

Transformational Leadership on Teacher Turnover Intention and Organizational Commitment in Higher Vocational Colleges in Guangxi

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Abstract

The current study delved into the transformational leadership on teachers intention to leave and their work commitment. In the current study intention to leave the school were contemplated in an earlier assessment, but economic pay was the least of the concern of the respondents, the moderate manifested transformational leadership and moderate work commitment that seemed product of diverse assessment cannot be completely as the real reasons. There are other issues that future researchers could dwell on for replication of the study. The proposed output is trying to improve teacher retention that can benefit the school system.

Keywords

Transformational Leadership; Higher Vocational Colleges in Guangxi; Teacher Turnover Intention; Organizational Commitment.

1. The Problem and Its settings

1.1. Introduction

In today's society with rapid economic development and high degree of globalization, the demand for technical talents in various countries is increasing, which puts forward higher requirements for vocational colleges. In August 2022, the Ministry of Education of the People's Republic of China issued the White Paper on the Development of China's Vocational Education, which pointed out that China's vocational education and China's modernization are developing together, playing an important role in serving economic development and supporting industrial modernization. Although China's current attention and support to vocational education has increased to an unprecedented level, China's higher vocational colleges, especially those in underdeveloped areas, still face huge challenges. One of the major problems is that teachers in higher vocational colleges have a serious brain drain, and teachers lack a sense of belonging. In China, there is evidence that nearly half of teachers have suffered long-term emotional disturbance such as heavy stress and burnout, which impedes teachers' professional development and even causes them to leave the teaching profession. (Wei L. & Hong B. Yin et al., 2022)

This phenomenon is more serious in China's higher vocational colleges, especially in underdeveloped areas. The researcher worked in a vocational college in Guangxi Zhuang Autonomous Region, an underdeveloped region of China. According to my own work experience and environmental experience, I found that the brain drain in local vocational colleges needs to be paid attention to. According to relevant data, taking a higher vocational college in Guangxi as an example, the school has lost more than 90 staff members in the past five years, including 43 with senior professional titles, accounting for nearly 1/3 of its staff with

senior professional titles. Most of these lost talents have high academic qualifications, high professional titles and strong teaching and research capabilities, mainly young and middle-aged, and are the backbone of the school. (Statistics of Guangxi Association for Science and Technology, 2022, https://m.thepaper.cn/baijiahao_19083006) Influenced by such factors as welfare, geographical restrictions, school construction and development prospects, teachers tend not to choose higher vocational colleges, especially those in underdeveloped areas such as Guangxi.

At present, a large number of research results at home and abroad have proved that transformational leadership has a significant effect on employee turnover intention through organizational commitment. From these studies, we can see that transformational leadership as an independent variable has a significant negative effect on the dependent variable of employee turnover intention. The mediating variable is organizational commitment. In fact, this view is also applicable in colleges and universities.

Based on the questions raised above, this study has reviewed relevant academic journals, academic works, research reports, academic conference papers and representative doctoral theses, and found that there is a gap in the study of the effect of transformational leadership on teacher turnover behavior in higher vocational colleges. At present, there are many studies on the effect of transformational leadership on teacher turnover intention in colleges and universities, and the results are also very rich. However, the research on the intention of transformational leadership and teacher turnover behavior in higher vocational colleges, especially in China, as well as the intermediary role of organizational commitment in it, has not produced much results.

In this situation, higher vocational colleges in Guangxi, as well as China, must consider the question: Can transformational leadership create a standardized and harmonious relationship between school leaders and teachers? Can transformational leadership effectively reduce teacher turnover through the impact of organizational commitment? This series of issues is a very practical and instructive management and development issue that needs to be addressed by higher vocational colleges and their leaders in various regions of China, especially in underdeveloped regions such as Guangxi, in terms of the current situation of the serious brain drain of teachers in China's higher vocational colleges and the plight of school development. Therefore, this study focuses on whether transformational leadership as an independent variable can significantly affect the dependent variable of teacher turnover intention, and whether organizational commitment plays a mediating role in this process.

1.2. Background of the Study

With the rapid development of social economy and the reform of education, the survival and development of China's colleges and universities are facing great opportunities and challenges, especially higher vocational colleges. In the past decade, China's economy has shifted from a stage of rapid growth to a stage of high-quality development, which has exacerbated the structural contradiction between the demand and supply of high-quality technical talents. Under the background of uncertainty and unpredictable changes, the conflict between the traditional way of running schools and management of higher vocational colleges and their development and reform needs has become more prominent. The lack of sense of belonging and action of teachers and the brain drain of teachers have become an unavoidable important problem in higher vocational colleges.

Organizational commitment is an attitude of employees towards the organization. It can explain why employees want to stay in an organization, and it is also an indicator of employees' loyalty to the organization. School is a formal social organization. As the core of this organization, teachers will produce four dimensions of organizational commitment to the school: emotional commitment, normative commitment, ideal commitment and input commitment. An important

factor affecting teachers' organizational commitment is the behavior model of school leaders. In colleges and universities, the high-level internal needs advocated by transformational leaders, the positive role of motivating teachers to surpass themselves and achieve organizational goals, and the effect of organizational commitment on teacher turnover intention have been affirmed and proved by many experts and scholars.

It can be seen that the effect of transformational leadership in colleges and universities on teacher turnover intention is an academic issue that is worth exploring, and also an important direction for studying the development strategy of higher vocational colleges. At the same time, as mentioned above, the researcher is currently working in a vocational college in Guangxi Autonomous Region of China. Although Guangxi is an underdeveloped region in China, its investment in higher vocational education is also considerable. In order to accelerate the high-quality development of higher vocational education in Guangxi, Guangxi will coordinate the central and autonomous region's funds of 344 million RMB in 2020 to support the implementation of the national and autonomous region's high-level vocational schools and high-level professional construction plan. The relevant person in charge of the Finance Department of Guangxi Zhuang Autonomous Region said that the reform of higher vocational education will be deepened in the next decade, and the comprehensive strength and running level of higher vocational education in Guangxi will be improved as a whole. Under such a development background, it is of great social value and practical significance to actively study the role of transformational leadership in Guangxi vocational colleges, especially the effect on teacher turnover intention.

Therefore, on the basis of literature research, this study will theoretically analyze the connotation, dimension, effect and mechanism of transformational leadership, turnover intention and organizational commitment, and build a rigorous theoretical research model. This study will distribute the questionnaires that have been discussed and determined by experts to the teaching staff of five higher vocational colleges in Guangxi Zhuang Autonomous Region. It is expected to take the survey data of 200 valid questionnaires as the research object, use SPSS22.0 and LISREL8.7 statistical analysis software to carry out statistics and analysis on the survey data, and use statistical analysis, reliability analysis, validity analysis, correlation analysis, regression analysis, structural equation and other empirical research methods. Based on the analysis of the connotation, dimensions, influencing factors and mechanism of transformational leadership, turnover intention and organizational commitment in Guangxi vocational colleges, the purpose of this study is to try to answer the following questions through empirical research: Can transformational leadership significantly affect teachers' organizational commitment in Guangxi vocational colleges? Does transformational leadership have a significant effect on teacher turnover intention? Through the study of the above problems, the researcher hope that this thesis can provide some enlightenment for the leaders of higher vocational colleges in Guangxi and China.

1.3. Statement of the Problem

This study will explore and study the relationship and mechanism between transformational leadership and teacher turnover intention in Guangxi vocational colleges, as well as the intermediary role of teacher organizational commitment. Specifically, this study sought answers to the following questions:

1. What is the demographic profile of the teachers in the higher vocational colleges in terms of:
 - 1.1 sex,
 - 1.2 age,
 - 1.3 education status, and
 - 1.4 length of teachers' stay in college?

2. What is the assessment on the effect factors of transformational leadership in higher vocational colleges on teacher turnover intention based on:

- 2.1 virtue and norm,
- 2.2 inspirational motivation,
- 2.3 individualized consideration,
- 2.4 leadership charm?

3. Is there a significant difference in the teachers' assessments of transformational leadership of school leaders when their profile is taken as test factor?

4. What is the assessment of the respondents on the teachers' turnover intention ?

5. What is the assessment of the teacher respondent on their organizational commitment in terms of:

- 5.1 emotional commitment,
- 5.2 normative commitment,
- 5.3 ideal commitment,
- 5.4 economic commitment, and
- 5.5 opportunity commitment?

6. Are there a significant difference in the teachers' assessments of their turnover intention and organizational commitment when their profile are taken as a test factor?

7. What are the strategies resorted to by the immediate superiors in minimizing turnover and turnover intentions among the teachers at higher vocational colleges in Guangxi ?

8. Based on the findings of the study, what proposed strategies may be developed to improve organizational commitment and reduce turnover among teaching staff?

1.4. Significance of the Study

1.4.1. College Leaders. This study can provide leaders of higher vocational colleges with a deep understanding of the relationship between transformational leadership and teacher turnover intention, help them use the principles of leadership to conduct human resources management, and provide strong guidance for them to develop more scientific and effective school management measures and personalized care for teachers.

1.4.2. College and universities. Teacher talent is the core of the development of colleges and universities. Especially for higher vocational colleges, the development of teacher team is related to the survival of the school. However, compared with undergraduate universities, higher vocational colleges have certain disadvantages in terms of school running level, faculty strength, capital investment and scientific research strength, which makes it difficult to retain talents.

1.4.3. Faculty Members. This study can enable teachers in higher vocational colleges to further understand the leadership structure of school leaders, judge whether they are transformational leaders and whether they are closely related to their turnover intention.

1.4.4. Future Researchers. This study can enrich the research results of leadership theory based on Chinese culture, especially the transformational leadership theory.

1.5. Scope and Delimitation of the Study

This study is mainly aimed at teachers of different ages, majors and professional titles in five vocational colleges in Guangxi Zhuang Autonomous Region of China. As the representative higher vocational colleges in Guangxi, these five schools are facing the problems of development difficulties and teacher brain drain. Teachers in these schools have different levels of understanding and views on their school leadership, their turnover intention and organizational commitment. The researcher will randomly select 50 teachers from each school,

distribute a total of 200 questionnaires on the network, collect measurement data on transformational leadership, turnover intention and organizational commitment, and take back the questionnaire after enough time to obtain data and information that can meet the research needs.

Although the five higher vocational colleges in the survey scope are representative, they cannot fully represent the situation of higher vocational colleges in the whole Guangxi region. Therefore, this study has certain limitations in the scope of data collection. At the same time, the number of samples surveyed is small, which will affect the research results to some extent. Organizational commitment is only one of the intermediary variables of transformational leadership and teachers' organizational commitment in higher vocational colleges. Whether there are other regulatory variables that play a role in it can be further studied in the future learning process.

2. Guiding Framework

The theoretical basis of this study is transformational leadership theory and social exchange theory.

The interplay between and among the variables is illustrated in the paradigm as following:

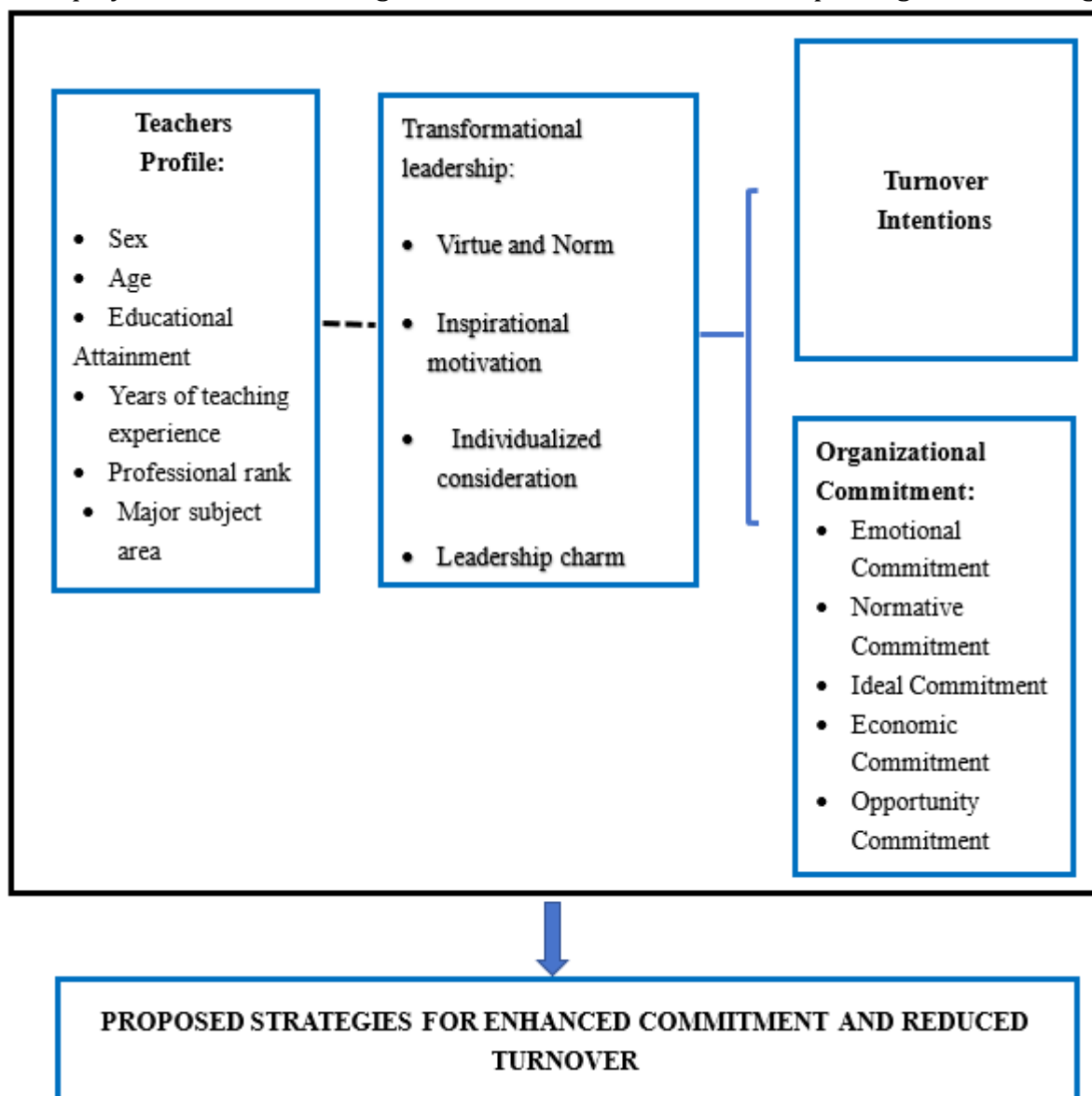


Figure 1. Research Paradigm

2.1. Hypothesis

Ho1: There is no significant difference in the assessment of the respondent teachers on transformational leadership when their profile is taken as a test factor.

Ho2: There is no significant difference in the assessment of turnover intention among teacher-respondents when their profile is taken as a test factor.

Ho3: There is no significant difference in the assessment of organizational commitment among teacher-respondents when their profile is taken as a test factor.

Ho4: There is no significant relationship between the respondents' assessment of transformational leadership and turnover intention.

Ho5: There is no significant relationship between the respondents' assessment of transformational leadership and organizational commitment.

3. Methodology

3.1. Research Design

The purpose of this study is to analyze the relationship and mechanism between transformational leadership and teacher turnover intention in Guangxi higher vocational colleges, and explore the intermediary role of teachers' organizational commitment between the two. The research design employed is going to be *descriptive comparative correlational analysis*. Therefore, this study will first determine the research direction based on the researcher's own teaching experience and the actual problems of school development in the context of the policy orientation of the country and Guangxi region, and then conduct the collation and synthesis of the relevant literature of various elements and variables involved in the research theme. Secondly, based on the leadership theory and organizational commitment theory, this study constructs the theoretical model and research hypothesis of the transformational leadership of Guangxi higher vocational colleges on teacher turnover intention with teacher organizational commitment as the intermediary variable. Thirdly, this study will use the validated questionnaire to collect sample data, use SPSS and LISREL software to conduct variance analysis, correlation analysis and regression analysis on the theoretical model, conduct empirical test on the research hypothesis, and draw the data analysis conclusion of this study. Finally, according to the results of the empirical analysis, the study puts forward countermeasures and suggestions for the research problems, and discusses how the leaders of higher vocational colleges in Guangxi can reduce the turnover intention of teachers, achieve the purpose of retaining teachers' talents for the school, and develop and strengthen the school.

3.2. Research Locale

This study will distribute questionnaires that have been discussed and determined by experts to teachers of five higher vocational colleges in Guangxi Zhuang Autonomous Region. This study will randomly select 40 teachers from each school and issue a questionnaire, with a total of 200 respondents. These five schools are representative higher vocational colleges, and their specialty coverage and development trend have their own characteristics.

3.3. Research Participants and Sampling Technique

The survey of this study will adopt the method of random distribution of questionnaires, without specifying any criteria for the respondents. The electronic version of the questionnaire will be uniformly distributed to 200 teachers in five higher vocational colleges in Guangxi on the network. Each higher vocational college will select 40 teachers to distribute questionnaires.

3.4. Research Instrument

The study will utilize survey questionnaires. Under the guidance of three professors and experts in education, the researcher discussed and analyzed with them, and consulted two doctors in education and experts in human resource management and organizational behavior to prepare a questionnaire.

The second part is the content of the questionnaire, including three questionnaires. The data of the three questionnaires are investigated and collected with questions of different dimensions, and scored with the paradigm of Likert scale. The first questionnaire is the transformational leadership measurement questionnaire, including 4 sub-dimensions and 26 questions. This questionnaire is based on the adjustment of the Transformational Leadership Questionnaire (TLQ) released by Chinese scholars Li C P. and Shi K. in 2005. Based on the development of leadership in China, TLQ believes that the structure of transformational leadership is composed of four dimensions: moral example, vision motivation, leadership charm and personalized care. The rating of the questionnaire is based on the Likert scale, with 5 points. The internal consistency of each dimension of TLQ is between 0.84 and 0.92, which is higher than the recommended value of 0.70 required by reliability measurement. All the questions of TLQ are highly correlated with the total score. Deleting any question will not improve the reliability. The question design is reasonable and effective. Through empirical research, transformational leadership has a significant effect on employee satisfaction, organizational commitment, turnover intention, and leadership effectiveness, and different dimensions of transformational leadership have different effects on employee satisfaction, organizational commitment, turnover intention, and leadership effectiveness, which confirms the differentiated and predictive validity of transformational leadership.

The second questionnaire is the teacher turnover intention questionnaire, which is adjusted according to the single-dimension scale released by Fan J L., a scholar from Hong Kong Special Administrative Region of China in 1998. This survey scale includes one dimension, namely turnover intention. There are four questions in one dimension, among which questions 1, 2 and 4 are positive questions, and question 3 is reverse questions. The 5-point scoring method of Richter scale is also used.

The third questionnaire is the teachers' organizational commitment questionnaire, which adopts the "organizational commitment questionnaire for Chinese employees" developed by Chinese scholar Ling W Q. et al. (2000). The questionnaire includes 5 dimensions and a total of 25 items, and the Likert 5-point scoring method is adopted. The scale combines the characteristics of Chinese culture, conforms to psychometric indicators, and has good reliability and validity.

This study takes the conference survey data as the research object, uses SPSS22.0 and LISREL8.7 statistical analysis software to carry out statistics and analysis on the survey data, and uses statistical analysis, reliability analysis, validity analysis, correlation analysis, regression analysis, structural equation and other empirical research methods.

3.5. Data Gathering Procedure

The permission to conduct and administer survey questionnaire to target respondents will be sought from the School Head. Once permission was obtained before data collection, the researcher will determine the number of questionnaires and estimate the time required for the survey. After randomly distributing the questionnaires to the teachers of the schools determined by the survey, sufficient time will be reserved until the number of questionnaires collected meets the needs of the study. Timely close the collection of the questionnaire, and the data collected through the questionnaire will be initially sorted out, and then handed over to the statisticians for professional data statistics and analysis. The questionnaire will be

distributed to the respondents through online publishing in the form of Questionnaire Star on Tencent platform.

3.6. Ethical Considerations

The investigation and research of this study will seek the consent of the respondents before starting, and will be conducted anonymously. The title of the questionnaire does not involve the privacy of the respondents. The researcher promises that all the information and data of the respondents will only be used for research and thesis writing, and take strict confidentiality measures, and will never disclose any information.

3.7. Statistical Treatment of the Data

This study takes the conference survey data as the research object, uses SPSS22.0 and LISREL8.7 statistical analysis software to carry out statistics and analysis on the survey data, and uses statistical analysis, reliability analysis, validity analysis, correlation analysis, regression analysis, structural equation and other empirical research methods.

This study will select teachers of different gender, age, education background, professional title and major from these five higher vocational colleges to participate in the questionnaire. The questionnaire will be distributed to the respondents through online publishing in the form of Questionnaire Star on Tencent platform.

The collated data will be forwarded to the statistician for data analysis. The following will be treated for the analysis of the data:

Frequency Count and Percentage. This was used by the researcher in the analysis of the data profile in terms of sex, age, years of teaching experience, and educational attainment, professional rank, major subject area.

Weighted Mean. This will be used by the researcher in determining the magnitude of the responses of the teacher respondents on the assessment of their leadership, organizational commitment, and turnover intention.

This study takes the conference survey data as the research object, uses SPSS22.0 and LISREL8.7 statistical analysis software to carry out statistics and analysis on the survey data, and uses statistical analysis, reliability analysis, validity analysis, correlation analysis, regression analysis, structural equation and other empirical research methods.

In order to make the grading criteria for evaluation and judgment more accurate and clear, the following Likert scale presents the range of means and their verbal interpretation according to the prescribed format:

Value	Point Range	Adjectival Description	Interpretation
5	4.50 – 5.00	Strongly Agree	Highly Manifested/Most Likely/Highly Committed
4	3.51 – 4.50	Agree	Manifested/More likely/Committed
3	2.51 – 3.50	Moderately Agree	Moderately Manifested/Likely/Moderately Committed
2	1.51 – 2.50	Disagree	Less Manifested/ Hardly/ Less Committed
1	1.00 – 1.50	Strongly Disagree	Not Manifested/Unlikely/ Not Committed

T-test and/or ANOVA. These will be used by the researcher in the analysis of the comparison of the assessments of the teacher respondents when their profile is taken as test factors. For two group categories, the t-test will be used; for more than two groups, the ANOVA will be used.

Pearson r Product Moment Coefficient Correlation. This tool will be used in the analysis of association between 2 variables, that is, between transformational leadership and turnover intention; between transformational leadership and organizational commitment.

Decision Criteria

The statistical analyses of the tests of comparison will use the 5% level of significance. If the obtained sig value is less than the 5% set, the null hypothesis will be rejected; otherwise, it will be accepted.

4. Summary of Finding

On the basis of the data analysis and interpretation, this paper contains the summary of findings, draw conclusions and puts forward recommendations for future researches.

4.1. Profile of the Respondents

In terms of the profile of teachers in the higher vocational colleges, the majority of them are female wherein the highest frequency observed in their age fell under the range of 40-50 years old. The educational level of the respondents see the majority of them had a master's degree. Furthermore, many of the respondents had taught their respective schools from 6 to 10 years. The title or professional rank that was dominated by the respondents was lecturer followed by the associate professor.

4.2. Assessment on the effect factors of transformational leadership in higher vocational colleges

The overall assessment on the transformational leadership in higher vocational colleges revealed a manifested condition. The details showed that the assessments generated result that was interpreted "Moderately manifested" to all dimensions of transformational leadership; such as in:

4.2.1. In terms of virtue and norm, it was moderately manifested although the assessments revealed varied opinions as indicated by the large value of standard deviation.

4.2.2. In terms of inspirational motivation, it was moderately manifested and heterogeneously assessed.

4.2.3. In terms of individualized consideration, it was moderately manifested with diverse assessment as evident by large standard deviation score.

4.2.4. In terms of leadership charm, it was moderately manifested but not uniformed assessed by the respondents.

4.3. Difference in the teachers' assessments of transformational leadership of school leaders when their profile is taken as test factor

Using t-test of independent samples, the overall assessment was not significant when the profile was taken as a test factor, the details showed that:

4.3.1. Differences in terms of Sex

The calculated difference in the teachers' assessments of transformational leadership of school leaders by respondents' sex revealed no significant differences in terms of virtue and norm, inspirational motivation, individualized consideration and leadership charm.

4.3.2. Differences in terms of Age

There was no significant difference in the respondents assessment of the dimensions of transformational leadership grouped according to their age. It implied that irrespective of age

groupings the respondents had similar opinions regarding the transformational leadership of school leaders.

4.3.3. Differences in terms of Educational level

There was no significant difference in the respondents assessment of the dimensions of transformational leadership grouped according to their educational level. It implied that regardless of educational level, the respondents were consistent in their assessment of the transformational leadership of school leaders.

4.3.4. Differences in terms of Years of teaching

No significant difference existed among respondent grouped regardless of their years of teaching experience.

4.3.5. Differences in terms of Professional ranks and titles

There was no significant difference in the respondents assessment of the dimensions of transformational leadership grouped according to their professional ranks and titles. It implied that professional ranks and titles are not factors in their assessment of the transformational leadership of school leaders.

4.4. Assessment of the respondents on the teachers' turnover intention

The overall assessment on the turnover intention was "Likely" going to happen. The details showed that the ranked items: I often have the idea of leaving my job; followed by plan to pursue long-term career development in my current school; Rank 3: I may leave my current school next year; Rank 4: If I follow the current career development, it will be difficult for me to obtain a better future. However, the assessment was not unanimous, indicating that turnover intention maybe the true to some but not all of them.

4.5. Assessment of the Teacher Respondent on their Organizational Commitment

The overall assessment of the teacher respondents on their organizational commitment was interpreted "Moderately committed". The details on the dimensions indicate as follows:

Although all respondents assessment were interpreted "Moderate commitment", the ranking generated diverse assessment as revealed in the result of ranking where, Opportunity commitment, ranked first, followed by both Normative commitment and Emotional commitment. Fourth rank is Ideal commitment and Economic Commitment was assessed last.

4.6. Difference in the Teachers' Assessments of their Turnover Intention and Organizational commitment when their profiles are taken as a test factor

Using t-test of independent samples and ANOVA, the results accepted the null hypothesis, indicating no significant differences in comparative analysis when the following profile were assessed:

4.6.1. In terms of sex

There was no significant difference in the teachers' assessments of turnover intention by respondents' sex. Remarkably, the idea of respondents in leaving their jobs provided a significant result among others as considered by female respondents. But there was no significant difference in the assessment between male and female on their organizational commitment.

4.6.2. In terms of Age and in terms of educational level

Regardless of age, and their educational level, the teachers did not differ significantly in their turnover intention nor in their organizational commitment.

4.6.3. In terms of years of teaching and of their professional rank and titles

It did not generate significant differences across all its indicators. This implied that regardless of years of teaching nor professional rank or titles, the respondents had similar views regarding their turnover intention and organizational commitment.

4.7. Relationship between the Teacher's assessment of their Transformational leadership and Organizational commitment

A strong and positive relationship have existed between dimensions of transformational leadership in terms of norm and virtue, inspirational, individualized consideration and leadership charm and all variables of organizational commitment. A highly manifested transformational leadership of its administrator brings about a strong commitment in their teachers .

5. Conclusion

Based on the findings of the study, the following conclusions are hereby drawn:

5.1. The respondents have personal profiles that can provide mature assessment of the school leaders transformational leadership, assess their own turnover intention and work commitment objectively.

5.2. Individual differences categorized according to circumstances and culture may have played an influencing role in the assessment of a moderately manifested transformational leadership among its respondents.

5.3. With a wavering commitment and not so evident transformational leadership, it can be inferred that some teachers may likely leave the organization, although with uncertainty of the future some will opt to stay.

5.4. It can be deduced that indeed there could be other factors that are likely considered to determine commitment to one's organization and therefore it can be said that there are profiles such as sex, age, educational level, years of teaching and professional titles are not factor of work commitment.

5.5. The implication of this research shed light into the intricate lives and relationship between the administrators and their teachers. It emerged as a model for harmonious co-existence of give and take relationship where one leads and the other serves. As the society continue to navigate the challenges in an educational workplaces, the lessons learn are invaluable. The more favorable leadership that transform those led, the more the teacher shows greater commitment to that institution. In essence, the theory of social exchange explained the maximization of mutual interests, where teachers benefits through emotional support, appreciation and honor while at the same time, administrators attained increased personal sense of responsibility and trust.

6. Recommendation

As a result of findings and conclusions , the herein recommendation is attached;

6.1. Since the result showed moderate manifestation of transformational leadership, it implied the lack of visibility among school leaders, thus it is suggested for the administrators to be seen and heard in the school.

6.2. There are reasons to believe that the work place can be a magnet to hardworking teachers, but that there are some negative conditions that make the qualified and effective teachers likely to leave their place of work, therefore retention for these teachers must need proper administrative consideration. Find out their reasons for their intention to leave. School much address what are missing in what school can offer in return.

6.3. Commitment to stay in school is not about economic needs, the school must find ways to retain those deserving. Conduct means of intrinsically rewarding or recognizing the felt needs not recognized by the leadership in the school.

6.4. The proposed retention program is endorsed for adoption by the school management.

7. Author Biography

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