development, and other factors. This theory further contends that as long as employees feel embedded in the organisation they belong to, they tend to stay long (Merin, 2021). Different studies have established that job embeddedness has an impact on employee turnover. In 2001, the job

embeddedness theory was announced to clarify why personnel stay in organisations. In answering this question, researchers reported that job embeddedness predicted staying and other positive work outcomes such as in-role and extra-role performance. It was also established that, those who are more embedded are less likely to be inattentive or to participate in counterproductive work activities.

Based on theory and investigation, many practical inferences for organisations have been progressive in their quest to improve job embeddedness and its related outcomes (Holtom, & Darabi, 2018). This is because job embeddedness can forecast turnover rates over and beyond a combination of perceived attractiveness of movement measures and perceived ease of movement measures, such as job alternatives and job search. Job embeddedness also evaluates new and expressive change in turnover over that foretold by the significant variables included in almost all the major turnover models. Job embeddedness is also essential in mediating employees' attitudes and behaviour (Robinson, Kralj, Solnet, Goh, & Callan, 2014). Holtom and Neill (2004) also identified job embeddedness as a valuable lens to evaluate employee retention.

Therefore, to retain competent and committed employees in an institution, managers should take care of factors affecting job satisfaction (Gorde, 2019). To achieve this, it is also important to know that the two theories relate to employee needs and expectations. However, Herzberg's Two-Factor Theory focuses more on work environment-related factors, whilst job embeddedness theory includes job and off-job factors such as personal, family and community commitments. Actually, the use of job embeddedness theory is an interlaced way of dealing with employee retention for it offers multi-faced means of addressing issues leading to unwanted turnover within an institution. Additionally, to reduce unwanted turnover in an institution, school administrators should also be aware of the fact that the fit-dimension of organisational and community embeddedness, along with the moderating effect of organisation size and the availability of nearby alternative jobs, have a significant impact on improving perceived creative performance and reducing staff turnover intentions. Therefore, organisations should concentrate on organisational-fit and community-fit concepts in their nurturing strategies to embed young teachers in their learning institutions (Shah, Yadar, & Shanmugam, 2020).

However, though there are a number of employee retention theories (thus, Vroom's Expectancy

Theory, Maslow's Hierarchy of Needs, Job Embeddedness Theory and Herzberg's Factor Theory), the two theories discussed above will help to bring a picture of distinctiveness to the study due to their focus. Moreover, looking at the variables that have been examined, such as leadership style, training and rewards, the two theories will be the best to guide the study.

Other than the two retention theories used to guide this study, it is important to know that there are other retention theories, as presented in the preceding paragraphs.

2.2.2 Maslow's Hierarchy of Needs

Abraham Harold Maslow is among the major contributors to the behavioural science movement. He has contributed substantially to the understanding of motivation by putting forward his hierarchy of needs theory in which he grouped human needs into five categories (Chatterjee, 2009).

Maslow's theory contends that human needs form a five-level hierarchy that consists, firstly, physiological and biological needs for adequate air, food, drink, shelter, warmth, sex, and sleep. Secondly, the hierarchy addresses safety needs, including shelter from the elements, security, order, law, stability, freedom from fear, and a secure future. Thirdly, love and belongingness needs include social relationships, familiarity, love and care from the work group, family, friends, and romantic relationships. This level clearly denotes that every human being needs to feel cared for. Maslow's Hierarchy of Needs also looks at esteem needs as the fourth level. Here, personnel will long for recognition, achievement, mastery, freedom, status, supremacy, prestige, self-confidence, and respect from others. Self-Actualization needs comprise the fifth level in the hierarchy. This level is concerned with realizing individual potential, self-fulfilment, seeking personal growth and peak experiences (Maslow, 1995).

In relation to Zambian schools, the government may attend to the physiological needs of teachers by giving them adequate pay to cover food expenses, rentals, water and electricity bills, and rates, housing, transport, lunch, snacks, water, relaxation time and areas, medical insurance, and various allowances. Regarding safety and security, teachers may feel satisfied with adequate pay for savings and investment, retirement schemes, shares accumulation, employee/management buyouts, company loans, and long long-term contracts. Love and belongingness, on the other

hand, may include providing staff rooms, social and sports club memberships, functions and events, and mingling areas. Employees may also develop self-esteem of accorded opportunities for promotions with prestigious job titles, exclusive offices, car, awards, fringe benefits, and seniority systems. If provided, challenging tasks, honorary positions, consultancies, and figurehead positions may also contribute self- self-actualisation. However, figure 3-2 that follows summarizes Maslow's five hierarchy levels:

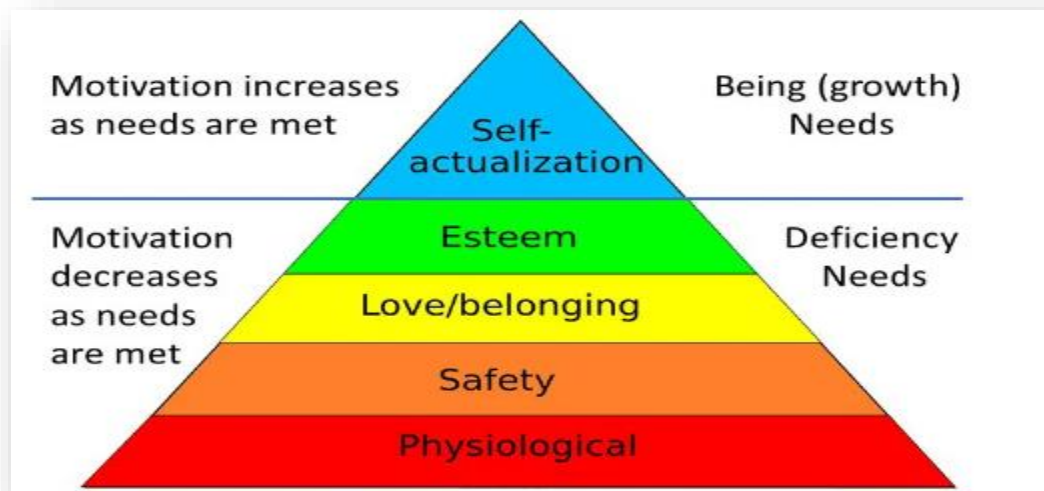


Figure 2-1: Maslow's hierarchy of needs theory (Maslow 1943, 1954)

Maslow's Hierarchy of Needs contends that physiological needs and safety needs are to be met first, before more complex social needs, such as the need to belong and for esteem, can be met. If an individual has satisfied his basic needs, he tries to satisfy higher-order needs. However, a lower need does not have to be entirely fulfilled before a higher need emerges (Chatterjee, 2009), though the researcher tends not to agree with this. This is so because, practically, people will look for higher needs even when they have achieved their basic needs. For instance, some employees will still seek social recognition even when they have not been provided shelter.

Therefore, applying this theory to the organisation it stipulates that the basic requirements of all employees (health, job security, and adequate payment) should be met before they advance to

higher-level needs. When employees are fulfilled, they will remain committed to the organisation, which will positively impact job retention.

2.2.3 McGregor's Theory X and Y

McGregor's Theory X and Theory Y are part of motivational theories but can still be applied and used in retaining the employees. Theory X and Y describes two opposite views of people. According to the books titled Professional Manager (1967) and The Human side of Enterprise (1960), Theory X is based on the assumption that, human beings dislike work and would try to avoid it if possible, and because of that most employees must be threatened for them to do the work. The theory also explains that the average human being prefers to be directed and avoids responsibilities. As a result of this, a leader working under such assumptions would employ autocratic leadership style to get the work done.

On the other hand Theory Y which is the integration of individual and organisational goals asserts that a human being does not inherently dislike work, and the people will exercise self-direction and self-control in the service of objectives to which they are committed. The theory also explains that commitment to objectives is a function of the rewards associated with their achievement. This theory also asserts that a human being learns, under proper conditions, not only to accept but to seek responsibility. It is also explained that under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilised. This theory leads to more cooperative relationships between managers and workers (Professional Manager (1967); The Human side of Enterprise 1960).

However, if theory Y is been implemented in a learning institution, principle of scientific management such as , decentralization and delegation, participative management, job enlargement and performance appraisals will also be implemented. This in the long run will help to improve employee motivation which can later can lead to increased retention rates

2.2.4 Vroom's Expectancy Theory

This theory contends that employees will only stay in an organisation whose goals align with theirs. Therefore, the conclusion is drawn here that for an organisation to retain their employees, they

need to understand the goals of employees and see if they match those of the organisation. Employees will stay in such organisation because they can relate with the direction the organisation is heading. it is important to know that job retention is an essential part of motivation. Therefore, theories of retention can also be considered as motivation theories. Hence, the relationship between job retention and motivation is inseparable.

Other than the retention theories discussed above, it was also vital to look at the employee retention models for they also provided information that helped to understand the topic under discussion. Below are the retention models;

2.4 Employee Retention Models

A conceptual model is a substructure that presents an idea or thought. Earp and Ennett (1991) establish that a conceptual model is a diagram of proposed causal linkages among a set of ideas. This becomes very useful when developed logically to provide accuracy to the research process (Elangovan, & Raju, 2015). A good conceptual model allows a researcher to relate the factors of the study, pick the correct sample unit and analyse data correctly. A model also simplifies knowledge when presenting the relationship between system elements (Ericksson, 2003). A conceptual model also gives a degree of originality to the research (Sekaran, 2003, as cited by Elangovan, & Raju, 2015). Relating to employee retention there are three important models and these are: (1) the Zinger Model (2), the Integrated System for Retaining Employees model (Nazia, & Begum, 2013) and (3) the Employee Retention Connection Retention (ERC) Model.

2.4.0 Zinger Model

This model was developed by David Zinger, a Canadian-based management consultant, whose work was designed to foster relationships in order to increase employee engagement in work places (Nazia, & Begum, 2013) The main objective of this model is to achieve the desired result, which is to develop higher levels of employee engagement between themselves, with customers and the community. To achieve the desired results, administrators need to work on themselves as well as on the employees through well-crafted strategies. The Zinger Model is illustrated diagrammatically overleaf.

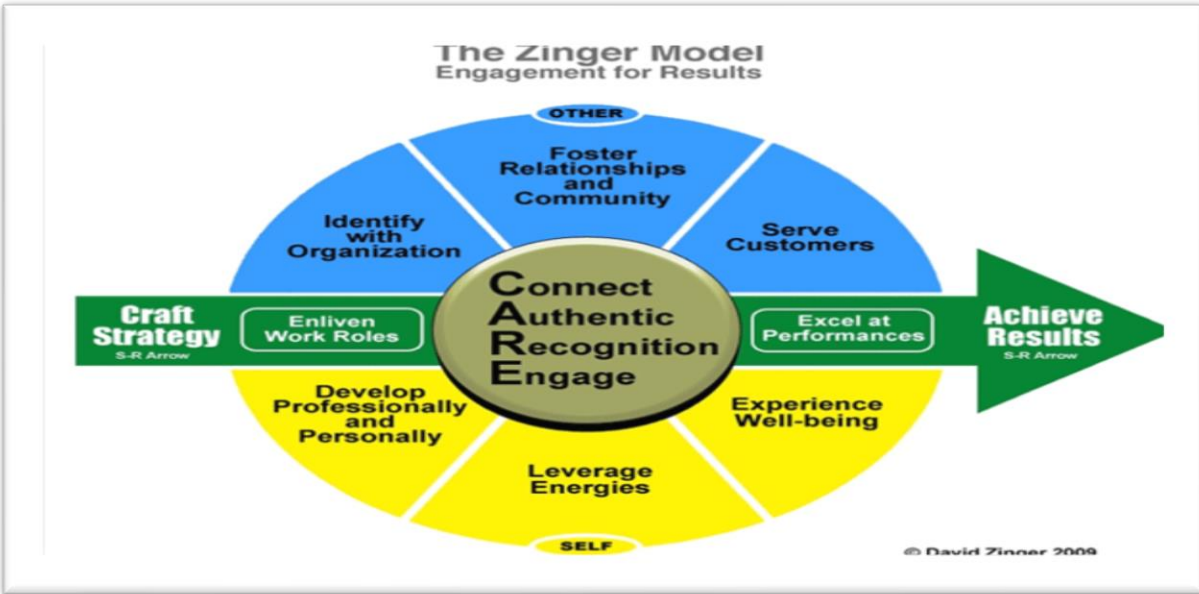


Figure 2-2: Zinger Model (Nazia, & Begum, 2013)

Figure 2-2 demonstrate how results can be achieved in an organisation by using the Zinger Model with the acronym ‘CARE,’ which stands for connect, authentic, recognition, and engage. Retaining employee retention in an organisation requires a positive work environment that promotes engagement, appreciation of employees, competitive pay and benefits, and a healthy work-life balance (Hassainy, 2020).

Based on extensive work on employee engagement, the Zinger Model provides organisations with 12 keys that a manager must follow to achieve significant results. The twelve keys highlight various aspects of employee retention and engagement (Choudhury, & Mohanty, 2018). The following are the twelve aspects of the model: (1) Achieve results by proper planning and performance, (2) Craft strategies considering both organisation and employee requirements, (3) Brighten roles by removing the boredom factor from work, (4) Excel at work by rewarding for the hard work which creates self-esteem among employee, (5) Get connected or remain connected with organisation as well as employee, (6) Be dependable by responding sincerely when addressing the problem of employee and do justice, (7) Live recognition, (8) Generate fully engaged workers with a clear mindset that employees are their greatest assets (9) Serve customers by creating a culture and tradition, (10) Develop personally by upgradation of skill according to

the obligation and, (12) Attain happiness with satisfied and happy employees (Choudhury, & Mohanty, 2018). Furthermore, the Zinger Model considers aspects important for manipulating the participation, engagement and sacrifice of the employees who have high productivity in the organisation (Delbahari, Soltani, & Khorasgani, 2019). Although the twelve factors in the model may help achieve high levels of engagement, it is also important to use counselling services on professional management to achieve effective strategies (Delbahari, Soltani, & Khorasgani, 2019). Additionally, according to the Zinger Model, connection is the central enabler of employee retention. The model stresses that employee retention can contribute to effective performance management and establish the company's engagement, while engagement and retention can help companies excel at performance. Good employee retention should foster star performers. Furthermore, robust retention involves mastery of physical, mental, emotional, spiritual, and organisational energy. However, the current study did not use this model in its theoretical framework because it mainly focuses on achieving the desired results and is not really concerned with how leadership, training and rewards impact the desired results and precisely how to curb teacher attrition.

2.4.1 Integrated Retention System (IRS) Model

The Integrated Retention System (IRS) has been demonstrated to be operative and pertinent mainly due to its recognition of employee retention as an integral component of an institution's success. Similarly, the incentive of offering career improvement opportunities in tandem with the integrated retention system model has contributed to better perceptions of employees with regard to their job. Sinha and Sinha (2012) outlined a number of factors contributing to employee retention. These included the need to focus on the factors affecting retention and the retention strategies that successfully satisfy all employees' needs (Agrela et al., 2008). Other factors that contribute to retention include compensation, employee motivation, employee recognition, and flexible training opportunities (Cunningham, 2002). Figure 2-3 illustrates the integrated retention system.



Figure 2-3: Integrated retention system (Nazia, & Begum, 2013)

2.4.2 Employee Retention Connection's (ERC) Model

Though there are other employee retention models discussed, to simplify the relationship between key variables in this study (Briggs, 2007), the Employee Retention Connections (ERC) Model was used. This model helped to bring out a picture of originality to this study since it is a tested model and the independent variables (leadership style, training and rewards) being used in this study fit well in the model. The ERC Model helped give the research process accuracy because of its nature and focus. This model concentrates on applied organisational experience indicating three primary drivers of employee retention. 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.



Figure 2-4: Employee Retention Connection's (ERC) model

Source: Nazia and Begum (2013)

The model also identifies leadership styles as a determinant of employee retention. Therefore, leaders should champion change and must be open to new ideas. They should also inspire a shared vision of organisational direction, develop the capabilities of others and become role models for their institutions. Institutions should also recognize and reward a job that is done.

It is clear from the model that employee retention has a direct relationship with competence building and career development, good leadership style, stimulating work, recognition and rewards and organisational climate. Therefore, if these factors exist in an institution, the tendency to leave the job or switch to another job gets reduced. Thus, because job satisfaction and employee retention are always positively correlated. The model also clearly shows that if the factors mentioned above exist in the organisation, they will not only help attract new employees but will also lead to the retention of the existing employees (Nazia & Begum, 2013).

Additionally, the ERC model changes the organisation culture and enhances competitive edge through the following five-phased approaches, thus analyzing the organisation's motivation and retention culture; designing high-involvement job and work assignments; training supervisors and managers in proven methods of motivational leadership; delivering a plan for employee career paths and skill building; and building a tailored reward and recognition system that fits the organisation's culture (Nazia, & Begum, 2013).

It is however important to note that both the IRS model and the ERC model allow for tailor-made assessments and rewarding structures that make them effective employee retention tools. Both are identified to be popular in the provisioning of opportunities to employees in various organisations. Despite the IRS model having a number of advantages, the researcher resorted to using the ERC model because it was easy to apply to the current study because the issues the model addressed were directly linked to the independent variables used in the current study. Having looked at the retention models, various theories of leadership, training and rewards must be also described and analysed to help us understand the independent variables under investigation.

2.5 Theories of Leadership

The role of leadership is important and needed to create a conducive work environment needed by many employees. Therefore, leadership is identified as one of the variables influencing employee retention. The role played by the leaders and their leadership style in employee retention directly impacts the employee's feelings about the organisation (Hauer, Quan & Liang 20121). Therefore to have a clear understanding on this, it is vital that the theories of leadership be discussed. literature review has exposed a number of theories that can be applied in leadership. Although there are a number of theories of leadership, most can be classified into one of Cherry's (2012) eight major types of leadership theories. The subsections that follow discuss these leadership theories.

2.5.0 Great Man' Theory

The 'Great Man' leadership theory looks at leadership as inherent ability. It is inborn, meaning some people are destined to be leaders. The term 'great man' was used because, at the time, leadership was predominantly for men, especially military leaders (Ololube, 2013). Likewise, this theory became popular in the 19th century and centers its argument on prominent leaders such as Alexander the Great, Julius Caesar, Abraham Lincoln, and Mahatma Gandhi. This theory was also created because of some leaders who were already successful had inherited their leadership role through birthright (Amanchukwu, Stanley, & Oloube,2015). However, this theory is not popular

in modern business practices because it has been established that many people who lack great leadership qualities, develop and grow into great leaders.

2.5.1 Trait Theory

Trait theory is one of the key methods used to study human personality. Like the 'great man' theory, the trait theory also assumes that people inherit certain leadership traits such as intellectual ability (intelligence, charisma, and self-confidence), physical traits (height, attractiveness), and personality traits (extraversion, introversion, agreeableness, openness, and neuroticism) that make them great leaders (Ekvall, & Arvonen, 1991). This theory aimed at finding common characteristics that separated leaders from non-leaders though it was not possible to ascertain such traits and this led to the theory's disfavor (Amanchukwu et al., 2015). This later prompted other researchers to shift paradigms in search of new explanations for effective leadership. However, though some researchers may have shifted away from this theory, it is imperative to know that some psychologists tried to prove this theory's worth. For instance, Cattell (1973) developed a sixteen-personality factor model with sixteen traits. To measure the traits, he used a personality factor questionnaire. He analysed the sixteen traits in his research and devised five second-order factors. These were openness/tough-minded, self-control, extroversion, independence and anxiety (Cattell, 1973). Relating this to the current study, this theory if applied in Zambian schools would help school administrators to improve employee relations by understanding teachers' personality.

2.5.2 Contingency Theories

This theory contends that no single leadership style is recommended for use, but rather, leadership style depends on a number of variables (Fiedler, 1964; Greenleaf, 1977). No single leadership style is appropriate in all situations and no generalized best fit in leadership style (Abba, Yahaya, & Suleiman, 2018). Lamb (2013) asserts that leadership effectiveness depends on whether the leader's qualities and leadership style suit the situation. He adds that the effectiveness of every leader also depends on the degree of fit between a leader's qualities and leadership style and that demanded by a specific situation. Similarly, the effectiveness of every leader may also depend on the qualities of the followers in addition to situational features (Cherry, 2012). Contingency

theory suggests that, to be effective, human resource management must be consistent with other aspects of the organisation's internal and external environment.

Various studies have been carried out on contingency theory. According to Harney (2016), the theory contends that human resource managers (HRMs) at any organisation should be considerate of all other aspects of the organisation for them to be effective. Not only that, they should also encourage interactions rather than rely on linear relationships. HRMs should also discourage a one-size-fits-all approach and exhibit internal fit so that they can work together with employees to communicate the same message and deliver the same desired outcome. Harney (2016) describes the contingency theory as a theory that risks proposing a limited range of options, which takes things as given and there, that narrows the role of choice and the agency of HRMs to do things differently. The theory also disclaims the static behaviour of organisations and the failure to address issues of organisational size (Abba, Yahaya, & Suleiman, 2018). Another study agreed with these findings by surmising that the main problem in contingency-based modeling in some organisations is the operation of fit (Hu, & Islam, 2012). Therefore if this theory was to be applied in the Zambian schools to it may affect on teacher retention negatively it may not give room to teachers for thinking as Harney (2016) eludes that the theory proposes a limited range of options and that narrows the role of choice and the freedom by employees to do things differently. Looking at the way some teachers behave towards their work, this theory may be partially useful in teacher retention in the sense that to bring about team work the leader may resort to using this theory. It is said that leadership effectiveness depends on whether the leader's qualities and leadership style suit the situation (Lamb, 2013) though some leaders may go overboard.

2.5.3 Situational Theory

The Situational Theory is an approach that designates a leadership style to a given situation based on a number of factors. The theory states that leaders change their leadership style based on the situation and according to employees' capability and obligation level (Herrity, 2020). For instance, in a situation where a leader is expected to be the most educated and skilled member of a group, an authoritarian leadership style might be the most suitable in a given situation. In other instances where group members are skilled specialists and expect to be treated as such, a democratic style might be appropriate.

Furthermore, the situational leadership theory holds that the difference between the effectiveness and ineffectiveness of the four leadership styles is the appropriateness of the leader's actions to the particular situation in which it is used. This theory enables a leader to identify a task, set goals, determine the task maturity of the individual or group, select an appropriate leadership style, and modify the style as change occurs. (Waller, Smith, & Warnock, 1998). However, this theory also emphasizes that the best leadership style to be used also depends on the performance readiness of the group.

Just like any other theory, the situational has got its own strength and weaknesses. Focusing on the strength, this theory sets a good standard for training leaders (teachers, school managers, and HRMs) and gives a clear perception of how these leaders should act to increase effectiveness. This theory is easily applied and encourages the notion that leadership must be adaptive to situations. There are also disadvantages to the situational theory: It lacks clarity of progression through developmental levels and how employee commitment changes over time. This theory lacks thorough research due to the range of variances in leadership style, the differences in demographics of employees, and it has no clear connection with commitment and competence to form each development level.

When it comes to employee retention this theory may be ideal for it enables a leader to identify a task, set goals, determine the task maturity of the individual or group, select an appropriate leadership style, and modify the style as change occurs (Waller, Smith, & Warnock, 1998). Though at times and depending on the situation leaders may be forced to use inappropriate leadership styles which may impact on job satisfaction negatively. For example, some school administrators may resort to use autocratic leadership style to get the work done for the theory emphasizes that the best leadership style to be used depends upon the situation, or the context of communication between leaders and employees to increase an organisation's productivity and profitability.

It is however, important to know that this can only work if HRMs understand the leadership behaviour inferred from the theory. The most imperative part of situational leadership is having a high level of understanding of leadership behaviour (Hur, 2008). If school administrators understand apply leadership style appropriately, teachers would appreciate the direction or support from them.

2.5.4 Behavioural Theory

Behavioural theories of organisation are a key share of the field of organisational studies as behavioural reasoning is found across a variety of theoretical styles. They oppose the trait theory of leadership contending that great leaders are made and not born. This is so because the theory focuses on the attitude and behaviour of managers and staff, not on inherent qualities or internal states. According to the theory, people can learn to become leaders through training and observation (Glaser, 2022).

Behavioural Theory also focuses on the goals of the firm and carries research to top management and organisational levels of analysis. Teachers' attitude and actions are important for goal attainment. School administrators should consider their own attitudes and behaviour with those of teachers in for organisational benefit. Behavioural Theory also predicts that organisations reply to performance below the aspiration level by engaging teachers in coaching, training and research. Behavioural Theory assumes that an organisation learns from its experiences (Greve, 2003, as cited in Greve, & Argote, 2015). Behavioural Theory can help to retain teachers in Zambian schools. If leadership training is offered to all members of the organisation, turn over rates are reduced (Glaser, 2022). Most teachers would not want to work under a disorganised, unskilled, and disengaged leader, but they would be happy if led by an education administrator who inspires and motivates them to do their best every day. The understanding and application of behavioural theory in government schools produces alignment of attitudes and behaviour towards goal attainment. The job satisfaction arising from management attention to teachers and the training of teachers predicts retention.

2.5.5 Participative Theory

Participative Leadership Theory contends that a good leadership style accommodates everyone's input when it comes to decision making. This type of leadership encourages collaboration and improves teamwork and commitment, leading to better quality decisions through involving everyone in decision-making (Lamb, 2013). Additionally, leaders who use participative leadership theory always ask for suggestions from the people they lead before establishing new processes and procedures. Participative leadership follows this process: the leader facilitates a meeting with the

team, shares all important information and knowledge about the problem to be solved, and team members share their ideas and thoughts with the team (Sagnak 2016).

Studies have used Participative Leadership Theory and made the following observations. The participative (or democratic) leadership style is ideal for organisations that require cooperation between various components (Mohiuddin, 2017). This leadership style is also suitable for educational institutions with concerted environments. Contrary to this, leaders using participative leadership theory can become overly dependent on the contributions from their subordinates.

In the Zambian context, teachers feel guided and supported if school administrators use the appropriate leadership style. This creates, if related to Herzberg's Two-Factor Theory, less job dissatisfaction and result in increased teacher retention rates.

2.5.6 Transactional Management Theory

Cherry (2012) states that leaders who employ transactional theories focus a lot on supervision, organisation and group performance, and the exchanges between leaders and followers. These theories base leadership on rewards and punishments (Cherry, 2012; Lamb, 2013). Northouse (2016) contends that transactional leaders are not interested in the needs of the followers or their personal development. Despite treating the followers with less importance, these types of leaders are influential among their followers because it is in the best interest of followers for them to do what the leader wants (Kuhnert, & Lewis, 1987, as cited in Northouse, 2016). In trying to show how transactional leadership affects employee retention and job satisfaction, Kamal et al. (2014) and Lumbantoruan, Kurnianwan, Christi and Sihombing (2020) established that the use of transactional theory positively impacts on employee retention. A transactional leader also increases employees' regular performance and especially that which can be measured quantitatively (Gadot, 2006). Bass (1985), as cited by Ahmad, Rahman, and Soon, (2015), also contends that leaders who use transactional theory help in satisfying employees physical and security needs, where a negotiating exchange and reward system between leader and employees is very useful especially when the organisation is in a good situation. However this theory has its own weaknesses when it comes to retaining of employees this is so because the employer is more goal/ results oriented than the well being of employees. For instance Kolzow (2014) explains that leaders who use transaction theory are more concerned with the work process, rather than with forward-thinking ideas. When

an employee fails to meet the objectives, the next step is often a penalty or punishment and this can affect employee retention negatively.

Conclusively, in organisations where leaders employ Transactional Theory, rewards are used for reinforcement that motivates employees and, as such, employees will always be motivated to work hard because they believe that they will benefit from carrying out the directives given by their leaders.

2.5.7 Transformational (Relationship) Theory

Transformational (or relationship) Theory, focusses on connections designed between leaders and followers. In this theory, leadership is seen as a process whereby a leader tries to connect with its followers to create a connection (Amanchukwu et al., 2015). Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Leaders who use this theory are obsessive about everything but are also concerned about the well-being of the followers. Transformational leaders are also interested in open communication so followers feel free to share ideas in this supportive environment. This, therefore, improves organisational performance as well as increases job satisfaction. Transformational leadership also help to improve employee retention rates (Kamal et al., 2014) through inspiring positive change in behaviour, prioritizing the staff's well-being, and encouraging improvement and growth. Kolzow (2014) further contends that transformational leaders strive to achieve four many components in their leadership. These are: (1) Idealized influence, (2) Inspirational motivation, (3) Intellectual stimulation and (4) Individualized consideration. In relating these four component of transformation theory to retention, it is vital to know that a leader who has idealized influence becomes a role model for employees through exemplary behaviour that instills pride and trust among followers which later impact on employee retention positively. This is so because followers trust and respect the leader. They also imitate him and adopt his or her ideals.

When it comes to inspirational motivation as a component of in transformation leadership, a transformational leader plays a major role in instilling the sense of team spirit, enthusiasm, passion, and optimism among the employees. This in turn helps employees to dedicate themselves to the organisation's vision which later impact positively on employee retention (Kolzow, 2014).

Coming to intellectual stimulation a transformational leader encourages creativity and innovation, and look at more effective ways to make decisions. This motivate employees to stay in a work place for a long time because they are allowed to think independently and are given an opportunity to value learning. Focusing on individualized consideration, a transformational leader pays attention to the needs of individuals, and seeks to develop followers by supporting, mentoring, and coaching employees to reach their full potential. This type of a leader allows open communication and recognize followers for their unique contributions. This positively influence employee retention (Kolzow 2014).

In supporting Kolzow (2014) findings on transformation leadership, Wren (2017) contend that people prefer a transformational leader to transactional or laissez-faire leaders. Therefore, leaders that employ transformation theory have greater influence on employee retention, which leaders need to adopt when it comes to employee retention (Raziq, Rizvi, & Mahjabeen, 2021).

2.5.8 Skills Theory

Skills Leadership Theory was developed by two researchers, Robert Katz in the Harvard Business review in 1955 and Michael Mumford (and associates) in 2000. Though the two researchers offer different views, both their models on how learnt skills influence leadership. Katz argued that there were three core leadership skills in the workplace; technical, people (or human), and conceptual skills. However, these skills are not much connected to the subject matter but relate to those skills of running an organisation (Richard, 2019).

Leadership theory can also help recognize certain skill sets that make better leaders. Therefore, understanding this theory can help mould good leaders. This is so because theory evaluates leaders by their accomplishments, helping them to understand their roles better by allowing them to assess their skills they have and the skills they can develop and helping them identify which skills are most helpful for specific situations. This theory also promotes inclusivity and encourages balance on the part of the leader. It also helps leaders to identify specific skill requirements within their organisation and tailor training programs to meet those needs (Allen, 2018).

Additionally, the leadership theory also asserts that learnt knowledge and acquired skills/abilities are significant factors in the practice of effective leadership. However, this theory does not

acknowledge the connection between personality and the capacity to lead effectively, but argues rather that learnt skills, a developed style, and acquired knowledge are the real determinants of leadership performance (Wolinski, 2010).

To conclude it is important to note that leadership study started out as an effort to identify attributes of effective leaders. At every step in the evolution of leadership theory, characteristics for effective leadership have been proposed. These have been highlighted in the current discussion. Each time a list of leadership attributes arose from a new theory, associated theoretical links back to the early days of leadership study developed. Figure 2-5 below is a graphical representations of this viewpoint.

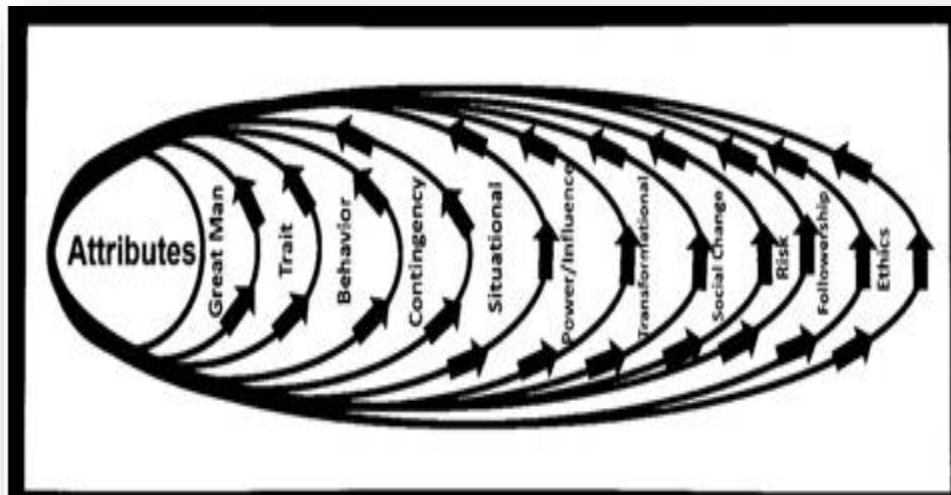


Figure 2-5: Leadership theory: a different conceptual approach

Source: Allen (2018).

2.6 Training Theories

Training is one of the most valuable keys many institutions use to increase their capability and realize their goals. This is so because it influences efficiency and organisational performance and impacts employees' behaviour in the institution. Training can also appear particularly striking to

managers, who are often in ideal positions to deploy the rewarding and reinforcement of certain employee behaviour. Milhem, Khalil and Arostegui (2014) contend that training is a continuous improvement process that should be up-to-date to face the dynamic changes in the workplace and to adopt training as a competitive advantage. Therefore, training theories are important in choosing and applying training processes professionally. Smith and Hayton (1999), as cited in Business Bliss Consultants FZE, (2018), gave the following training theories.

2.6.0 Human Capital Theory

The theory views the employee not simply as a worker, but as capital investment from which value (and profits) is derived. According to Becker (1964), the Human Capital Theory considers training to be a way of improving efficiency. An organisation can accumulate human capital through in different forms of education, training, travel, and so on, which allow knowledge gain, improvement of skills and abilities. Therefore, investing employees' training will allow them to have the aptitude, knowledge and skills that enhance their career. The Human Capital Theory is also concerned with developing ideal training conditions that will allow for flexibility and openness to modernization (Bartel, & Lichtenberg, 1987). An organisation relies on employees' skill, knowledge, and ability as a key in value creation. The value of the Human Capital Theory to increase organisational performance is widely recognized (McClean 2014). Becker (1964) also contends that differences in the level of education and training also contribute to different level of wages and salaries. This means that, the more educated one is, the more likely is to get a better-paying job. Human Capital Theory suggests that individuals invest in education with an expectation of a wide range of benefits, monetary rewards, and improved earnings (Psacharopoulos, & Patrinos, 2004). In relation to job retention in government schools, teachers trained to diploma and bachelor's degree levels are hired. They expect rewards commensurate with their knowledge and skills. However they, with the fewer in number master's and doctorate holders, are still class teachers on relatively low salaries. This is one reason why many teachers have resorted to 'looking for greener pastures', somewhere else where their level of education will be recognized and 'fairly' remunerated.

Although human capital may be viewed as the foundation layer upon which human resource practices, such as training, are built, the theory has a number of weaknesses. Human Capital Theory cannot explain how education augments productivity, or why salaries have become more

unequal, or the role of status (Marginson, 2017). The current study, however, views the Human Capital Theory as indispensable because teachers should be perceived as valued assets within government schools and be invested into, trained and developed.

To sum up, though this theory may have its weaknesses, it is essential to know that it is based on the idea that human capital leads to creativity, eventually resulting in productive, educated people earning higher personal income. This theory also suggests that education is highly contributory and even necessary to increase organisational productivity. This is something that many educational administrators need to consider whenever they are looking for strategies they can use to increase not only productivity but also job satisfaction and motivation, which both have a positive effect on job retention.

2.6.1 Human Resource Management Theory

Human Resource Management Theory focuses on the commitment of personnel to the organisation and considers training and employee development as a means of engaging it (Rainbird, 1994). In this theory, training is seen as an approach for managing the human resource of an organisation along with other human resource policies, such as various forms of commitment, competence, congruence and cost-effectiveness. In support of this theory, Beer et al. (1984) states that when an employee is trained, he or she becomes committed to the job. To ensure that employees remain committed to their jobs HRMs need to fulfill workers' needs by investing in them. This investment may include training programmes, goal-setting activities, and performance evaluations. Successful organisations always rely on competent and committed employees who understand the performance expectations of their respective employers. To achieve this, training and orientation sessions must be provided to employees to allow them to improve their skills and knowledge (Beer et al., 1984). This results in a sustained workforce, good quality products and reliable services. From this statement it is clear that organisations that ignore the issue of competence may compromise the quality of what they produce. Relating this to the teaching profession, it is essential to know that incompetent teachers will not just compromise the quality of education offered to the learners but will destroy the whole nation's economic development. Hence, school administrators need to find ways and means of helping their teachers be competent enough to handle every task given, and this can only be done through continuous professional development (CPD).

To make CPD possible for all employees, the Human Resource Management Theory recommends that the organisation effectively utilise costs. This will provide a smooth process, and it will be possible for the organisation to invest more in human resource-related activities. The organisation's overall goals must be congruent with workforce management goals. For instance, talented and capable workers should be trained or recruited to effect organisational growth (Beer et al., 1984).

Training opportunities given to employees can contribute to bringing out competent and committed employees. In-service training also produces cost-effectiveness in an organisation as trained workers tend to be more efficient and are generally more motivated. Administrators must understand the importance of giving training opportunities to their employees and devise appropriate training strategies to meet training needs.

2.6.2 High-Performance Theory

Performance management approaches receive much attention as organisations pursue performance gains from their workforces during challenging economic times. In Zambia, performance may not be one hundred percent effective because it is very costly to implement. The theory focuses on the skill 'trajectory' and suggests a distinction between those occupations becoming more skilful and those deskilling over time (Cappelli, 1993). The pyramid in Figure 2-6 that follows simplifies the High-Performance Theory.

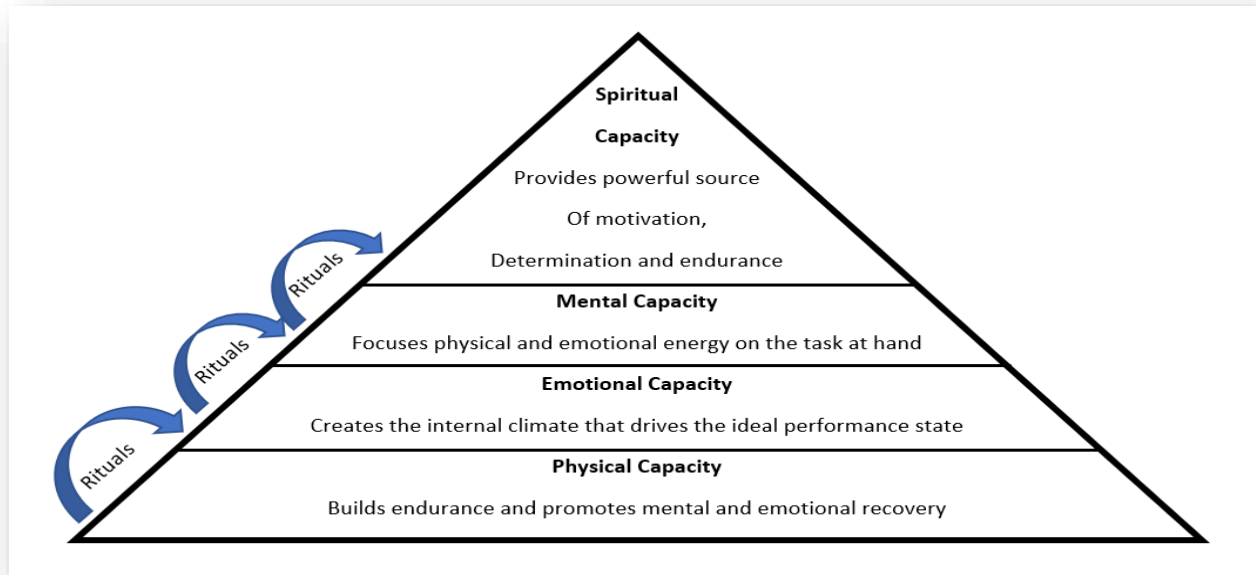


Figure 2-6: High Performance pyramid management theory (Tamati 2016).

The high-performance pyramid is a performance management theory hierarchy that aids many administrators get the most out of their abilities and performance. This pyramid presents the hypothesis that the Ideal Performance State (IPS) is realized by addressing all features of the person rather than just cognitive development only. The pyramid identifies four levels needing attention to attain the perfect performance state. The four levels are physical well-being, emotional health, mental capacity, and at the top level is spiritual capacity. Rituals, routines and formalities are the basis of achieving the IPS (Tamati, 2016).

Although this theory is relevant to sports, it may also be relevant in learning institutions. For instance, the rituals that promote recovery are significant to an athlete and it is in the recovery phase after a hard training session when one actually gets stronger and fitter. Skipping the recovery phase in training may not be beneficial and continued training without recovery phases will lead to low performance. This same scenario needs to be applied to organisations in order to keep up high performance. Employees need to undergo a number of trainings for them to become high performers. This is so because training provisions are essential for one to have the specialist skill that is needed to do a task. Armstrong (1999) outlines four principal prescriptive concerns in

performance management: Improved performance of employees, development of employees, satisfaction of the expectations of the various organisational stakeholders, and communication and involvement between employees. Arriving at jointly agreed goals and objectives is paramount in performance management. Performance management seeks management by agreement rather than by imposition.

Although performance management improves an organisation, Deming (1982) and Levinson (1970) outlined a few weaknesses of organisations that have resorted to using performance management theory. Its weaknesses are that it nourishes short-term performance, annihilates long-term planning, and may build fear in employees, demolish teamwork, and foster rivalry and politics. These are some reasons why some researchers have preferred using other training theories.

2.7 Theories of Rewards

Rewards are an important tool for motivating and retaining employees. Dosenovic (2016) also contends that employee reward is one of the activities of human resource management that can be given to them in exchange for their work. Smit et al. (2015) on the other hand established that the kinds of reward practices employers offer to employees is critical to employee engagement and retention. Employees' performance can also be improved by giving them rewards. Qian and Guzzetti (2000) assert that improving performance by giving rewards to individuals is restricted within a small social circle, or are derived from a person's effort to make sense out of the world they are living in. It is said that the more valuable rewards are, the higher the motivational levels of an individual are and the better the results obtained. Rewards really attract people to do certain things with passion. Therefore, to understand rewards and its impact on employee motivation, it is important to look at the following theories of rewards as outlined by Kispal-Vitai (2016).

2.7.0 Incentive Theory of Motivation

The Incentive Theory, also called the reinforcement theory of motivation, was conceived by B. F. Skinner, the now famous American psychologist. This theory emerged in the 1940s and 1950s and proposed that behaviour is motivated by the "pull" of external goals, such as rewards, money, or recognition (Hockenbury, & Hockenbury, 2003). As a Behavioural Theory, this theory describes

a human being as one who can be motivated by a drive for incentives and reinforcement. It also contends that people will behave in a way that they believe will result in a reward and avoid anything that may get them. Contrary to other theories that suggest that we are pushed into action by internal drives, the Incentive Theory instead argues that we are drawn into action by external incentives (Shrestha, 2017), though Kispal-Vitai (2016) argues that human beings are sometimes driven without external incentives and, instead they try to fulfill needs without recognizing specific incentives.

The Incentive Theory has become an important tool in solving many global issues. Currently, many areas need improvement to bring about economic stability and development and to implement fairness in income distribution usage of budgeted funds. To do that, the Incentive Theory was used to improve efficiency of using budgetary funds and achieve economic stability and was a success (Peng, 2013). Therefore, relating this to the current study, incentives are a solution to change teachers' behaviour and stop those leaving from doing so. These incentives can be monetary or non-monetary, but we must be mindful that rewards must be obtainable to be motivating (Cherry, 2020).

2.7.1 The Drive Reduction Theory

The Drive Reduction Theory of motivation was developed by Clark Hull in the 1940s and later expanded by Ken Spence. This theory stipulates that motivation comes from the body's physiological/ basic need to maintain homeostasis and equilibrium in all functions and systems (Hull 1943). Human beings have internal stimuli which produce the main drives. These primary drives refer to basic needs (food, sleep, procreation, etc.) and secondary drives that refer to social identity and personal fulfillment. Hull (1943) asserts that basic needs give rise to drive states and behaviours that return the organism to equilibrium.

Consequently, in this theory the reduction of drives is what creates motivation. According to Kispal-Vitai (2016), a drive is a biological determinant of behaviour, which is born with us like instinct, and is activated by deficiency. However, studies have also reported that drive reduction theories do not explain why some drives cannot be satisfied but rather seem to increase the need for arousal (Kispal-Vitai, 2016).

Additionally, Hull's theory also argues that an organism becomes anxious and disturbed when it is denied of something it wants. This pushes it to engage in random behaviours that help in relieving this tension (Balaj, 2021). Hull also proposed that tension can be relieved through the use of positive reinforcement. Therefore, human behaviour can be influenced by reinforcement and conditioning principles. However, relating this to the Zambian teachers, it is important to note that if we are to retain teachers with good qualifications and experience, what is needed is to meet the needs of their survival drive. This means the behaviours of teachers can be artificially influenced if their survival drive is stimulated

2.7.2 Arousal Theory of Motivation

This theory was presented in the 20th century by two psychologists named Robert M. Yerkes and John Dillingham Dodson. The two introduced the "Yerkes-Dodson Law" in the early 1900's. The word arousal in this theory meant the feeling of being excited or being alert as a result of fear, stress or anger. The Arousal Theory of Motivation argues that when a person has low arousal, the results are always of low quality and slow, and as the arousal increases so does the performance (Arousal theory of motivation: How to increase your productivity, 2022). On the Arousal Theory, Tarver (2020) states that our mental alertness affects both motivation and task performance and that people have an optimal level of arousal they are motivated to achieve. He adds that too much or too little arousal can reduce performance and demotivate someone. Tarver (2020) contends that motivation is about striking the right balance, which is unique for each person. Cherry (2022) asserts that the Arousal Theory of motivation looks at each person to have a unique arousal level that is right for them. And when one's arousal levels drops outside below the optimal levels, one seeks some sort of activity to get them back within their desired ranges.

When it comes to performing certain tasks, the arousal theory argues that moderate arousal is best for difficult tasks while higher or lower arousal might be good for simple tasks (Cudo et al., 2018). And a study that used the arousal theory also contends that arousal can affect one's performance positively or negatively when in the presence of others (Markus, 1978). And to be precise, a research has reported that arousal that is too high or too low can negatively impact performance, and difficult tasks are performed better at moderate or low levels of arousal. Not only that, but

easy tasks can be performed with low, moderate, or high arousal. Additionally, experts can perform better with people watching, while novices perform better when they are alone (Tarver, 2020).

Furthermore, just like any other theory the Arousal Theory of Motivation has its own strengths. This theory allows people to control their motivation through the experiences they seek. It also gives people a chance to motivate others, especially when they identify their optimal level of alertness. This theory also addresses balance, which keeps people motivated while taking time to enjoy the simple things in life. However, a major downside of the theory is that one's behaviour is only tied to one's state of arousal, and nothing else (Tarver, 2020).

The Arousal Theory can be applied to many aspects of life and work. It can help people focus on the task and avoid distractions while working. The theory also helps people make better decisions, especially when their arousal is high because an arousal system controls the strength of the emotion or sensation one feels. Practically, this theory when applied can help to increase productivity as well as job satisfaction and subsequent job retention, if employees are allowed to set specific tasks for themselves that they will focus on without distraction, have break and rest times at work, create a schedule for themselves specifying their downtime, and to take time off to socialize with family and friends. To keep employees motivated which can later help to increase retention rates, administrators need to develop a scene of autonomy and competence amongst employees. Employees not only need a pleasant work environment, but also need to be helped to have self-esteem among peers and a meaningful purpose in life. Administrators need to be aware that people are motivated by arousal, have an optimal arousal level, and seek experiences that lead to optimal arousal, with moderate typically being optimal level of arousal.

2.7.3 Instinct Theory

This is one of the early motivational theories that explain behaviour with instinct and argues that when a physical need arouses a living being, it becomes purposively motivated towards a goal (McDougall, 1932). This theory suggests that all organisms are born with innate biological tendencies (ie. instincts) that help them survive and that instinct drives behaviour (Cherry, 2020). The Instinct Theory focuses on instinct-based motivation and according to Kispal-Vitai (2016), instincts are automated behaviour in humans and animals that need not be learned. Likewise,

McDougall (1932) suggested that instinctive behaviour was made up of three important elements – perception, behaviour, and emotion. He also outlined other different instincts, including curiosity, maternal instinct, laughter, comfort, sex, and food-seeking.

However, though Instinct Theory can be used to explain some behaviours, Scheffer and Heckhausen (2018) and Kispal-Vitai (2016) reported the following weaknesses: (1) instincts cannot be readily detected or scientifically tested; (2) instincts do not clarify all behaviours; (3) and just labelling something as instinct does nothing to explain why certain behaviours are seen in certain instances but not in others.

Practically, this theory may help in understanding why some people prefer to remain at one work place despite going through certain hardships. This is so because employees (people) are born with innate instinct that drives their behaviour. Therefore teachers may decide to remain or leave their employment, depending on their circumstance, driven by their innate survival traits.

Conclusively, having looked at the retention, leadership, training and rewards theories as well as the retention models, all of which informed this study. However, From the retention theories, the researcher only employed Herzberg's Two-factor Theory and the Job Embeddedness Theory to guide the study. Herzberg Two-factor Theory does not focus on situational variables but rather on factors within the work environment that affect retention. In contrast, the job Embeddedness Theory focuses on situational variables and at the same time considering both work environment and outside work environment factors that affect retention, hence the reason why the two theories were used in the study. These two theories provide ways for understanding as to why employees leave so as to prevent the employees from leaving (Merin, 2021). They also helped to bring a picture of distinctiveness to the study due to their focus. Looking at the variables been examined thus leadership style, training and rewards, the two theories fitted well in the study. Despite having a number of retention models being discussed the researcher resorted to using the ERC model because it was easy to apply to the current study. The model addressed issues which were directly linked to the independent variables (thus leadership style, training and rewards) used in this study. Various theories of leadership, training and rewards to help in the understanding of the independent variables under investigation in relation to retention.

2.8 Conceptual Framework for the Study

A conceptual framework provides the rationale for the study (Marshall and Rossman 2016). The conceptual framework also explains the relationship among key variables (Miles et al 2014 :10). However, it is important to note the importance of the source of the framework because it is the principle element forming the basis of the development (Ravitch & Riggan 2017). In this study, the conceptual framework was based on the theories reviewed (leadership theories, training theories, rewards and retention theories). This conceptual framework was key to this study and helped the researcher to bring ideas, concepts, and assumptions from different theories to help in explaining the relationships between independent (leadership style, training and rewards) and the dependent (teacher retention) variables.

The conceptual framework played a very important role in this study because it helped to thoroughly explain the impact of leadership style, training and rewards on teacher retention. It also helped to bring about the triangulation of the theoretical and conceptual frameworks which enriched our understanding of the problem under investigation (Imenda, 2014). Therefore, the researcher combined some assumptions from leadership, training, rewards and retention theories to come up with the framework that addressed the research problem under investigation. However, it is important to note that though this study was underpinned by Herzberg's two factor theory and Job embeddedness theory reference was made to key features of Human Capital Theory, Behavioural Theory, Transformational Leadership Theory, Skills Theory, Maslow's Hierarchy of Needs Theory, Human Resource Management Theory, Drive Reduction Theory and Incentive Theory of Motivation. The reference made to these theories made it easier for the researcher to comprehend the different facets of the problem under study.

For instance, the Incentive Theory proposes that human behaviour is motivated by the "pull" of external goals, such as rewards, money, or recognition (Hockenbury, & Hockenbury, 2003). This theory describes a human being as one who can be motivated by a drive for incentives and reinforcement. It also contends that people will behave in a way that they believe will result in a reward. Therefore, for teachers to stay or leave the ministry will depend on the reward given and if they feel they are not receiving what they are looking for, they will definitely leave. The Drive Reduction Theory of Motivation, on the other hand, stipulates that motivation comes from the

body's physiological/ basic needs such as food, sleep, procreation and secondary drives that refer to social identity and personal fulfillment (Hull 1943). This is in agreement with Maslow's Hierarchy of Needs Theory. Therefore, if teachers are given rewards that can satisfy their basic needs, they will remain committed to their place of work .

Furthermore, the Human Capital Theory contends that training is a means of engaging employees in an organisation and that it is also a way of improving efficiency (Becker 1964). Herzberg(1966), on the other hand, classifies training as a motivator, and as such employers should look at the employees as capital investment from which profits can be derived and not just as a means of production .In addition, the Skills Theory identifies knowledge and skills as significant factors in the practice of effective leadership. In the same vein, the Behavioural Theory states that people can learn to become leaders (Glaser 2022). From these statements it can be deduced that the leadership style used by school administrators can be improved through training. This can later impact positively on teacher retention.

While leadership may be classified as a hygiene factor according to Herzberg's Two Factor Theory (Herzberg 1966), leaders play a major role in retaining employees. According to the Transformational Theory, leaders who are much concerned about the well-being of their employees (though they could be obsessive with work) have a positive impact on retention. Similarly, Participative Leadership Theory also contends that were there is collaboration in decision making, employees will feel committed to an institution (Lamb, 2013).

Furthermore, Job Embeddedness Theory also states that employees can be retained if attracted to certain forces. The High- Performance Theory identifies a number of factors which employers can use as forces that can attract the employees. These are; a concern for their physical well-being, emotional health, mental capacity, and spiritual capacity. Though these may not be directly linked to the work environment, they are still among situational variables that can affect employee retention rates if not given attention.

To add on, the conceptual framework (figure 2-7) shows the relationships among various concepts and assumptions and this helped the researcher to come up with a clear picture on how leadership style, training opportunities and reward systems, used in primary and secondary government schools, can be used to retain experienced and highly qualified teachers. The conceptual framework shows how training can positively impact on employee retention. It is important to note

that employees who are given an opportunity to learn (to be trained in new skills) feel more attached to an institution than those who are not given such opportunities. Therefore, in-service training needs to be given much attention and it has to be a continuous programme in schools. This can be made possible through continuous professional development courses. In the same vein, as a way of equipping newly recruited teachers with the needed skills as per the practical demand of their job, they need to be exposed to foundational training to beef up on the training they had received in college. This will help to prepare them psychologically for every challenge they may encounter as they join the profession, hence impacting positively on teacher retention. Teachers due for promotion may also need foundational training to help prepare them on what they expect as they take up the new offices.

Behavioural theory also states that people can learn to become leaders. Therefore, exposing school administrators to leadership training courses may help them to improve on how they treat the teachers they are leading. This entails that they will understand the importance of human resource and as such they may not treat them as means to production but rather as a capital investment. They will also understand that teachers can be very innovative, productive, and feel embedded in an institution if they are provided with an environment where they can express themselves without been threatened. To support this statement, Maslow's hierarchy of needs theory states that people can be motivated if they are provided with love and security.

The reward system used can also have an influence on employee retention. Therefore, having a good reward system in an organisation could be used as a force to attract employees to stay in a work place for a long time. Incentives such as promotion and recognition, good salary package tallying with the qualifications and other monetary rewards can impact positively on teacher retention. It is also imperative to note that people are drawn in to action by external incentives hence rewards can be used to motivate employees to remain committed to an organisation.

Therefore, the conceptual framework shows that employee retention in learning institutions can be positively influenced with certain aspects relating to the leadership style, training opportunities given to employees and the rewards system that the institutions put in place. These three independent variables are among the key variables of Herzberg's Two Factor Theory contributing to employee motivation and job satisfaction, though they can be influenced by situational

variables. Furthermore, as per Job Embeddedness Theory, leadership style, training opportunities and, rewards, are among the forces that attract employees in a work place.

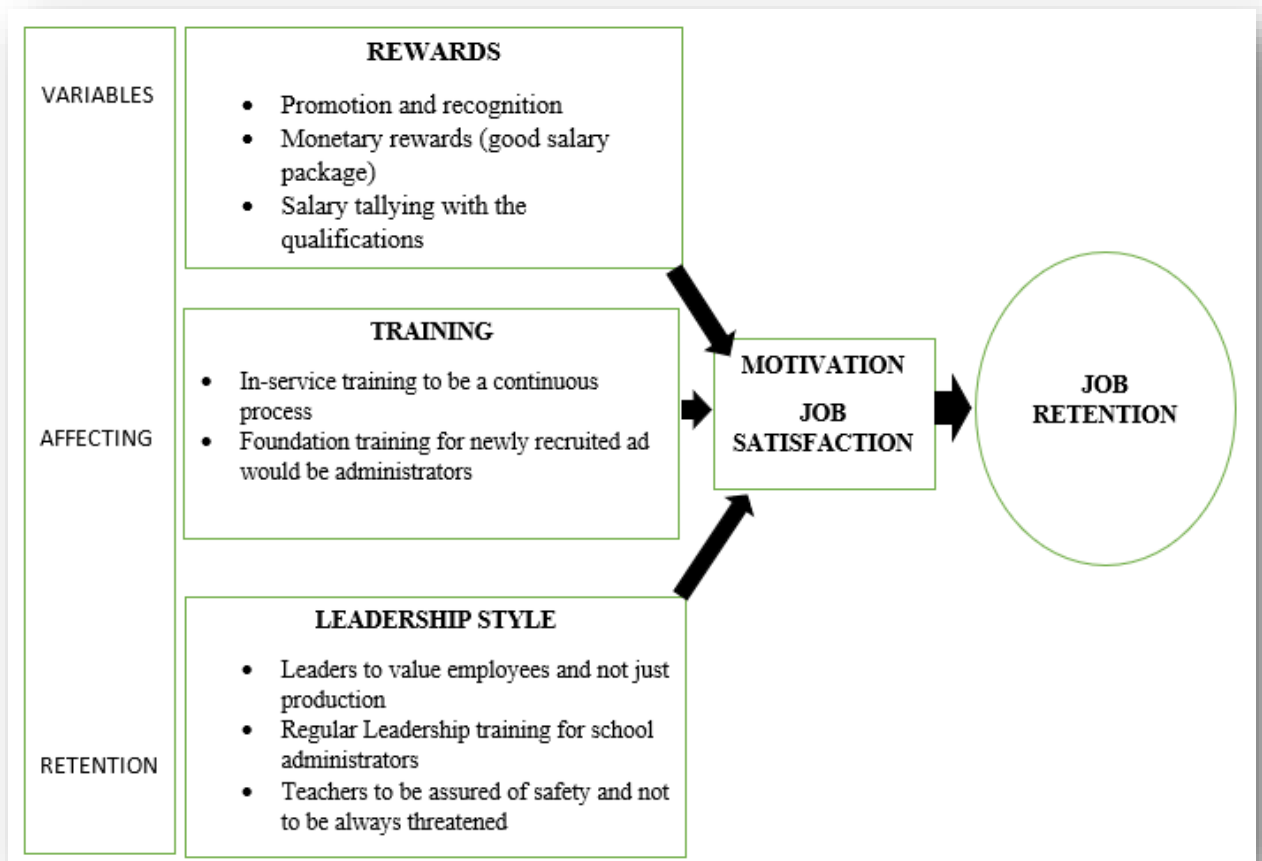


Figure 2-7: Conceptual frame work for the study

Source: Researcher (2024)

Lastly, it can be inferred from the conceptual framework that within the lens of ECR model, Herzberg Two Factor Theory and Job Embeddedness Theory, the impact, of leadership style, training and rewards on teacher retention in Zambian government schools should not be professed to be something that can be taken easily, but rather should be taken as something that may affect teacher motivation and job satisfaction, which can later affect retention rates within an institution.

Therefore, to increase retention rates among Zambian government teachers who are experienced and highly qualified, attention must be given to reward systems used in an institution, the training opportunities given to both teachers and school administrators, and the leadership style being used. This will help to increase the retention rates among the teachers in the long run.

2.9 Chapter Summary

In summary, this chapter discussed the two theories guiding this study, thus Herzberg's Two Factor Theory and the Job Embeddedness Theory. It also looked at other retention theories (Maslow's hierarchy of needs and Vroom's Expectancy Theory). Theories of leadership including the 'Great Man' Theory, Trait Theory, Contingency Theory, Situational Theory, Behaviour Theory, Participative Theory, Transactional Theory, Transformational Theory, and the Skill Theory, were also discussed. The chapter also highlighted retention models including the ERC, Zinger, and integrated system for retention models. The training theories discussed were human capital, human resource management, and training and performance theories. Lastly the chapter also discussed theories of rewards which included the Incentive Theory, the Drive Reduction Theory of Motivation, the Arousal Theory and the Instinct Theory.

CHAPTER THREE: LITERATURE REVIEW

3.0 Overview

Having discussed the theories of retention, leadership, training and rewards as well the retention models in the previous chapter, this chapter reviewed literature on the concept of retention, teacher retention at a global level, in sub-saharan region and teacher retention in Zambia. and retention in relation to the three independent variables – leadership style, rewards and training. The chapter also included general literature relevant to teacher retention generally.

Online databases such as Google Scholar and other e-resources were used to search for relevant literature. In addition, hardcopy text books in management were also used.

3.1 Concept of Employee Retention

Employee retention has been a major concern of many institutions worldwide (Gorde 2019). Although there has been a common trend among institutions to outsource routine and non-core work, retaining people at strategically important positions remains a major concern. Employee retention has been described as an institution's ability to retain its workers. Retention has also been seen as a voluntary move by an institution to create an environment that engages workers in the long term. In addressing the multi-dimensional concept of retention, Cascio (2003) perceived retention as initiatives which management takes to prevent workers from leaving the organisation. However, many consider employee retention as relating to the efforts by which employers attempt to retain the employees in their workforce. In this sense, retention becomes strategic rather than an outcome (Allen, 2008).

Furthermore, employee retention refers to the various policies and practices that let the workers stick to an organisation for a relatively long time. Every institution invests time and money to ensure it retains its workers. The organisation is entirely at a loss when the employees leave their job after being fully trained. Employee retention takes into account the various measures taken so that an individual stays in an organisation for the maximum period of time. The reason behind this is to prevent the capable workers from quitting the organisation, as this could have a negative effect on profitability (Khan, Alam, Badar & Ahmad 2023). Employee retention is of benefit to an institution. The view that the main purpose of retention is primarily for institutional gain is

similarly viewed by Humphrey, Wakerman, Pashen and Buykx (2009), who in describing the concept, places the focus of retention in terms of some notion of adequacy or sufficiency of length of service, which can be measured in terms of a return on the costs of investment associated with training and recruitment.

However, a number of reasons have contributed to workers leaving their workplaces for other places. Reasons for leaving include inappropriate hiring practices, unprofessional management style, lack of recognition, lack of competitive compensation system, lack of interesting work, lack of job security, lack of promotion, inadequate training and career development opportunities, and an unfavorable working environment. It was also discovered that the decisions of employees to leave a firm are influenced by factors such as salary, work-life balance, or career opportunities (Masaiti, & Naluyele, 2011; Wamitu, 2018; Kukano, 2020; Muma, 2021).

Moreover, in a study on employee retention, Ramlall (2003) suggested that when there is lack of challenge and opportunity, career advancement opportunities, recognition, inadequate emphasis on teamwork, no flexible work schedule, these become the most common reasons for employees to leave an institution. In the same vein, Hannay et al. (2000) contends that the extent to which the employer has met workers expectations and the witnessed future opportunities provided by the employer are seen as the most essential variables for workers' retention.

Similarly, Herzberg's (1959) Two Factor Theory asserts that employees are motivated mostly by internal rather than external values attached to the work. Herzberg continues to say that motivation is internally generated and is propelled by variables that are intrinsic to the work and he called that "motivators". Conversely, certain aspects that cause employees' dissatisfying experiences mostly result from non-job-related variables (extrinsic). Therefore, to have a wider understanding of the concept of job retention, variables influencing job retention must be looked at in detail with a focus on leadership style, reward systems and training as presented under the following subheadings. Literature on teacher retention at global level, sub-saharan Africa, Zambia and general literature on retention will also be reviewed.

3.2 Teacher Retention at a Global Level

Globally, most of the required teachers are needed to achieve universal secondary education by 2030. Projections show that 13 million primary teachers and 31 million secondary teachers are needed, meaning that about 7 out of 10 recruits globally are required for secondary education though the global teacher shortage has been reduced by almost a third, from 69 million in 2016 to 44 million now, (UNESCO and Teacher Task Force, 2023). It is however, important to note that teacher shortages are not just a developing world crisis but one being experienced around the world, including in countries like Australia, China, Estonia, France, Great Britain, Japan, Malaysia, the Netherlands, the United States and others. For example in Southern Asia, a huge shortfall of seven million teachers remains and 1.7 million teachers will be needed in primary and 5.3 million in secondary education. In Afghanistan and Pakistan, the annual growth rate of primary teachers would have to increase by about 50 per cent to attain universal primary education by 2030 (International Task Force on Teachers for Education 2030 2021).

Furthermore, it is imperative to note that teacher shortage is as a result of teacher attrition. For instance Europe and Northern America, need about 4.8 million. Notably, most of the additional teachers required in this region, about 4.5 million, are due to low staff retention levels. Latin America and the Caribbean also need about 3.2 million teachers for them to achieve universal education by 2030, of which 2.8 million are due to teacher attrition. Oceania and Central Asia on the other hand also needs about 0.3 and 0.7 million teachers respectively due to staff attrition (International Task Force on teachers for Education 2030, 2023). In Australia it was also reported that 62 per cent and 77 per cent of primary and secondary school teachers respectively voluntarily resign from the teaching profession annually (Mason 2010). Research has also established that in the United States of America more teachers are trained each year in that country but most of them leave within the first three years resulting into teacher shortage (Ingersoll & Perda, 2010; Ingersoll & Merrill, 2010). In the same vein, in England a National Foundation for Educational Research (NFER) report found that 31 per cent of teachers of science would consider leaving the profession, whereas only 17 per cent of teachers of mathematics considering leaving (House of Common Education Committee, 2017) and that it how serious the problem of teacher attrition is at global level.

An analysis of attrition data from 79 countries from different regions of the world and at different levels of development reveals that teaching as a profession is too often unattractive and that is what is contributing to high attrition rates (UNESCO 2023). Though unattractiveness may vary from one country to another, three main factors stand out thus poor working conditions, high levels of stress and low pay (UNESCO 2023). Stress levels are a serious problem and teachers who under go such at work are more than twice as likely to want to leave the profession, especially within the first five years. This has even worsen due to the fact that in some countries short-term solutions are being implemented to deal with the symptoms, rather than the cause, of teacher attrition. For example, in the united states, teacher work load is doubled for those who are left behind and that increases the levels of stress. Countries like Italy are also adopting controversial recruitment strategies such as the use of contract teachers. For instance 150,000 teacher posts in Itally are filled by contract teachers this means that when the contract comes to an end, the number of teachers also drops . Among other factors, emigration is also one of the sources of attrition (International Task Force on Teachers for Education 2030, 2021)

However, in trying to find solution to the problem of teacher attrition globally, assessing and monitoring teacher attrition is essential to a sufficient supply of qualified and well-trained teachers as well as to their effective development, support and management (UNESCO, 2012). UNESCO, (2023) also recommends seven measures to make the teaching profession more attractive, to be adapted according to national situations and issues as a way of curbing teacher attrition. These are; (1).To invest in improving initial teacher education and in continuing professional development programmes. (2). Establish mentoring programmes that pair experienced teachers with newer ones and encourage peer collaboration. (3). Ensure that teachers receive competitive salaries and benefits, particularly in relation to other professions requiring similar levels of qualifications, as well as opportunities for advancement. (4). Streamline administrative tasks and paperwork to allow teachers to focus more on teaching and less on bureaucracy. (5). Promote a healthy work-life balance by setting reasonable expectations for working hours and reducing unnecessary workload. (Provide access to mental health and counselling services to help teachers cope with stress and emotional challenges. (7). To Promote strong and supportive school leadership that values teachers' input, provides constructive feedback, and fosters a positive work environment. EFA (2014) also suggest that there is need to recruit 27 million teachers by 2030. It is however

worth noting that in an effort to meet the number of teachers needed, many countries have gone to an extent of engaging new teachers with little or no training (International Task Force on Teachers for Education 2030, 2021) and this is something that needs to be avoided if we are to achieve quality education.

3.3 Teacher Retention in Sub-Saharan Africa

As earlier mentioned in the background of the study, the greatest teacher shortages are in sub-Saharan Africa. According to Paul (2023) there is a shortage of 15 million teachers in sub-Saharan Africa for the region to achieve its 2030 education goals precisely the sustainable developmental goal number four. One of the strongest indicators of teacher shortages is the high pupil-teacher ratios indicating overcrowded classrooms and poorer learning conditions which will make it very difficult to achieve SDG 4 benchmark of 40 students per teacher (International Task Force on Teachers for Education 2030, 2021).

Analysis of data from mid to late 2010s showed primary teacher attrition rate in the region was at 4.8 per cent, compared to 7.3 per cent in lower secondary. Then between 2020 and 2022, primary level teacher attrition was about 10 per cent on higher side of about 10 per cent in Ivory Coast, Mauritania and Rwanda whilst 'alarmingly high' (20 per cent or more) in Benin, and Sierra Leone (Vargas, 2022). Vargas (2022) continues to say that, in some countries attrition rate has reduced recently because of a lack of alternative employment opportunities.

There are a number of reasons contributing to high attrition rates in Sub-Saharan. Studies establish that teacher qualification is one of the drivers of teacher attrition. This is so because highly educated teachers may be more likely to leave the profession because they can quickly be employed in a broad range of economic, public and social sectors (International Task Force on Teachers for Education 2030, 2020). For instance in West African countries precisely in Ghana, teachers with higher qualifications are more likely to drop out because of professional opportunities in other sectors (Agezo, 2010). Contrarily to this, in Zimbabwe, the turnover rate is higher among lower qualified teachers than qualified ones because they are offered jobs on short-term contracts and they have no adequate support system (Mulei et al., 2016).

Mbeya (2021) and Pitsoe and Machaisa, (2012) asserts in Sab- Saharan African countries it is very difficult to retain teachers in schools where the working conditions are bad. Countries like Burkina Faso, Mali and Senegal, lost their teachers when working conditions worsened due to insufficient supply of student textbooks and teaching supplies, inadequate equipment and lack of curriculum reform (Mabeya, 2021; Palm, 2020). Similarly, as a result of poor salaries and working conditions teachers in South Africa emigrate to countries abroad to search for greener pastures (Mlambo & Adetiba, 2020). High teacher workloads, victimization and harassment against teachers, and lack of respect for teachers have also been identified as factors contributing to high teacher turnover in the Sab-Saharan region (Mabeya, 2021; Palm, 2020).

Other reasons for high teacher attrition include lack of financial incentives, poor working conditions, lack of autonomy, and poor administrative support, (Wamitu, 2018). It is however important to note that teacher attrition is high in rural areas (Buckler, 2011; Mafora, 2013;). This therefore calls for the government to change the deployment strategy.

To curb the problem of teacher attrition in the Sub- Saharan African countries there is need for governments to increase the percentage of teachers with the minimum required qualifications by educational level; the percentage of teachers who received in-service training in the last 12 months by type of training; and the average teacher salary relative to other professions requiring a comparable level of qualifications. Governments also need to decrease pupil–trained teacher ratios and teacher attrition rates (International Task Force on Teachers for Education 2030, 2023).

International Task Force on Teachers for Education 2030, (2021) also asserts that in order to help reduce teacher shortages, in line with recent global consultations as part of the Transforming Education Summit, governments need to urgently: improve the status and social standing of the teaching profession to attract more candidates, including through reinforcing social dialogue and teacher participation in educational decision-making. The government also needs to formulate and implement teacher policies that calculate and cost the needs for expansion of the teaching workforce and progressively integrate contract teachers into the public civil service, while also improving contractual conditions. Improving financing for teachers through integrated national reform strategies and effective governance is another thing that needs to be done. And to do that

governments need to allocate 4per cent to 6per cent of GDP or 15per cent to 20per cent of public expenditure to education (International Task Force on Teachers for Education 2030, 2021).

There is also need to ensure that teacher's salaries are competitive to those of other professions requiring similar levels of qualifications. Incentives should also be provided based on experience and qualifications, while providing vertical and horizontal mobility throughout teachers' careers. Gender equality is also something that should be looked at as a strategy to used to curb teacher attrition. Lastly, governments needs to develop more flexible qualification and accreditation processes that can allow multiple entry points to attract additional candidates into the profession while maintaining quality standards (International Task Force on Teachers for Education 2030, 2021).

3.4 Teacher Retention in Zambia

Many African countries, including Zambia, have made progress in increasing access to education. Although Zambia has made tremendous progress, the country still faces teacher supply challenges. This is because Zambia is one of the countries in the sub-Saharan region that has been seriously hit by teacher shortages, especially in subjects like mathematics, science and information technology, which is especially critical in rural schools (Sinyolo, 2007). Information technology is one of the subjects where there is a shortage of teachers (Government of the Republic of Zambia, 2020).

Currently, Zambia needs over 130,000 teachers by 2030, a huge figure to attain in eight years. This problem is due to new posts being required as well as attrition (UNESCO, n.d). For instance, Sinyolo (2007) asserts that Zambia is experiencing a serious teacher shortage because most qualified teachers are still unemployed and on the streets. This has led to high teacher-pupil ratios and high percentage of brain drain (Zambia: Challenge to retain teachers, 2010). Sinyolo (2007) also contends that the teacher shortage is due to attrition, most of which is attributed to retirement, resignation, death and dismissals.

Furthermore, teacher shortages in Zambia have also been caused by low retention rates due to poor management systems and lack of proper continuous professional development training for teachers. School managers also do not clearly understand the role they are to play in teacher retention (Kukano, & Mafora, 2020). This problem had emerged because of lack of induction/

orientation training when administrators enter office. The problem of teacher shortages in schools has also been exacerbated by teachers leaving for greener pastures. This is mainly because they are not satisfied with the pay, they are getting, hence one of the mechanisms through which teachers can be retained in school is to offer them better pay (Zambia: Challenge to retain teachers, 2010; Chalwe, & Pellicer, 2018). Research has also established that there will be better teaching where there are better payments. Better pay can also be used as a motivational channel (Chalwe, & Pellicer, 2018) though some studies disagree (Smith, 2014).

In addition, teacher retention rates have also been low because of teachers leaving due to poor accommodation, inadequate lighting in schools, and lack of portable drinking water and transport facilities, especially to those serving in underprivileged learning communities. Teachers in rural schools also do not see why they should receive conditions of service equivalent to their peers who teach in urban schools. All these issues contribute to job dissatisfaction and low retention rates.

However, to reduce on teacher turnover, the government has undertaken several steps. These include; increased teacher supply from the teacher training colleges (4,000 to 5,000 trainee teachers graduate from colleges each year), sensitization of teachers on HIV/AIDS, rural hardship allowances, increased salaries, high salary entry notch for rural areas, decentralization of payroll, home ownership scheme for teachers, and the freezing of urban positions (Silanda et al., 1999, cited in Zambia Teaching Profession, n.d.). Other ways the government is using is to ban teacher transfers from one province or district to another. Having discussed teacher retention at a national level, it is important that the independent variables, thus leadership style, training and rewards in relation to retention be discussed. It is also important to note that the researcher opted for the three independent variables because they are common variables affecting employee retention in many organisations (Kukano 2020).

3.5 Leadership

3.5.0 Concept of leadership

Leadership is a two-way process that influences both individual and organisational performance (Mullins, 2007). This entails that for an organisation to run effectively, it needs a visionary leader, a good planner and one who can inspire others (Robbins, & Judge, 2017). ‘Good’ leadership calls

for the use of a well-defined human resource (HR) practice coupled with a good leadership (Sakdah, Harada, & Almaaitah, 2017). Thrush (2012) asserts that the styles of the leaders at the top position facilitate the subordinates' passion and commitment to achieve the common goals when carrying out their duties. Therefore, in order to improve retention rates among teachers, school administrators need to realize that they are the primary interface between the institutions and the employees. They also need to realize that all they do directly impacts employee motivation (Patterson, 2016) as well as employee's attitude and behaviour (Slavin, & Morrison, 2013). Hence, they need to be mindful of certain leadership styles they employ. An organisation's culture is determined by leadership style, which consequently impacts employees' workplace performance (Wren, 2017). Therefore, if this assumption is true, then leaders should demonstrate good leadership style which can be manifested through higher moral behaviour, good employee retention and long-term organisational success (Olanrewaju & Okorie 2013).

A leader is someone who leads others. A leader is also the controller of every activity in an organisation. Badran and Khalifa (2016) describe a leader as one who has influence on all organisational variables as well as on productivity. On the other hand, leadership as one of the most important areas in management is the ability to influence others towards attaining organisational 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 (Moore, 1927, as cited by Northouse, 2016). To exercise good leadership, one must possess certain traits. Reports have shown that for an organisation to run effectively it needs a leader who is a visionary, a good planner and one who can inspire others (Robbins, & Judge, 2017). An organisation also needs a leader who can embrace change, one who can understand the importance of teamwork and gives all employees equal importance. A leader should also have interest in the personal needs of the organisation's staff.

However, it is important to know that some people are born to be leaders and as such they are natural leaders. There are a number of aspects that can be used to identify those who are natural leaders. For instance, intelligence, creativity, competence and trustworthiness can be used to identify those who are natural leaders as well as the physical appearance of that person. In addition, the way one articulates things can also be used to identify such people. In the same vein, research by Kolzow (2014) contends that effective leaders tend to share the following traits:

intelligence, creativity, self-confidence, drive, task-relevant knowledge, credibility, motivation and flexibility, though Northouse (2016) views these traits as a view point to objectify leadership as a property to dominate in different degrees by different individuals.

To understand how individual traits can influence the leadership process, the Trait Theory can be considered. This theory contends that individuals have certain inborn qualities that allow them to be leaders. This theory suggests that a leader and leadership characteristics are important to an organisation's success. The theory also placed more importance on a leader than on the followers. Northouse (2016) asserts that to describe leadership as a trait is different from describing it as a process, as seen in the following diagram. He maintains that leadership traits are found only in a few people and only those with the required inborn leadership traits can become leaders.

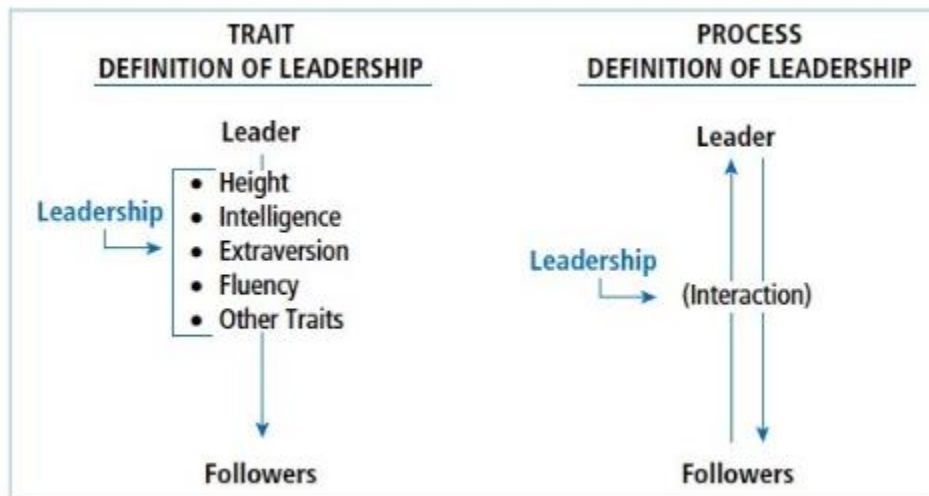


Figure 3-1: The different views of leadership (Kotter (1990) as cited by Northouse (2016)

However, though reports may have shown a number of traits portrayed by inborn leaders, the researcher argues that not all with those traits can make good leaders. For instance, not all who are fluent can be intelligent as with those who are tall in height. This means also that not all those who are intelligent can be good leaders. This agrees with report written by the British Psychological Society (n.d.) which noted that an IQ of 128 or above is less effective to leadership methods. Therefore, this is the reason why we find a number of people in institutions who are leaders but not managers. Professor Linda Hill of Harvard University also contends that intelligent human

beings do not make good leaders because their brain works very fast and in the process they tend to make mistakes or come up with the solution before analyzing the situation. These people also have a habit of not learning to delegate because they can do the work of other people by themselves. This is dangerous for an organisation.

Additionally, Hao and Yazdanifard (2015) contend that leadership is one of the main factors that can bring positive organisational change. Othman, Saad, Robani, and Abdullah (2014, as cited in Syed et al., 2019) also established that leaders play a vital role in building a culture that encourages knowledge-sharing employee retention and creates loyalty to the organisation. Currently many organisations are suffering from low retention rates, demotivation among employees, poor performance, absenteeism, and lack of innovativeness. All this is affecting organisations negatively and to curb this problem, good leadership is needed (Nawoseing'ollan, & Roussel, 2017). And relating this to the context of this study, leaders at school level needs to be individuals who can influence positive thoughts and actions of the teachers they are leading. However, to do this, they need to understand that leadership is a process that occurs in groups and influences the behaviour of employees in different ways and has great impact on employee retention as evidenced in the reviewed literature that follows.

3.5.1 Impact of Leadership Style on Teacher Retention

The issue of leadership style has received a lot of attention in management (Zehir, Ertosun, Zehir & Muceldili, 2011) because it has been identified as one of the variables that effect employees' feelings about the organisation. Simango's (2019) study contends that influential leaders draw on a collection of different leadership styles and that the effectiveness of a particular style depends on both the leadership task and the context. Mwita, Mwakasangula and Tefuruka (2018's study on the examination of the link between leadership and employee retention, leaders play a very important role in building a culture that encourages knowledge sharing, employee retention and the creation of loyalty to the organisation. A study by Muhangi (2016) which was purely based on literature review also established that leadership style influences staff's intention to leave an organisation; hence, there is a need to use leadership styles that will promote good employee retention levels. Similarly, Kamal et al.'s (2014) study, proposed a model on employee retention to understand better the critical factors that helps to increase employee retention, and also contend

that transformational leadership and transactional leadership had a positive relationship with employee retention.

Research has also established that competent leaders have always been accountable and responsible for retaining competent employees (Fragouli & Alhaider 2020). This is so because they help build a favourable retention climate (Chitra, 2013). Contrary to this, some employees view leadership style as not having an effect on job satisfaction but rather prefer that job satisfaction (It is however important to know that job satisfaction cannot be separated from job retention) be obtained through good organisational culture (Gharibvand et al., 2013). However, we should not forget that the role of leaders in employee retention is critical for they play a key role in determining whether the employees leave or stay, hence there is need to embrace a leadership style that promotes staff retention in working places to thrive (Ng'ethe, Namusongwe, & Iravo, 2012). It is also important to know that leadership style directly affects employee performance, just as job satisfaction does (Llyas, 2016). Leadership is also one of the major drivers to improve the performance of an organisation. It is believed that the style of leadership used in an organisation influences its overall results. It is also clear that leadership style has been used as a strong predictor of any organisation's success (Fragouli, & Alhaider, 2020). Therefore, leaders who use 'good' leadership styles in managing employees will definitely yield 'good' results.

3.5.2 Types of Leadership Styles

When it comes to having the right leadership style a leader wants to adopt in an organisation, a number of leadership styles can be employed.. This is so because leaders can employ any type of leadership depending on the situation, they are in. Slavin and Morrison (2013), argued that the leadership style exhibited within the work place can theoretically affect every employee's attitude and behaviour when coupled with poor leadership approaches from others at different management levels. Leaders should put this in place as they choose the leadership style to implement. However, the following are the leadership styles used by many leaders.

3.5.3 Charismatic Leader

Kolzow (2014) asserts that the charismatic leader is able to communicate a riveting vision that responds to the needs and desires of the followers. Carasco-Saul, Kim, and Kim (2015) states that a charismatic leader inspires, attracts and influences others by their personal traits which are considered effective. This type of a leader creates a vision which others follow. A charismatic leader is also a good communicator and very convincing in how he talks; that is why many people follow him. People who are led by this type of a leader trust the leader so much that they become over dependent on him. They believe in every decision he makes, so when he fails, every follower also fumbles. This so because followers whom such leaders lead are not innovative. Neither do they think on their own, but through their relationship with the charismatic leader with whom they gain feelings of power and build their self-esteem (Kolozow, 2014). It is also important to know that when a charismatic leader fails, it is challenging for him to win people's trust again.

Furthermore, though people who are led by this type of leader seem to be happier, research has shown that charismatic leadership negatively impacts organisational performance, as it does not give opportunities and autonomy to employees (Khajeh, 2018).

3.5.4 Transactional leader

This type of leadership is all about give and take; after the transaction is done there is no need for the leader and the followers to remain together. In this type of leadership followers can be given rewards only when they work to the leader's expectation (It is no work, no benefit). Northouse (2016) contends that transactional leaders are not interested in the needs of the followers or their personal development. Despite treating the followers with less importance, these types of leaders are influential among their followers because it is in the best interest of followers for them to do what the leader wants (Northouse, 2016). Further, Kamal et al. (2014) established that transactional leadership had a positive relationship with employee retention since it contributes to job satisfaction, and organisational commitment which later leads to employee retention

3.5.5 Transformational leader

This is a type of leadership where the leader is passionate about everything. Here, the leader is not only concerned about the organisation but also about the wellbeing of the followers. A transformational leader focuses on developing relationships with followers as a teacher, mentor or coach, not a boss. This type of leader is also interested in open communication so followers feel free to share ideas in a supportive environment. Here followers are also recognized for their good work. This therefore improves organisational performance as well as increases job satisfaction. Transformational leadership also helps to improve employee retention rates (Kamal et al., 2014) through inspiring positive change in behaviour, prioritizing the staff's wellbeing, and encouraging improvement and growth.

Kolzow (2014) further contends that transformational leaders strive to achieve four components in their leadership. These are: (1) idealized influence, (2) inspirational or motivation, (3) intellectual stimulation and (4) individualized consideration. However, a leader who has Idealized Influence becomes a role model for employees through exemplary behaviour that instills pride and trust among followers. Not only that a leaders with inspirational motivation usually has a sense of team spirit, enthusiasm, passion, and optimism and always helps employees dedicate themselves to the organisation's vision. A transformation leader been someone with Intellectual Stimulation always solicits ideas, and nurtures and develops people who think independently and who value learning. Not only that, a transformation leader who focuses on Individualized Consideration pays much attention to the needs of individuals, and seeks to develop subordinates by supporting, mentoring, and coaching them to reach their full potential. This type of leader also makes a strong effort to recognize followers for their unique contributions. These four components are essential when it comes to transforming an organisation and empowering employees (Kolozow, 2014). These components can be usefull to reduce attrition rates in Zambia schools if school administrators could make use of them. This is so because all the four have a positive impact on an individual.

The four componets are illustrated in the Figure 3-2 that follows.



Figure 3-2 The different views of leadership (Kotter (1990) as cited in Northouse (2016)

Transformational leadership is ‘good’ leadership style for it strives to achieve the four main components needed in good leadership. This can be supported with the findings of the study done by Wren (2017) that contends that people prefer transformational leaders to transactional or laissez-faire leaders. Transformational leadership has a more significant influence on employee retention and is something leaders need to adopt when it comes to retaining employees (Raziq, Rizvi, & Mahjabeen, 2021).

3.5.7 Authoritarian (Autocratic) Leadership

Autocratic (authoritarian) leadership is a leadership style marked by a leader’s control over decisions with little input from group members (Cherry, 2023). They always want to see followers doing as they are told. Every time followers are given tasks, instructions are given on how to do the work, and everyone is expected to follow that. This type of leader makes decisions alone and cannot be questioned. This type of leadership can be used where there is little time to make a group decision and research has shown that decision making is less effective under this type of leadership. Reports have also shown that it is not easy to move from an authoritarian to a democratic leadership style than vice versa. Abuse of this method is usually referred as controlling, bossing, and dictatorial (Cherry, 2021).

Autocratic leadership style can affect employees negatively. This leadership style tends to develop dependent and uncreative subordinates who are afraid to take up responsibility. Not only that, in an organisation where a leader uses an autocratic leadership style, employee performance is affected in a negative way, and in a way that tended to have work groups that were less productive with a high degree of dissatisfaction on the job (Kalu, & Okpokwasili, 2018; Mudji, & Mahida, 2020). Contrary to this, a study by Bikimane and Makambe (2020) reported that there was no significant correlation between the autocratic leadership style and motivation. This is clear evidence that the autocratic leadership style is neither motivating nor demotivating. However, this leadership style may have a very negative effect on employee retention. This is so because those who want to be independent and contribute in decision-making may not stay long in such an environment.

3.5.8 Delegative (Laissez-Faire) Leadership

Using this type of leadership, the leader does very little or nothing and offers little or no guidance to the group. Deluga (1992) asserts that because most of the decisions are made by the followers and because of lack of participation from the leader, production is always affected. However, as professional, teachers may appreciate laissez-faire leadership giving them a sense of responsibility and recognition. Although this leadership style may lead to poorly defined roles and demotivation of particularly inexperienced teachers, it may also give followers room to make their own decisions (which most people want). Robert and Vandenberghe (2021) also established that laissez-faire leadership has a strong negative effect on the contribution dimension of leader-member organisational commitment. Cherry (2021) also noted that this type of leadership tends to result in groups that lacked direction and members, members that blame each other for mistakes, and workers refusal to accept personal responsibility, thereby making less progress, and producing less work.

It is clear from the discussion that laissez-faire leadership can affect employee retention negatively. This is so because where there is no commitment on leaders' behalf, worker may be de-motivated and lose attachment to the organisation.

3.5.9 Participative (Democratic) Leadership

Participative leadership is a very effective type of leadership. Participative leaders offer guidance to group members while participating in the group and allowing input from other group members. With this type of leadership, productivity may not be as much as compared to autocratic leadership style though whatever is produced may be of high quality (Cherry, 2021). This is so because in this type of leadership there is always collective decision making and this helps make the members of an organisation feel part of whatever is happening. In the long run, this will help improve retention rates for the subordinates who feel at home when at work. They will also feel valued and develop a sense of belonging.

Contrary to the statement above, democratic leadership can be considered as one of the predictors of the organisational mistrust. Moreover, understanding the negative effect of democratic leadership on organisational mistrust signifies that the leader's behaviour can regulate the employees' perception directly (Ince, 2018).

3.5.10 Managerial Grid Model

To understand leadership styles better and to know which leadership style the leader may use to reduce turnover rates, it is essential to look at the managerial grid model. The managerial grid model is a self-assessment tool by which individuals and organisations can help identify a leadership style being exhibited (Pratt, n.d.). According to Kenton (2020), the managerial grid may also be called the leadership grid. This grid has two axes: the X-axis, which shows concern for production, and the Y-axis, which shows concern for people. This is shown in the figure below.

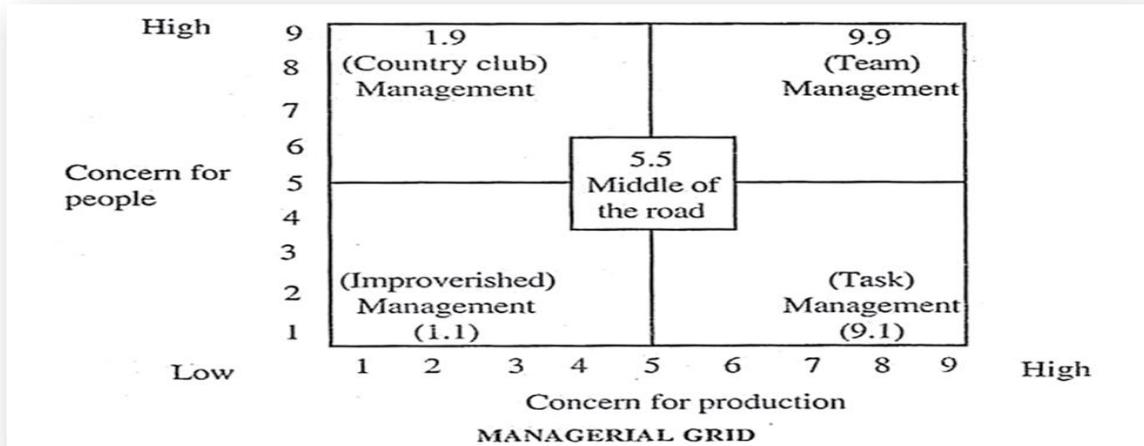


Figure 3-3: Blake and Mouton's Managerial Grid (1964)

The Grid Model is based on two behavioural dimensions: concern for people and concern for production. Both axes are graduated from one to nine. The managerial grid presents five leadership styles by their respective location on the grid. These are: Impoverished (1,1), Produce or Perish (9,1), Middle of the Road (5,5), Country Club (1,9) and Team (9,9) leadership. However, it is important to note that team leadership is the best leadership style. This is because both human resources and production are given importance. It is also clear to say that though 9,1 (produce or perish leadership style) which may show little concern for human resources, and production will always be high coupled with complaints among the employees which can later lead to job dissatisfaction, further leading to low retention rates.

Coming to 1,9 (country club leadership), human resources will be very satisfied with the treatment they will be given but production will suffer, which may mean an organisation incurring a loss. The middle of the road leadership style (5,5) may not be the best one because the organisation's performance will be average and may not be healthy enough for the organisation. This is so because all organisations will always want to be the best regarding productivity. Impoverished leadership (1,1) should be considered the least because these types of leaders have no concern for production or people. When it comes to the business world, it will be challenging for such organisations to survive.

In addition, the managerial grid implies that focusing on one area and neglecting the other may negatively affect productivity. It is also important to note that the managerial grid gives the ability to quantify performance and perform a self-analysis of your leadership style (Kenton, 2020). This may help a leader identify areas that may affect employees' wellbeing, which can later influence them to remain in an organisation.

Though the leadership style may influence the behaviour of the employees, for instance, influencing them to either leave or stay in an organisation, the power bases play a bigger role. The attachment theory as cited by Haller, Fischer and Frey (2018) states that leader's personal power is an intervening variable in the relationship between ethical leadership and follower outcomes. Hence it is important to look at the power bases that leaders typically use as leadership does not exist without power. Below are the power bases of leadership.

3.5.11 Leadership and Power

To influence others, an individual needs to have power to do so. And people are said to have power when they can put things under their control. Northouse (2016) argues that individuals have power when they can influence others' beliefs, attitudes and courses of action. Initially, leaders have two types of power: personal and position. Personal power is derived from the way your followers look at you. Those whom their followers much like will enjoy much personal power. This is so because the followers always consider them as capable enough to lead them.

Additionally, some leaders enjoy personal power because of their competence, trustworthiness, and commitment and because of the good treatment they give to their subordinates. Northouse (2016) describes personal power as the influence capacity a leader derives from being seen by followers as likeable and knowledgeable. Personal power includes referent, information, connection and expert power.

On the other hand, position power is derived from the particular office one holds. This is the power most leaders enjoy for holding a higher office in an institution. People with this type of power are the ones in control of most organisational activities. They have the authority to hire and fire and they are also in control of the resources. Leaders with this power often make organisational

decisions without involving other people. But the problem is that people will never fully support whatever decisions they come up with no matter how good they are (Kolzow, 2014) and as a result they will just decide to leave an organisation. This is so because human beings are complex beings, for they only support what they have helped build. It is imperative to know that power distance may influence the appropriate leadership style (Hofstede, & Hofstede, 2005). Hence, depending on the leadership style being used, employees may or may not stay in an organisation. Employees' negative behaviour will always be influenced by leaders who abuse their position power.

Position power comprises legitimate, reward, coercive and information power (2020). Bases of power are summarized in the figure 3-4 below.

Position power	Personal power
<ul style="list-style-type: none">• Legitimate	<ul style="list-style-type: none">• Referent
<ul style="list-style-type: none">• Reward	<ul style="list-style-type: none">• Expert
<ul style="list-style-type: none">• Coercive	<ul style="list-style-type: none">• Information
<ul style="list-style-type: none">• Information	

Figure 3-4: Bases of power adopted from French and Raven's Five Forms of Power (1959)

In 1959, French and Raven (1959) described their five bases of power. The following is a description of these bases. (1) Legitimate: this is the power that comes from having a certain position. Just like individuals can influence others to perform certain tasks because of their position in an organisation. For example, a school principal who fires a teacher for opposing his wrong doings has legitimate power. This is not true leadership because leadership does not just come with the position; we should also know that leaders are born and should have certain leadership qualities as described by trait theory. (2) Reward: This emerges from having the capacity to reward the good works of others. This is a real power among many leaders. (3) Expert: only those with high levels of skill and knowledge will have this type of power. In learning institutions, heads of department should possess this type of power to run their departments effectively. (4) Referent: This is based on the degree of liking for the leader. A school principal whom the teachers adore has referent power. (5) Coercive: This comes from the belief that a person can control others through threats.

Here, many leaders will threaten to fire or demote their subordinates if they do not comply; this is a common trend in many learning institutions.

In 1965, Raven also added an extra power base this being informational. Informational power results from a person's ability to control the information that others need to achieve something. And it may also result from a person having authentic information regarding a particular issue. Additionally, Kolzow (2014) also contends that individuals can have more than one base of power depending on several factors. These factors include individual qualities, control or access to specific resources, technical expertise and accomplishments in their profession, ability to get things done, influence at all levels in their work life, and a positive self-image. It will, therefore be of an advantage to an organisation if leaders would be able to realize the power bases they possess. However, though people may need the power to influence others, this power is being misused differently. For instance, leaders take advantage of organisational resources because of the power they have, others abuse their employees because of the same. And whenever leaders abuse their powers, the subordinates are the ones to pay. This affects the employees negatively in the long run.

To sum up, leadership is the degree to which a person can lead and influence others and a 'good' leader has certain qualities. Not only that, but capable leaders have vision, give direction to others, and can also be agents of change. For an institution to achieve specific goals the implementation of human resource policy is vital. Therefore, to build success, leadership in top management is essential. Leadership is vital to the survival and continued existence of every organisation, and the success of an organisation, to a great extent, depends on the leadership style (Thrush, 2012, as cited in Harada, Mahmoud, & Almaaitah, 2017). It is also important to note that with good leadership styles, the working environment becomes conducive for many, positively impacting retention levels. For example, a study by Rutenberg (2008) asserts that increasing teacher retention rates in rural areas is positively related to teacher perceptions of school safety which is mainly influenced by the type of leadership. It is therefore concluded that the type of leadership style used matters a lot in job retention, hence from the leadership styles been discussed, transformational leadership will be ideal to use in Zambian schools. This is so because a transformational leader is not only concerned about the organisation but also about the wellbeing of the followers.

3.6 Training

3.6.0 Concept of Training

Training provides the necessary skills and knowledge to improve the efficiency of employees. Flippo (1984) defines training as increasing an employee's knowledge and skills for performing a particular task. Armstrong (1999) defines training as a well-planned alteration of behaviour through learning which occurs due to education, instruction, development and planned experience. Training is also considered as a continuous improvement process that should be up to date to face the dynamic changes in the working environment (Milhem, Khalil, & Arostegui, 2014). Training is a very costly investment that needs research to maximize its effectiveness.

Thus, training employees improves their performance and can bring permanent change in their behaviour and equip them with skills and knowledge needed to do a particular task. This assumption is born out of Mefleh,, Al-Mzary, Al- rfai, Abedallah, Al-Momany, and Eid (2015) study which asserts that training does not only impact on employee performance but also brings about job satisfaction. Training also helps staff to get along well with those in authority and positively influences retention of employees (Rao, Sahyaja, Akhil, & Narasimha, 2018; Umesh, 2014). Therefore, the strong influence of training on retention cannot be ignored.

The definitions mentioned clearly reveal that training can bring permanent change in one's behaviour while equipping them with skills and knowledge needed for a particular assignment. Training also helps in organisational development, such as improving decision-making and problem-solving techniques. It helps managers in understanding and carrying out organisational policies. It also helps improve leadership skills, increases motivation levels, and brings about loyalty. Good attitudes and other aspects that successful workers and managers usually display are also fruits of good training that is given to employees.

Training, thus, should be a well-funded and ongoing exercise in an organisation if we are to have competent and motivated employees. However, for training to benefit the employees, it has to depend much on the training concept, the trainer, the types and processes of training (Jawad, 2019).

3.6.1 The Impact of Training on Teacher Retention

Training is one of the most important human resource management practices used to curb employee turnover rates (Malek, Kline, & Dipietro, 2018). As one of the most important factors used in retaining employees, human resource managers use different kinds of training, such as on-the-job, vocational, general, and specific training. However, understanding the effect of training on retention may help human resource managers or school administrators reduce the high turnover rates of highly qualified teachers.

Training opportunities have a direct impact on employee retention and reports have shown that training increases employees' retention. A study by Damei (2020) showed a positive significant relationship between job instruction and employee retention ($r = .940^{**}$, $p\text{-value} = 0.000$ when tested at 95 per cent confidence interval). Training can positively affect employee retention when training is credibly provided and certified by external institutions (Dietz, & Zwick, 2016). However, external institutions involved should also meet certain qualifications and a certain degree of integrity. Also, training provided should meet international standards and the required needs of the job demand.

Employees are a valuable asset to organisations. Organisations like schools need not only to employ highly qualified human resources but also need to retain them for a long time. A study based on the human capital theory and Herzberg's theory identified training as essential to enhancing organisational performance and as the main strategy influencing employee retention. It also revealed that training and job satisfaction positively impacted on employee retention (Oraby, & Elsafty, 2022). Similarly, Sah and Kumari, (2022) also established a relationship between training and development on employee retention and concluded that training impacts employee retention. Employees' decision to stay for a long period can be influenced by the provision of training (Ahmad, 2013).

Additionally, Fejoh and Faniran (2016) study on the investigation of the impact of in-service training and staff development on workers' job performance and optimal productivity in public secondary schools in Osun State, Nigeria results showed that in-service training and staff development had insignificant combined effects but significant relative effects on workers' optimal job productivity. Similarly, Hotchkiss, Bantayerna and Tharaney (2015) who researched on the incentives that health unit provide to employees to increase their effectiveness found that

motivating of workers increases their performance as well as the efficiency of the services provided. This is so because when employees are more productive, retention rates tend to increase because workers want to stay at an institution where they feel valued and appreciated (Khosia 2016).

From the literature reviewed, the author discovered that job training is important to every employee. This consequently impacts positively on employee retention. However, we need to remember that the training provided should be credible and provided by certified institutions because training given to employees has to benefit both the employees and the organisation. Training that leaves an employee with a skill desperately needed by an organisation will undoubtedly impact positively employee retention. To be precise, teachers who have been allowed to be trained in a particular skill that no one else has in the institutions tend to feel more valuable to the institution, positively impacting teacher retention.

3.6.2 Types of Training

Organisations and educational institutions offer different types of training. These types of training depend on the needs of the institution. For example, despite new teachers receiving training in college, there is a need to give them induction training immediately after joining the profession. This will help them understand how the education system works, leading to job efficiency. Studies done on two companies in Lebanon on designing different training programs designed training programs that focused on short-term skills and development programmes for long-term abilities. The programmes helped employees develop inner satisfaction, give positive evaluation feedback, understand how to achieve quality output, and develop a career beyond classwork (Halawi & Haydar, 2018). Contrary to this study, the majority of training programs have been identified not to be interactive, impractical, and off-the-job (Martin, Kolomitro, & Lam, 2013) Furthermore, Alim and Ali (n.d.) outlined several types of in-service training needed for staff development throughout their work life. These included induction or orientation training. This type of training is given to employees immediately to help them acclimate with the new environment. This type of training provides new employees with the knowledge, tools, and direct exposure that will support them in developing their skills and contributing to the institution's growth. The new employees will have a chance to know the new workplace's rules and regulations, which may help them adjust without difficulties. Studies have established that induction training reduces the

harmful effects of a sudden change in environment and lifestyle and helps employees adapt to the conditions at the new working place (Rodica, & Hurioiu, 2014). A qualitative study done in Tanzania also concluded that induction training is of great value to learning institutions as it informs new staff of the essential aspects of their new work environment (Shayo, & Mchete, 2020). This was in agreement with Mwelwa, Mwanza and Msango (2015) and Banja (2015).

Induction training can lead to job satisfaction, improving retention rates in the workplace. Coming to the education sector, we can only make the new teachers better if we expose them to such training. By so doing the numbers of those who normally resign from the profession in their early years of employment will be reduced. Gibson (2018) established that early career teachers decided to leave the profession within the first three months of their employment. This is proof enough that many newly recruited teachers leave the profession early, hence the importance of this type of training.

Foundation or orientation training is another type of training that can be given to new entrants and those who have been promoted to new positions. This training aims to improve their basic skills, technical competencies, and other important things concerning an organisation and their position. To be precise, every member of staff needs some professional knowledge about various rules and regulations of the government, financial transactions, administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and their linkage mechanism, report writing, and so on (Alim, & Ali, n.d.). In schools, foundational professional development (FPD) training is often used to prepare schools for implementing trauma-informed approaches. This type of training also contributes to significant knowledge growth among teachers (Elizabeth, Baker, & Overstreet, 2018). Therefore, induction training should be made available to employees to strengthen the foundation of their service career.

Maintenance or refresher training is another type of training given to employees. This course is for junior employees and everyone, including the chief executive officer. A refresher course has a number of benefits. For instance, it helps in preparing future leaders, it improves intelligence levels, it helps employees to reduce on making mistakes, and also helps in identifying knowledge gaps and future needs. Refresher courses can also improve job satisfaction among employees, which will later positively impact the retention rates in many institutions (Mefleh et al., 2015).

On-the-job training is another crucial type of training in human resource development. Its aim is to improve the work performance of employees. With this type of training, even those who may have joined an organisation with low qualifications will be competent in performing their duties. To make this training effective, superiors and other employees with experience and knowledge in a particular area should handle the training. Not only that, the issue of job specialization will also be considered because only specialized professionals understand and can articulate the relevant issues well. For instance, in schools, heads of department should be people with high qualifications for this will allow them to handle this type of training effectively. It is also important to note that this type of training should have a very short time period between the first and that second training. In schools Professional Development Programmes for Teachers can be considered as such a type of training.

Career or development training is another type of training (Aroge 2012; Umesh 2014; Mefleh et al., 2015). Many organisations include career training in their benefit packages to motivate employees. This is so because it allows employees to advance in their studies and improve their curriculum vitae which is every employee's dream. Career training is mainly designed to improve the competence of employees' competence to prepare them for higher positions. In addition, reports have shown that career training can increase job satisfaction and retention rates (Aroge 2012; Umesh 2014; Mefleh et al., 2015).

From the types of training just discussed, it can be deduced that all types of training mentioned increasing productivity and efficiency in an organisation and the morale of employees, the latter influencing job retention. This is so because people feel valued and dependable. For training to be effective, managers need full support, and funds have to be put aside specifically for training. There should also be a continuous follow-up on trainees to check if the training has affected how the trainees perform their tasks. However, though all types of training mentioned are important to the efficiency of an organisation, *Zambian teachers need foundation training and on-the-job job training the most.* This will help to equip them with the needed skills for them to perform their duties effectively.

3.6.3 Identification of Training Needs

Needs diagnosis is one of the most cardinal steps when it comes to the training process for the attainment of the individual and organisational goals. Needs diagnosis helps to bring out grey areas where training is much needed as well as closing the gap between the actual and desired training needs (Rothwell, & Kazanas, 1998). Therefore, identifying the required training will help give the employees the right training they need and when (Kapur, 2019). Those preparing the training programme will also have an opportunity prepare exactly what the employees need (You cannot give a human resource officer the training needed by an accountant because that will be a sheer waste of resources unless there is a need).

Training needs diagnosis, being one the most important and first steps in the training process, involves a procedure to determine whether training will indeed address the problem which has been identified (Panji, Khalid, Nazli & Nisa 2018). This therefore requires training needs analysis to look at each aspect of an operational area so that the basic skills, concepts and attitudes of the human elements of a system and the appropriate training can be pointed out (Tripathi, & Bansal, 2017). Needs analysis actually makes the training process efficient and effective. This is so because training needs start from unrevealed skills, scarce knowledge or inappropriate employees' attitudes. Panji et al. (2018) contend that failure to identify the gap between current performance and skills required causes serious problems regarding resources required for effective training. Therefore, institutions/organisations must identify employee training needs accurately to avoid wasting resources. Research has also established that identifying training needs has a significant impact on the efficiency of the training programs and improving the individual and organisational performance (Abdul, 2015). Proper training needs identification has also been identified as a process that will keep pace with the smooth flow of information and aid organisations to improve employees' productivity, competitiveness and motivation (Chaubey, Kapoor, & Negi, 2015).

To analyse training needs, McGhee and Thayer (1961) provide a three-tiered approach as shown in figure 2-5.

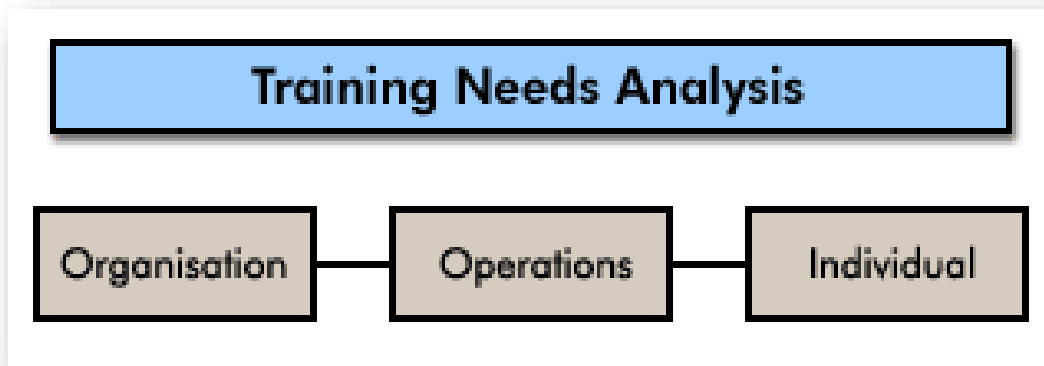


Figure 3-5: Three -tiered approach in a needs analysis

Source: McGhee and Thayer as cited by Triphati and Bansal (2017)

From Figure 6 above, organisation analysis gives a clear picture of the organisation's performance. However, though it does not highlight the training needs of a specific employee, it is important to note that it will still point out problems some departments in an organisation may be facing (Triphati & Bansal 2017). It will pinpoint things like employee turnover rates, accounts statements, breakoffs, and organisational objectives and goals. Then, operational analysis is concerned with the knowledge, skills, and abilities employees need to perform certain tasks. This can be made possible through quality assurance procedures, interviewing heads of department and obtaining job descriptions. On the other hand, personal analysis describes how well an individual performs a given task. This can be made possible through interviewing staff about their job, observation and by checking job profiles. This approach makes it possible to provide employees with the training they require.

Training needs diagnosis is very important in providing appropriate training to employees. This can later help achieve organisational goals in the sense that employees will have the skills needed to perform tasks. The provision of appropriate training, through training needs diagnoses, also leads to motivation of employees, which can also positively impact employee retention.

3.9.4 Design and Evaluation of Training Programme.

Designing of training programmes is an important activity in the field of education. When training programmes and development are designed, it is essential that they are structured and designed appropriately so as to achieve the desired outcomes. Evaluation of the programmes mainly identifies their weaknesses. Here, designers need to devise suitable strategies and methods necessary to bring about improvements in the programmes so they can generate the desired outcomes.

Designing and evaluation of training program is cardinal in the process of human resource development. Designing a programme calls for providing the correct training to the people being trained. Organisations spend much money just to develop a programme that will suit the level of the people been trained and of course taking into consideration their needs, the urgency and the number of levels in the training been offered. Training evaluation makes sure that programs are accountable and are meeting the specific needs of employees in a cost-effective manner. Training evaluation also helps test a training scheme's effectiveness during and after its implementation stage. Organisations must evaluate the training programme to help identify areas needing attention and replacement. The evaluation exercise checks the weaknesses and strengths of the programme as well as the areas where urgent intervention is needed to ensure all is successful. If the training does not go well, an evaluation report highlighting areas to improve on should be produced. Training evaluation gives valuable information what's working and what's not, and this allows an organisation to make data-driven decisions about how to improve their training initiatives (Kumar, 2023).

According to United Nations Department of Peace Operations (2019), there are steps to be followed in designing and evaluating a training programme as shown in the diagram below.

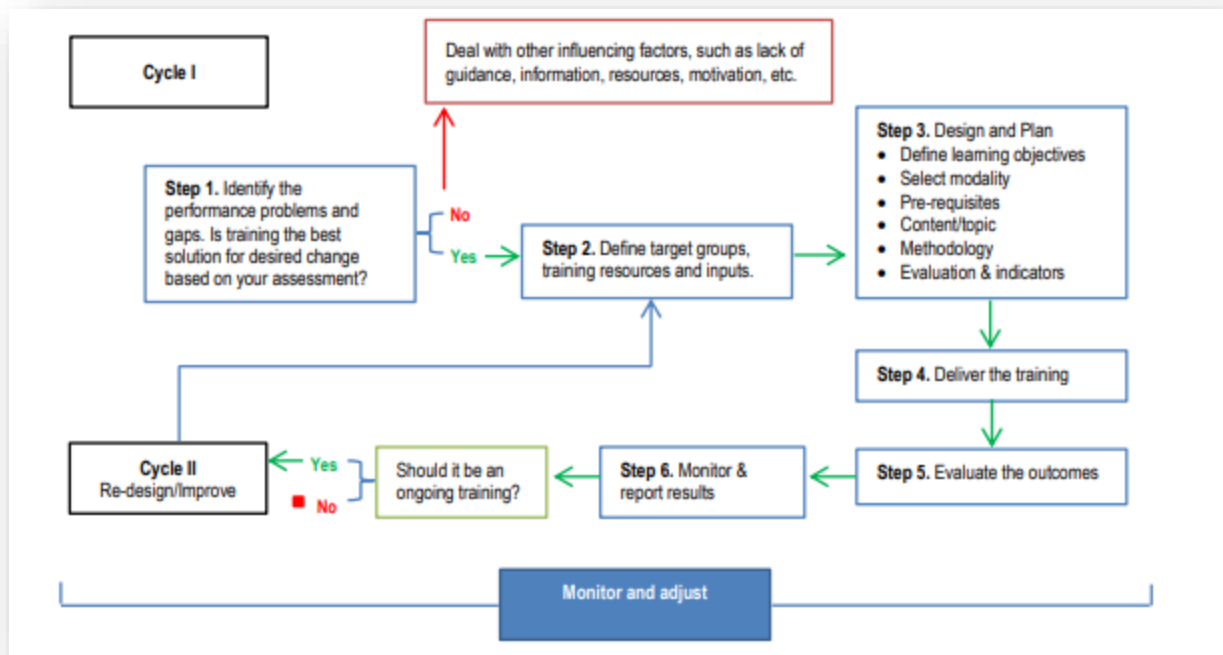


Figure 3-6: Training Management Cycle (United Nations Department of Peace Operations 2019)

Based on the figure 3-6 above, it is clear that for a training programme to be effective, a number of issues have to be considered. Things have to be done in a sequence as illustrated in Figure 7. It is also important that the evaluation of a training programme is given the same importance, for it acts as a driver towards the attainment of all training objectives. However, an effective training programme will always positively impact employee job satisfaction, contributing to high retention rates among employees.

3.6.5 Training Process

The training process starts even before the actual training begins. Training as a process comprises a number of stages to be taken throughout the training process. And as a process, it comprises five stages, each building on the preceding stages (Keller, 2010). This means that if one step is missing, the whole process will be distorted. The following are the stages: Initially, assessing training needs and making the resources available must be looked at before the training begins. Here the needs of the trainee will be assessed as well as the quality of the facilitators. The venue

where learning will take place will also be assessed. Having assessed the training needs of the employees, the motivation of employees should be another aspect that should be considered. Motivation is a drive that pushes an individual to achieve a desired goal. Therefore, if a trainee is motivated to learn, the training process will succeed. Research has shown that not only does the trainee need to be motivated but the trainers also need to be motivated. It is only when one is motivated that he or she will deliver to expectations (Keller, 2010).

Designing a training programme is also something we cannot ignore. The target group, their needs, the duration and the resources available have to be considered. Similarly, Conlan, Grabowski, and Smith (2010) assert that a well-designed training is well organised, suitable for the target audience, and able to be delivered within the resources available. The designing stage should also include planning for training, developing the materials to provide training, and crafting a strategy for evaluating training. The interaction between the trainer and the trainee is something that also needs to be considered. The interaction should be so that it promotes learning (ie, teaching strategies should be effective enough to bring about effective learning). Reports have also established that strategies and methods used must allow trainers to interact with learners effectively to increase the likelihood that the knowledge and skills gained through training will be retained and applied (Herrman, 2011).

Basarab and Dave (2011) also identify evaluation as the last stage in the training programme. The evaluation process identifies factors of training processes and training programmes that are beneficial as well as areas for improvement. In order to identify mistakes and work on them before things get out of control, the evaluation process has to run throughout the training process. Basarab and Dave (2011) assert that when performing an evaluation, it is important to acknowledge both the potentials and limitations of training for success depending on various factors. Relating this to the current study it is imperative to also acknowledge that the training given to the Zambian teachers has got its own limitations which can not be ignored if the teachers are to be helped in improving their performance. This therefore can be made possible if the training given to teachers can be evaluated and assessed frequently.

Employee training and development are essential to the success of every institution. Not only do they impact on employee performance (Mefleh et al., 2015), but they also bring about job satisfaction. On the part of an institution, training improves job retention, productivity, and a

positive work culture, and it also gives an institution an added advantage over its competitors (Importance of training and development for employees, 2019). Training also establishes close cooperation and a fully-fledged and fruitful process of exchanging experiences (Abazi, & Hajrizi, 2018). Training also helps staff get along well with those in authority, which 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, & Bashir, 2013). Therefore, training must be valid and consistent if we are to reap the benefits of the training programmes provided to employees. Employee knowledge gaps must be assessed and resources must be put aside for training. This will surely motivate the employees to appreciate their employers and can later yield improved retention rates in an organisation because employees will feel indebted to the organisation.

3.7 Reward System

3.7.0 Concept of Rewards

Something given in recognition for a good job is a reward. The Oxford Advanced Learners' Dictionary (2011) defines rewards as the benefits that are given to someone for doing something good. Bratton and Gold (1999) also define rewards as all forms of monetary returns and tangible services and benefits employees receive as part of an employment relationship.

Rewards are cardinal in human resource development and are regarded as important elements that can be used to motivate employees for contributing their best effort to generate brilliant ideas that lead to better business functionality and further improve organisational performance (Aktar, Kamruzzaman, Sachu, & Ali, 2012, as cited in Siwale, Hapompwe, Kukano, & Silavwe, 2020). These rewards also have an influence on people's beliefs, etiquette and staging (Santos, & Gomez-Mejia, 2015).

Rewards are used for different reasons such as increasing retention rates, reducing absenteeism and improving employee commitment (Mowday, Porter, & Steer, 1982). They also inculcate the feeling of belonging among the employees, making them feel appreciated and looking forward to

going to work. A reward system brings about job satisfaction (Lawler, 1985). Based on what has been already discussed, rewards are, at least, a partial solution to improving retention rates in learning institutions and other organisations. Hence, the effect of rewards on job retention cannot be underestimated.

A rewards system can either be in monetary or non-monetary forms and are cardinal in human resource development. They are regarded as important elements that can be used to motivate employees for contributing their best effort to generate brilliant ideas that lead to better business functionality and further improve organisational performance. (Aktar, Kamruzzaman, Sachu, & Ali, 2012, as cited in Siwale et al., 2020). Reward systems directly affect the cost side of an institution's financial statement. These rewards also influence people's beliefs, etiquette and staging (Santos, & Gomez-Mejia, 2015).

3.7.1 Impact of Rewards on Teacher Retention

Retaining a talented and qualified pool of school teachers should be a priority for school administrators. Strategies for retaining teachers should be put in place. Studies have identified rewards as one among other things that can be used to reduce teacher turnover rates (Terera, & Ngirande, 2014; Makhuzeni, & Barkhuizen, 2015; Ndungu, 2017; Manundu, Mwanza, & Mulwa, 2021). Findings from different studies on the effect or impact of rewards have given credible evidence that rewards positively impact teacher retention as evidenced in the literature reviewed.

Rewards help in reducing teacher turnover. A qualitative research study by Makhuzeni and Barkhuizen (2015) in South Africa revealed that performance management, career development and compensations of teachers strongly affects teacher retention. In the study, many teachers considered leaving the teaching fraternity as a result of poor rewards. Therefore, this study shows that reward systems for school teachers greatly impact teacher retention .

Additionally, a descriptive study by Manundu, Mwanza, and Mulwa, (2021) also contend that rewards system contributes to a positive school culture which later motivates teachers to work hard and be committed to their duties. This contributes to increasing teacher retention. Therefore, school administrators must consider improving the current reward practices and employing

favourable reward systems to reduce teacher retention. School administrators should also consider improving both financial and non-financial rewards to attract and retain teachers.

Additionally, the massive movement of teachers to other fields and their lack of commitment to work is a clear sign of job dissatisfaction among teachers (Namupala, 2023). Rewards can, therefore be used to enhance job satisfaction. Moreover, among these rewards, recognition strategy and promotion strategy impact on retention positively and at the same time they are less costly, affordable and at the disposal of all school managers (Mochengo, Atambo, & Abuga, 2016). Compensation, work-life balance, training and development and career growth have also been identified as key determinants of retention from a human resource management perspective (Kimunge, 2014). Studies have also revealed that rewards significantly positively affect both job satisfaction and teacher retention (The effect of rewards, job motivation and job satisfaction on employee retention, 2017). Contrary to the above argument, Terera and Ngirande (2014) concluded that although employee rewards led to employee retention, they did not result in job satisfaction.

However, besides helping to reduce teacher turnover, rewards play a significant role in other areas of teacher wellbeing. Rewards reduce absenteeism and increase employee commitment. Reward systems also influence people's attitudes, behaviour and performance (Gomez-Mejia et al., 2010). It also inculcates the feeling of belongingness among the employees and, at the same time, makes them feel appreciated. Additionally, rewards contribute to occupational choice. For instance, some people have ended up being secondary school teachers because of the prestige they get as compared to pre-school teachers. Several studies have been conducted to determine rewards use (Chitimwango, 2016; Kalsoom Tahara, Akhter, Mumtaz, Mujalud, Abudal, Saeed, Amna, Kausar & Memooda, 2017; Siwale, et al., 2020; Ningsih, Arafat, & Mulyadi, 2021;). Rewards affect teachers' performance as well as achievement motivation (Kalsoom et al., 2017; Ningsih, Arafat, & Mulyadi, 2021). In the same vein, inconsistencies in the implementation of rewards systems lead to non-achievement of the intended effects of rewards on teacher performance (Chitimwango, 2016). Rewards also help to manage behaviour (Trivedi, 2014).

However, some institutions' existing rewards systems have proven ineffective (Siwale et al., 2020). Human resource managers should, therefore, try to match reward systems with employee preferences and the changing demands of the employee social environment and keep in mind that

different reward strategies would have different motivational effects on different people (Baskar, 2013). Administrators should not only determine the type of rewards to give to workers, but also to design a rewards system that will benefit and motivate employees if they are to retain the employees. To support this statement Robbins (1993) establish that when people view an inequitable situation for themselves, they tend to quit their job or leave their field altogether to find a job in another organisation. And that is why rewards should be attractive and equitable.

Different types of rewards are used in organisations and are mainly classified into two categories: intrinsic and extrinsic. Focusing on intrinsic motivation, it is important to note that this type of reward comes from within the employee. Intrinsically motivated employees work for their own satisfaction and strive for the best for themselves and their company. This type of reward is directly connected to the job. For instance, just doing the job may be motivating to some people. However, intrinsic rewards may include things such as job enrichment, flexible working time, job rotation job autonomy, feeling of completeness and personal growth and development that all come as a result of the job (Putra, Cho, & Liu, 2017; Rampton 2023). Providing an opportunity for an employee to perform a new task and duties outside of their normal responsibilities may also lead to intrinsic motivation. In addition, intrinsic reward is self-administered meaning that people with this type of motivation do not need any external rewards, though at a point they may need them because they are human too.

Various studies have been done on intrinsic motivation. A study done in Pakistan to analyse the impact of intrinsic rewards on the performance of an employee established a positive relationship between intrinsic rewards and the performance of the employee (Manzoor, Wei, & Asif, 2021). However, there were significant differences in the means for intrinsic rewards and work engagement for gender and age. (Jacobs, Renard, & Snelgar, 2014). The effects of intrinsic motivation on radical and incremental creativity have also been seen to be more favourable for employees with higher learning goal orientation than on employees with higher performance goal orientation (Maliki, Choi, & Butt, 2019). However, monetary rewards do not account for the differences in intrinsic motivation above that of non-monetary rewards, hence the need to focus on job characteristics and designs to increase staff intrinsic rewards. This can include increased non-monetary rewards, such as supportive leadership (Meyer, & Nujjoo, 2012).

On the other hand, an extrinsic reward is external to the job and come from an outside source, precisely the management of an institution. Examples of extrinsic rewards include wages and salary, fringe benefits, promotions, and recognition and praise from others. Other benefits may include issues to do with gratuity and social security (retirement pension). Extrinsic rewards affect employees differently; rewards such as financial incentives, promotion opportunities and organisational prestige strongly affect employees' psychological empowerment (Gkorezis, & Petridou, 2012). Extrinsic rewards have also been seen to have a positive significant relationship on job satisfaction (Farrington, Venter, & Sharp, 2014).

It is imperative to that employees have positive feelings brought about by intrinsic and extrinsic rewards (Ajmal, Bashir, Abrar, & Khan, 2015). However, employees prefer extrinsic rewards to intrinsic ones (Shakir, Zamir, & Zamir, 2013). This, therefore calls for school managers to consider that rewards contribute much to the productivity and performance of employees in every organisation, hence why rewards are essential to organisational success. It is also imperative to conclude that types of rewards should be considered for they are a partial solution to improve retention rates in learning institutions and other organisations. However, it is also essential to look at monetary reward as an important example of extrinsic rewards in detail as this will help us understand rewards systems better.

3.7.2 Monetary Rewards

Money is everything, money can pay hospital bills, buy food, pay rentals and it gives status in society. Every individual requires money to meet their daily needs, so every employee will be interested in what the job will give them in terms of monetary rewards. Mullins (2007), contends that what employees want from their employers more than anything else is a higher wage. For instance, a teacher can easily be motivated with a high compensation in terms of salary (Nosheen, & Yasin, 2015). In another study, Fullard (2021) also contends that higher salaries do improve labour productivity in different ways. In other studies, the findings showed increased attention to steps related to compensation (Glass, 2011).

This clearly shows that among employees, money is considered a primary motivator that can lead to high performance and retentions rates though it has got its own limitations. To support this

statement, Wang, Liu, and Shi (2017) contends that monetary and social rewards are generally connected to human motivation and behaviour. Therefore, in situations where little attention is given to career advancement, personal challenges or growth, employees may still appear to be motivated primarily because of money.

To make monetary reward effective, it must be treated separate from the salaries. This is so because salaries are entitlements, whilst other monetary payments may be attached to work performance or completion. And to increase job morale or job satisfaction among employees, this type of reward should be given on time and match the work done.

Though monetary rewards may seem very important, research has established that monetary rewards cannot help the employee to improve in knowledge, skill, abilities and the quality of work (Dierdorff, & Surface, 2008; Grant, & Parker, 2009, as cited in Herman, Joo, & Gottfredson, 2012) unless the money is used to pay for employee training. Consequently, in institutions where employees are given huge sums of monetary rewards, employees tend to fear making mistakes due to what they get for the work (Chib, De Martino, Shimojo, & O'Doherty, 2012). As a result, this will always have a negative impact on their performance. Monetary rewards can also make employees feel as if they are entitled to those rewards, and if they are not paid, employees will tend to feel dissatisfied with their jobs and become demotivated. Some may even decide to leave the institution. For instance, in this era of Covid-19, many organisations are struggling to pay certain monetary rewards that has impacted negatively on employee morale. In the same vein, though money is considered a primary motivator, some studies have also shown that money is not everything and cannot always lead to the desired goals (Aguinis, Joo, & Gottfredson, 2013). This is so because people will not always do what you asked them to do but rather do what they are paid for. In addition, Gary Kusin, the CEO of FedEx Kinko, stated "*Work is about letting people know they are important, their hard work and efforts matter and they are doing a good job. And this kind of recognition, in fact, can sometimes be more important than money*". This shows that money alone cannot lead to job satisfaction and retention.

3.3.3 Principles of Rewards

Reward principles are broad declarations which spell out how a company should pay its workers and how to reward them for their performance. They give detailed information on what a company pays its employees and for what reasons. It stipulates that whatever rewards are paid should align with the organisational context and culture, relative to the external market environment.

Zingheim, Patricia and Schuster (2000) assert that there are six principles that need to be followed in regard to a rewards system. Firstly, rewards should create a positive and natural reward experience. Here we should understand that people are complex beings and for them to support whatever changes management puts in place, they need to be involved at the initial stage especially when it comes to decision-making which is not the case in the Zambian education system. Employee involvement in decision-making plays a vital role in an organisation's operations. This is so because it impacts positively on workers' commitment and performance (Asoki, Gudda Bhati, & Vanishree, 2021; Chimaobi, & Chikamnele, 2020; Kofi, Akuoko, Dwumah, & Ansong, 2012). Secondly, rewards should be aligned with business goals to create a win-win partnership (Zingheim, Patricia, & Schuster, 2000). Here, those managing the company should provide clear destination which employees must follow and improve. Greene (2020) contends that reward programmes should motivate employees to extend their best efforts and focus them on meeting organisational objectives. This will allow both the organisation and employees to attain the organisation goals and share in the success.

Thirdly, Zingheim, Patricia, and Schuster (2000) bring out another principle of rewards that focuses on extending people's line of sight, where employees would understand how their behaviour influences the results of an organisation and their potential customers. This then will call for suggestions or ideas from employees that can be used to improve the face of the organisation. This is one of the principles that is highly applied in the Zambian education system, although teachers' suggestion and ideas are not given much importance. As a result of this some teachers tend not to matter about how their behaviour can impact on the country's educational goals.

Fourthly, the integration of rewards is another principle of rewards. This principle demands that rewards match what is supposed to be reinforced though in Zambian this is not taken into

consideration. To do this, policy makers/ school administrators must understand what types of reward system positively motivate the teachers. Job security and compensation practices of the organisation have been identified (among others) to significantly impact employee motivation (Chaubey, Triathi, & Chadra, 2018; Noorazem, Sabri, & Nazir, 2021). Note that rewards can only be effective if they meet the expectations of those been rewarded.

Additionally, the fifth principle of rewards specifies that we should reward individuals' ongoing value with base pay. Base pay can be used to reward the major three dimensions of individual desirability. These three dimensions include: the skills and competencies needed to realize good results, the individual's contributions to team results, and the individual's value relative to the labor market (Zingheimhe, Patricia, & Schuster, 2000). Similarly, small institutions may use higher incentive pay to attract talent (Chowdhury, & Schulz, 2020) initially.

The sixth principle of rewards stipulates that a variable pay (performance pay) must be paid when the employees hit the targeted results. Podolsky and Ducharm (2006) assert that variable pay is directly connected to individual and organisational positive outcomes. Similarly, there is a significant relationship between the compensation factors and the teachers' job satisfaction (Kumar, 2016). However, contrary to other research findings and expectations, there are minor differences in organisational outcomes between institutions that apply or do not apply individual incentives (Braje, Klindzic, & Galetic, 2019). In Zambia, variable pay is paid as an allowance of 20per cent of basic salary to teachers in rural schools to compensate for the inconveniences and lack of amenities associated with living and teaching in rural areas (Chalwe, & Pellicer, 2018). However, the principles of rewards discussed may help school administrators provide the best rewards system that can be used to reduce employee turnover rates.

Conclusively, from the discussion we can deduce that rewards are any benefits given as a result of a good job. Rewards are vital in human resource management, and as such they need to be given importance. This is because they contribute to the efficiency of every organisation. Rewards play a number of roles in an organisation. They increase job satisfaction and retention rates, and at the same time, they can help improve the quality and value of the organisation's products in the sense that people doing the work will always show some commitment. Rewards can either be intrinsic or extrinsic. Extrinsic rewards, particularly monetary rewards, are considered as one of the contributing factors that motivate employees, although the effect may

be limited. However, to make the rewards system more effective, the rewards' principles should be considered. Relating this to the Zambian context, teachers in Zambia will be more motivated and thus more likely to stay in employment if provided with rewards that meet individual desirability, that matches what is suppose to be reinforced, and that creates a positive and natural reward experience.

3.8 Retention Strategies

Balaji and Kumar (2017) also assert that human resources are the livelihood of all types of an institution. Even though all types of the institutions are nowadays found to be technology-driven, human resources are still required to run the technology. However, the biggest challenge that many institutions face today is managing these resources and retaining them. Securing and retaining skilled employees plays an important role in any institution because employees' knowledge and skills are central to the institution's ability to be economically competitive, hence the need to develop the best retention strategies.

Effective employee retention is a systematic effort by employers to create and foster an environment that encourages current employees to remain employed by having policies and practices that address their diverse needs. A strong retention strategy also becomes a powerful recruitment tool. Retention of key employees is critical to any organisation's long-term health and success. It is a known fact that retaining your best employees ensures customer satisfaction, increased product sales, satisfied colleagues and reporting staff, effective succession planning, and deeply embedded organisational knowledge and learning. Employee retention involves organisational issues such as training time and investment, lost knowledge, insecure employees, and costly candidate searches. Hence, failing to retain key employees is costly for an organisation (Balaji, & Kumar, 2017).

On the subject of job satisfaction and thus job retention, Balaji and Kumar (2017) suggest that in order to keep employees and keep their satisfaction high, there is need to implement the Three R's of employee retention, these being respect, recognition, and rewards. 'Respect' is esteem, special regard, or particular consideration given to people. As the pyramid in Figure 8 below shows, respect is the foundation of keeping your employees. 'Recognition' and 'Rewards' will have little

effect if administrators and managers do not respect workers. Recognition is here defined as taking particular notice of or paying particular attention to, in this case, workers. Many problems with retention and morale occur because management does not pay attention to workers needs and reactions. Rewards are the extra perks offered beyond the basics of respect and recognition that make it worth people's time to work hard, care for their work and relationships at work, and excel.



Figure 3-7: The three R's of employee retention (Jha and Jha, 2015)

In addition, according to Fang, Chang, and Chen (2009) as cited by Balaji and Kumar (2017), Miller, Erickson and Yust (2001), Ramlall (2003), and Wells and Thelen (2002), retention of employees can also be achieved by allowing employees to benefit from a work environment that provides a sense of belonging. Thus, institutions that have generous human resource policies have an excellent chance of satisfying and retaining employees. For instance, providing workers with an appropriate level of privacy, sound control, food and drink facilities, and so on, to enhance their motivation levels that enables them to commit to the organisation for the long term.

Balaj, and Kumar, (2018) found that important factors in employee retention were investment in employee training and career development, and employment benefits such as job security through a seniority system or pension scheme, or an opportunity for lifetime employment. DeMarco (2007) also proposed three retention strategies to effectively deal with the Generation X work group that is, those born between 1964 and 1977. He stated that the first communication strategy was vital

and included feedback, group communication, employee surveys and corporate communication. His second strategy was that top management should review issues such as supervision, whereby a manager deals with building a team, performance management and the development of individuals. Thirdly, he concluded that attention should be given to generational interest. DeMarco (2007) also stated that employees want to know they are valued and important. In contrast, Balamurugan and Abinaya (2016) contend that for an institution to retain its employees, it should be mindful of: job and person mismatches; no growth opportunities; a lack of appreciation, trust and support amongst co-workers, seniors and management; stress from overwork and work life imbalance; compensation; and new job offers.

In addition, institutions without the time or limited resources to implement retention strategies may outsource employee retention programs from specialists. Institutions can hire third-party specialists to pinpoint the root causes of their workforce challenges. By identifying the root causes, customized action plans can be drawn to fit the institution's needs and create a retention program customized to that institution. Another benefit of outsourcing is that the management can get quantifiable evidence to justify the actions needed to improve the institution. By focusing on the factors and strategies highlighted, institutions can go a long way towards building a high-retention workplace and giving it this competitive advantage.

3.9 Other Factors that have Contributed to Low Retention Rates Among Teachers

Other than training, rewards and leadership impacting teacher retention, other factors also impact teachers' retention levels in other countries as evidenced by the following literature.

A study by Lu and Yang (2014) contend that teacher retention is impacted by imbalances of economic income and workload, leisure life, family care and things like poor teaching physical environment, limited democratic participation and management, deficiency of relevant rights and interest and protection, limited chances of professional development and self-realization. Teacher retention levels are also affected negatively due to lack of administrative support, poor workplace conditions, student-related issues, and collegiality with peers. Additionally, teacher qualifications and demographics also affect a teacher's decision to leave the profession (Mckee, 2003). This can

be proven by the studies done by Geiger and Pivovarova (2016), which found that schools, where teachers rated their working conditions as more satisfactory, had lower attrition rates and also were schools with higher rates of low-income and/or minority students.

Research has also revealed that teachers working in a high-poverty school feel very uncomfortable due to issues such as behaviour of students and lack of parental involvement (Marston, 2014). Perceptions of pressures associated with mandatory duties, routine paperwork, and student performance in tests, and stress on teachers can lead to job dissatisfaction (Beaugez, 2012). Global economic factors have also been spotted as factors affecting job retention levels. For instance, many countries are competing to attract and retain skilled workers in the international labour market, and as such most employees are migrating to the more developed economies as they transfer their skills to the highest bidder (Burmeister, 2007). 'Brain drain' is a common trend in any country like Zambia.

Teachers with very good qualifications and whose qualifications are on demand leave for higher-paying jobs in other countries and abroad. For instance, in Zambia and other sub-Saharan countries, ICT, sciences and mathematics teachers tend to seek better-paying jobs elsewhere. This assertion is supported by the findings of Kaila's (2012) study which established that potential demand for professions impacts on retention levels. For example, an attractive job offer in terms of responsibility, remuneration, growth and learning may lead to one leaving his or her current job.

Retention rates can also be affected by the type of training one has been exposed to. For example, how some employees are trained, the skills they attain and the conditions they are exposed to during the training period instigate their future practice choices as well as the environment (Araujo, & Maeda, 2013, as cited in Matindo, Pekeur, & Kerodia, 2015). In addition to global economic factors, national economic conditions are another factor that affects job retention levels. This is so because staff turnover is usually higher during periods of prosperity and growth (when jobs are many) and is lower during recessions (Grobler et al., 2002).

From the above literature, it is clear that there are several factors that affect job retention levels. However, non of the studies reviewed established the extent at which the identified factors affect teacher retention. Therefore, teacher retention rates can be increased if close attention is paid to the

leadership styles and rewards systems been used and training opportunities given to the teachers in government schools in Zambia.

3.10 Chapter Summary

This chapter reviewed literature on retention/attrition at global, African and Zambian Perspective. Literature focusing on the impact of three independent variable (leadership style, training and rewards) on retention was also reviewed. For instance the studies on leadership style and retention revealed that leadership style influences staff intention to leave an organisation and that effective leaders draw on a collection of different leadership styles. Other studies contend that though there are different leadership styles that can be used, transformational leadership and transactional leadership had a positive relationship with employee's retention than other leadership styles. Coming to training, research established that there is a relationship between training and development on employee retention and that employees' decision to stay for a long period of time can be influenced by the provision of training. On the other hand, studies identified both financial and non- financial rewards as one among other things that can be used to reduce teacher turnover rates. Literature on strategies for job retention as well as other factors affecting job retention was also reviewed. The following chapter presents the research design and methodology employed in this study.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.0 Overview

The previous chapter looked at the literature review. This chapter presents the methodology that was used to collect and analyse data on leadership style, training and rewards in relation to teacher retention in government schools on the Copperbelt province of Zambia. The chapter includes the philosophy underpinning the study, research design, area of study and target population, study sample, sampling techniques, data collection methods, data collection procedure, ethical issues, and data analysis instruments and procedures.

4.1 Philosophical Underpinning: Pragmatic Research Philosophy

When doing research, it is imperative to comprehend and analyse the beliefs about the nature of reality, knowing it and how to attain the knowledge. A theoretical perspective (a paradigm) helps in understanding and studying the reality. A paradigm is a basic set of beliefs that guide action and has the following assumptions: ontology, epistemology, axiology, methodology and methods (Rehman, & Alharthi, 2016).

4.1.0 The Ontological Assumption

Ontology is one of the philosophical assumptions which is defined as the study of being ((Crotty, 2003). Ontology describes the study of our existence and the beliefs about the nature of reality (Richards, 2003). Here, the focus is on how reality exists and what to know about it. This assumption leads the researcher to investigate what kind of reality exists (Rehman & Alharthi, 2016). Guba and Lincoln (1989) contends that, the ontological assumptions answer to the question ‘what is there that can be known?’ or ‘what is the nature of reality?’ Ontologically, this study was underpinned by the pragmatic philosophy that combines positivism and interpretivism within the scope of a single research in order to understand reality. The ontological position taken by the researcher resulted in a mixed-method methodology being used. As a mixed method study, this study used an ontology which is essentially of a social world of meanings in order to respond to the qualitative part of the study. Assuming that the world they investigate is a world populated by human beings who have their own thoughts, interpretations and meanings. The researchers’

investigation of this world is clearly manifested in their use of interviews for them to have a clear picture of the lived experiences of the former teachers working for other organisations.

And to respond to the quantitative part of this study, the researcher adopted a realistic ontology. One that follows the physical world in which the researchers assume the existence of a world of cause and effect. In this study, the researcher assumed that there are some realities (for instance the three independent variables leadership style at school level, training and rewards) which exist in the world and may affect teacher retention in Zambian government schools. Pring (2004) referred to this notion saying “One purpose of research is to explain what has happened. Therefore a reason for seeking explanations might be to forecast what will happen tomorrow or what would happen if there were to be certain interventions.” This is clearly shown in the aim of the study that is targeted at examining the impact of leadership style, training and rewards on teacher retention on the Copperbelt Province of Zambia. Here, the researcher tried to look for what will happen to teacher retention rates among experienced and highly qualified teachers if there was some improvement on either leadership style being used in school, training opportunities provided to teaching staff or rewards systems used in government schools

4.1.1 The Epistemological assumption

Epistemology, refers to the the branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated (Gall, Gall, & Borg 2003 as cited by Rehman & Alharthi, 2016). Epistemology being one of the philosophical assumptions, is concerned with what is acceptable as valid knowledge (Collis, & Hussey, 2014). Pragmatism leads logically to a combined positivist and interpretivist epistemology that posits there is no single way to learn (Collis et al, 2014; Saunders et al, 2012). In this study, positivist stance, which considers that only the knowledge confirmed by the senses is affirmed as knowledge, was used to acquire quantitative data (Bryman, 2012). This stance, follows the objective route in research and believes that knowledge is gained through a gathering of objectively verifiable truths using quantitative means. Therefore, questionnaires with closed ended questions were used to collect data in this study. On the other hand, the constructionist stance was taken to get the truth from the informants who were interviewed. Since this study was an empirical study, the lived experiences shared by

the informants was regarded as empirical knowledge. In this case the epistemological stance was influenced by the nature of the knowledge the researcher wished to acquire. In short, to acquire knowledge used in this study, the researcher used both objectivism and constructionism stance.

4.1.2 The Axiological Assumption

Axiology is another philosophical element of research paradigms that cannot be ignored. This philosophical perspective is concerned with the role of values in research (Collis, & Hussey, 2014). Axiology is concerned with the values and ethics used by the researcher in carrying out the research process. It is about determining what acceptable behaviour is or is not in the research process (Mwelwa, 2020). In investigating what was of value in this study, the researcher took a neutral position regarding the value-position since a mixed methods research design was adopted. Axiology is also concerned with the value of the research itself. The value of the study therefore, rested in its significance in providing solutions to the issue of teacher retention in government schools.

However, it is important to note that choosing a paradigm to investigate a research problem should be guided by the necessities and requirements of a research study rather than by the obstinate insistence of sticking to one particular paradigm to exclude others (Rehman, & Alharthi, 2016). Therefore, it is essential to understand philosophical issues for they highlight different kinds of knowledge that allow for observing the same research problem from different philosophical perspectives. Likewise, understanding philosophical issues may also lead to studying research problems in different ways and, similarly, describing a number of organisational problems in different ways (Hatch, 2012).

Therefore, considering the research problem being investigated, this study was underpinned by pragmatic research philosophy. Pragmatism is an approach that utilized both realist and relativist perspective so that a more comprehensive view can be taken of the factors under research as explained in the three philosophical assumptions above.

Furthermore, Kelly and Cordeiro (2020) contend that pragmatism is suitable for searching organisational processes because it provides a guiding epistemological framework anchored in the inquiry process and research practicality. Kelly and Cordeiro (2020) further explain that a second

principle of pragmatism, which focuses on recognising the interconnectedness of experience, knowing and acting, strengthens the pragmatist inquiry process within respondent organisations. By understanding the organisational processes under investigation and documenting actions and experiences of staff, whether well-planned or haphazard, a pragmatist researcher may connect themes and issues.

Feilzer (2010), as cited by Kelly and Cordeiro (2020), also states that a pragmatic approach to solving any social problem renders an alternative, flexible, and more reflexive guide to research design and grounded theory. It is also said that in pragmatism, there is always a linking ability. Here, pragmatism research links experiences in their lives and drives action. Thereafter, research turns into action because of peoples' experiences. However, since adequate knowledge can be gained through integrating different research methods, a combination of qualitative and quantitative research methods was appropriate.

However, though other philosophical outlooks can be used to underpin a mixed method study (for instance, critical realism, transformative emancipation and dialectical pluralism), pragmatism has being used to underpin this study because of its strength over other paradigms in providing a fuller view of reality.

4.2 Research Design

In research, the aims and objectives as well as the researcher's philosophical understanding, experience, and personal beliefs or assumptions determines the choice of the research design (Denzin, & Lincoln, 2011). Likewise, the researcher's assumptions about ontology, epistemology and human nature also contribute to selecting a research methodology (Gill, & Johnson, 2002).

A research design is the efficacy of any research study. The research design is not just a work plan, but it is something that ensures that the evidence obtained enables the researcher to answer the initial question as clearly as possible (Vaus, 2013). Yin (1989, as cited by Vaus, 2013), also asserts that a research design deals with a logical problem and not a logistical problem. This simply means that a research design deals with problems that can be solved through deduction and induction. This can mean the researcher stepping through different scenarios until an answer is found. And to deal with a logical problem under investigation, a mixed design approach was used. According

to Creswell and Clark (2007) and Creswell (2015), the following designs falls under mixed method research designs; 1. Convergent (parallel or concurrent) design; 2. Exploratory sequential design; 3. Explanatory sequential design; 4. Embedded (or nested) design.

4.2.0 Convergent Design

Convergent design is one of the mixed method designs. This design follows pragmatism as a theoretical assumption (Creswell & Plano Clark, 2018). The convergent design involves the separate collection and analysis of quantitative and qualitative data with the intention of merging the results of the two approaches at a later stage. Creswell (2015), also contends that convergent research design normally combines the results of the quantitative and qualitative data analyses. The joining of the two approaches (quantitative and qualitative approach) provides both a quantitative and a qualitative picture of the problem. This later helps the researcher gain a complete understanding of the problem from multiple angles and perspectives. Further as a result of using this design, the mixed methods researcher can develop multiple perspectives or even Confirming one database with the other. This design also allows the researcher to obtain triangulated results. It is however important to note that, the convergent design is useful for researchers who need to gather both forms of data while they are in the field (Creswell 2015).

4.2.1 Explanatory Sequential Design

Explanatory sequential design intends to study a research problem by beginning with a quantitative strand to both collect and analyse data, and then to conduct qualitative research to explain the quantitative results(Creswell 2018; Creswell & Plano Clark, 2018; Wisdom & Creswell, 2013). In this research design, quantitative data is collected first, then followed by qualitative data. This design is used when one wants to further explain a set of quantitative data with additional qualitative information. In this design, firstly, a quantitative strand is designed and implemented. Secondly, a qualitative strand is designed and developed to explain the quantitative findings. And finally, the quantitative results are summarized and interpreted. Creswell and Plano Clark (2018) argue that merging in this design takes place in two ways: (1). by connecting the quantitative findings to the qualitative data collection and, (2). by drawing integrated findings after

combining two sets of results after the qualitative phase is completed. This design is useful when a researcher and research issue is more quantitatively oriented.

4.2.2 Exploratory Sequential Design

Unlike the explanatory sequential design, the exploratory sequential design collects qualitative data first, followed by quantitative data. The intent of the exploratory sequential design is to study a problem by first exploring it through qualitative data collection and analysis. Thereafter, a second phase which involves taking the qualitative results and developing them into measures or a new instrument or new interventions for an experiment follows. Lastly, the quantitative phase of applying the measures, testing the new instrument, or using the new intervention and its activities in an experiment is done (Creswell 2015).

Furthermore, the exploratory sequential design is useful when a researcher and a research issue are more qualitatively oriented and when the researcher has enough time to conduct a three-phase study. It can also be more useful when the researcher is more interested in the transferability or generalizability of research results (Creswell & Plano Clark, 2018).

4.2.3 Embedded Correlational Model (Embedded Design)

The embedded correlational model is a mixed method design in which one data set provides a supportive, secondary role in a study based primarily on the other data type (Creswell, Plano Clark, et al., 2003). Creswell (2013) contends that a researcher may add a qualitative strand within a quantitative design. Normally, this design is used when one needs to include qualitative or quantitative data to answer a research question within a largely quantitative or qualitative study. However, though there are many designs under the mixed method approach, in this study, the researcher used an embedded correlational model design. In this design, the researcher collected qualitative data as part of correlational study to help explain how the two methods work in the correlational model (Creswell, & Clark, 2007) and as a way of carrying out data triangulation. Not only that, this been an empirical study the researcher included qualitative data, to follow up on the quantitative findings. The model is summarized in Figure 4-1 that follows.

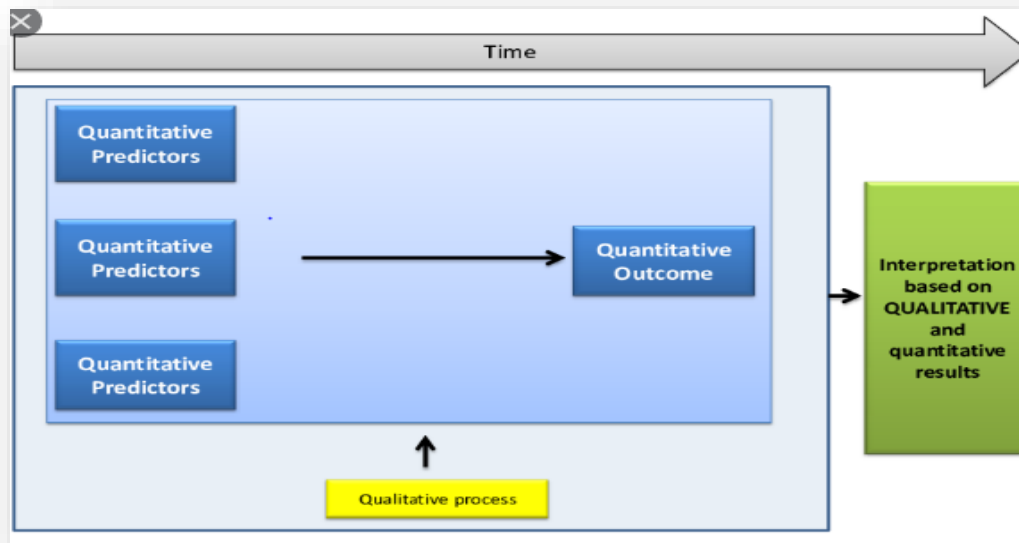


Figure 4-1: Embedded correlational model

Source: Creswell and Clark (2007)

4.3 Rationale for a Mixed Methods Design

There is an escalating interest in the field of mixed methods research. This is because this approach has advantages and disadvantages that would make it more or less beneficial for a particular research problem (Vogt, Vogt, Gardner, & Haeffele, 2014). This fundamental principle requires from the researcher to use a mixture of methods that have some level of harmonizing demerit and merits both of which are overlapping. This therefore provides a more complete comprehension of the research problem (Creswell, 2014). Additionally, Venkatesh Brown, and Bala (2013) also suggests that a mixed research approach is particularly useful when researchers want to get a comprehensive understanding of a phenomenon for which extant research is scrappy, inconclusive, and unclear. Cohen et al. (2011) also argues that a mixed method approach present different ways of viewing the world, and they complement each other. Now, based on the fact that this study examined the impact of leadership style, rewards and training on teacher retention and determined which of the three variables had more influence on retention than the others, the use of a mixed design approach was considered suitable for this study. On one hand, the quantitative approach was used to measure the objective aspects of the study using a survey. On the other, the mixed

method approach allowed for a qualitative research stage, following the dominant quantitative phase, to collect and analyse the subjective aspects of the problem being researched which included lived experiences of former teachers working in other organisations. The triangulated methodologiesThe combination of the two approaches gave the researcher a much clearer picture of the situation that adds validity to conclusions drawn. to interpret the findings and draw conclusions. Note in using the two approaches , the strength of one approach made up for the weaknesses of the other and thereby promoting corroboration in the findings (Creswell & Plano Clark, 2018). And this helped in both data and methodological triangulation.

4.4 Area of Study

In layman's language, an area of study is defined as locality where research will take place. Therefore, this study was conducted on the Copperbelt, a northerly situated province in Zambia, which had been identified among those with highest teacher attrition and turnover rates (MoE, 2018, & Zambia Education PER and PETS-QSDS At a Glance, 2015).

4.5 Study Population

This is a collection of all individuals or items under consideration in a statistical study. Other researchers have defined study population as a group of people that the researcher wants to conclude once the research study is finished. Identifying the study population requires specifying the criteria that determine which individuals are included and which individuals are not. In other words, what traits must an individual have to be included in the study population? The researcher considered the following traits for an educational research study; the type of school (Public/private; urban/rural; day/boarding). As for the study population in this study comprised all teachers from rural and urban primary, combined, secondary and basic schools in the Copperbelt province of Zambia. The population of the Copperbelt province comprises 5,982 male teachers and 11,901 female teachers, totalling 17,885 teachers. Note that the 17, 885 only includes the teaching staff in secondary, combined primary and basic schools. This information is summarized in the table 4-1;

Table 4-1: Staffing level Ministry of Education: Copperbelt province

MINISTRY OF EDUCATION COPPERBELT PROVINCE 2021 GRZ STAFFING LEVELS										
SN	District	Teaching			Non-teaching			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Chililabombwe	203	619	822	22	10	32	225	629	854
2	Chingola	548	1,611	2,159	39	30	69	587	1,641	2,228
3	Kalulushi	342	779	1,121	31	14	45	373	793	1,166
4	Kitwe	1,404	2,572	3,976	79	57	136	1,483	2,629	4,112
5	Luanshya	534	1,212	1,746	72	54	126	606	1,266	1,872
6	Lufwanyama	508	474	982	42	16	58	550	490	1,040
7	Masaiti	481	488	969	44	23	67	525	511	1,036
8	Mpongwe	489	438	927	18	19	37	507	457	964
9	Mufulira	482	1,341	1,823	96	101	197	578	1,442	2,020
10	Ndola	993	2,367	3,360	141	127	268	1,134	2,494	3,628
11	PEO's Office	11	9	20	30	20	50	41	29	70
12	KCE	54	49	103	16	18	34	70	67	137
13	MUCE	62	24	86	18	15	33	80	39	119
14	ZACODE	10	9	19	7	8	15	17	17	34
	Copperbelt	6,121	11,992	18,113	655	512	1,167	6,776	12,504	19,280

Source: Provincial Education Statistic Office (2021)

4.6 Study Sample

A study sample can be defined as the number of individuals selected from the population or as part of the population from which information is obtained. Sampling is a process of knowing more about the population based on sample collected from the population. A part or fraction of the population constitutes a sample. Thus, in the sampling technique, instead of every unit of the population, only a part of it is studied, and the conclusions are drawn for the entire population based on the sample. Vogt et al. (2011) defines sampling as a process by which a part of a given population is selected for study. However, it is essential to know that using a correct survey sample size is crucial for your research, but it is also important to know that a sample that is too big may lead to waste of resources such as time and money, while that which is very small may not give reliable insights (Kibuacha, 2021) hence the need to determine a sample size correctly.

It is important to know that a sample size can be determined differently. Glenn (1992) and Ajay and Masuku (2013) presented a number of approaches to determine the sample size. This includes the use of a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size. It is also important to know that sample size calculators can be used. To determine the sample size for this study, the researcher used Yamane Formula since the exactly number of the study population was known. The other methods were used to confirm the calculated sample size that was calculated using the formula.

Table 4-2 below is one of the published tables that was used. Note that the sample size of 600 used in this study was in the range of 15000 plus based on the sampling error of about ± 4 per cent. Note that the smaller the sampling error, the larger the study sample and the lesser the bias of the research results. So, in this case, the researcher opted for the margin error of 4per cent.

Table 4-2: Published table for determining the sample size

Size of Population	Sample Size (n) for Precision (e) of:			
	$\pm 3\%$	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100

a = Assumption of normal population is poor (Yamane, 1967). The entire population should be sampled.

Source: Glenn (1992).

Apart from the published table above, the sample size calculator was also used to confirm the determined sample size. And since the population under consideration was large, the researcher

decided to go for the 600 to pick the sample because this study had used finite population, the sample size for this type of population is significantly smaller as illustrated table 4.2. Note that from the sample size of 600, 580 participated in the survey whilst 20 were to be interviewed.

Calculate sample size:	
Population size	17885
Confidence level	95%
Margin of error	4%
sample size	Calculate
NEEDED SAMPLE SIZE BASE ON YOUR POPULATION	
581	
NEEDED SAMPLE SIZE BASED ON YOUR FINITE(LARGE) POPULATION	
600	
ASSUMES A NORMAL DISTRIBUTION OF 50% TO CALCULATE YOUR SAMPLE SIZE	

Figure 4-2: Calculation of study sample using a sample size calculator

(Source: <https://www.surveying.com/help/sample-size-calculator>)

Further, to confirm the above calculations, Yamane’s formula for calculating sample size was also used. Yamane (1967) came up with a simplified formula for calculation of sample size from a population. According to him, for a 95per cent confidence level and $p = 0.04$, size of the sample (n) should be:

$$n = \frac{N}{1+N(e^2)}$$

where, N is the population size and e is the level of precision

The above formula was used to obtain the study sample size, when $N = 17885$ with ± 4 per cent precision. Assuming a 95per cent confidence level and $p = 0.04$, we were able to get the sample size of;

$$n = \frac{17885}{1 + 17885 (0.04)^2}$$

$$n = 604$$

The calculated sample size was later rounded off to the nearest hundred which was 600. This sample size is similar to that used in a study by Nyanga et al. (2022). Similarly, Glenn (1992) also specifies that a good sample size (for example 200-500) is needed for multiple regression, which may be performed for more rigid state impact evaluations. The sample size should also be acceptable for the planned analysis; hence, 600 is suitable for this study.

In the sample, there was the permanent secretary (PS) from the Ministry of General Education, the Provincial Education Officer (PEO) for Copperbelt province, 6 District Educational Board Secretaries (DEBS), 52 school administrators, 520 serving teachers and 20 former teachers.

In addition, the researcher also aimed to interview some former teachers working for other organisations, but the saturation point was reached just after interviewing ten when the researcher started getting the same answer from the informants. It is however important to know that Creswell (1998) recommends five to twenty-five, whilst Morse (1994) suggests at least six informants to be used in qualitative research. According to Onwuegbuzie and Leech (2007), a qualitative sample size should not be so large as it will make it difficult to extract rich data. The sample should also not be too small for it will be difficult to achieve data and theoretical saturation (Flick, 2009; Strauss, & Corbin, 1990). This meant that though the researcher had reached the saturation point at ten, that was a perfect number to form a sample size to give qualitative data in this mixed method design study. It is also important to know that the sample size is also determined by what is practical and should be representative of the study population. Though we may agree that a larger sample produces findings which are less biased, diminishing returns can quickly set in when samples get over a specific size which also needs to be balanced against the researcher's resources (Gillet al., 2010).

4.7 Sampling Technique

Sampling technique is a method for selecting research participants.(Gupta, & Kapoor, 1970), and in this case, we are looking at the sampling of teachers who participated in this study from the total

population of teachers on the Copperbelt province. Mwangi (2017) gave a number of reasons for sampling: a sample study reduces costs, and labour requirements and help in gathering important information quickly. He also went on to say that sampling contributes to Quality Management and Supervision (QMS) because it would be easier to manage a small group and produce quality information. Sampling also leads to accurate and reliable results and this is possible when the elements of a population are quite similar, meaning that only a small sample is necessary to portray the characteristics of interest accurately. Sampling can also be used in quality control testing, especially where the items being tested are destroyed to reduce losses.

Likewise, Ajay and Masuku (2014) suggest that the following points be considered when doing the sampling: A study may be carried out on an entire population or on a representative taken out from the population and whenever a sample is selected it should be a random sample. He added that while selecting the samples, the heterogeneity within the group should be kept in mind and proper sampling techniques should be applied. It is essential to mention that all the above suggestions were considered when picking the sample for this study, as explained in the preceding paragraphs. Sampling techniques are divided into two groups, probability and non-probability sampling.

4.7.0 Probability Sampling

Probability sampling techniques are mainly used in quantitative studies where large samples are selected from the population under study and this type of sampling is based on the randomization principle. According to Tashakkori and Teddlie (2003), when using probability techniques, samples are usually selected randomly where every member of the population has an equal chance to be picked. Probability samples aim to attain representativeness, the standard to which the sample precisely constitutes the entire population. The following are examples of probability sampling: simple random sampling, stratified random sampling, cluster sampling, systematic random sampling and multistage random sampling (Ajay & Masuku, 2014).

This study employed a mixed design approach (that comprised both quantitative and qualitative approaches), therefore the study used multistage random sampling techniques to get the study sample for quantitative approach. Multistage random sampling can be a complex form of cluster sampling because it involves dividing the population into groups by applying a combination of

random sampling, cluster sampling, and systematic random sampling. This type of sampling is flexible, cost-effective and easy to implement, and one can use this technique to reduce the sample to a workable size, practical and easy and with no boundaries on how you divide the groups (Bhandari, 2023;. Levine, 2014).

To pick the quantitative study sample, multistage sampling was used and followed the following procedure.

Since the study area was the whole Copperbelt province, which has ten districts, it was important to make the study manageable, but taking into consideration the issue of heterogeneity and representation and to do this cluster sampling was done. In this case, the ten (10) districts of Copperbelt province became the clusters. Therefore, eight (8) districts out of ten (10) were selected using a simple random sampling. Note that raffle draw was done to select these districts. It is important to note that cluster sampling is suitable when it is impossible or impractical to compile a list of the elements in the study population (Babbie, 2007). In this case, it was impossible to compile a list of 17885 teachers. Hence, it was necessary to use the clusters.

Having picked the clusters, ten (10) schools were also picked using simple random sampling from each selected district using a draw. This gave an equal opportunity for all schools, whether primary, combined or secondary, to be part of the study sample. Also, rural and urban schools had an equal chance to participate in the study, contributing to environmental triangulation.

Since some districts are highly populated, the number of teachers from each district was determined through systematic random sampling. The formula below was used:

$$\text{No of teachers per district} / N \text{ multiply by } n = \text{sample size per district}$$

N was the study population (17885), and n was the sample size (600). This gave a fair representation of each selected district. The following were the numbers of teachers from each sampled district:

$$\text{Mufulira:} \quad 1823/17885 \text{ multiply by } 600 = 61$$

$$\text{Ndola:} \quad 3360/17885 \text{ multiply by } 600 = 112$$

Kitwe: $3976/17885$ multiply by 600 = 133

Luanshya: $1746/17885$ multiply by 600 = 59

Lufwanyama: $982/17885$ multiply by 600 = 33

Masaiti: $969/17885$ multiply by 600 = 33

Chilabombwe: $822/17885$ multiply by 600 = 28

Kalulushi: $1121/17885$ multiply by 600 = 38

The above information is summarized in Table 4-3

Table 0-3: Summary of sample size per district

S/N	DISTRICT	POPULATION SIZE	No OF TEACHERS PER DISTRICT	SAMPLE SIZE PER DISTRICT
1	Mufulira	17885	1823	61
2	Ndola	17885	3360	112
3	Kitwe	17885	3976	133
4	Luanshya	17885	1746	59
5	Lufwanyama	17885	982	33
6	Masaiti	17885	969	33
7	Chililabombwe	17885	822	28
8	Kalulushi	17885	1121	38
	Total			600

Lastly, after calculating the sample size for each district, the same formula was again used to determine the number of teachers per selected ten schools. Teachers were then randomly selected with the help of school administrators who provided a list of teachers (sampling frame) to the researcher. Teachers were randomly selected from the list.

4.7.1 Non-Probability Sampling

In contrast, non-probability sampling was employed to select the qualitative sample. Unlike probability sampling, non-probability randomization is not an objective means to when select a sample. Here, subjective sampling methods are used, meaning that not all elements in the population have an equal chance of being picked (Etikan, Musa, & Alkassim, 2016).

Non-probability (non-random) sampling includes several techniques, including purposive sampling, quota sampling, convenience sampling, voluntary response sampling, snowball sampling, and consecutive sampling.

However, it is very difficult to select a non-probability sampling technique to use in a study and it will depend on the type of information the researcher is looking for and how easy it is to locate the participant. For this study, it was very difficult for the researcher to locate the teachers who resigned from the Ministry of Education and the sampling method considered most appropriate was snowball sampling. In Snowball sampling, currently enrolled research participants help recruit future subjects for a study and the sample group grows like a rolling snowball (Simkus, 2022). Here, the researcher just located one teacher who had resigned from the Ministry of Education and later helped the researcher find new participants. Using this sampling technique, several informants were to participate in the qualitative study, but unfortunately, the theoretical saturation was reached after interviewing only 10 informants.

4.8 Data Collection Methods

It is important to know that many channels are available for collecting data. Gray (2014) eludes that the type of medium used to collect data always depends on the evaluation's objectives. Easterby-Smith (1994, as cited in Gray, 2014) asserts that there are three kinds of data collection methods namely questionnaires, interview schedules, direct observation and accumulated records. In this study, quantitative and qualitative data were collected using self-administered survey questionnaires and semi-structured interview guides respectively.

Questionnaires with 31 questions, of which seven were on demographic information, six closed-ended questions on leadership, nine closed-ended questions on the reward system, eight closed-ended questions on training and five closed ended questions on other issues in line with the study.

The Likert scale questions were used in a statement form ranging from 1-5 (1 being strongly disagreed and 5 being strongly agree).

On the other hand, semi-structured interview guides with eight semi-structured open-ended questions were also prepared for those teachers who left the teaching fraternity. The interview guide focused on several issues, including the effects of leadership style, training and reward on teacher retention. Note that the two data collection methods were used for triangulation purposes.

4.9 Data Collection Procedure

It is important to note that research instruments such as interview schedules and questionnaires can be modified before being used for an extensive survey. To make this possible, Gray (2014) suggests that it is wise to pilot the instruments to reduce the incidence of non-response to the instruments. Gillham (2007, as cited in Gray, 2014) also asserts that it is important to pilot at least 50 per cent more questions than one needs so that unreliable and confusing questions can be eliminated at this stage. Therefore, before the questionnaires were used for the survey, questionnaires were first tried on 70 people not part of the target group. The number of participants for the pilot trial was determined by the 'rule of thumb' (Teara, Damairo, & Shephard, 2014). Before they answered the questionnaires, the researcher explained to them what was expected of them in answering the questionnaires. The pilot respondents were requested to indicate where the wording of the questions was unclear. As they did that, corrections were made by the researcher. Once that was done, the instrument was re-tried on 70 other people who were also not part of the target group, and with this final group of pilot respondents, the researcher made some improvements, deletions and additions before producing with the final questionnaire. The questionnaires were then distributed to respondents for them to answer. The questionnaires were given to serving teachers, school administrators, District Education Board Secretaries and to the Provincial Education Officer for Copperbelt Province. The Permanent Secretary in Ministry of Education was also part of those surveyed.

The interview schedule, on the other hand, was modified in a similar way as the survey questionnaire was, but only two people who were not part of the target group were interviewed to test the instrument. After that, face-to-face and telephone interviews were done with teachers who

had joined other organisations and a few who were unemployed. These interviews were used to support the hypotheses (and to validate the quantitative findings).

4.10 Data Analysis Instruments and Procedure

Data analysis is the process of obtaining raw data and turning it into information that users can use in decision-making (Judd, Charles, McClelland, & Gary, 1989). When designing data analysis instruments in a mixed design, the researcher considered the following:

- a) The timing decision.
- b) The weighting decision.
- c) The mixing decision.

4.9.0 The Timing Decision

In a mixed methods approach, researchers must answer the question: What will be the timing of the quantitative and qualitative methods? Greene et al. (1989), Morgan (1998), and Morse (1991, as cited in *Choosing a Mixed Methods Design*, 2006) define timing as the temporal relationship between the quantitative and qualitative components within a study. Timing describes the steps which the researchers will follow when using the data within a study. It relates to when the data is analysed and interpreted than to when it is collected. In this study, concurrent timing was used. This meant that the quantitative and qualitative data were to be collected, analysed, and interpreted simultaneously.

4.9.1 The Deighting Decision

In addition to choosing the timing, it was also advised that the relative weighting of the two approaches used in a mixed-method study to be considered. Weighting, in this case, is defined as the relative importance or priority of the quantitative and qualitative methods to answering the study's questions (Morgan, 1998), because a researcher would have to decide whether both methods will have equal weightage priority or one method will have a greater priority than the other. Therefore, on the basis of the theoretical drive, the research questions and the hypotheses, this study had a greater priority on quantitative methods than on the other.

4.9.2 The Mixing Decision

In the study, the researcher used embedding data at the design level. The researcher embedded qualitative data within the larger quantitative design. Here, a qualitative data set was embedded in a concurrent data collection with a quantitative dataset. The results and the findings were synthesized at the point of integration (Morse, & Niehaus, 2009) in the analysis and subsequent discussion of the collected data..

Concerning data analysis, this study used inferential statistics to analyse quantitative data. Inferential statistics is a type of statistics that focuses on coming up with conclusions about the population based on sample analysis and observation. Inferential statistics examines the relationships between variables within a sample and then make generalizations or prognoses about how those variables relate to a larger population. It also strives to reach a conclusion to learn about the population that extends beyond the data available (Taylor, 2020).

In using inferential statistics, the researcher used the t-test is used to assess the significance of individual predictor coefficients (slopes) in the regression model. The t- test was also used to test whether each predictor variable made a statistically significant contribution to explaining the variation in the response variable (teacher retention). The relationship between the variables was then established using the following Multiple regression model:

4.10 Model Specification

And in calculating the Multiple Regression Model the following regression model was used

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \alpha$$

Where:

Y is the dependent variable (Teachers Retention),

β_0 is the regression coefficient/constant/Y-intercept,

$\beta_1, \beta_2, \beta_3$ are the slopes of the regression equation,

X_1 – Leadership Style,

X_2 – Training, and

X_3 – Rewards.

Where:

Y is the dependent variable, β_0 is the intercept, ε is the error term and X_1, X_2, X_3 represents the study's three independent variables. The results of the processed data as presented using percentages, means, standard deviations, frequencies and tables for easy understanding.

It is, however, important to be aware that the kind of test used tells the researcher the probability that the results of the sample analysis are representative of the population as a whole (Taylor, 2020). Moreover, in this study, the probability was called the p-value, and 5per cent was the significance level (α), with the desired relationship between the p-value and α is denoted as: $p \leq 0.05$ was used. The significance level is the maximum level of risk that one is willing to accept as the price of his/her inference or conclusion from the sample to the population. If the p-value is less than 0.05 or 5per cent, it will mean that there is a 5per cent chance of being incorrect in rejecting the null hypothesis or having a Type I error. If $p > 0.05$, then it will mean that there is not enough evidence to reject the null hypothesis or accept the alternative hypothesis (Taylor, 2020). This statistical procedure was performed by SPSS version 26 statistical research software.

The qualitative data were analysed separately. In analyzing this type of data, coding was done deductively then analysed using interpretative thematic approach. Gomba (2017) defines the qualitative interpretive approach as a qualitative study that seeks to discover and understand a situation, a process, or the positions and worldviews of the people involved. In this case the teachers who had left the Ministry of Education helped the researcher appreciate teacher retention perspectives and lived experiences. Furthermore, in the qualitative interpretive approach, explanation and understanding of the participants' experience is of extreme importance, and the researcher's interpretations are marginal (Creswell, 2013).

Other than using the qualitative interpretative approach, qualitative data were also analysed using the Moustakas's Modified Stevick-Colaizzi-Keen (SCK) method. Moustakas (1994) provides a

systematic approach to analyzing data about lived experiences. This approach is helpful to use when the researcher has identified a phenomenon to understand and has individuals who can provide a description of what they have experienced, and in this case, the teachers who left government schools to join other organisations were targeted. In addition, this approach dictates that the researcher should be one of the participants and the other participants should be co-researchers, but should set aside his or her *epoche* (Butler-Kisber, 2010; Creswell, 1998; Moustakas, 1994). In this context, the word ‘epoche’, simply means ‘suspension of judgement, assumptions or beliefs. Here, the researcher tries by all means to refrain from judging whether anything exists or can exist as the first step in problem recognition, understanding and description of observations. Similarly, we can also say that the researcher’s consciousness is subject to basic critiques so that when such a belief is recovered, it will have a strong grounding in consciousness. This helped the researcher to understand the research problem based on the lived experiences of the informants rather than from her own experience. The final research results were then interpreted using quantitative and qualitative results.

Figure 4-3 summarizes the steps in the Modified Stevick-Colaizzi-Keen (SCK) method as described in Moustakas (1994).

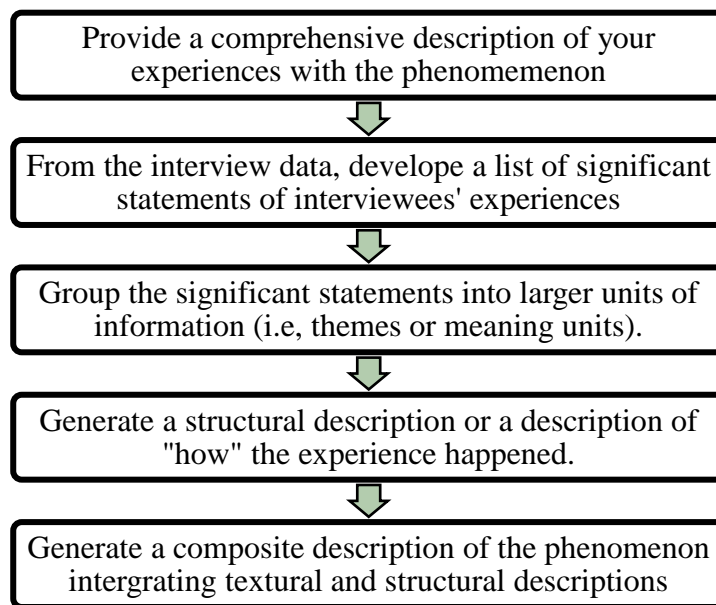


Figure 4-3: Modified Stevick-Colaizzi-Keen (SCK) by Moustakas (1994)

4.11 Reliability and Validity (Quantitative Research)

Reliability and validity are terms traditionally used in quantitative research to judge the research quality (Middleton, 2019). These two terms indicate how well a method, technique, research instrument or test assesses something. In quantitative research, it is vital to consider reliability and validity when forming the research design, planning the methods to be used, and writing up the study's outcome (Middleton, 2019). Reliability and validity are consistently used interchangeably. However, reliability is about the consistency of a measure, and validity is about the accuracy of a measure. Jack and Clack (1998) define reliability as a questionnaire's repeatability, stability or internal consistency. On the other hand validity describes how well the collected data covers the issues it intends to measure and investigate (Field, 2005; Ghauri, & Gronhaug, 2005). For instance face validity which refers to researchers' subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be necessary, sensible, distinct and understandable (Oluwatayo, 2012). It is also an evaluation on the operationalization of a research instrument. Taherdoost adds by saying that face validity can be seen in the relevancy of the questionnaire's content. In contrast, content validity focuses on whether the items in a research instrument reflects the content sphere to which the instrument will be generalized (Straub, Boudreau et al., 2004). Simply put, content validity involves the judgment of the research questionnaire and ensuring it has all the necessary items relating to the topic under investigation.

The understanding of results derived from questionnaires hinge on reliability and validity issues underpinning questionnaire development from item generation. Therefore, the survey questionnaire must reflect reliability and validity for it to be acceptable. Several activities were done to make the questionnaire for this study 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 in addition to HRMs from different learning institutions on their own judgement of the items in the survey instrument. However, it was difficult to present the instrument to many experts due to the scarcity of experts in this field. This caused a limitation to conduct validity tests on the research instrument (Choudrie, & Dwivedi, 2005).

Other than doing intensive literature reviews and consulting experts, other ways that were used to demonstrate the questionnaire's reliability and validity were Cronbach's statistical analysis, and item analysis (Bowling, 1997; Oppenheim, 1992). Item analysis is used to evaluate how well all of the questions measure participants' satisfaction. For example, a highly endorsed question suggested discriminatory power and hence such questions were removed from the questionnaire (Priest, McColl, Thomas, & Bonels, 1995). Questions that had high levels of non-response were also excluded from the questionnaire. To carry out item analysis, 70 serving teachers who were not part of the study sample were involved in the pilot trial which was carried out during the development of the survey instrument. The sample for the pilot study was determined by the use of the rule of thumb which asserts that a pilot sample size of 10per cent - 20per cent of the full-scale survey sample size will be needed carry out a pilot study. In this study the 70 people who participated in the pilot trial was between the 10per cent-20per cent of the 600 which was the sample size for the study. Note that the 600 comprised those who participated in the syurvey This helped to reduce the inaccuracy around the estimate of the standard deviation (Teara et al., 2014). This also helped to identify items in the questionnaire that lacked clarity or were problematic. Before administering the piloted questionnaires, permission was sought from the office of the Provincial Secretary for Copperbelt Province. The Provincial Education Officer as well as the District Education Board Secretary, were also informed. It is also important that the number of participants who participated in the pilot study was sufficient to perform a systematic appraisal of survey questionnaire.

A Cronbach's statistical analysis was also done to demonstrate the internal consistency of the questionnaire as well as the inter-item correlations to dictate whether essential items were measuring the same dominion (Bowling, 1997). Table 4-4 summarizes how different values of Cronbach's Alpha are usually interpreted:

Table 4-4: Interpretation of Cronbach's alpha

<i>Cronbach's Alpha</i>	<i>Internal consistency</i>
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good

$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Having considered the table above, questionnaires were sent to the 600 participants. The questionnaire had Section A, which focused on demographic information. and Section B, C and D that focused on the main variables. Thus, the leadership subscale (Section B) which consisted of 6 items ($\alpha = 0.72$), then the training subscale with 8 items ($\alpha = 1$), and lastly the reward subscale which consisted of 9 items ($\alpha = 1$). However, it is essential to note that for a questionnaire with good internal consistency, Cronbach's α should exceed 0.70 for a developing questionnaire or 0.80 for an accepted questionnaire (Bowling 1997; Bryman, & Cramer, 1997). The figures indicated above (ie. 0.72, 1, and 1) indicate that the internal consistency of the questionnaire was good.

Additionally, Cronbach's α statistic should report each domain separately rather for the entire questionnaire. Tables 4-5, 4-6 and 4-7 show the domains on which Cronbach's α statistic was reported.

Table 4-5: Leadership style items ($\alpha = 0.72$)

- 1 Most school managers lack leadership qualities
- 2 School managers acts as bosses and not leaders
- 3 School managers needs to be trained before been given an office
- 4 Most school managers use coercive type of power
- 5 Leadership style been used impacts on teacher retention
- 6 Most school managers give more importance to production than human resource.

Table 4-6: Reward system items ($\alpha = 1$)

- 1 Most rewards given in schools are equitable
- 2 Teachers who do a good job are always rewarded
- 3 Rewards given to teachers are better than those given in other organisations
- 4 Monetary reward is more motivating than non- financial rewards

- 5 Good salary packages can help to retain teachers
- 6 The rewards given to teachers is what makes them to stay long in their working places.
- 7 Reward systems contributes to occupational choices
- 8 Most teachers are intrinsically motivated
- 9 Rewards inform of promotion can increase teacher retention rates

Table 4-7: Training items ($\alpha = 1$)

- 1 Quality training given to teachers impacts on teacher retention positively
- 2 Most learning institutions offer induction training to newly recruited teachers as a way of reducing teacher turnover.
- 3 In-service training motivates teachers to stay in one working place for a long time
- 4 All newly appointed school managers undergo foundational training to help them manage human resource well
- 5 Foundational training helps to bring about technical competence which can later led to intrinsic motivation
- 6 School managers who have gone through foundational training are good managers
- 7 In-service training should be an on-going exercise especially in rural schools
- 8 In-service training is a well-funded policy in most schools

Furthermore, internal validity of the survey instrument was not only considered but was achieved through critical self-reflection that was done by doing repetitive checkups of the researcher's interpretations. Critical self-reflection in this context meant becoming aware of assumptions and exacting the established thinking style (Jarvis et al., 2003). External validity was also achieved by exercising extra care over sample selection of both participants and the study area.

And in bringing the strategies to demonstrate the reliability and validity of the survey instrument, the instrument design and development was backed up by a logical, systematic and structured approach. And when revising the questionnaire, there was constant reference to the original research questions that were being addressed and the items that reflected the underlying theoretical domains of the questionnaire were retained, despite poor psychological measurement (Priest et al., 1995).

Other than external and content validity, a questionnaire was also checked for completion after collecting them from the participants. Mugenda and Mugenda (2003) assert that data obtained from the field in its raw form is complex to interpret unless it is cleaned, coded and analysed.

Quantitative data was then coded and cleaned with Statistical Package for Social Sciences (SPSS) version 26. Lastly, methodological, environmental and theoretical triangulation was also done (Creswell 1998).

4.12 Trustworthiness (Qualitative Approach)

Creswell (2014), as cited by Gomba (2017), contends that trustworthiness in qualitative research relates to the use of checks for the accuracy of the findings from the view of the researcher, the participant, and the readers. Different types of trustworthiness can be used in qualitative research. These are credibility, dependability, confirmability and transferability. Therefore, to attain credibility in this study, data, methodological and environmental triangulation was used (Creswell 1998; Stahl, & King, 2020). Teachers from both rural and urban schools participated in the study. Lisa, Guion, Diehl, & McDonald (2011) asserts that this type of triangulation is concerned with the use of different locations, settings, and other key factors related to the environment that was selected during the study. Therefore, credibility was established if the findings were the same in rural and urban towns of Copperbelt province in Zambia.

Coming to confirmability, member checking was done during face-to-face interviews (Stahl, & King, 2020). The verbatim presented in the findings section also helped to establish confirmability. Transferability on the other hand is another factor for trustworthiness which allows the expansion of the understanding of transferring findings from one context to another (Lincoln, & Guba, 1958). In this study, this was achieved through the provision of adequate details on participants. Lastly, dependability (ie. trust) was established through the researcher's thorough and rigorous interpretation of the data collected from the interviews (Creswell, 2009; Mason, 2002).

4.13 Ethical Issues

In layperson's language, ethics are moral principles that govern a person's behaviour or the conducting of an activity. The Oxford Dictionary defines ethics as concerned with what is good for individuals and society and is also described as moral philosophy. On the other hand, the Social Research Council (2004, as cited by Gray, 2014), describes research ethics as moral principles guiding research. According to the Social Research Council (2004), this means conducting

research in a way that goes beyond merely adopting the most applicable research methodology but conducting research in a blameworthy and morally defensible way. To continue, it is also important to note that any research that involves data gathering or contact with people or animal populations involves ethical considerations. Therefore, in this study, we considered the following ethical principles: avoiding harm to participants, ensuring informed consent to participants, getting permission from authorities, respecting participants' privacy, avoiding the use of deception, and ensuring that Covid -19 protection guidelines are followed.

Focusing on avoiding harm to participants, Sudman (1998, as cited in Gray, 2014), asserts that research will become harmful if it causes participants to be embarrassed, ridiculed, belittled or generally subjected to mental stress. Therefore, the researcher protected all the participants from such unpleasant experiences.

Furthermore, Sudman (1998) also suggests that, to ensure informed consent to participants, the amount of information given to participants should reflect the degree of risks involved in the research study. Hence, to ensure this was done, the researcher provided enough information to the participants so that they could decide whether to be part of a study. To be precise all the research questionnaires issued had informed consent forms accompanying it (See appendices). This in turn helped ensure there was no use of deception.

In addition, permission was also sought from the University of Zambia authorities to begin data collection, as well as from the Permanent Secretary (PS) for the Copperbelt Province, Provincial Education Officers (PEOs), the District Education Board Secretaries (DEBS), and Head Teachers. for access to teaching staff at government schools The researcher also ensured that all participants had their privacy of participants was ensured by securely storing their names and personal details..

Lastly, the researcher made sure that the methods used to collect qualitative data followed Covid-19 guidelines and at time and place convenient to informants. In observing Covid-19 guidelines, some informants were interviewed via phone. Participants were also free to remain silent if they did not want to respond to any question and free to withdraw from the study whenever they wished.

4.14 Chapter Summary

In summary, this chapter presented the methodology that was used to examine teacher retention with the focus on leadership style, training and rewards on the Copperbelt Province . This chapter included the philosophy underpinning the study, research approach, research design, location of study, target population, study sample, sampling techniques, data collection methods, data collection procedure, data analysis instruments and procedures, and ethical issues,. The next chapter will present the data, interpretation and the analysis of the findings of the study.

CHAPTER FIVE: DATA PRESENTATION, INTERPRETATION AND, ANALYSIS

5.0 Overview

The previous chapter looked at research methodology. This Chapter presents the study's findings on empirical examination of teacher retention, focusing on leadership style, training and rewards. The findings were presented in the order of the research questions as outlined in chapter one.

5.1 Background Characteristics of Respondents

The study investigated the gender, levels of education, area of operation, and socio-demographic characteristics of the respondents. This was important for the study to have proper respondents' background information. The first demographic characteristic that the study explored was Gender. The study analysed responses and presented the findings in the table I-5.

A total of 503 questionnaires were collected out of the 600 questionnaires distributed to participants. This gave a response rate of 84 per cent, an acceptable percentage to make the study generalizable. Below is the table showing the demographic information.

Table 5-1: Demographic information

Gender					
	Sex	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	145	28.8	28.8	28.8
	Female	358	71.1	71.1	100.0
	Total	503	100.0	100.0	
Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	65	12.9	12.9	12.9
	31-40 years	222	44.1	44.1	44.1
	41-50 years	173	34.4	34.4	34.4
	51-60 years	41	8.2	8.2	8.2
	61-70 years	2	0.4	0.4	100.0

	Total	503	100.0	100.0	
Marital Status of Participants					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	99	19.7	19.7	19.7
	Married	349	69.4	69.4	69.4
	Divorced	18	3.6	3.6	3.6
	Widowed	23	4.6	4.6	4.6
	Separated	14	2.8	2.8	100.0
	Total	503	100.0	100.0	
Education level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	26	5.2	5.2	5.2
	Diploma	193	38.4	38.4	38.4
	Degree	243	48.3	48.3	48.3
	Master's Degree	39	7.8	7.8	7.8
	Doctorate Or Higher	2	0.4	0.4	100
	Total	503	100.0	100.0	
Station of Participants					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	86	17.1	17.1	17.1
	Urban	398	79.2	79.2	79.2
	Peri Urban	19	3.8	3.8	100.0
	Total	503	100.0	100.0	
Position of Participants					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permanent Secretary for Education	0	0	0	0
	PEO Copperbelt Province	0	0	0	0
	District Education Board Secretary	2	0.4	0.4	0.4
	Head Teacher	14	2.8	2.8	2.8
	D/Head Teacher	14	2.8	2.8	2.8

	Subject Teacher	424	84.3	84.3	84.3
	Head of Department	32	6.4	6.4	6.4
	Senior Teacher	15	3.0	3.0	100.0
	Total	503	100.0	100.0	

Source: Field Data (2022)

From the demographic information presents in the table 5-1 above it is vital to know that gender is an important demographic characteristic in determining the knowledge of participants as regards to the study. The study sample total of 503 comprised of 145 males and 358 females. This showed that there were more female teachers than male counterparts. By percentage composition, there were 71.1 percent female and 28.8 percent male.

The information in the table above also showed that participants who fell between the age of 20 and 30 years were 65, representing 12.9 percent, and those aged 31-40 were 222, representing 44.1 percent. A total of 173 participants, representing 34.4 percent, were between the ages of 41-50, 41 participants were between the age of 51 and 60, representing 8.2 and those 61-70 years old were 2, representing 0.4 percent of the total participants. This showed that most teachers were between 31 and 40 years of age. Demographic information on the participant's marital status showed 99 single men and women representing 19.7 percent, married were 349, representing 69.4 percent. Divorced were 18 representing 3.6 percent, widowed were 23 representing 4.6 percent and separated were 14 represented 2.8 percent of the total participants. The results above implies that most teachers were married.

The study also requested participants to indicate their level of education and from the results 2 participants representing 0.4 percent had Doctorate or higher, 39 participants representing 7.8 percent had master's degree, 243 participants representing 48.3 percent had Degree education while 193 participants representing 38.4 percent Diploma and 26 participants representing 5.2 percent. The findings show that majority of participants had attained degree level of education. Focusing on the participants positions 2 representing 0.4 percent were District Education Board Secretary, 14 representing 2.8 percent were Head Teachers, 14 representing 2.8 percent were

Deputy Head Teachers, and 424 representing 84.3 percent were subject teachers. ,32 participants representing 6.4 percent were head of departments and 15 representing 3.0 percent were senior teachers. The findings show that majority of participants were subject teachers.

The demographic information also showed that 86 participants representing 17.1 percent were in rural areas, 398 participants representing 79.2 percent were in urban areas, and the remaining 19 participants representing 3.8 percent were in Peri urban areas. The findings show that majority of the participants were in Urban schools. Additionally, to collect qualitative data, 8 former teachers were interviewed, of whom 3 were females, 5 were based in urban towns, and the rest were located in peri-urban areas. It was also discovered that 7 of the former teachers were holders of master's degree except 1 who had a bachelor's degree. And among the 8 former teachers, 7 worked in private organisations whilst 1 was unemployed.

The presented information illustrates the magnitude of demographic characteristics on teacher retention in the Copperbelt province.

5.2 Kendall's Tau Correlation Analysis Among Independent Variables

In multiple regression the issue of multicollinearity can not be ignored. Multicollinearity describes a situation in which more than two predictor variables are associated so that when included in in a model, a decrease in statistical significance is observed. In this study, three predictor variables were used and these are : Leadership style, training and rewards. Therefore to find out whether the predictor variables in the regression model were not correlated, Kendall's Tau Correlation analysis was carried out among the three predictor variables. This was done inorder to make sure that there was no correlation among the predictor variable and that each predictor variable had a unique impact on the response variable (teacher retention). Note that strong correlation among the predictors is a serious problem that needs to be rectified if we are to come up with a reliable model (Daoud, 2017).

Table 5-2 shows Kendall’s Tau Correlation among the independent variables under consideration.

Table 6-2: Correlation is significant at the 0.01 level (2-tailed)

Correlations					
			Leadership Style	Rewards	Training
Kendall's tau-b	Leadership style been used impacts on teacher retention	Correlation Coefficient	1.000	.013	.170
		Sig. (2-tailed)	.	.736	.000
		N	503	503	503
	The Rewards given to teachers is what makes them to Stay long in their working places	Correlation Coefficient	.013	1.000	.030
		Sig. (2-tailed)	.736	.	.434
		N	503	503	503
	Quality training given to teachers impacts on teacher retention positively	Correlation Coefficient	.170	.030	1.000
		Sig. (2-tailed)	.000	.434	.
		N	503	503	503
Correlation is significant at the 0.01 level (2-tailed).					

Source: Field Data (2022)

Furthermore, based on the figures presented in table 6-2, it is clear that the three predictor variables have a perfect collinear due to the fact that their correlation coefficient is not too highly correlated with each other. This is in agreement with Taylor (1990) who established that a value less or equal to 0.35 generally represents low or weak correlation, indicating that the three explanatory variables gave a more reliable statistical inference. Therefore, it will be easy to draw conclusions about the study population based on the sample data.

Additionally, Hayes (2022) contends that when running the regression model the assumptions should be that the independent variables should not be too highly correlated with each other.

Therefore, the three explanatory variables (Leadership style, Training and rewards are fit to be used in the model.

5.3 Multiple linear regression findings

Table 5-3: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568	.323	.242	.439
a. Predictors: (Constant), Leadership style, Training, Rewards				

Source: Field Data (2022)

From the model summary the R square show 32.3per cent, a variance in the dependent variable (teacher retention) that can be explained by independent variables (Leadership style, Training and Rewards) collectively. However, Srinivasan (2020) describes the R squared of the value between 0.3 and 0.5 to be moderate. Hence, the value of 0.323 R squared means a moderate effect of the independent variables on the dependent variable, indicating that a model is a good fit though imperfect.

Table 5-4: ANOVA on how Leadership style, Training and Rewards impact on retention

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	60.869	23	2.646	1.668	.027 ^b
	Residual	758.415	478	1.587		
	Total	819.285	503			
a. Predictors: (Constant), Leadership style, Training, Rewards						
b. Dependent Variable: Teachers Retention						

Source: Field Data (2022)

From the table above the p-value is 0.027 an indication that at 0.05 significance level, the explanatory variables thus Leadership style, training and rewards, have a statistically significant association with teacher retention. In other words, the explanatory variables joint together have a statistically significant association with the response variable, which is retention. This means that the model was stable and valuable to make inferences.

Table 5-5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.342	.695		1.932	.059
	Leadership style	1.67	.044	.018	.152	.000
	Training	-.026	.061	-.050	-.420	.676
	Rewards	-.068	.133	-.062	-.512	.610
a. Dependent Variable: Teacher Retention						

Source: Field Data (2022)

The regression coefficient presented in the table 5-5 determines how changes in the independent variables are associated with changes in the dependent variable. For instance, the results indicate that considering all key variables (the Leadership style, Training, Rewards), constant at zero, the teacher retention rate would be at 1.342 per cent. The findings further indicate that taking all other independent variables constant, a unit increase in leadership style increased teacher retention rate by 1.67 per cent and significant ($0.000 < 0.05$). The study further demonstrated that a unit increase in training leads to a fall in teacher retention rate by 0.026 per cent and a p-value of 0.676, an indication that the relationship between training and teacher retention was insignificant when tested at 0.05 significance level.

Additionally, the study determined that rewards influence teacher's retention. Results showed that a unit increase in rewards resulted in a fall of retention rate by 0.068 per cent, and p- value

associated with variable was 0.610, indicating that the relationship was also insignificant when tested at 0.05. (Note that employee retention rate in this study was presented in percentages).

As per the results in table 5-5, leadership style was the only independent variable that exhibited a significant positive relationship with teacher retentions.

And since leadership style was the only significant independent variable, we can form a regression equation using the values shown in the table for **constant, leadership style, and teacher retention**. In this case, the equation would be:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \alpha$$

Where:

Y is the dependent variable (Teacher Retention),

β_0 is the regression coefficient/constant/Y-intercept,

$\beta_1, \beta_2, \beta_3, \beta_4$ are the slopes of the regression equation,

X1 is the Leadership style

X2 is Training

X3 is Rewards

α is an error term at 95 per cent confidence level. The regression was:

$$Y = 1.342 + 0.67X_1 - 0.026X_2 - 0.068X_3 + 0$$

However, we can use this equation to find the estimated retention rate for teachers, based on leadership style, training opportunities given to teachers, and type of reward systems used in government educational institutions.

Having looked at the regression results, below are the descriptive statistics, ANOVA results on individual items on each independent variable, ANOVA results on hypothesis testing and qualitative results on the first three research questions. Then the results on the last research question were also presented.

5.4 Research Question 1:

How does leadership style of school managers affect teachers' retention on the Copperbelt Province?

This research question seeks to investigate on how leadership as a predictor variable can affect teacher retention. To answer this question, descriptive statistics on individual items (as per the questionnaire attached in the appendices) in relation to leadership style was done. This was followed by ANOVA test, then the hypothesis testing and lastly qualitative data results.

Table 5-6: Descriptive statistics of individual items in relation to leadership style

	Descriptive Statistics		
	N	Mean	Std. Deviation
School managers need to be trained in management before being given an office	503	4.21	.940
Leadership style been used impacts on teacher retention	503	3.80	1.013
Most school managers use a 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 act 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 5-6 above, the mean ranges from 3.55 to 4.21, a clear indication that, on average, the participants agreed that school managers need to undergo training before being ushered into office, leadership style used to impact on teachers retention, most school managers use a coercive type of power, school managers acts as bosses not leaders and that school managers valued production more than human resource. This was also confirmed with the standard deviation figure (0.940 to 1.181) which showed some consistency in the variability and spread in the data set. Statistically,

it is important to know that values no greater than plus or minus 2 standard deviations represent measures that are closer to the true value.

Table 5-7: Analysis of variance test statistics (ANOVA) on individual items in relation to the impact 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)

From the table above, only three items were statistically significant when test at 5per cent against teacher retention. 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).

5.4.0 Presentation of Research Hypotheses 1

H1: Leadership style has a positive impact on teacher retention

Table 5-8: ANOVA on how leadership style affect retention among teachers

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	59.108	5	11.822	3.796	.028 ^a
	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 above revealed statistically significant results of 0.028 at 5 percent meaning leadership style had a positive impact on teacher retention. Here, the null hypothesis was rejected.

5.4.1 Qualitative results for research question 1

Focusing on qualitative data, evidence from the findings shows that administrators did not care much about the teachers' well being but rather cared for the end-of-the-year examination results. Qualitative findings also show that most of the teachers were working in an environment where administrators would always use threats to get their work done. Evidence also showed that the leadership style used by many school managers negatively impacted teacher retention rates, and one of the informants suggested that school managers should be trained in managerial courses before occupying the office. To support the findings on leadership style, **Teacher B** had this to say:

“The relationship between the employees and their supervisors 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 improve how 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 threatened to be transferred to rural schools and those in secondary schools are threatened to be transferred to basic schools. These threats are what made some teachers to leave the Ministry Not only that, some school administrators are dictators and they neither 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”.

From the qualitative results presented above, three subthemes emerged and these were: **short leadership training, supervision by threats** and **value of results over human resource**. These subthemes were 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. Conclusively, both quantitative and qualitative results showed evidence that leadership style had an impact on teacher retention.

5.5 Research Question 2:

How does training lead to higher retention rates among teachers in the Copperbelt province?

This research question seeks to investigate on how training as a predictor variable can lead to higher retention rates. To answer this question, descriptive statistics on individual items (as per

the questionnaire attached in the appendices) in relation to training was done. This was followed by ANOVA test, the hypothesis testing and lastly qualitative data results.

Table 5-9: Descriptive statistics of individual items in relation to training

	Descriptive Statistics		
	N	Mean	Std. Deviation
Inservice training should be an on- going 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 newly recruited 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 5-9 above, the mean range from 4.02- 3.85 clearly indicates 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, foundation training helps to bring about technical competence which can later lead to intrinsic motivation and school managers who have gone through foundational training are good managers. Statistically, the standard deviation for all the items in the table was no more significant than plus or minus 2, indicating that the measures were closer to the actual value.

Table 5-10: Analysis of variance test statistics (ANOVA) on individual items in relation to training and teacher retention

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Most learning institution offer induction training to newly recruited 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 along 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 5-10 clearly indicates that at a 0.05 level of significance only four items were statistically 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 lead 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). These findings were also supported by the ANOVA results shown in the table 5-11:

5.5.0 Presentation of Research Hypothesis 2

H2: Training has a positive impact on teacher retention

Table 0-11: ANOVA on how training affects retention among teachers

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

Source: Field Data (2022)

The ANOVA test revealed significant results with the significance value of 0.000 at 5per cent and f-statistic value of 6.529. This indicates that there is a positive significant impact of training on teacher retention, hence the null hypothesis was rejected.

5.5.1 Qualitative Results for Research Question Two (2)

Preparatory trainings should be offered to school administrators before they 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, especially those in disadvantaged locations. To support these results **Teacher C** had this to say:

“Workers become indebted to the institution whenever the institution takes them for further training , 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 teachers with very high qualifications, both newly recruited teachers and school administrators must undergo preparatory training as they join the Ministry and take up the new office, respectively. This will help them prepare for future challenges and understand what they should expect from the teaching profession”.

Teacher E also added by saying that;

“Training teaches us 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 in increased motivation, which can later positively impact teacher retention”.

Three subthemes emerged from the data collected during the interviews : **preparatory training, bonding, and continuous training.** These subthemes were in agreement with the findings from the quantitative data which established that school managers who have gone through foundation training are good managers, In-service training should be an ongoing exercise especially in rural school as foundation training helps to bring about technical competence which can later lead 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 sets, it can be concluded that training significantly affects teacher retention on government teachers on the Copperbelt province.

5.6 Research Question 3:

How does a reward system affect teacher retention in the Copperbelt province?

This research question seeks to investigate on how rewards as a predictor variable can affect retention rates. To answer this question, descriptive statistics on individual items (as per the questionnaire attached in the appendices) in relation to rewards was done. This was followed by ANOVA test, the hypothesis testing and lastly qualitative data results.

Table 5-12: Descriptive statistics on individual items relating to rewards

	Descriptive Statistics		
	N	Mean	Std. Deviation
Good salary packages can help to retain teachers	503	4.34	.962
Rewards inform of promotion can increase teacher retention rates	503	4.08	.981
Monetary reward is more motivating than non-financial rewards	503	3.44	1.324
Rewards system contributes to occupational choices	503	3.43	1.182
The rewards given to teachers is what makes them to stay long in their working places	503	3.27	1.381
Most rewards give in school are fair and unbiased	503	2.68	1.193
Teachers who do a good job are always rewarded	503	2.43	1.183
Rewards given to teachers are better than those given in other organisations	503	2.15	1.194
Most teachers simply enjoy what they do hence no need of giving them external rewards	503	2.12	1.279
Valid N (listwise)	503		

Source: Field Data (2022)

In Table 5-12 the highest mean of 4.34 was an indication that on average the participants agreed that good salary packages can help to retain the teachers. The standard deviation (0.962) also showed some consistency in the way data was spread and an indication that most of the data was close to the mean. Rewards in form of promotion can increase teacher retention rates also showed also showed a higher mean of 4.08 with the standard deviation of 0.981. The rest of the items had the mean ranging from 2.12 to 3.44 with the standard deviation ranging from 1.182 to 1.381 an indication that the data set was also closer to the true value.

Table 5-13: Analysis of variance test statistics (ANOVA) on individual items in relation to rewards systems for teacher retention

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Most rewards give in school are fair and unbiased	Between Groups	9.061	4	2.265	1.600	.173
	Within Groups	705.118	498	1.416		
	Total	714.179	503			
Teachers who do a good job are always rewarded	Between Groups	17.676	4	4.419	3.211	.013
	Within Groups	685.279	498	1.376		
	Total	702.954	503			
Monetary reward is more motivating than non-financial rewards	Between Groups	23.353	4	5.838	3.394	.009
	Within Groups	856.547	498	1.720		
	Total	879.901	503			
Good salary packages can help to retain teachers	Between Groups	18.666	4	4.666	5.212	.000
	Within Groups	445.879	498	.895		
	Total	464.545	503			
Rewards system contributes to occupational choices	Between Groups	92.757	4	23.189	18.970	.000
	Within Groups	608.762	498	1.222		
	Total	701.519	503			
Most teachers simply enjoy what they do hence no need of giving them external rewards	Between Groups	5.640	4	1.410	.861	.487
	Within Groups	815.203	498	1.637		
	Total	820.843	503			
Rewards inform of promotion can increase teacher retention rates	Between Groups	10.387	4	2.597	2.737	.028
	Within Groups	472.433	498	.949		
	Total	482.819	503			
	Between Groups	.867	4	.217	.151	.962
	Within Groups	714.247	498	1.434		

Rewards given to teachers are better than those given in other organisations	Total	715.113	503			
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Source: Field Data (2022)

Table 5-13 beginning on the previous page clearly indicates that at 0.05 level of significance only five (5) items were significant out of the eight (8) analysed. These are as follows: Good salary package can help to retain the teachers (f-value=5.212, p-value=0.000); Monetary reward is more motivating than non-financial rewards (f-value=3.490, p-value=0.009); Rewards systems contributes to occupational choices (f-value=18.970, p-value=0.000); Rewards in form of promotion can increase teacher retention rates (f-value=2.737, p-value=0.028); Teachers who do a good job are always rewarded (f-value= 3.211, p-value=0.013).

5.6.0 Presentation of Research Hypothesis Three (3)

H3: Rewards have a positive impact on teacher retention

Table 5-14: ANOVA on how rewards affect retention among teachers

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	150.813	8	18.852	11.548	.000 ^b .
	Residual	806.415	494	1.632		
	Total	957.229	503			
<i>a. Predictors: (Constant), Rewards (financial / non-financial)</i>						
<i>b. Dependent Variable: Teachers Retention</i>						

Source: Field Data (2022)

The ANOVA test revealed significant results with a significant value 0.000 at 5 per cent and an f-statistic value of 11.548. This indicates that there is a positive impact of training on teacher retention, hence we rejected the null hypothesis

5.6.1 Qualitative Results for Research Question Three (3)

Lack of Provision of financial and non-financial rewards to teachers contributes to low retention among experienced and highly qualified staff in the Ministry of Education. And to be precise, low salaries and lack of promotion opportunities, especially to teachers with very high qualifications, is demotivating and has led to several teachers to leave for other organisations. In the same vein, **Teacher H** had this to say:

“I can only continue to work for Ministry of Education if the salary matches my qualifications. What I mean here is that I have a master’s degree but still get a bachelor’s degree holder salary. And it will also be motivating if only there could be an automatic upgrade immediately one attains a higher qualification. Salaries should also be cost reflective”.

Additionally, **Teacher F** had the following to say:

“It’s not just a low salary that stresses teachers, but they also get demotivated and stressed out because of lack of promotion opportunities. In fact, promotion in the Ministry of Education should be based on merit. Many teachers with Master’s degrees are still class teachers whilst those with bachelor’s degrees and diplomas hold administrative positions. This is what made me to leave the Ministry of Education”.

Teacher A also went to say that:

“Though one has security when working in government, teachers would rather work for other organisations were they can benefit from other financial incentives other than a salary. Although at times teachers are rewarded for doing a good job, the rewards given have no much impact on teachers and creates no difference on our social standard. Personally, I would say my social status has even changed in a positive way since I joined another organisation”.

Furthermore, a number of subthemes emerged from the qualitative findings, thus **low salaries, lack of promotion opportunities, financial benefits in other organisations**. However, it is important to say that quantitative and qualitative results point in one direction. This was enough evidence to conclude that a good salary package aligned with the qualifications and promotion

based on merit positively affect teachers on the Copperbelt Province. The results also proved that monetary rewards motivate teachers and that rewards given contribute much to occupational choices.

5.7 Research Question 4:

What would be an appropriate model for teacher retention on the Copperbelt Province ?

Firstly, the quantitative findings from the first research questions established the 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 resources. Sparingly, both quantitative and qualitative results showed evidence that leadership style had a positive impact on teacher retention.

Secondly, both qualitative and quantitative findings for the second research question established that there was a need for school managers to undergo foundation training if they were to be good managers. Foundation training was also identified as one of the methods that helps bring about technical competence, which can later lead to intrinsic motivation. (It is important to note that foundation training is a type of training that contributes to significant knowledge growth among teachers, (Elizabeth, Baker, & Overstreet, 2018)). Studies have established that When one has a skill/ knowledge needed by an institution and being used, they tend to feel appreciated, hence they are bound to stay. The findings were also that in-service training should be an ongoing exercise, especially in rural schools, for it motivates teachers to stay in one place for a long time.

Thirdly, in answering research question number three, findings from both quantitative and qualitative data sets, contend that a good salary package aligned with their qualifications and promotion based on merit have a positive effect on teachers' retention on the Copperbelt Province. The results also proved that monetary rewards have a more motivating effect on teachers and that rewards given contribute much to occupational choices. With these in place teachers can be retained in the Ministry.

Therefore, based on the above findings, we can firmly conclude that, for experienced and qualified teachers on the Copperbelt Province to be retained in the Ministry of Education, they will need to be supervised by leaders who employ suitable leadership styles; thus, leaders who value both

production and personnel, leaders who do not use coercive power and one who has been trained to handle that office. However, though the relationship between training and reward systems and teacher's retention was insignificant as per regression results, the ANOVA findings on specific items relating to rewards and training were significant. Therefore, we can still consider the results which contend that for teachers to be retained, they need to be exposed to training such as foundation training (especially the newly recruited teachers and those due for promotion), and in-service training should be an ongoing exercise. In addition, for teachers on the Copperbelt Province to be retained, they also need a good salary package that is cost-reflective and tallies their qualifications. In the same vein, the findings also revealed that monetary rewards are more motivating to teachers on the Copperbelt. Opportunities for promotion was also something they crave for.

Based on the discussion above, it will be imperative to note that among the three independent variables examined in this study, leadership style has greater influence on teacher retention. Therefore, if teachers are to be retained, leadership styles employed by school administrators should be those that will value both production and human resource, expose their subordinates to foundation training and recognize and reward the teachers for their contributions. Policy makers should also consider promoting teachers with needed qualifications and adjusting teachers' salaries upward. Tallying the salary with the qualifications will also be a great move in increasing teacher retention rates. This can only be made possible if the administrators are given opportunity to be trained precisely in leadership courses. This is so because when it comes to reward systems being used in schools and training programmes provided to the employees, the leader is the key to all these. Therefore, putting the study findings together gives birth to the Leadership style, Training and Rewards (LTR) model for teacher retention in the Copperbelt province. The model is further explained in chapter seven.

5.8 Chapter Summary

This chapter examined the impact of leadership style, training and rewards on teacher retention on the Copperbelt province. The Copperbelt Province is presented as one of the provinces with a relatively large population of teachers of which three quarters are stationed in urban schools. This gives most of the teachers an advantage over those in rural schools. It is also interesting to know

that according to the MoE, data the province in question is among those with the highest teacher attrition rate despite most of the teachers being in urban schools. However, the findings of this study show that leadership style, training and rewards have a statistically significant relationship with teacher retention. The study findings also gave birth to the LTR model for teacher retention. The next chapter will present a detailed discussion of findings.

CHAPTER SIX: DISCUSSION OF FINDINGS

6.0 Overview

The previous chapter addressed the findings and results of the study. This chapter presents a detailed discussion of the findings presented in Chapter 5. The findings are organised according to the research hypothesis that emerged after an extensive literature review on the impact of leadership style, training and rewards on teacher retention. The main findings of this study were that;

- ❖ Leadership style has a positive impact on teacher retention (f -value: 12.896, p-value 0.000)
- ❖ Training has positive impact on teachers' retention (f- value:6.529, p-value 0.000)
- ❖ Rewards has a positive impact on teacher retention (f -value: 11.548, p- value 0.000)

Though the hypotheses for the three independent variables were significant, multiple linear regression analysis results showed that Leadership style was the only predictor with a significant relationship with teacher retention.

However, in discussing the findings, both quantitative and qualitative findings were discussed side by side, and a linkage was also established between the findings, the theoretical framework, and the resulting teacher retention model. The three findings gave birth to the model. The discussion also used the model to explain conditions of how the retention of teachers may be achieved, especially among experienced and highly qualified teachers.

6.1 Impact of Leadership Style on Teacher Retention

The first hypothesis was to determine the impact of leadership style on teacher retention in the Copperbelt province of Zambia. To do that, individual items in line with leadership were analysed. The ANOVA tests (see table 5-7) gave credible evidence that leadership style affects teacher retention positively. These results agree with the findings of Kamal et al., (2014), and Muhangi (2016) who contend that there is a significant positive relationship between school administrators' leadership styles and teacher retention. This also agrees with research findings asserting that competent leaders have always been accountable and responsible for retaining competent employees, for they help build a favourable climate for retention (Chitra, 2013). It is essential to know that a leader is an important figure in an organisation and that his or her leadership style

determines the success of an organisation, which can only be possible if the organisation is able to retain experienced and qualified personnel. There is a saying that “the quality of a leader determines the over-all performance of an organisation”. This is a clear indication that leaders are the ones who bind the organisation together and as such they also need to be vigilant on how their leadership style impacts job retention in their organisation. An analysis of individual items revealed several issues as explained in the following chapters;

6.1.0 Foundational Training of School Managers

The study also established that school managers need to be trained in management before being given an office. This is very important in the sense that for every organisation to run smoothly, it needs capable human resources. This agrees with the skills leadership theory that contends that effective leaders increase productivity. Additionally, 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). And looking at how Zambian school administrators are appointed, only a degree in the teaching subject is considered. And when we look at the demands of the offices they are occupying, it really needs a lot of input from their side, which calls for practising affective leadership style. This can be made possible by leadership training made compulsory to everyone appointed as an administrator before being ushered into office. Therefore, school administrators should be trained in management, for they will need particular skills on handling human resources.

It is also important to note that although some leadership theories (great man theory) may contend that leaders are born, others theories (behavioural theory) reveal that leaders can also be made. Therefore, giving training to school managers prior to performing their duties is imperative for it will allow even those who are not born leaders to be influential leaders. To add on, Herzberg’s two-factor theory contends that giving employees the opportunity for career advancement and personal growth is very motivating. Therefore, training given to a new school administrator by the Ministry will be satisfying, which can also lead to higher motivation and good performance on the part of the school administrator because when one is motivated to do something, they will always do it with passion and commitment. This will also positively impact the teachers they are leading, leading to job satisfaction, which can later affect teacher retention.

Similarly, 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 several factors that can influence employees to stay and this can be seen when employees who feel connected to the social and professional space within an institution demonstrate a lesser habit of leaving the institution (Mitchell et al., 2001; Osowski, 2018). Therefore, other than helping the administrators improve their leadership style, employee development opportunities can also influence employee stay in the institution and positively impact teacher retention. According to the Employee Retention Connection (ERC) model, work can be made stimulating by giving employees support to do good work as well as an opportunity to learn (Nazia, & Begum, 2013). Furthermore, giving school administrators support in allowing them to gain the skills needed to lead their subordinates might help them do a better job managing personnel.

6.1.1 Use of Coercive Power

The study also established that most school administrators used coercive power when dealing with their employees (see table 5-6: mean = 3.77, standard deviation = 0.956). In learning institutions where leaders used such power to get things done, employees and school administrators always had poor relationship. There was also lack of innovativeness among employees, for they were doing things in fear. This led to low productivity and high turnover rates among the teachers. It is believed that power can be used to influence another person's behaviour, but as it has been explained, coercive power can damage the people being controlled, especially if the employee is threatened for doing something right. This is a common trend among most school administrators in schools on the Copperbelt Province (see P = 0.000 in table 5-7). Hofmann et al. (2017) also assert that coercive power produces an antagonistic climate and enforced compliance. This has in turn led to a number of experienced and qualified teachers leaving the profession due to the fact that threats demotivate people. This statement can be supported by the statement of one of the informants (teacher J) who had this to say

“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. And some teachers left the ministry after been transferred to other schools. Not only that, some school administrators are dictators and they don't value nor respect the teachers."

Additionally, Herzberg's two factor theory also argues that, under favourable conditions, a person will always be motivated to work hard. This means that people can work extremely hard without been threatened. It is also important to know that people become motivated if there is freedom of speech, allowing them to take part in decision-making. These factors lead to job satisfaction and in turn to high retention rates.

6.1.2 Importance of Valuing both Production and Human Resource

This study established that most school managers give more importance to production than to human resource (see table 5-7 : $P=0.000$). Thus, it is high time that school managers realize that the success of every institution lies in the hands of the human resource. Teaching staff in schools needs to be kept safe, happy, healthy and satisfied. This can only be possible if employee demands are satisfied. Normal human beings care about fair treatment. (But in most institutions, what matters more is production and not 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 organisations where working conditions might be much more satisfying. This supports job embeddedness theory which stipulates that people tend to be attracted to certain things for them to remain at an organisation.

The ERC model also contends that institutions should also learn to recognize and reward a job that is done (consider the work load) other than just looking at what has been produced (Nazia, & Begum, 2013). Administrators should learn to use t just a word of praise or an email recognizing one's contribution to the organisation may be a sufficient reward that increases job satisfaction and that can later reduce employee turnover. Lastly, school managers should be aware of the fact that in using the managerial grid, the best leadership style is where both human resource and production are valued.

Additionally, promoting retention involves a voluntary move by an institution to create an environment that engages workers for the long term by avoiding coercive power, valuing human

resources and production, and training managers before they enter office. Leadership is one of the most important facets in any activity requiring people. Leadership may make employees either stay or leave, hence it is important for leaders to control employee attrition rates. From the findings of this study, it is clear that leaders need to pay attention to their leadership style in order to prevent capable workers from quitting the organisation (Muhangi 2016). This is so because leaders play a very important role in building a culture that encourages knowledge sharing, employee retention and the creation of loyalty to the organisation (Mwita, Mwakasangula, & Tefuruka; 2018; Othman, Saad, Robani, & Abdullah, 2014). It is also important to know that the use of a well-defined HR practice coupled with good leadership style reduces attrition rates and improves employee retention rates (Sakdah, Harada, & Almaaitah, 2017).

Therefore, in order to improve retention rates among teachers, school administrators need to realize that they are the primary interfaces between the institutions and the employees. They also need to realize that all they do has a direct impact on employee motivation (Patterson, 2016), hence they need to be mindful of the leadership styles they employ. Thrush (2012) also asserts that the leaders' styles in top positions facilitate the passion and commitment of subordinates to achieve common goals when carrying out their duties.

Relating this to job embeddedness theory, it is said that when employees are more embedded within their organisation, they are less likely to quit. Focusing on interconnections within the organisation's larger network, it would be challenging for an employee to stay in an organisation where there is no connection between what the leader does and what subordinates want. Every employee wants to be respected, recognised, and given an opportunity to have a say in certain things. But in cases where this is lacking, employees may not stay. This relates to the responses of many of the teachers who left the Ministry of Education who agreed that leadership impacted teacher retention. Not only that, minor quantitative results on the most commonly used leadership style by most school administrators indicated autocratic leadership as the most commonly used as well as coercive power. This can be supported by answers that came from some informants (teacher J) who were interviewed who had this to say; *“Not only that, some school administrators are dictators and they don't value nor respect the teachers.”* These are too intimidating, and no employee would want to be treated like that. This has really contributed to the exit of experienced and highly qualified teachers who could find employment elsewhere.

Nevertheless, the question is, what about those still working for the Ministry of Education? The answer is simple: there are shortages of job in Zambia and they know that it would be very difficult for them to find another job elsewhere.

6.2 The Impact of Training on Teacher Retention

The second hypothesis also revealed positive and significant results, which also validated the findings of Oraby, & Elsafty, (2022). Which revealed that training and job satisfaction positively impacted on employee retention. Similarly, Sah and Kumari's (2022) study also established a positive relationship between training and development and employee. Ahmad, (2013) also established that, employees' decision to stay for a longer period of time can be influenced by training practice.

The study's second objective was to assess the impact of training on teacher retention in the Copperbelt province. Individual items (see table 5-10) in line with training were also analysed to assess the impact of training on retention.

6.2.0 In-service Training

The individual items which were analysed under training gave credible results that showed that in-service training motivated teachers to stay at one place of work for a long time (see table 5-10: $p= 0.005$). These results agreed with Aroge (2012), Damei (2020), and Samaneh and Zoure (2014) who found a significant relationship between workers' training and workers' performance. Embeddedness theory alludes that there are a combination of factors that are to be considered in a system. This covers and surrounds an employee in his or her workplace and the community outside the workplace. In this case, in-service training can be one of the relevant factors. In support of this statement, a study by Yildiz (2018) showed a moderate relationship between teachers' job embeddedness and vocational belonging perceptions. Fejoh and Faniran's (2016) findings showed that although in-service training and staff development had insignificant combined effects, they had significant relative effects on workers' optimal job productivity. This indicates that in-service training positively impacts on productivity in an institution which is a product of job satisfaction and motivation. This can later lead to high retention rates,. This is also beneficial, especially for

teachers who had joined the profession some time back. We know that many things have changed in how teachers do their work, but for them to acclimatise to change, they need to be given opportunities to learn through in-service training. This will be motivating on the part of the teacher since Herzberg's two-factor theory classifies training as a motivator. It is also imperative to note, that lack of opportunities in career development leads to poor job satisfaction (Hotchkiss et al., 2015) which can later lead to poor retention rates.

Employees can be satisfied when they experience a high level of job embeddedness of which opportunities in career development can be one of the forces that can attract employees to stay. Therefore, educational administrators at national, provincial, district level and even at school level should try by all means put aside some resources to invest as much as possible in the training of the teaching staff.

The study findings further revealed that in-service training should be ongoing, especially in rural schools. To maintain the standards in the nation, rural schools must be run at an excellent level of efficiency. And with many positions being filled by inexperienced teachers, in-service training is essential. Newly recruited teachers depend on expert advice to survive and need an experienced teacher, who has been exposed to new educational philosophies to mentor them. This is only possible if teachers are also exposed to in-service training

According to UNESCO (2017), training has been identified as important in realising the 2030 Sustainable Development Goal number four (SDG 4). Training offers individuals a chance for lifelong learning, personal development, and the development of the communities they work in. This is enough reason to give much more attention to in-service training, especially those in disadvantaged areas. Since education has been identified as essential for the realisation the 2030 Sustainable Development Goals, prioritizing in-service training especially in rural schools is imperative.

Furthermore, the Ministry of Education (MOE, 1996) states that employing of well qualified and competent teachers is very important. The Ministry asserts that the quality and effectiveness of any education system largely depends on the quality of educational personnel. There is a saying that a teacher's quality determines the student's quality. Therefore, to make this vision real, teachers who are the predictors of quality education need to move with the times and acquire skills per the demands of the new philosophies introduced in the education system to offer quality education

(Adebanjo 2020). This is only possible if in-service training is an ongoing exercise especially in rural schools where there is no access to modern libraries and technologies.

Job embeddedness theory explains 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 that attracts them to remain in those schools. Teachers who have been recognized as being able to mentor teachers as a result of the skill or knowledge they acquired through in-service training always feel accomplished and that would lead to job satisfaction that later leads to higher teacher retention. Herzberg's theory describes an opportunity for career advancement as a motivator or satisfaction regardless of whether the opportunity is in a rural school.

6.2.1 Foundational Training

To sum up, training is vital in improving employee performance, job satisfaction and retention. In agreement with this statement, Mefleh et al., (2015) assert that training impacts employee performance and brings job satisfaction. Training also helps staff get along well with those in authority, a long-term achievement (Umesh, 2014). Rao et al.'s (2018) study also established that career enhancement directly influences job retention of employees.

However, the job embeddedness theory suggests three important elements that indicate the level of connection individuals may develop within their organisation. These are fit, links and sacrifice. This theory argues that employers need to understand 'fit', and thus understand how an individual's work relates to his or her values and goals (Ehrler, 2018). By understanding how this relates to individual values and goals concerning job embeddedness, we can assess the extent to which employees risk leaving an organisation and how best that can be prevented.

When an individual has high job embeddedness in terms of fit (which could be that employees' goal is to further their studies), they would likely feel a stronger tie to the organisation itself. Therefore, this can only be possible if training events and group learning sessions are given to the employees to help them develop compatibility and comfort within an organisation, improving job retention.

Patterson (2016) asserts that to create a positive attitude and motivate team members to become high performers, management needs to focus on the factors known to be strong motivators of which training, which can lead to growth and advancement, is one. It is also essential to know that to provide employees with challenging work, they need to be given new skills which can also contribute to job satisfaction and later lead to high job retention. Moreover, according to Herzberg's two-factor theory, employees get motivated when given opportunities for growth and personal development. This so because employees accorded such opportunities experience a sense of accomplishment which later leads to high job satisfaction, motivation and ultimately lower teacher turnover.

6.3 The Impact of Rewards on Teacher Retention

Hypothesis (H3) in the study reveals that rewards positively impact teacher retention ($p = 0.000$). This agreed with the findings of certain studies that identified rewards as one among other factors that can be used to reduce teacher turnover rates (Terera, & Ngirande, 2014; Makhuzeni, & Barkhuizen, 2015; Ndungu, 2017; Manundu, Mwanza, & Mulwa, 2021;). A number of issues were also revealed amongst the individual items that were analysed as discussed in preceding chapters.

6.3.0 Good Salaries

The study revealed that a good salary can help retain qualified teachers. (In this context a good salary is a salary that can help the teachers to meet their daily basic needs and live a lifestyle of their dreams). A number of former teachers who were interviewed also came out strongly that they had left because the salary they were getting was not commensurate with their qualifications. To be precise some teachers with master's degree got the same salary as those with bachelor's degrees. Also, despite a number of teachers having had their first degrees, they were still in the salary scale for diploma holders. Other than the salary not matching with their qualifications, it was also reported that the salaries they got were not cost reflective such that they could not manage to provide for their basic necessities and they could barely survive through the whole month. To validate the discussion above one of the informants (**Teacher A**) had this to say;

“Though one has security when working in government, teachers would rather work for other organisations were they can benefit from other financial

incentives other than a salary. Although at times teachers are rewarded for doing a good job, the rewards given have no much impact on teachers and creates no difference on our social standard. Personally, I would say my social status has even changed in a positive way since I joined another Organisation”.

This impacts teachers' well-being, especially since most of those with good qualifications paid their tuition fees through loans with the hope that their lives will improve after graduating.

However, it is important to note that monetary rewards such as salaries are generally connected to human motivation (Wang, et al., 2017), though Herzberg's two factor theory classifies a salary as a hygiene factor. Most Zambian teachers have always described a low salary as very dissatisfying. For them, a good salary package matters most. In fact, though a salary is not a motivator as Herzberg's two factor theory explains, money is actually the main motivator to Zambian teachers. This agrees with Nosheen and Yasin's (2015) study, which argues that teachers can easily be motivated with high compensation in terms of salary. Fullard (2021) also contends that higher salaries improve labour productivity in different ways. The informants who were interviewed also intimated that they could only return to the Ministry of Education if the government were ready to offer them at least the same salary they were being paid by the new companies they worked for. In confirming this statement, **Teacher H** had this to say:

“I can only continue to work for Ministry of Education if the salary matches my qualifications. What I mean here is that I have a master's degree but I still get a salary of a bachelor's degree holder. And it will also be motivating if only there could be an automatic upgrade immediately one attains a higher qualification. Salaries should also be cost reflective”.

From this discussion, it is clear that teachers are not really happy with the salaries they are getting and that is affecting their motivational levels which is also affecting the quality of their performance.. It is also important to note that the higher the levels of motivation and satisfaction, the greater the levels of performance and productivity (Baskar, 2013). Due to a lack of monetary motivation, many qualified and experienced teachers decided to leave for better-paying jobs.

6.3.1 Monetary Rewards and Occupational Choices

The study also established that monetary rewards are more motivating than non-financial rewards ($p=0,009$). These findings validated Wang et al., (2017) study which argued that monetary and social rewards are generally connected to human motivation and behaviour. Contrary to this, Guinis, Joo, & Gottfredson (2013) assert that although money is considered a primary motivator, money is not everything and cannot always lead to the desired goals. Therefore, school administrators should give importance to both monetary and non-monetary rewards.

The research findings also established that rewards systems contribute to occupational choices ($p = 0.000$). Many people take teaching as a stepping stone and many leave for other jobs immediately they attain certain qualifications. For instance, the Global Competitiveness Report (2015-2016) states that those teachers with experience and good qualifications have a greater choice of employment both locally and internationally. As a result, many leave for other jobs which pay better for instance many who left are working with NGO and other are in private owned universities. Therefore, it is prudent for the Ministry of Education to find a lasting solution to this problem. Related to this, the embeddedness theory argues that employees can choose to stay in one place if enough forces attract them to remain. This may include attractive and equitable rewards, career advancement opportunities, recognition and prestige.

However, since most employees want to be paid the monetary equivalent of their skills and qualifications, capable employees will always look for more rewarding organisations to work for or other occupations with better rewards. Hence, to attract capable employees to stay in an institution, school administrators should employ different strategies to motivate employees. However, they should keep in mind that different strategies would have different motivational effects on different people (Baskar, 2013). According to Robbins (1993), as cited by Cole (2004), when people view an inequitable situation for themselves, they tend to quit their job or leave their field altogether to find a job in another organisation. Therefore, to curb attrition of Zambian teachers, policy makers should try to compare the working conditions at Ministry of Education with those of other organisations and try to harmonize them to suit individual aspirations.

6.3.4 Promotion opportunities and recognition

The study findings also revealed that rewards in form of promotion can increase teacher retention ($p = 0.028$). These findings agreed with Bibi et al. (2017) who suggested that promotion opportunities had a positive relationship with employee retention. Research also argues that individuals with no responsibilities are considered to have low job embeddedness, for such employees may have few connections that may not matter much to them if they decide to leave the organisation. Hence, promotion can be used to make people feel connected to the organisation. On the other hand, Herzberg's two-factor theory of motivation identifies promotion as a hygiene factor contributing to reducing job dissatisfaction, leading to higher retention rates. Therefore, school administrators should consider promoting employees with good qualifications to positions where they feel responsible and to contribute their knowledge to the institution's well-being. In so doing, that may increase job embeddedness among the employees. The ERC model also explains that building a tailored reward and recognition system that fits the organisational culture may also improve employee retention rates (Nazia, & Begum, 2013).

The study also revealed that teachers who do a good job are always rewarded ($p = 0.013$) and if that is the case, why is it that attrition rate high? The answer could only be that, though rewards are given, they may not be equitable and attractive, which could affect retention negatively (Kukano, 2021; Muma, 2020). This also aligns with the job embeddedness theory, which contends that employees may be attracted to stay in one place if forces attract them. However, the study findings clearly indicate that despite rewards being given to deserving teachers, the rewards may not be satisfying, forcing them to leave for greener pastures. In contrast, Herzberg's two factor theory holds that job performance improves when staff are praised and recognized for a job well done, which will positively impact employee retention. Hence, school administrators should consider improving the systems being used in schools. In agreement, the ERC model identifies recognition and rewards as those among a few factors that impact on teacher motivation and job satisfaction positively. This can later help to reduce employees' tendency to leave their job.

it is however, important to note that financial and non-financial rewards impact teacher retention and have been identified to contribute to occupational choice. Good salary packages have also been identified as one of the strategies that can be used to retain good teachers. Other than that,

monetary rewards have also been identified as motivating. Promotion has also been singled out as one of the strategies that can also increase teacher retention. Relating these results to the two theories guiding the study, it is clear that for employees to stay at the organisation where they work, both motivators and hygiene factors should be at their disposal. The findings show that insufficient rewards significantly affect job retention negatively, and thus rewards strategies should be given utmost importance.

However, though leadership style seems to have the most positive significant impact on teacher retention, it is important to know that only training is categorized under the motivators whilst leadership style and rewards fall under the hygiene factors in Herzberg's two factor theory (Herzberg, 1965). It is also important to note that according to Herzberg two factor theory, an individual at work can be both satisfied and dissatisfied at the same time. This is so because motivational and hygiene factors work in separate sequences. For instance, hygiene factors can only affect the degree of dissatisfaction whilst motivators in harmony with hygiene factors can lead to job satisfaction. Therefore, educational administrators should understand this important relationship if they are to apply the independent variables under investigation as strategies for reducing teacher turnover. It is also important to be aware that institutions that provide a work environment that attracts, motivates, and retains talented employees will succeed in today's competitive world that always focuses on quality and efficiency. In agreement with this statement, job embeddedness theory also argues that the higher the job embeddedness, the stronger the ability to face an unclear environment. This simply means that no matter how many demotivators exist in an institution, as long as employees are embedded in the institution, they will never think of leaving but instead strive to find solutions to the problems. This is the spirit that needs to be awakened in Zambian teachers.

Lastly, with proper rewards strategies (monetary and non-monetary rewards), good leadership style (especially democratic and situational leadership style with no use of coercive power) and good training, qualified and experienced teachers can be retained in the Ministry of Education. From the analysis of findings, the researcher considers that rewards (ie. good salary package, other monetary rewards, and promotion), 'good' leadership style and training are significant factors in employee retention. Accordingly, the Leadership style, Training and Rewards (LTR) Model for

teacher retention is proposed in response to research question number four (4). The LTR model is discussed further in the following section.

6.4 Leadership Style, Training and Rewards (LTR) Model for Teacher Retention

A model can be defined as an explanation of the observed facts. The LTR model for teacher retention emerged after thoroughly examining the impact of leadership style, training, and rewards on teacher retention. The three independent variables were looked at individually, starting with the leadership style. Individual items were analysed to get a clear picture of how leadership style impacts retention. It was clearly established that school managers need foundation training before being given an office. This statement received the highest support from the participants with the mean of 4.21 (see table 5.9). Furthermore, it was also established that most school managers used coercive power to control the teachers and that they valued production more than human resource. From these findings, it is clear that if school administrators can stop the use of coercive power and value both production and human resources, retention levels among teachers can improve. Policy makers should also expose all those due for promotion to management positions to leadership training. The motive is to give the person the skill to perform specific leadership tasks effectively. Connecting these findings to the theories guiding this study, Herzberg's Two-factor Theory argues that supervisory quality (leadership style) is one of the hygiene factors. Thus, the leadership style can help reduce job dissatisfaction and teacher turnover rates. On the other hand, Job Embeddedness Theory also contends that when administrators relate well with their subordinates, the employees may feel embedded in the organisation, positively impacting teacher retention.

The study findings showed a positive effect of training on teacher retention. The individual items analysed revealed that in-service training motivates teachers to stay in their current employment. They also showed that foundational training helps managers to become better managers. Further, the study revealed that training brought about technical competence and led to intrinsic motivation. The study contends that in-service training should be an on-going exercise especially in rural schools. Based on the findings, it is clear that training plays an important role in teacher retention. This was clearly demonstrated with the mean of 4.4 (see table 5-9) of participants who recommended that in-service training should be on going, especially in rural schools. Giving employees opportunities to learn or advance in their career can motivate them and lead to job

satisfaction (Herzberg, 1965). In addition, training can also be used as a weapon to combat employee turnover when employees who are sponsored for training feel indebted to the institution. Based on an agreement, sometimes employees are required to work for the organisation that trained them for a number of years even if opportunities arise somewhere else. Though this may sound a bit cruel, implementing such policies in the Ministry of Education may benefit both the ministry and the teachers involved. Therefore, training can be an effective strategy to retaining teachers.

Focusing on the impact of rewards on teacher retention, it is clear from the research findings that a good salary package and promotion can help to retain teachers. Monetary rewards were also identified to be motivating to the teachers. However, though monetary rewards are not under the motivators specified by Herzberg's Two-Factor Theory, they are more of motivators than hygiene factors to the Zambian teachers. Therefore, if turnover rates among the teachers with good qualifications are to be reduced, the low salary issue must be addressed (Muma 2021). The policy makers should consider paying teachers just like other professionals. Everyone knows that a student from the University of Zambia with a Bachelor's Degree in Engineering will get a higher salary than a teacher with the same level of qualification. This is very demotivating for teachers, especially for Master's Degree holders whose salary scale is below their qualifications though masters qualification is not recognised for more pay for teachers at secondary school level.. As a result, many teachers have resorted to leave work for other organisations or occupations in search of greener pastures. The above discussion and the main findings of this study, will be useful in the implementation of the LTR model for teacher retention (illustrated in Figure 6-1) as a solution to improving teacher retention rates in the Ministry of Education.

The LTR model for Teacher Retention (figure 6-1) shows that among the three factors in the study rewards, choice of leadership style and training – leadership had a significant positive effect on teacher retention, while training and rewards were insignificant. However, some items relating to training and rewards were statistically significant, as did the hypothesis relating to these two variables. Therefore, (with leadership style being the main predictor and training and rewards being the supporting predictors) the three variables contributed to retention by creating job satisfaction and motivation amongst teachers. Without the motivation or job satisfaction, these three factors being provided, teachers may be less willing or fail to perform, feel detached from work, increase absenteeism and tiredness, 'silently resign', or leave work altogether. It is deduced

that among the three factors, leadership at the school level is especially important whilst being supported by training and rewards to increase the retention rates of highly qualified and experienced teachers, as seen from the regression equation below:

$$Y = 1.342 + 0.67X_1 - 0.026X_2 - 0.068X_3 + 0$$

Where for leadership style (X_1) is 0.67, training (X_2) is -0.026 and rewards (X_3) is -0.068

Note: The above equation is interpreted as showing that when there is 1 per cent improvement in leadership style being used, retention rate will increase by 0.67 per cent; when training opportunities and rewards increase by 1 per cent each, there will be a decrease in teacher retention of 0.026 per cent and 0.068 per cent respectively.

Therefore, educational managers who want to examine teachers' motivation and implement teacher retention strategies must not just consider individual teachers' personal goals and expectations but also external influences of reward systems, leadership styles, and the training plans of other organisations.

However, this model is different from other retention models that have been looked at in this study. Focusing in on the Employee Retention Connection (ERC) model, though the variables used (Thus Leadership, rewards and training) may be the same, the focus is different. For instance, the ERC model contends that leaders should be champions of change and must be open to new ideas. They should also inspire a shared vision of the organisation's direction, develop the capabilities of others and become role models for their institutions whilst the LTR model for teacher retention focuses on other aspects under leadership. For instance, the LTR model suggests that teachers are to be retained, leaders should avoid the use of coercive power, leaders should value both human beings and production, and there should be mandatory foundational training for school leaders prior to occupying a new office. When it comes to training and rewards, the focus is also different though both models aim at increasing employee retention rates.

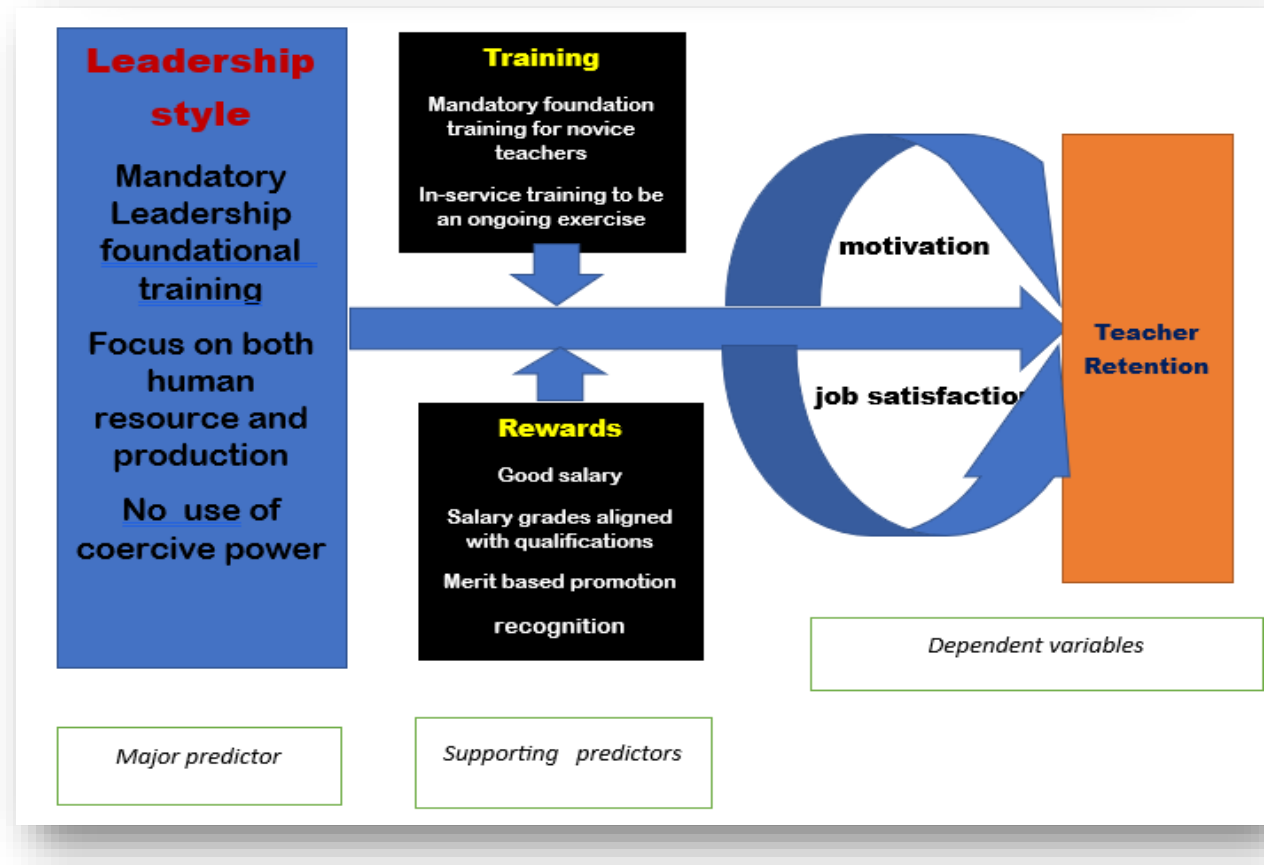


Figure 6-1: The L.T.R Model for Teacher Retention

Source: Field Data (2022)

Furthermore, if the model is to be implemented, policy makers have to get involved since it is something that will affect teachers the whole country. In-service training, salary upgrades and provision of good salaries cannot also be easily implemented at school level but rather at national level. However, it is important to note that the LTR model of teacher retention can be generalised due to the research methodology (Embedded design which was primarily quantitative) used to carry out this study.

However, though the findings of this study may have agreed with most of the studies reviewed, it is important to acknowledge the fact that from the findings of this study leadership style had the greatest impact on teacher retention (f -value: 12.896, p-value 0.000), followed by training (f-

value:6.529, p-value 0.000), then lastly rewards (f -value: 11.548, p- value 0.000). None of the studies reviewed (Muma 2021; Kukano 2020; Muhangi 2016; Kamal et al., 2014) came up with such findings. This study also devised a teacher retention model. Therefore, in this lies the knowledge contribution of this study.

6.5 Chapter Summary

To sum up, this chapter discussed the findings presented in Chapter 5. The discussion was organised based on the research hypotheses, thus, leadership style has a positive impact on teacher retention (f -value: 12.896, p-value 0.000), training has positive impact on teachers' retention (f-value:6.529, p-value 0.000), and rewards have a positive impact on teacher retention (f -value: 11.548, p- value 0.000). In discussing the findings, both quantitative and qualitative findings were discussed side by side and as well as the resulting LTR teacher retention model. The next chapter provides the implication, contribution , a summary of the study and the recommendations.

CHAPTER SEVEN: SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.0 Overview

The previous chapter discussed that findings of the study on the examination of teacher retention on the Copperbelt Province of Zambia, with the focus on leadership style, training, and rewards. The current chapter provides the summaries of different chapters of the study, the implication, contribution and a summary of the study. The research is also evaluated to ascertain if the research objectives have been accomplished. Research contributions as well as recommendations to policy makers, school administrators and other education stakeholders have also been highlighted. Lastly, the chapter also highlights the proposed future studies.

7.1 Summaries of Previous Chapters of the Study

Under this subsection, summaries of the six chapters of this study will be presented. This empirical study ascertain the impact of leadership styles (at school level), training and rewards on teacher retention on the Copperbelt Province of Zambia. The chapters are as follows:

Chapter 1: This chapter highlighted the background information on teacher retention globally and locally. It also provided the research gap, purpose of study, the problem statement, the research questions, the research hypotheses, research design and approach, and the definitions of the key operational terms that were used in the study.

Chapter 2: This chapter looked at the concept of the theory, the two retention theories guiding the study (Herzberg's Two-Factor Theory and Job Embeddedness Theory) and other retention theories. It also explained why the two mentioned theories were used to guide this study. To understand the topic under discussion, it also looked at a number of retention models. It also focused on leadership theories, training theories, and rewards theories.

Chapter 3: This chapter reviewed literature on the concept of retention, teacher retention at a global level, in sub-saharan region and teacher retention in Zambia and retention in relation to

the three independent variables thus leadership styles, reward systems, and training were also discussed. The chapter also included general literature pertaining to teacher retention.

Chapter 4: This chapter presented the methodology that was used to examine teacher retention with a focus on leadership style, training and rewards on the Copperbelt Province. The chapter also included the philosophy underpinning the study, research design, area of study and target population, study sample, sampling techniques, data collection methods, data collection procedure, ethical issues, and data analysis instruments and procedures.

Chapter 5: This Chapter presented the study findings on empirical examination of teacher retention, focusing on leadership style, training and rewards. The findings were presented in the order of the research questions as outlined in chapter one.

Chapter 6: This chapter presented a detailed discussion of the findings presented in Chapter 5. The findings were organised according to the research hypotheses that emerged after an extensive literature review on the impact of leadership style, training and rewards on teacher retention.

7.2 Implications of the Study and the Model Framework

The study's practical implications are of great standing to education policy makers, teachers, and 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 remain in the Ministry. A clear understanding of the main preferences of the teachers is required, which this study provides. The study has empirically proven that teachers need certain incentives to be availed for them to remain in the profession. Therefore, this study proposes the L.T.R Model to be adopted in Ministry of Education human resource policy as a useful tool for school administrators, policy makers and all other stakeholders to retain teachers in schools across Zambia.

Generally, leadership plays a vital role in the retention of teachers (Rodriguez, 2019). Leaders should then try to use leadership styles that will positively impact teacher retention. For instance,

they should avoid the use of coercive power, and they should also learn to value both production and human resource. Also, to make themselves better leaders, school managers should make it mandatory that all those due for administrative appointment undergo foundational training in preparation for the new tasks. This will also help managers acquire knowledge that will help them understand how to treat the employees they are leading.

Herzberg asserted that giving employees training opportunities can also be very motivating. Policy makers and educational administrators should take this seriously. Employees should be given the training that suits their needs as well as the demands of the 21st century. Training makes employees have a feeling of embeddedness in the organisation and thus it is a good strategy that can be used to retain teachers. For training to be effective, teachers should be doing it continuously, especially for those in disadvantaged schools where there is no Internet, no modern libraries or even book shops. Teachers need to be up to date with knowledge and information. This is very important for it will allow them handle ever more tasking issues without getting demotivated. Some employees may become so attached to an organisation if they acquired a skill which no other employee has. The policy makers and educational administrators should take advantage of such instances.

The research model also identified financial and non-financial rewards as being useful in teacher retention. A good salary commensurate with a person's qualifications was key. Additionally, promotion (a non-financial reward) was another key variable identified to impact teacher retention. Generally speaking, the issue of a salary required a thorough understanding of what would please a teacher. Policy makers need to understand that teachers' salaries are too low to help them meet their basic needs. Compared to the prices of commodities on the market, the teacher's salaries are insufficient to cater for their needs for the whole month. Worse still, teachers are not allowed to do extra tuitions, meaning they depend solely on their meagre salaries. This really negatively affects their performance and requires urgent attention. When it comes to promotion, many teachers have been left frustrated despite having all the necessary requirements for higher office. This is because of nepotism and corruption. This has forced a number of teachers to go on unpaid leave or to resign. This issue may not sound very important, but it is also something that the policy makers have to consider seriously. In life, every individual wants to move up the ladder and so do teachers. Therefore, policy makers should devise fair promotion policies for all teachers. If

possible, educational administrators should be on three year contracts and teachers should be directly involved in choosing their administrators. This will give every teacher with the necessary qualifications to be accorded a chance of promotion. This will also help to improve the administrators' performance.

7.3 Study Contributions and Innovation

7.3.0 Theoretical Contributions

This paper has described various theories in leadership, rewards and training in relation to job retention. It has successfully implemented a research methodology, using a mixed-method approach, to yield results. The analysed findings explained how and under what circumstances teacher retention rates can be improved. Finally, based on the research findings, a model for teacher retention was developed.

The findings confirmed that teacher retention depends on managers' leadership style, employee training opportunities and rewards systems. Of these, teachers particularly preferred monetary rewards. However, this study stresses that there is an ever-growing need to insist not only on the improvement of the leadership style of school managers and the training opportunities they provide to both teachers and themselves, but importantly also on the improvement of the rewards given to government secondary and primary school teachers on the Copperbelt Province and in Zambia generally. Salaries should be cost reflective and should match a teacher's qualifications. Likewise, rewards such as promotions should be provided and be based on merit.

Teacher retention has become the concern of many current studies. The factors affecting employee retention in other organisations may be different from those in the teaching fraternity. Factors affecting teacher retention may have an impact at different degrees. For instance, the findings of this study revealed that leadership style at school level was the strongest predictor of teacher retention. It may as well be the case that not all models of employee retention can be applied to teacher retention. Another important difference is that teacher retention is common in rural schools and worse in urban schools.

Consequently, teachers like any other professionals, have dreams they wish to fulfill. Many use teaching as a stepping stone. Many teachers use their own resources, including time and money, to further their studies with a dream of earning more and improving their standards of living. But,

as soon as they graduate, those dreams are shattered because they do not get what they had hoped for. Issues such as these have stirred up several concerns in the literature of job satisfaction and teacher retention. This has resulted in a number of conceptual models on job retention being conceptualised. For instance, several researchers have thus identified a decent salary, merit-based promotion, and good leadership style as determiners of teacher retention (Kukano, 2020; Masaiti, & Naluyele, 2011; Muma, 2021). However, teacher retention still lacks a strong conceptual model upon which subsequent theories can be built. The current study built a comprehensive model that could describe how teacher retention can be achieved among teachers Zambia. It was developed with intention to understand teacher preferences with regard to rewards, leadership style and training opportunities.

Additionally, human resource plays a vital role in the success of any organisation. That is why it is important to examine why retaining of highly qualified and experience teachers, as well as those teachers teaching subjects that are on high demand has become a retention problem in the Ministry of Education. In the teaching profession, this problem is explained with the concept of motivation and job satisfaction. However, when the reviewed studies were analysed, they all had established the main contributing factors that can motivate teachers to stay in the Ministry, and in Zambia none of the studies reviewed had examined leadership, style, and rewards on teacher's retention. It is important to find a lasting solution to the problem of high turnover rates among the most needed teachers (highly qualified and experienced) in the Ministry of Education. This study contributed to the existing literature on teacher retention in relation to leadership style, training, and rewards.

To conclude, this study examined the impact of leadership style, training and rewards on teacher retention using a mixed method approach. Leadership style was found to be the strongest predictor of teacher retention, followed by rewards and training. This study also theoretically confirmed some concepts in the ERC model (Nazia, & Begum, 2013), but with changes such as specifying the most needed type of rewards that teachers need to stay in the profession. A significant contribution is that a good salary package aligned with the qualifications also strongly affects teacher retention. Theoretically, the results of this study gave a clear picture of what a Zambian teacher needs to remain motivated and experience job satisfaction, which can lead to high retention rates. This study also expanded the knowledge base by examining the rarely researched impact of leadership style, training, and rewards on teacher retention. This study could also be used as a knowledge base for other researchers to develop better models on employee retention.

7.3.1 Model Developed (as the major innovation)

Model development is important to social science because it guides theory development and research design. Many factors highlight and enhance model formulation in this modern-day life. Therefore, focusing on the LTR model of teacher retention which was developed in this study, it is important to know that this model did not only contribute to the understanding of teacher behaviour and preferences but also contributed to understanding which among the independent variables tested mattered the most when it came to teacher retention. This model also provided a framework through which important questions regarding teacher retention can be examined.

7.3.2 The Methods Used to Investigate the Impact of Leadership Style, Training and Rewards on teacher retention on the Copperbelt Province

Choosing the right methods to investigate an issue is very crucial in research. Though researchers may develop their own methods, one still needs to justify why the method being used is better than the existing methods and that can be possible by referring to the methods used by other scholars. Therefore, in this study, the use of the two theories (Herzberg Two-Factor Theory and the Job Embeddedness Theory) and Embedded Correlational Model design was highly innovative, hence making them unique and a rare contribution to the existing body of knowledge.

7.3.3 Contribution to the Body of Knowledge

Knowledge contribution is critical in education research. This study examined the impact of leadership style, training and rewards on teacher retention on the Copperbelt Province. From the research findings, leadership came out to be the main predictor of teacher retention among the three independent variables finding that other studies reviewed have not established. Additionally, four peer reviewed journals were published from this study.

7.4 Conclusion of the Study

The main goal of this study was to examine the impact of leadership style, training and rewards on teacher retention on the Copperbelt Province of Zambia. The study also aimed at developing a retention model applicable to teachers. This model established interrelationships between

leadership style, training, rewards, and teacher retention. The focus of the study was to understand the degree to which each independent variable impacted teacher retention. The study involved former teachers working with other organisations, serving teachers and a few educational administrators. This study used a mixed method approach which was primarily quantitative. The study findings revealed that the three independent variables (leadership style, training and rewards) each positively impacted teacher retention though leadership style had the greatest impact.

Focusing on the first research objective, which aimed at examining the impact of leadership style on teacher retention, the findings indicated that for school administrators to improve in the way they lead the teachers, they needed to undergo foundational training before being ushered in the office. They needed also to value both production and human resource. Importantly, they needed to avoid the use of coercive power. Coming to the second research objective, the study established that foundational training was to be given to both administrators and teachers. In-service training was also to be an on-going exercise especially in rural schools. With regard to third research objective on rewards, the findings of the study were that teachers' salaries should be increased and aligned with teachers' qualifications. It was also established that for teacher retention to increase, a merit-based promotion system must be in place. Also, occupational choice should be determined by the type of reward system.

The LTR Model of teacher retention was based on the research findings and answering the fourth research objective. The reason behind this model was to help policy makers, administrators and other educational stakeholders understand the preferences of teachers for them to remain in the teaching profession. However, it is important to note that each of the research objectives raised was sensibly answered and thus all the research objectives in the current study were attained.

7.5 Conclusion Summary

This section provides the summary of the study that provides answers to the research questions presented in chapter one of the thesis. This gives an explanation on how the research questions were answered using the research findings and document analysis.

7.5.0 Research Sub-Questions and Answers

Below is the summary of the answers that were established to the four sub-research questions outlined in chapter one of the study.

7.5.1 What does scholarly literature say on the impact of leadership style, training and rewards on teacher retention?

Through document review it was revealed that leadership style impacts on teacher retention positively or negatively depending on the leadership style being used. Research also established that competent leaders have always been accountable and responsible for retaining competent employees for they help in building a favorable climate for retention. It also revealed that a leader is an important figure in an organisation and that his or her leadership style determines the success of an organisation which can only be possible if the organisation is able to retain experienced and qualified personnel.

Secondly, literature identified training to be very important in the realisation of the 2030 Sustainable Development Goals number four (SDG 4). Some documents reviewed also identified training as an important factor to enhance organisational performance and as the main strategy to influence employee retention. It was also revealed that training and job satisfaction positively impacted on employee retention and that training that leaves an employee with a skill desperately needed by an organisation had a strong positive impact on employee retention.

Thirdly, literature reviewed identified rewards as one among other factors that can be used to reduce teacher turnover rates. Findings from various studies on the effect or impact of rewards found that rewards do have a positive effect on teacher retention. It was also established that compensation of teachers significantly affected teacher retention. From the literature, it was also revealed that teachers strongly considered leaving the teaching fraternity as a result of poor rewards. It was also contended that rewards systems contribute to a positive school culture, which later motivates teachers to work hard and of course be committed to their duties. This in turn led to increased teacher retention.

7.5.2 How does leadership style affect retention among teachers on the Copperbelt province?

The study revealed that leadership had a positive impact on teacher retention. It also established that most school managers valued production than human resource. It also established that most school administrators used coercive power (used threats to get their work done). Evidence also showed that leadership style being 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.

7.5.3 How does training lead to higher retention rates among teachers on the Copperbelt province?

The study findings gave credible evidence that training had a positive impact on teacher retention. It was also established that in-service training motivates teachers to stay in one place for a long time and that it should be an on-going exercise especially in rural schools. It was also revealed that all newly appointed school administrators and newly recruited teachers needed to undergo foundational training because it helped to bring about technical competence, which was a contributing factor to intrinsic motivation which most teachers needed.

7.5.4 What effect does a reward system have on teacher retention on the Copperbelt province?

From the study findings it was revealed that rewards have a positive impact on teacher retention. The study also established that teachers who do a good job were always rewarded and that monetary rewards were more motivating than non-financial rewards. It also revealed that a good salary package can help to retain teachers and that the rewards system contributed to occupational choices. The study further revealed that rewards, such as promotion, could increase teacher retention.

7.5.5 What would be an appropriate model for teacher retention on the Copperbelt province?

Based on the study findings for questions 1, 2, and 3 as presented in chapter six, the LTR model for teacher retention (figure 6-1) was proposed. The model addressed deliberate actions that need to be put in place by policy makers, and education administrators if leadership style, training and rewards could be used as strategies for improving teacher retention rates in Zambia.

7.6 Recommendations

Based on the research findings, the following recommendations were made:

To school administrators

1. The researcher recommended that school managers should avoid the use of coercive power to make their work done but rather use methods that would make the teachers feel safe in the work place. From the research findings, teachers preferred that school administrators use transformational leadership rather than coercive power, which was more vested in autocratic leadership style.
2. Further recommendation was that administrators should value both human resource and production, than just focusing on the end of the year results. This could be done by appreciating and recognising teachers' contributions, whether small or big.

To policy makers

1. Based on the study findings the researcher also recommends that teacher's salaries be aligned with their qualifications. Here the focus should be much on those teachers with Master's Degrees and PhDs, this will help to retain them in the Ministry of Education. Policy makers should also consider raising teachers' salaries to help them meet their daily basic needs.
2. Secondly, foundational training should be made mandatory to both would-be administrators and newly recruited teachers. This can be done by ensuring that all those due for promotion are prepared for management roles before being ushered in those positions. And coming to the newly recruited teachers, they should be exposed to foundational training before reporting to the schools they are posted to. This will help prepare them psychologically for what they expect to find in the Ministry of education.

To the Ministry of Education

1. The researcher recommends that promotions should be based on merit. Considering that many teachers have Bachelor's degrees will help it also look at the number of years one has been in-service. Doing so will help to keep the teachers with experience in the Ministry. Remember that experience is the best teacher.
2. It is also recommended that in-service training be an ongoing exercise especially in rural schools and be considered an important agenda that can help bring about quality education.
3. Lastly, the researcher also recommends implementing the LTR model for teacher retention as a strategy to increase teacher retention.

7.6.0 Limitations of the study

Limitations are weaknesses in the study, which may have an influence on the outcome of the research. In this study the major weakness was that, out of the 580 questionnaires issued, only 503 (86per cent) questionnaires were collected. Note that a response rate of 50 per cent or higher was considered excellent, hence 84 per cent of the questionnaires was a good number to allow the research findings to be generalised. Secondly, it was also not easy to present the instrument to many experts in this field due to their busy schedules. This caused a limitation to conduct validity tests on the research instrument (Choudrie, & Dwivedi, 2005). However, to rectify this problem, intensive literature review on the topic under investigation was done.

7.6.1 Areas for Further Research

This study focused on rewards, leadership style, and training in relation to teacher retention. It was done on the Copperbelt Province of Zambia but included teachers from both rural and urban schools. The findings above highlighted a number of issues. For instance, the quantitative findings contend that leadership style, rewards, and training have an impact on teacher retention. From the qualitative findings, some informants narrated that they needed cost-reflective salaries for them to

stay in the Ministry of Education and the researcher thought this outcome should be researched further. In this case, further research is necessary to have the following:

1. A comparative study on the monetary rewards systems used in the Ministry of Education and other private and parastatal educational institutions.
2. A study to determine why most school administrators use coercive power to get their job done.
3. A mixed method study to be done on retention with the focus on other independent variables other than leadership style, training and rewards

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APPENDICES

Appendix I: Semi- structured interview guide for teachers who left the profession

Dear participants

The researcher is a PhD student at the University of Zambia in collaboration with Zimbabwe Open University, undertaking a study titled “An empirical study of teacher retention on the Copperbelt province of Zambia: Examination of leadership style, reward and training”. You are requested to take part in this interview which will only take about 30 minutes of your valuable time. The information you will provide shall be strictly used for academic purposes and will be kept confidential at all times. Participants identify will be upheld and participation in this study will be voluntarily. Be also assured that Covid-19 precautions will be adhered to and interviews will take place at your convenient time as well as the place. An appointment will always be made before the interview.

Be also informed that you are free to withdraw from the study at any point.

If you have any questions pertaining this study, please contact the Principal Investigator (Researcher) on cell number: *0966177093*; Email address: *zulunatalia03@gmail.com*

Your help at this initial stage of this study will highly be appreciated.

Yours faithfully,

Zulu Natalia (DPhil Student -UNZA/ZOU Lusaka).

Guide: Please be truthful when answering the questions

Questions to be asked

1. Do you think leadership style has an impact on teacher retention?
2. In order to address the issues of leadership what do you propose?
3. Do you think monetary rewards have contributed to low teacher retention rates?
4. What could be the main relationship between monetary rewards and teacher retention?
5. Training is one of the factors affecting teacher retention rates. How does training affect turnover rates among teachers?
6. Is there any type of training you would recommend that could affect retention in a positive way? Please give reasons for your answer.
7. In the plight of improving teacher retention, could there be any other factors that could be addressed?
8. Are there any other suggestions on teacher retention that you would want to give?

THE END

Appendix II: Questionnaire for teachers and administrators (PS Ministry of Ed, PEO, DEBS, Head teachers and Deputy Head teachers)

Dear participants

The researcher is a PhD student at the University of Zambia in collaboration with Zimbabwe Open University, undertaking a study titled “An empirical study of teacher retention on the Copperbelt province of Zambia: Examination of leadership style, reward and training”. You are requested to take part in this exercise by completing this questionnaire which will take about 10 minutes of your valuable time. The information you will provide shall be strictly used for academic purposes and will be kept confidential at all times. Participants identify will be upheld and participation in this study will be voluntarily. Be assured also that Covid-19 precautions will be adhered to.

This questionnaire consists of four sections: namely biographical information, leadership questionnaire, reward questionnaire, training questionnaire and questionnaire for other things.

Be also informed that you are free to withdraw from the study at any point.

If you have any questions pertaining this study, please contact the researcher on cell number: 0966177093; Email address: *zulunatalia03@gmail.com*

Your help at this initial stage of this study will highly be appreciated.

Yours faithfully,

Zulu Natalia (DPhil Student -UNZA/ZOU Lusaka).

Instructions

1. Please be honest when answering the questions below.
2. You do not need to write your names on the questionnaire.
3. Circle the answer of your choice.

Section A: Demographical information

1. What is your gender?
 - i) F
 - ii) M
2. What is your age?.....
3. What is your marital status?
 - i) Single
 - ii) Married
 - iii) Divorced
 - iv) Widowed
 - v) Separated
4. What is your highest qualification?
 - i) Certificate
 - ii) Diploma
 - iii) Bachelors' Degree
 - iv) Master's Degree
 - v) Doctorate of higher
5. For how long have you worked in the Ministry of Education?
 - i) 1-5
 - ii) 6-10
 - iii) 11-15
 - iv) 16-20
 - v) 21-30
 - vi) 31-40
6. What is your position?
 - i) Permanent Secretary
 - ii) Provincial Education Officer
 - iii) District Education Board Secretary
 - iv) Head Teacher
 - v) D/ Head Teacher
 - vi) subject teachers
 - vii) Senior Teacher
7. Where are you stationed?
 - i) Rural
 - ii) Urban
 - iii) Peri- Urban

Section B: Leadership

The statements below have been prepared so that you can indicate how you feel about each one of them. Please CIRCLE the answer of your choice. This applies to section C and D

S/N	Statement	Strongly disagree	disagree	undecided	agree	Strongly agree
8	Most school managers lack leadership qualities	1	2	3	4	5
9	School managers acts as bosses and not leaders	1	2	3	4	5
10	School managers needs to be trained before been given an office	1	2	3	4	5
11	Most school managers use coercive type of power	1	2	3	4	5
12	Leadership style been used impacts on teacher retention	1	2	3	4	5
13	Most school managers give more importance to production than human resource.	1	2	3	4	5

Section C: Reward system

S/N	Statements	Strongly disagree	disagree	undecided	agree	Strongly agree
14	Most rewards given in schools are equitable	1	2	3	4	5
15	Teachers who do a good job are always rewarded	1	2	3	4	5
16	Rewards given to teachers are better than those given in other organisations	1	2	3	4	5
17	Monetary reward is more motivating than non- financial rewards	1	2	3	4	5
18	Good salary packages can help to retain teachers	1	2	3	4	5
19	The rewards given to teachers is what makes them to stay long in their working places.	1	2	3	4	5
20	Reward systems contributes to occupational choices	1	2	3	4	5
21	Most teachers are intrinsically motivated	1	2	3	4	5
22	Rewards inform of promotion can increase teacher retention rates	1	2	3	4	5

Section D: Training

S/N	Statements	Strongly disagree	disagree	undecided	agree	Strongly agree
23	Quality training given to teachers impacts on teacher retention positively	1	2	3	4	5
24	Most learning institutions offer induction training to newly recruited teachers as a way of reducing teacher turnover.	1	2	3	4	5
25	In-service training motivates teachers to stay in one working place for a long time	1	2	3	4	5
26	All newly appointed school managers undergo foundational training to help them manage human resource well	1	2	3	4	5
27	Foundational training helps to bring about technical competence which can later led to intrinsic motivation	1	2	3	4	5
28	School managers who have gone through foundational training are good managers	1	2	3	4	5
29	In-service training should be an on-going exercise especially in rural schools	1	2	3	4	5
30	In-service training is a well-funded policy in most schools	1	2	3	4	5

Section E: Others

31	Which of the following leadership styles would you recommend?	Charismatic leader	Transactional Leader	Transformational leader	Autocratic leaders	Delegative Leader	Democratic leader
32	Which of the following leadership style is commonly used by educational administrators	Charismatic leader	Transactional Leader	Transformational leader	Autocratic leaders	Delegative Leader	Democratic leader
33	What qualifications would be appropriate for	Those with degrees in educational management/	Any other qualifications with a				

	school head teachers	human resource and any teaching subject	teaching subject			
34	For innovation purposes all educational administrators should be on a 3 years contract	Yes	No			
35	Exit interviews are important for teachers who are resigning or going on unpaid leave	Yes	No			
36	How would you rate teacher retention in your school	Very low	Low	Undecided	High	Very high

Thank you so much for participating.

Appendix III: Study Approval Letter



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka10101 | Tel: +260-211-290 258/291 777
Fax: (+260)-211-290 258/253 952 | E-mail: director.dres@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

10th January, 2022

REF NO. HSSREC-2022-JAN-013

Natalia Zulu
The University of Zambia
IDE
P.O. Box 32379
LUSAKA

Dear Ms. Zulu,

RE: "EMPIRICAL STUDY ON TEACHER RETENTION ON THE COPPERBELT PROVINCE OF ZAMBIA: EXAMINATION OF LEADERSHIP STYLE, TRAINING AND REWARDS"

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2022-JAN-013
Approval and Expiry Date	Approval Date: 10 th November, 2022	Expiry Date: 9 th November, 2023
Protocol Version and Date	Version - Nil.	9 th November, 2023
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.

- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



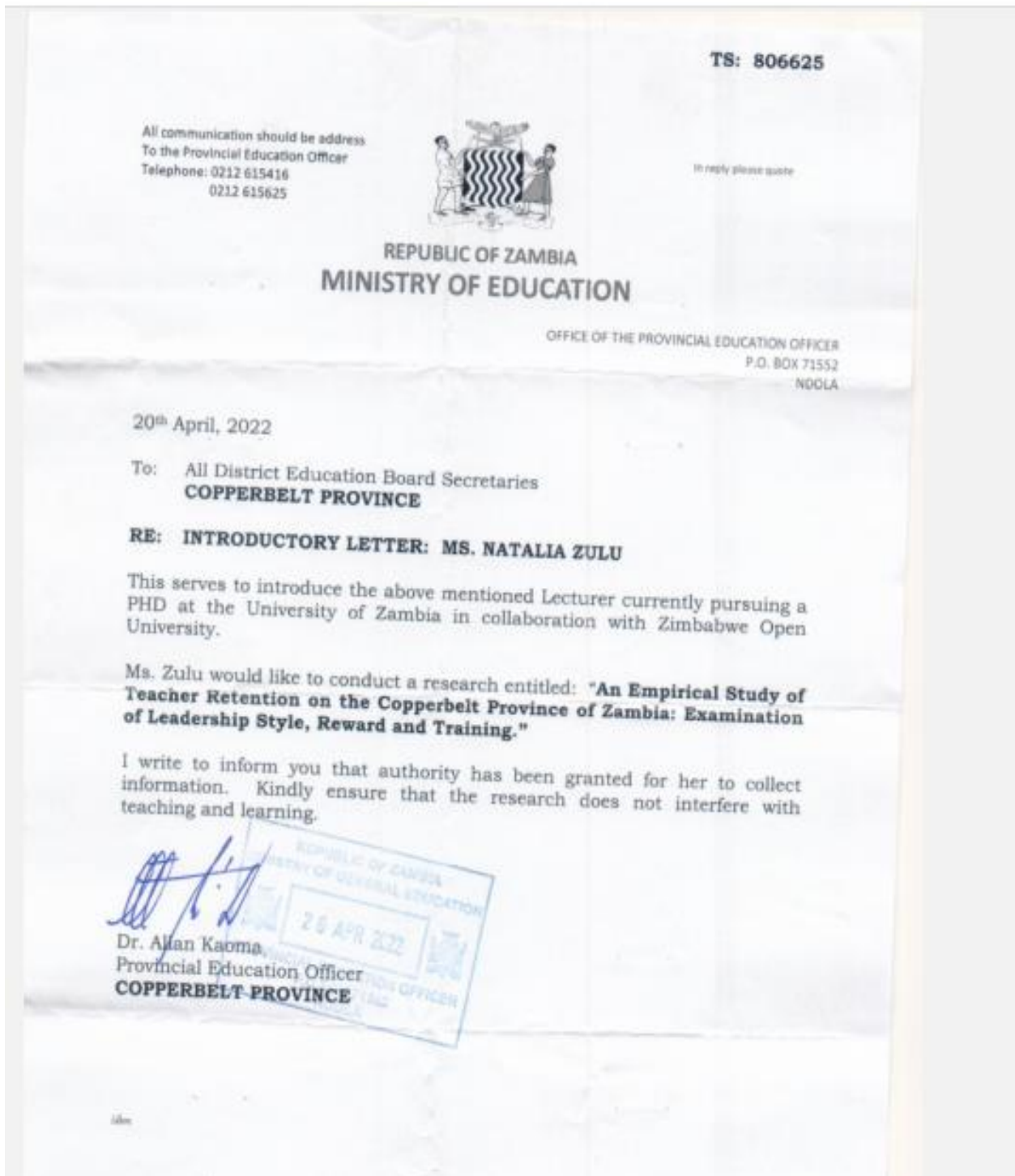
Dr. J. I. Ziwa

DR. J. I. Ziwa

**ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

Appendix IV: Permission from Provincial Education Office



Appendix V: F- Distribution Table

Table of critical values for the F distribution (for use with ANOVA):

How to use this table:

There are two tables here. The first one gives critical values of F at the $p = 0.05$ level of significance. The second table gives critical values of F at the $p = 0.01$ level of significance.

1. Obtain your F-ratio. This has (x,y) degrees of freedom associated with it.
2. Go along x columns, and down y rows. The point of intersection is your critical F-ratio.
3. If your obtained value of F is equal to or larger than this critical F-value, then your result is significant at that level of probability.

An example: I obtain an F ratio of 3.96 with (2, 24) degrees of freedom.

I go along 2 columns and down 24 rows. The critical value of F is 3.40. My obtained F-ratio is larger than this, and so I conclude that my obtained F-ratio is likely to occur by chance with a $p < 0.05$.

Critical values of F for the 0.05 significance level:

	1	2	3	4	5	6	7	8	9	10
1	161.45	199.50	215.71	224.58	230.16	233.99	236.77	238.88	240.54	241.88
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.39	19.40
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06
7	5.69	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14
10	4.87	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98
11	4.84	3.98	3.59	3.36	3.20	3.10	3.01	2.95	2.90	2.85
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49
17	4.45	3.59	3.20	2.97	2.81	2.70	2.61	2.55	2.49	2.45
18	4.41	3.56	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35
21	4.33	3.47	3.07	2.84	2.69	2.57	2.49	2.42	2.37	2.32
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.38	2.32	2.28
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.26
25	4.24	3.39	2.99	2.76	2.60	2.49	2.41	2.34	2.28	2.24
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.17
31	4.16	3.31	2.91	2.68	2.52	2.41	2.32	2.26	2.20	2.15
32	4.15	3.30	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14
33	4.14	3.29	2.89	2.66	2.50	2.39	2.30	2.24	2.18	2.13
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11

36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.15	2.10
38	4.10	3.25	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08
40	4.09	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.07
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04
48	4.04	3.19	2.80	2.57	2.41	2.30	2.21	2.14	2.08	2.04
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.02
54	4.02	3.17	2.78	2.54	2.39	2.27	2.19	2.12	2.06	2.01
55	4.02	3.17	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.01
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.04	1.99
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97
69	3.98	3.13	2.74	2.51	2.35	2.23	2.15	2.08	2.02	1.97
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.02	1.97
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96
76	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95
81	3.96	3.11	2.72	2.48	2.33	2.21	2.13	2.06	2.00	1.95
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95
83	3.96	3.11	2.72	2.48	2.32	2.21	2.12	2.05	2.00	1.95
84	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94

86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94
87	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94
89	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94
91	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.98	1.94
92	3.95	3.10	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.94
93	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93
94	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93
95	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93
96	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93
97	3.94	3.09	2.70	2.47	2.31	2.19	2.11	2.04	1.98	1.93
98	3.94	3.09	2.70	2.47	2.31	2.19	2.10	2.03	1.98	1.93
99	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.98	1.93
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.98	1.93