

**HEADTEACHERS' LEADERSHIP STYLES AND TEACHER TURNOVER IN FCA-
FUNDED REFUGEE SETTLEMENT SECONDARY SCHOOLS IN
BIDI-BIDI, YUMBE DISTRICT, UGANDA**

BY

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DECLARATION

I, Okuyo Francis Amato, do declare that this is my own original work and has not been presented to any University for the award of a degree. No part of this research should be reproduced without the authors' consent or that of Muni University.



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APPROVAL

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DEDICATION

I dedicate this work to my son Kingii Damian Amato.

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May the Lord reward them!

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variables
DEO	District Education Officer
FCA	Finn Church Aid
NGO	Non-governmental Organisation
OPM	Office of the Prime Minister
PEB	Pro-environmental Behaviours
PTTCs	Primary Teacher Training Colleges
SAGs	Structured Administered Questionnaires
SPSS	Statistical Package for Social Scientists
SS	Secondary Schools
UNHCR	United Nations High Commission for Refugees

ABSTRACT

The study aimed to establish how Headteachers leadership styles relate with the teacher turnover in FCA funded refugee settlement in Bidi-Bidi, Yumbe District, Uganda. The objectives of the study were to establish the relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda, to determine the relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda and to find out the relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. A cross-sectional study design was used. Both quantitative and qualitative approaches were adopted with a sample of 197 respondents. Cluster and Simple random sampling technique was used to select amongst the Teachers, while purposive sampling was used to select the FCA Project Manager, Headteachers, Deputy Headteachers and Director of Studies. Quantitative data analysis consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Pearson correlation (r), regression statistics and ANOVA) while qualitative analysis used thematic approach. Findings revealed a significantly moderate positive correlation ($r = .363$) between autocratic leadership style and teacher turnover; a significantly very weak negative correlation ($r = -.235$) between transformational leadership style and teacher turnover; and a significantly weak negative correlation ($r = -.295$) between transactional leadership style and teacher turnover. Thus, it was concluded that Headteachers leadership styles significantly affected teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. It is recommended that FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda should focus much on transformational leadership styles, less on transactional leadership styles but avoid as much as possible autocratic leadership styles to reduce teacher turnover in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

In secondary schools serving refugee settlements in Uganda's Bidi-Bidi Yumbe District, supported by Finn Church Aid (FCA), the study looked at the relationship between headteacher leadership styles and teacher turnover. Teacher turnover served as the dependent variable, and the independent variables used to quantify headteachers' leadership styles included authoritarian, transformational and transactional leadership styles.

The context of the study, the problem statement, the purpose and objectives of the investigation, the research questions and hypotheses, the conceptual framework, the significance of the study, the justification of the study, the scope of the study, and the operational definitions of essential terms are all covered in this chapter.

1.2 Background to the Study

This section of the dissertation contains the background information for the study from a historical, theoretical, conceptual, and contextual standpoint.

1.2.1 Historical Perspective

The management of personnel, their turnover, retention, and the organisation as a whole have all benefited from the application of leadership in recent years (Obungu et al., 2021). Human resource management has gradually supplanted the conventional idea of personnel administration. To increase employee performance and lower turnover rates in an organisation, it is important to strategically integrate new leadership styles into effective management of people (Obungu, 2021).

Gomba (2017) claims that managers are still having trouble dealing with employees quitting their positions in an organisation. Any firm expects its staff to behave well. Therefore, managers should apply tactics like better leadership styles to keep talented employees or staff in the company. Maintaining quality employees is crucial to retaining consumers and avoiding the costs associated with replacing them, which lowers turnover.

In a related study, Kuranchie-Mensah & Amponsah-Tawiah (2016) highlight that the leadership style chosen by the Headteachers affects the type of relationship displayed by the Headteachers and their workforce. In essence, the headteacher's leadership techniques continue to be crucial for achieving organisational performance and reducing personnel turnover. A successful leader must have excellent diagnostic skills and adapt their style to the needs of the environment in which they work. Depending on the number of directives, level of empowerment, and decision-making authority, several leadership styles are applied to the workforce. An administrative phenomenon shows that the performance requirements, circumstances, and leadership contingencies have been allowed to suffocate on their own. As a result, the various leadership philosophies employed by Headteachers to give instructions to the workers they supervise in various schools have long been a contributing factor to employee attrition and turnover (Kuranchie-Mensah & Amponsah-Tawiah, 2016). The current study examined how the independent variable, headteacher leadership, and its various leadership philosophies, including transformational, autocratic, and transactional, affect the dependent variable, teacher turnover phenomena.

Many newly qualified teachers opt not to teach at all or leave the profession within a few years in Western nations when adequate teacher training is provided (Ingersoll et al., 2014). Ingersoll et al.'s (2014) study in the United States found that only 60% of teachers who are trained for the

profession actually decide to enter the profession after graduation, and more than 50% leave the profession within the first five years, contributing to a high teacher turnover rate. According to Ingersoll et al. (2014), 45 percent of highly qualified teachers who left the profession at the end of 2013 cited reasons related to unhappiness with their working circumstances, including large class sizes and long working hours, low pay, insufficient classroom supplies, students' disobedience, a lack of development opportunities, a lack of involvement in decision-making, and poor school leadership. As a result, America loses roughly 500,000 teachers each year at a cost of between \$1 and \$2 billion USD (Haynes, 2014).

Similar to this, the situation is the same in the United Kingdom, where 40% of teachers quit their jobs within the first three years (Ingersoll et al., 2014). According to a study on teacher turnover by the House of Commons Education Committee (2017), which Courtney et al. (2017) noted, those who leave the profession experience excessive workloads and receive inadequate professional support. The poll also revealed negative effects on teacher retention, including low pay, excessive workload, a lack of job satisfaction, and poor professional development. The execution of the curriculum is hampered by the high turnover rates of science teachers, which has an impact on students' science performance and educational quality (Worth & De Lazzari, 2017). The purpose of the current study was to determine whether the same characteristics that influence teacher turnover in western nations also apply to the Bidi-Bidi refugee settlement in Yumbe District, Uganda.

Due to the working conditions—that is, the pay, the difficult living conditions, and individual career development ambitions—Syrian refugee settlement schools in Canadian city (Lethbridge) found it extremely difficult to retain newcomers on the job of teaching in their schools (Agrawal & Sangapala, 2021).

According to a study by Mahfouz et al. (2020) on the educational challenges faced by Syrian refugees in Lebanon, principals constantly struggle to establish a stable learning environment rather than concentrating on leadership and academic performance, which puts teachers' and students' basic needs at risk. Therefore, the purpose of this study was to clarify the connection between the leadership philosophies of the Headteachers and teacher turnover in Yumbe District's secondary schools serving refugee settlements.

Evidence from Africa suggests that due to low retention rates, many teachers are leaving their professions and the region is experiencing a teacher shortage. A study by Ziduli et al. (2021) looked into what motivates effective teachers to remain in the teaching profession in Tanzania and identified adequate pay, a supportive workplace, mentoring programmes, and career advancement opportunities as some of the driving forces preventing teacher turnover in schools. Findings showed that 72% of respondents believed that a low wage was the main cause of their dissatisfaction. The study also stated that if immediate measures are not made to address teacher turnover in public secondary schools, the profession may be in danger. Therefore, the purpose of this study was to determine how the leadership styles of headteachers and teacher turnover compared in secondary refugee settlement schools in Yumbe District, Uganda.

In their study, Bengtsson et al. (2020) found that teachers play a crucial role in educating children, who make up more than half of the 25.9 million refugees worldwide. In their study, they concluded that efficient teacher administration is essential for ensuring that these young people in Ethiopia receive an inclusive, egalitarian, and high-quality education. The study set out to identify which leadership style, out of a variety, would be most effective in keeping the FCA-employed teachers in Yumbe District's secondary schools.

According to a study by Mendenhall et al. (2021), instructors in the Kenyan refugee camp of Kakuma are effective promoters of inclusive classrooms since the students there are the psychologically traumatised byproducts of tragedy, violence, and death. A group of teachers should be retained for a while, according to Mendenhall et al. (2021), to see improvements in the inclusive learning environment. The findings from a study by Mendenhall et al., (2019) provided guidance for educational practitioners and policymakers working in contexts of displacement to enhance teachers' well-being, knowledge, and skills through the development of locally tailored, culturally appropriate approaches to teacher professional development. As a result, the researcher aimed to advance the same among educational managers in FCA-funded refugee settlement schools in Yumbe District.

In research on emergency education, Sinclair (2001) deemed education to be a human right that is significant in and of itself while also "enabling" access to other rights. As a result, governments are required by the Convention on the Rights of the Child to encourage free and compulsory primary schooling as well as access to secondary and university education based on need (Sinclair, 2001). However, for the sake of the present study, the researcher wanted to concentrate on the leadership styles of headteachers and teacher turnover in Yumbe District FCA-funded schools.

According to a study by Mutune and Orodho (2014) on the explanatory factors of teacher turnover in secondary schools in Embu County; salaries, opportunities for professional development, promotions, and teacher workload all help to lower the percentage of teacher turnover. Similar to this, Mburu (2022) conducted research on worker turnover intentions and motivational techniques in financial companies. According to the study, remuneration, possibilities for professional advancement, and the workplace environment all had a favourable,

significant impact on employee retention. Therefore, the purpose of this study was to determine how the leadership styles of head teachers connect to teacher turnover in secondary schools located in refugee settlements in Yumbe District, Uganda.

According to a study conducted in Uganda by Edabu and Anumaka (2014) on motivational techniques and the retention of university staff, employee benefits, promotion practices, and staff recognition all play a role in keeping staff members on board. Although Amzat et al. (2017) and Edabu & Anumaka (2014) identified different motivating techniques influencing teacher turnover, these studies were conducted in Malaysia and Uganda, respectively. In contrast, the researcher's goal in this study was to determine the connection between headteacher leadership styles and teacher turnover at secondary schools serving refugee settlements in Yumbe District, Uganda.

In Uganda, Tuok (2018) conducted research on the variables influencing the delivery of high-quality education for the welfare of children in the Kiryandongo refugee settlement and discovered that benefit returns, instructional materials, relationships between administrators and teachers, among other things, are accountable for the delivery of high-quality education. This study, which examined the link between teacher turnover and leadership styles at secondary schools supported by FCA in the Bidi-Bidi refugee settlement in Yumbe District, was intended to support this claim.

People switch between educational institutions for a variety of reasons (Lo et al., 2010). According to Lo et al. (2010), the most frequent reasons given by employees for leaving their positions are job stress, a lack of institutional commitment to higher education, and job discontent. In order to determine whether the reasons for leaving the teaching positions in the secondary schools for refugee settlements supported by FCA in Bidi-Bidi, Yumbe District,

Uganda, are the same as those put forth by Lo et al. (2010), the researcher wanted to conduct the current study. As a manager is the initial reflection of the organisation in the eyes of the employees, it should also be mentioned that a manager's leadership style may be among stressors (Lo et al., 2010). In the literature study, additional information is revealed about this subsection.

1.2.2 Theoretical Perspective

McGregor's theories X and Y served as the foundation for this study. Task-oriented and relationship-oriented management styles, as developed in behavioural theory, are the two extreme management styles that Douglas McGregor famously distinguished between Theory X and Theory Y. McGregor made the profound remark that managerial practice frequently communicates some very basic assumptions about the nature of humans in his 1960 book, "The Human Side of Enterprise" (McGraw-Hill): two opposing hypotheses of human nature are as follows.

According to Theory X, the typical person lacks ambition, is self-centered and sluggish, dislikes change, and longs to be told what to do. The associated managerial strategy places a strong emphasis on total control, which is accomplished by an autocratic leadership style. It claims that fear and pain are the two main factors in employee motivation. Because Theory X is criticised for its pessimistic viewpoint on people and its autocratic approach to upholding organisational standards, it was a great choice to utilise in attempting to explain the research's findings.

According to Theory Y, people actively shape their surroundings and selves rather than simply reacting to it. They yearn to mature and take on more responsibility. Therefore, the ideal strategy for managing them is to manage them as little as possible. The Y types advise watering them and letting them grow. Transactional and transformational leadership philosophies in management are consistent with Theory Y. Adopting hypothesis Y would, it stands to reason, aid in lowering

teacher turnover. The literature review in Chapter 2 has more detail on the theory that served as the foundation for this investigation.

1.2.3 Conceptual Perspective

The ability of a person or organisation to "lead" or guide other people, teams, or an entire organization—in this example, schools—is referred to as leadership. Leadership is also a practical talent.

Armstrong (2009) defines leadership as the process of motivating others to give their best effort to attain the desired outcome. He said that this entails creating and sharing a future vision, inspiring individuals, and guaranteeing their engagement.

Therefore, according to Raziq et al. (2018), leadership is the process of influencing the behaviours of people or structured groups such that they obediently comply with the leader's instructions. Keep in mind that in order to be a leader, you must interact directly with people, create internal and external reporting structures with them, use effective leadership techniques, persuade them, and inspire them. A manager's implementation of plans, direction, and teacher motivation in the context of a secondary school are all characterised by their leadership style.

In a nutshell, a leadership style may be described as the way a Headteacher for secondary schools directs their staff and puts plans into action. The following leadership philosophies were employed in the conduct of this study:

Autocratic or authoritative leadership

This approach to leadership is frequently referred to as the classical one (Gordon, 2013). A manager is the most powerful person, the main decision-maker, and the authority under this type

of leadership (Gordon, 2013). He continued by saying that in this management style, a manager does not consult with subordinates before providing orders. When there is no time for discussions or during crisis or emergency management, to new staff, and regardless of the manager's level of expertise, this style of leadership is ideal.

This leadership approach is founded on the conventional idea that managers should direct and control their teams. According to NawoseIng'ollan and Roussel (2017), those followers (employees beneath them) are deferential subordinates who carry out directions. According to Gordon (2013), employees under autocratic leadership styles are expected to carry out their manager's instructions even if they disagree or do not get an explanation. Therefore, the purpose of this study was to determine the relationship between autocratic leadership and teacher turnover in the secondary schools in the FCA-funded refugee settlement in Bidi-Bidi, Yumbe District, Uganda.

A transformational style of leadership

James MacGregor Burns initially proposed the idea of transformational leadership in 1978. Burns was a leadership specialist and presidential biographer who concentrated mostly on enhancing management concepts and practices (Rich, 2013). He asserted that transformational leadership is shown when a leader inspires followers to raise their levels of motivation, belief, perception, and coalition with the organisation's goals, keeping them in their existing positions.

Burns emphasised further that a transformational leader must be able to articulately communicate the objectives that must be fulfilled in order to succeed as well as the means by which they will be accomplished (Rich, 2013). Therefore, transformational leadership is a style of leadership that inspires followers by referencing loftier aspirations and moral principles. This kind of leadership

can drive staff to go above and beyond expectations and change both the individual and the organisation (Bass, 2012).

The foundation of transformational leadership is idealised influence, intellectual stimulation, inspiration, and motivation with a focus on the individual. In the context of our school, a Headteacher incorporates staff members in the decision-making process, but a leader retains authority or final decision-making for resolving conflicts (Bass, 2012). Therefore, it was the responsibility of the current researcher to determine if the qualities of transformational leadership as articulated link favourably or unfavourably to teacher turnover in secondary schools supported by FCA in the Bidi-Bidi refugee settlement of Yumbe District, Uganda.

A transactional style of leadership

Burns (1978) invented the transactional leadership style, which he aptly defined as an exchange of the relationship between the leader and the followers (Sabir & Khan, 2011). A transactional leader uses incentives and sanctions to encourage staff and employees to work for the organisation. Outstanding employees receive rewards, whereas infractions of established work allocations, rules, or targets might result in sanctions.

Through an exchange process, transactional leadership encourages follower compliance with requests from the leader but is less likely to inspire passion and dedication for a task aim. It should be mentioned as well that transactional leaders prioritise task completion and personnel performance (Anyodo, 2019). This explains why these leaders employ both constructive and destructive methods to guarantee the accomplishment of their objectives. Transactional leaders do not demand innovation from their staff.

Corrective measures have included the use of transactional leadership (Suresh, 2018). Three aspects of transactional leadership include management by exception, including passive and active management by exception, and dependent reward. A leader projects the character and problem that would occur and tries to provide answers before to the problem occurring is known as management by exception active (Suresh, 2018). A leader who practices passive management by exception, on the other hand, waits for a problem to arise before taking action. In contrast, contingent reward refers to the strategies a leader employs to inspire subordinates in order to achieve desired outcomes (Sabir & Khan, 2011). At the current study, teacher turnover at the secondary schools in the Bidi-Bidi refugee settlement in Yumbe District, Uganda, was compared to transactional leadership style.

Teacher Turnover

Prior to this, the majority of people entered firms and stayed for a very long period, sometimes for the duration of their working life. It wasn't until the 1970s and early 1980s that the concept of employee turnover began to become common place. However, as work mobility and voluntarily changing positions started to rise drastically, companies began to face the issue of employee turnover, and an employee retention strategy on specific jobs started to be established (Obungu et al., 2021).

As a result of globalisation, technological advancement, retirement, resignations, terminations, and the high costs associated with retaining innovative employees in a competitive labour market, employee turnover is one of the most fundamental issues facing educational managers and headteachers that is gaining more and more attention (Ingersoll et al., 2014).

According to Alparslan & Saner (2020), the concept of teacher attrition may be decreased by retaining or encouraging employees to stay with a company for a lifetime or a maximum amount of time, and this is mostly reliant on the leadership styles. Employee retention is a tactic used by organisations to keep a productive workforce while also meeting operational needs, hence lowering teacher attrition (Mehta et al., 2014).

According to Furxhi (2016), putting in place a retention plan encourages employees to stick around for the longest possible time. Every business should treat its personnel as ends in themselves rather than as means to other ends because they are its greatest asset and contribute value to the company. Any organization's long-term health and success therefore depend on keeping essential personnel on board (Furxhi, 2016). But he went on to say that it's harder than ever to keep talented workers. In order to maximise the benefits an organisation derives from such retained workers; concerted steps must be made to prevent employee turnover rates from rising unnaturally.

On the other hand, teacher retention strongly depends on the leadership styles used by Headteachers in secondary schools, according to a study on teacher retention and student achievement by Alparslan & Saner, 2020. Due to the significance of teacher retention, this study looked at leadership styles including authoritarian, transformational, and transactional to identify its antecedents.

According to Chandiook & Chaturvedi (2015) and Billingsley & Bettini (2019), teacher turnover is commonly described as teachers quitting their jobs or changing schools. The main goal of reducing employee attrition is to keep qualified academics in the school or educational setting, as doing so could have a negative impact on the provision of effective services (Samuel &

Chipunza, 2009). He went on to describe turnover as the voluntarily and involuntarily leaving and entering of an organisation into a setting that encourages long-term employment.

In order to keep personnel in the company and reduce the incidence of voluntary turnover, human resources must be maintained (Madigan & Kim, 2021). Retention's primary goal is to keep capable personnel from leaving the company, as doing so could have a negative impact on output and customer satisfaction (Chandiok & Chaturvedi, 2015).

The main causes assumed for teacher turnover in this study were transfers, abscondments, and resignations, all of which need to be managed appropriately. Additionally, it should be highlighted that retention enables senior and line managers to successfully recruit and retain key talents and high-performing personnel. According to Ingersoll et al. (2014), the goal of retention policies should be to find and keep dedicated people for as long as doing so is profitable for both the organisation and the employee.

The percentage of instructors quitting their jobs as educators in a given school year is known as the academic staff turnover rate (Nguyen et al., 2019). A high turnover rate indicates that more personnel than would be expected in your industry have left the company (Mugizi, Tumuhaise, et al., 2019).

Turnover, according to Carver-Thomas & Darling-Hammond (2019), refers to leaving teaching entirely to accept a job outside of it, for reasons such as child rearing, health issues, or family. The literature review will go into greater detail on this element of dependent variable.

1.2.4 Contextual Perspective

The Human Resource Department of FCA 2022 reports that there is a high teacher turnover rate in the secondary schools for refugee settlements financed by FCA in the Bidi-Bidi Yumbe District of Uganda. FCA is an implementing partner for UNHCR's Education programme.

As stated clearly in the Human Resource Department report of 2022, this is demonstrated by the consistent teacher turnover in secondary schools serving refugee settlements in the Bidi-Bidi Yumbe District of Uganda. These schools are managed by Finn Church Aid (FCA), the UNHCR implementing partner for education in the Bidi-Bidi refugee settlement area. The teachers hired and fired in the secondary schools supported by FCA in the Bidi-Bidi, Yumbe District, Uganda, refugee settlement are listed in the table below.

Table 1: Number of Teachers Contracted and those who left in secondary schools in Bidi-Bidi refugee settlement in Yumbe District – Uganda

Contract Year	2016	2017	2018	2019	2020	2021
Contracted Teachers	146	153	179	258	294	311
Teachers who left	07	12	25	84	81	62

Source: Adopted from Human Resource Department of FCA (2022).

The issue of teachers quitting their jobs at secondary schools serving refugee settlements in Bidi-Bidi, Yumbe District frequently comes up during evaluation meetings for educational personnel, particularly for teachers in FCA and the District Education Office in charge of Emergency education. As a result, this research in the field and within this geographic area is necessary.

Some leaders struggle with flexibility and tend to adhere to their methods despite the fact that no strategy works in every circumstance. However, some managers who are poor leaders frequently get complacent and content with the status quo because they lack a clear vision for the future.

The researcher decided to conduct this study since they fail to present a clear plan for how to consistently improve on the recurring teacher turnover.

1.3 Statement of the Problem

Teachers are often hired by FCA, a UNHCR implementing partner for education in the Bidi-Bidi refugee settlement in Yumbe District, Uganda, for a one-year renewable term. FCA organization normally provides onboarding trainings, accommodation, pays prompt salary, capacity building, a good work environment, work-life balance, appointments and promotions are also ensured in order to make teachers to work effectively and complete their contract periods in bid to also work for long in the settlement.

However, the teachers are seen absconding and absenting from duty, resign, and transfer their services and even burnout. Turnover rates have remained high for example 7 out of 146, 12 out of 153, 25 out of 179, 84 out of 258, 81 out of 294 and 62 out of 311 in the years of 2016, 2017, 2018, 2019, 2020 and 2021 respectively as shown by records of FCA human resource department. This has affected student academic achievement and increase direct and indirect costs associated with replacing teachers due to turnover.

A number of factors have been associated with teacher turnover to mention lack of higher salaries and school climate factors (Williams et al., 2021); leadership styles of the educational managers (Ingersoll et al., 2014) and job insecurity and exceeding workload (Amitai & Van Houtte, 2022). Different studies show conflicting results about the type of relationship between headteachers' leadership styles and teacher turnover (Owusu, 2020; Ingersoll et al., 2014 and Amutabi 2018). Furthermore, no research has been undertaken to establish whether the headteachers' leadership styles reduce teacher turnover in Bidi-Bidi refugee settlement. It is on

this background that this study sought to examine the type of relationship between headteachers' Leadership styles and teacher turnover in FCA run schools in Uganda's Bidi-Bidi refugee settlement.

1.4 Purpose of the Study

The goal of the study was to determine how the leadership styles of headteachers and teacher turnover correlated in secondary schools in Uganda's Bidi-Bidi, Yumbe District, which are sponsored by FCA.

1.5 Objectives of the Study

The following objectives that guided the study:

1. to establish the relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda.
2. to determine the relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda.
3. to find out the relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda.

1.6 Research Questions

The study addressed the following questions:

1. Is there a relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District?
2. What is the relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District?

3. Is there a relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District?

1.7 Research Hypotheses

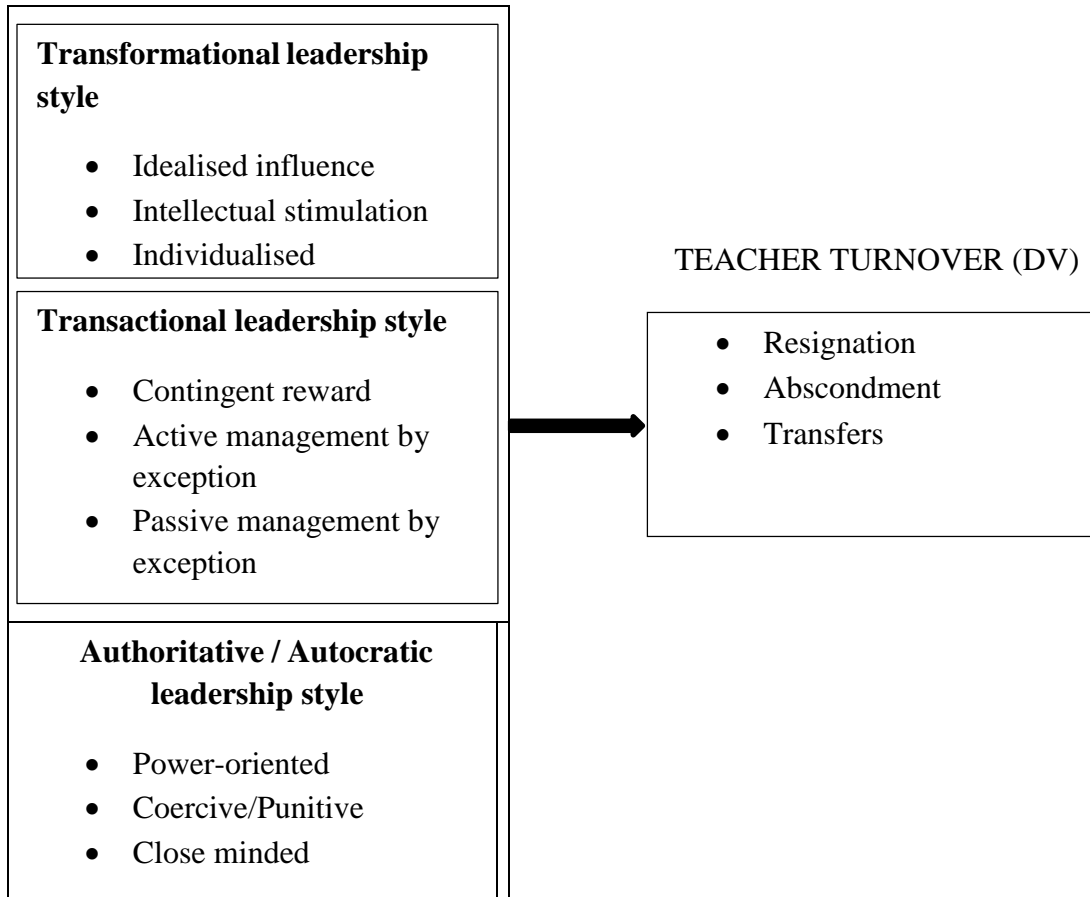
The study was guided by the following hypothesis:

1. There is statistically significant relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda.
2. There is statistically significant relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda.
3. There is statistically significant relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda.

1.8 Conceptual Framework

The conceptual frame that was used to guide this study is as indicated in the figure below.

HEADTEACHERS' LEADERSHIP STYLES (IV)



Source: Adopted with modification from Bass and Avolio (2004)

Figure 1: Relationship between Headteachers' leadership styles and teacher turnover

The leadership philosophies of headteachers and teacher turnover served as the study's independent and dependent variables. The three leadership ideologies of the headteachers were authoritarian, transformational, and transactional. Transfers, abscondments, and resignations among teachers were analysed. The relationship between the independent and dependent variables is seen in Figure 1 above. The theory holds that authoritarian, transformational, and transactional leadership styles all increase the likelihood that teachers may remain in their roles

at the same school, decreasing the rate of teacher turnover. On the other side, when authoritarian, transformational, and transactional leadership styles are employed, it is harder to maintain teachers in their jobs at the same school and this leads to increased teacher turnover rates.

1.9 Significance of the Study

The major goal of this study was to identify strategies for lowering or perhaps even halting the high teacher turnover rate in secondary schools serving refugee settlements in the Bidi-Bidi Yumbe District. The following are some of the study's significances:

The benefits and drawbacks of headteacher leadership styles were discussed, as well as how they affected teacher retention and the learning environment in secondary schools.

The results of the study will also adequately inform the authorities—the FCA and others in charge of headteacher appointments—about the traits of leadership that should be considered before entrusting people with such important and vital responsibilities.

The results of this study will also increase headteachers' awareness of the different leadership philosophies and assist them in determining the type of leadership that encourages teacher retention while lowering teacher turnover.

In order to reduce teacher turnover in secondary schools serving the Bidi-Bidi refugee settlement, it will also strengthen ties between Headteachers and teachers as well as those between teachers and students.

Additionally, it is anticipated that the results of this study will greatly widen the body of knowledge and literature in the field and add to the pool of leadership styles and teacher turnover rates. It might also be used as a resource by researchers in the future.

By identifying leadership styles associated with the efficiency of work performed by a leader and his or her followers, the research study is extremely essential and crucial in helping leaders to effectively lead teams to greatness.

The goal of the study was to determine whether leadership styles are one of the major factors influencing employee turnover as well as the degree to which each leadership style affects teacher turnover in a school.

1.10 Justification of the Study

In this context of Headteachers' leadership styles and teacher turnover in FCA-funded refugee settlement secondary schools in the Bidi-Bidi, Yumbe District, the hypotheses employed in this study have never been shown to be correct or untrue.

It should be highlighted that this is a major difficulty that the FCA organisation, as well as other educational players in Uganda and throughout the world, are currently experiencing. This study was urgently needed to offer solutions to the serious issue of high teacher turnover rates because no previous study of this kind has ever been conducted in this region.

1.11 Scope of the Study

The scope of this study was be divided into three contexts namely, geographical scope, content scope and finally time scope.

1.11.1 Geographical Scope

The study, which concentrated on the leadership styles of the Headteachers and teacher turnover, was limited to secondary schools in Uganda's Bidi-Bidi, Yumbe District that were supported by FCA. Nipata SS, Ariwa SS, Kado SS, Yoyo SS, Valley View SS, Highland SS, and Yangani SS are secondary schools supported by FCA. In order to minimise costs, time, and interest in the

study, the researcher concentrated on just seven secondary schools in the Bidi-Bidi, Yumbe District of Uganda that are supported by the FCA.

1.11.2 Content Scope

The research focused on the relationship between various leadership styles, including autocratic, transformational, and transactional leadership styles, and teacher turnover in secondary schools serving refugee settlements in Bidi-Bidi, Yumbe District, Uganda.

1.11.3 Time Scope

The study was carried out between January 2017 and January 2022. This was since any research should seek out data that is not older than five years to ensure authenticity (Amin, 2005).

1.12. Operational Definitions

These operational definitions comprise of the independent variable (IV) and dependent variable (DV) and the constructs of each of the IV and DV as follows:

Turnover is a reduction or decrease in numbers, size, or strength of teachers in the refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda.

Resignation is the formal act of teacher leaving or quitting ones' office or position.

Abscondment in this study is defined as absence from duty without permission for a continuous period of twenty-one (21) working days.

Transfer in this study is defined as an act of a teacher to move from one institution to another at the same level.

Teacher turnover rate is the percentage of teachers exiting the educational institution in a given school year.

Transformational leadership is a leadership style that motivates followers by appealing to higher ideals and moral values which can inspire employees to perform beyond expectations and transform both the individual and the organizations.

Transactional leadership is a leadership style which involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to a task objective.

Autocratic leadership is a leadership style characterized by individual control over all decisions and little input from group members.

Leadership styles as the manner a leader leads, which is reflected in some of the things headteachers do which include: how they communicate leadership, exercise power and authority and the effect these have on teachers and other school staff members

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of the literature pertaining to theoretical and conceptual analysis as well as the three study goals, which are to: establish the link between autocratic leadership style and teacher turnover in refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda; establish the link between transformational leadership style and teacher turnover in refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda; establish the link between transactional leadership style and teacher turnover in refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda; and discover the relationship between the three.

2.1 Theoretical Review

According to Douglas McGregor's theory X-Y, which describes the leadership styles in this literature review, the study was directed by this theory. Because it pertains to the study's stated goal, that is, "that a leader can employ a particular leadership style owing to various factors, one of which is the leadership knowledge he or she possesses" this idea has been chosen as the basis for the study. In his 1960 book "The Human Side of Enterprise," American social psychologist Douglas McGregor put forth his well-known X-Y theory.

Although more recent studies have questioned the model's rigidity, McGregor's X-Y theory continues to be a valid basic principle from which to develop an upbeat management style and techniques. This is particularly applicable to Headteacher leadership styles in schools. McGregor's X-Y theory continues to be crucial for organisational growth and enhancing organisational culture. The natural guidelines for managing people are all too readily lost under

the pressure of day-to-day work. Still, McGregor's X-Y theory is a helpful and straightforward reminder of them. According to McGregor's theories, managing people can be divided into two basic categories. Many managers follow hypothesis X and produce subpar outcomes. Enlightened managers employ theory Y since it improves performance and results while fostering individual growth. The Psychological Contract, which offers numerous methods to recognise the problematic nature of X-theory leadership and the applicable constructive benefits, has a solid relationship to McGregor's concepts.

The X-Y Theory's Leadership Nature

According to Theory X, people are inherently unmotivated and despise their jobs, which supports an authoritarian management style. This viewpoint contends that management must take proactive action to accomplish goals. This leadership style makes the following assumptions about employees: they dislike working, many employees place job security above all else, and they have little to no ambition; they avoid responsibility and need to be directed; they resist change; they must be controlled, forced, and threatened to deliver what is required; they must be observed at every stage and subject to controls; and they must be motivated to produce results if they are to have any aspiration or incentive to work.

The Theory X approach places one administrator in complete authority, and that administrator's goal is to get things done. As a result, it encourages headteachers to adopt an autocratic leadership style to reduce teacher turnover in the schools they oversee. X-type organisations are typically top-heavy, requiring managers and supervisors to maintain control over employees at every stage. There is a tiny delegation of power, and control is still tightly centralised. McGregor acknowledged that X-type employees are typically in the minority, but in large-scale production

environments and other mass organisations, theory X management may be necessary and perhaps inevitable.

Theory Y describes a decentralised participative management approach. It supposes staff members enjoy their jobs, are self-driven and inventive, and welcome more responsibility. If a job is rewarding and satisfying, it will lead to employees' loyalty and commitment to the organisation. Employees may not need only threats, external control, and coercion to work. Still, they can use self-direction and self-control if they are dedicated and sincere to achieve the organisational goals.

According to Theory Y, challenges at work can be creatively solved and are seen as a natural part of life. Different categories have been established for the various leadership philosophies employed by educational institutions. This study examined the relationships between these leadership philosophies—autocratic, transformational, and transactional—and teacher turnover at secondary schools supported by FCA in refugee communities in Bidi-Bidi, Yumbe District, Uganda.

Consequently, this theory is well positioned to explain the leadership styles used by secondary school Headteachers to achieve teacher retention and low teacher turnover rates in secondary schools like Yangani secondary school, Kado secondary school, Ariwa secondary school, Valley View secondary school and Yoyo Secondary school, Highland secondary school, and Nipata secondary school, all operated by FCA in Bidi-Bidi Refugee settlement in Yumbe District, Uganda.

2.2 Conceptual Review

This conceptual analysis examined teacher turnover and leadership styles at secondary schools in a refugee community in Bidi-Bidi, Yumbe District, Uganda.

Leadership style is a familiar idea. Academics and professionals have provided different definitions of leadership and leadership style. When he stated that every leader in every organisation performs specific duties or activities for the smooth operation of the organisation and improvement of organisational performance, Abwalla (2014) provided evidence in support of this claim. According to Senge (2000), leadership in education is defined as the process through which leaders have an impact on the educational staff. This study of leadership also examined the ways in which leaders support learning and personal development.

According to Roach and Behling, referenced in Watkins and Rikard (1991), leadership is the process of influencing an organised group's activities towards goal achievement. After Odubuker (2016) places this definition in the context of the institute under study, which was adapted in his study, one can see its application to the top management who would influence the behaviours of an organised group, towards the goals success and economic viability, all within the distinctive environment of academia. Therefore, for the case of this study, the researcher needed to establish the relationship between Headteachers' leadership and teacher turnover.

Peltzer et al. (2009) asserted that a leadership style often relates to a person's approach to and behaviour when attempting to persuade others to work voluntarily and enthusiastically towards the achievement of objectives. According to Waiganjo et al. (2012), a leader's distinctive behaviour used to inspire and motivate his team members is referred to as their leadership style. Based on the aforementioned definitions, it is possible to conclude that leadership style is the method a leader uses to persuade an individual or group of people to achieve the goals of the

organisation. Deductively, the term "leadership style" in the context of educational institutions like the school refers to the manner in which a head teacher directs the actions of the teachers in order to accomplish academic aims and objectives.

Due to the amount of control the system grants the leader, the autocratic leadership style is also known as the authoritarian leadership style (Farmer, 2020). Because the system gives the autocratic leader complete authority to decide how things should be done in accordance with their or her command, they are typically powerful. To put it another way, the system is extremely autocratic. There is relatively little involvement from the followers, especially when making decisions. It also includes some degree of coercion or force, which the leader uses to influence events. It was more of an enforced leadership style that gave the followers' thoughts and opinions the least weight. Autocratic leadership is typically not a good fit for institutions of higher learning like public secondary schools. According to the researcher's observations, teachers are not motivated to want to continue working for autocratic authorities. Under this approach, teachers feel imprisoned and constantly rejoice when such a Headteacher is absent. Only when the leader is there; performance is realised; as soon as the leader leaves, the arrangement ceases (Okumbe, 1998).

Effective leader imparts their expertise and abilities to their team. To continuously help their personnel and organisation, they develop their expertise, leadership abilities, and distributed leadership teams. A good leader will not only concentrate on what they are doing right now but elaborate further on how they are empowering/supporting their workers to take independent decisions that are consistent with the goals of the educational institution. According to (Maxwell, 2002; Senge, 2000; Yukl & Mahsud, 2010), effective leadership is a process that is employed to accomplish organisational goals. However, the secondary schools managed by FCA in the Bidi-

Bidi refugee settlement in Yumbe District in the West Nile area of Uganda are heavily focused in the study's material on the leadership styles of the Headteachers and teacher turnover.

The non-physical environment served as a moderating variable in a study by Dwipayana and Suwandana (2021) to ascertain the impact of leadership style on the work environment, compensation, and other benefits on employee attrition. The study was conducted at Bali's Ayodya Resort using an associative research design. The findings of their study demonstrated that leadership style has a positive and significant impact on employee attrition. The more effective the leadership style the organisation uses, the greater the desire of its employees to stay with it. The non-physical environment amplifies the impact of a leader's style on employee attrition; hence, the better the leadership, reinforced by a positive non-physical work environment, the more likely it is that employees will want to stay with the organisation. Finally, this same study says that for businesses to continue operating smoothly and peacefully, they must always pay attention to the relationships between employees and the relationships between employees and superiors.

Odubuker (2016) also looked at the connection between leadership styles and job satisfaction among Uganda Management Institute employees and came to the conclusion that there was a linear link between the two variables. Then it was advised that leaders at Uganda Management Institute should review their leadership practises and styles to improve employee job satisfaction at the institute. This study examined the leadership philosophies of secondary school principals in the Bidi-Bidi refugee settlement in Yumbe District and determined how they relate to teacher turnover.

Employee retention has grown to be a crucial priority on the agenda of human resource professionals, claims Kariuki (2020). Organisations and educational institutions have realised

that lowering staff turnover could result in financial savings. Studies on the motivational elements that reduce employee retention, however, have shown conflicting results. They used a mixed methods approach in their research, and structured questionnaires and interview guides were used to gather data. The regression results show a limited link between motivation and retention, with motivation producing a 7.0% variation in retention. The weak relationship can be attributed to low pay, autocratic management, and psychological contract violations. For this study, the researcher wanted to examine how the leadership styles of secondary school headteachers affected teacher turnover in the Yumbe District refugee settlement.

According to a study by Chen and Dahlman from 2005, qualified teachers are one of the most difficult professions to recruit and keep. In fact, the survey considered teacher education and training to be one of the most expensive. Ferguson et al. (2013) discovered a high rate of pay-related turnover in private secondary schools and suggested that private school compensation plans be compared to those of public schools. International schools, whose salaries are greater, as well as other middle-level private schools, are exempt from this rule. There seems to be growing worry that an intolerably large percentage of teachers in many low-income nations lack motivation as a result of a confluence of low morale, poor job satisfaction, weak incentives, insufficient controls, and other behavioural consequences. This claim is corroborated by Jain (2013), who claims that among other things, inadequate pay, benefits, housing, and opportunities for advancement are to blame for the large-scale exodus of teachers from the profession. The researcher planned to conduct his study on the relationship between headteachers' leadership styles and teacher turnover in secondary schools in the Bidi-Bidi refugee settlement in Yumbe District, West Nile because this research had already been conducted elsewhere, and needed to determine whether the situation is the same in Uganda.

However, Dwipayana & Suwandana, (2021) and Gares et al., (2020) tend to have a positive significant relationship between leadership styles and employee retention in their studies in different places in different fields other than education around the world. However, in the current study, the research was intended to conduct it on headteachers' leadership styles and teacher turnover in Secondary Schools like Yangani Secondary School, Kado Secondary School, and Ariwa Secondary Secondary. The studies mentioned above also stated that salary and perks are to blame for staff turnover in businesses; the question in this study was whether or not this was also the primary reason for the teacher turnover rates in the study's target region. Autocratic leadership style, transformational leadership style and transactional leadership style, as well as their many indications and implications on teacher turnover, are included in this independent variable of headteachers' leadership styles that was reviewed using the pertinent literature. In the Bidi-Bidi refugee settlement, Yumbe District of West Nile, secondary schools such Yangani Secondary School, Kado Secondary School, Ariwa Secondary School, Valley View Secondary School, Yoyo Secondary School, and Nipata Secondary School are run by FCA.

As a result, according to Hill et al. (2020), teacher retention techniques are created to inspire employees by offering them sufficient compensation, perks, working conditions, and other things to prevent them from quitting their positions. The study evaluated the retention tactics used in Ghanaian secondary schools. 42 questionnaires were given to the principals of the secondary schools under investigation as part of a survey research method used to gather information. Frequencies (counts) and percentages were used in a descriptive analysis of the data collected. The study found that professional advancement and promotion were the most common retention strategies. Based on these findings, schools were advised to implement additional tactics to inspire their employees and keep hold of those with the necessary qualifications, experience, and

knowledge to prevent losing them to rival institutions. However, for this study, the researcher sought to establish the association between headteachers' leadership philosophies and teacher turnover by using a correlational cross-sectional design with mixed methods in secondary schools like Yangani secondary school, Kado secondary school, Ariwa secondary school, Valley View Secondary school, and Yoyo secondary school, as well as Napata secondary school, which are all run by FCA in the Bidi-Bidi refugee settlement in Yumbe District, West Nile.

Al Jammal & Ghamrawi (2013) could not find any statistically significant links between the leadership style of headteachers and teacher retention. This circumstance allows additional investigation into the connection between management practises and teacher turnover at secondary schools run by FCA in the Bidi-Bidi refugee settlement in Yumbe District. This study examined the relationship between secondary school teacher turnover and head teachers' leadership styles in the Bidi-Bidi refugee settlement in Yumbe District.

Terera & Ngirande (2014) argued that employing personnel (teachers) is more than just a one-size-fits-all task due to several underlying processes. Creating and keeping a devoted staff is the first step in this process.

These distinctive employees may be kept on by:

Offering them a flexible compensation package that meets their demands, including life insurance, health insurance, and retirement savings plans; supplying regular bonuses, salary increases, and stock options; and, if possible, making internal promotions.

Promote employee career growth; provide an open communication atmosphere inside the company; and engage human resource specialists to handle employee perks, benefits, evaluations, and other matters to guarantee that workers are treated properly. The importance of

maintaining the same faculty for an extended term in secondary schools in the Bidi-Bidi refugee settlement was thus be made explicit by this study.

M. Black & R., Wynn (2009) in a qualitative study discovered that by looking into institutions with low attrition and transfer rates, they could pinpoint unique leadership philosophies and tactics that improved employee retention. A shared decision-making style was implemented at the school, an open-door policy was in place, and the principal was visible throughout the school. Learning communities were also supported and encouraged. Principals (Headteachers) made sure that teachers had the resources and conditions to be successful not only in the classroom but also for ongoing professional development. But in the context of this study, data collection and analysis were done using both quantitative and qualitative methodologies.

Researchers like Yost (2006) and Berry (2001) have examined the issue of hiring and keeping "highly qualified" teachers at challenging-to-staff schools and support the view that principals should focus on keeping the ones they already have rather than recruiting new ones. He concluded that staff retention increases if teachers are thoroughly prepared to teach from their conventional and nontraditional programmes through a review of the literature of traditional and alternative-route programmes as well as new teacher induction programmes. Teachers are more likely to stay in their current jobs if they have good working circumstances, supportive principals, salary, opportunity for growth, collaborative decision-making, and a supportive staff (Berry, 2001). In this study, the researcher examined Headteachers' leadership styles and teacher turnover in Secondary Schools like Yangani Secondary School, Kado Secondary School, Ariwa Secondary School, Valley View Secondary School, and Yoyo Secondary School, Napata. The two authors Yost (2006) and Berry (2001) do agree that school leaders should concentrate much on improving factors that encourage teacher retention thus reducing turnover rates in educational

institutions. Therefore, effective leaders must possess leadership qualities that enable them to collaborate with others, form teams, acknowledge others' strengths, and develop methods for efficient programming (Jones & Rudd, 2008). A competent educational leader may accept changes in learning and permit instructors to involve students in learning in novel ways. For instance, if teachers can use more hands-on methods, develop their students' problem-solving skills, and use inquiry-based models, their pupils develop lifelong leadership qualities. Teachers would be able to adapt their lessons to the demands of the labour market both now and in the future thanks to this shift (Podsakoff et al., 2016). Because of this, the researcher focused particularly on the leadership styles of headteachers and how they relate to teacher turnover in secondary schools run by FCA in the Bidi-Bidi Refugee Settlement in Yumbe District, including Yangani Secondary School, Kado Secondary School, Ariwa Secondary School, Valley View Secondary School, and Yoyo Secondary School and Nipata Secondary School.

Leaders in schools may need to take a closer look at their leadership styles in order to create an engaging learning environment that encourages problem-solving skills and lifelong learners for our students and teachers in a secondary school, as well as decreases negative student behaviours and increases positive school culture (Jones & Rudd, 2008). By assisting staff in developing meaningful academic lessons to both students and community stakeholders, leaders need to figure out how to create a school culture that fulfils the existing and anticipated demands of teacher retention in secondary schools. However, the literature review for this study focused heavily on the three Headteacher leadership styles chosen for it, namely autocratic, transformational, and transactional leadership styles, as well as teacher turnover (which are the study's specific objectives). These secondary schools include Yangani Secondary School, Kado

Secondary School, Ariwa Secondary School, Valley View Secondary School, Yoyo Secondary School, and Highland Secondary School. Below is the literature review.

2.3 Review of related literature

This section reviewed the literature on the following goals: to determine the relationship between autocratic leadership style and teacher turnover in refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda; to establish the relationship between transformational leadership style and teacher turnover in refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda; to determine the relationship between transactional leadership style and teacher turnover in refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda.

2.3.1 Autocratic leadership style and teacher turnover

According to Ziduli et al. (2018), autocratic leadership refers to a system where the leader has complete authority and the followers have little to no input. This form of leadership, where authority and decision-making rest with the autocratic leader, is also known as an authoritarian leadership style. In this leadership style, the followers are instructed on how to carry out tasks and the leader and their subordinates do not have a direct line of communication. As a result, an authoritarian leader neither delegated power nor allowed subordinates to influence policy.

The authoritarian leader can be identified by five qualities, according to Portugal and Yukl's research in 1994. These five traits included the fact that leaders do not solicit feedback from subordinates or ask for their opinions when making decisions, that the leader alone is responsible for formulating policies and making decisions, that the leader alone determines the how, when, and what aspects of policies, that the leader specifies duties, and that the leader determines the standards for evaluating performance.

Due to the leader's concentration of authority, the system may face some difficulties, but much like all other leadership philosophies, it has strengths and flaws that can either have a negative or positive impact on teacher turnover. Since (Portugal & Yukl, 1994) poses difficulties, it is a leeway for the researcher to have examined the relationship between Headteachers' leadership styles and teacher turnover in Secondary Schools like Yangani Secondary School, Kado Secondary School, Ariwa Secondary School, Valley View Secondary School, and Yoyo Secondary School run by FCA in Bidi-Bidi refugee settlement Yumbe District West Nile.

Researchers in Taiwan, Turkey, and the United States used social influence and organisational justice theories to guide their study on the effects of authoritarian and benevolent leadership on the perceived workplace ethical climate. They used a sample of 674 Taiwanese, 409 Turkish, and 479 American employees, and discovered that procedural justice mediated the relationship between authoritarian leadership and ethical climate. As a result, rather than focusing on ethical issues in this study, the researcher was more interested in the leadership styles of head teachers and teacher turnover.

Similar to Kenya, there was a significant rate of turnover among secondary school science instructors with bachelor's degrees who taught both physics and chemistry. The study also showed that retention of science teachers was highly impacted by factors including employee representation, health and safety, and workload. Additionally, the study found that career progression and pay, which included elements like promotion and career path, had a substantial impact on retention (Obungu, 2021). Regardless of the subjects they teach, the researcher's goal in this study was to look into the leadership styles of headteachers and teacher turnover.

In a different study, Imhangbe et al. (2019) used percentages, multiple regression, and Pearson product-moment correlation to describe and test the hypotheses at the 0.05 level of significance

reflecting mixed methodology analyses of his study to examine the association between principals' leadership styles and secondary school teachers' job performance in Edo Central Senatorial District, Nigeria. Correlational design was used for the study, and the findings revealed that: By noting that there is a moderate but significant positive relationship between headteachers' leadership styles and teacher retention, Owusu (2020) concurs with Imhangbe et al., (2019), and she suggested, among other things, that the New Edubiase Education Directorate of the Ghana Education Service (GES) organise refresher courses for the headteachers to give them the necessary knowledge and skills to successfully balance and employ leadership styles that are both necessary. Therefore, the purpose of this study was to compare the results from Yangani Secondary School, Kado Secondary School, Ariwa Secondary School, Valley View Secondary School, Yoyo Secondary School, Highland Secondary School and Nipata Secondary School, all of which are run by FCA in the Bidi-Bidi refugee settlement in Yumbe District, West Nile, to see if there is a relationship between Headteachers' leadership styles and teacher turnover.

Similar to this, Kadolu, (2021) carried out a research study to determine whether these leadership styles can predict the degree of mobbing instructors' encounter. The study looked at the association between democratic and autocratic leadership styles of school administrators and the mobbing teachers experience. 395 elementary school teachers (165 men and 230 women) in the central districts of Mersin, Turkey, provided the study's data. The "Mobbing Scale" and the "Leadership Style Scale" were used to rate the severity of mobbing among teachers and school administrators, respectively. The analysis' findings show that seniority significantly influences the dimensions of "barriers about work and career" and "work commitment" whereas gender alone significantly influences the factor of "interference in private life" of all five mobbing

dimensions. Except for job dedication, there is a negative correlation between democratic leadership and mobbing, whereas there is a positive correlation with authoritarian leadership. Finally, all aspects of the mobbing of teachers, with the exception of work dedication, are predicted to suffer under authoritarian and democratic leadership styles of school administrators. In this study, the researcher was interested in learning more about the leadership styles of headteachers and teacher turnover in secondary schools run by FCA in Yumbe District, Uganda's Bidi-Bidi refugee settlement, including Yangani Secondary School, Highland Secondary School, Kado Secondary School, Ariwa Secondary School, Valley View Secondary School, and Yoyo Secondary School.

When Chukwusa (2019) did a study on autocratic leadership style as a barrier to success in university libraries and other institutions where it is practised, he discovered that it hinders the utilisation of creative ideas to solve problem. Additionally, he claimed that when CEOs adopt an autocratic leadership style, staff members do not demonstrate a positive work attitude, which causes them to quit their positions. Therefore, the purpose of the current study was to determine whether an autocratic leadership style and teacher turnover in secondary schools in the Bidi-Bidi refugee settlement in the Yumbe District were related.

The study was embedded for a three-year case study of principal leadership in two charter schools and discovered that principals' dispositions were related to practises that affected working conditions, which in turn, impacted teacher turnover when interviews, school observations, and artefacts were conducted. In addition, Bickmore & Sulentic Dowell (2019) claimed that in United States charter schools, the teacher retention rate is higher than in public schools. Since Bickmore & Sulentic Dowell (2019) did not address the effects of headteacher

leadership styles on teacher turnover in public schools, the researcher was interested in examining these issues in this study.

According to a study by Kars and Inandi (2018), there is a significant and unfavourable correlation between autocratic leadership and all dimensions of organisational trust. The study used a correlational survey model with a sample of teachers and school principals. The current study used a correlation cross-sectional survey methodology to examine teacher turnover and headteacher leadership styles in secondary schools supported by FCA in Yumbe District's Bidi-Bidi refugee settlement.

Abod AIOqlah conducted yet another study in 2021 on the impact of leadership philosophies on enhancing faculty members' methods of communication at Saudi colleges. 400 questionnaires were given out to professors in Saudi universities; 313 of them were valid for analysis. The results revealed that the authoritarian leadership style was the least well-liked one. Additionally, the findings demonstrated that nonverbal communication involving symbols, motions, and expressions is one of the most often used forms of communication. Autocratic leadership style was also found to have a negative, significant impact on this kind of communication. The reviewed study was done at a university in Saudi Arabia with a focus on communication improvement, therefore its conclusions might not be applicable to secondary school teacher turnover in rural and refugee settlement locations. Only communication-related data was gathered by the researcher's using questionnaires, which made it difficult to generalise their findings. Second, the qualitative aspects of career advancement and employee retention were not included in the study. For this reason, the researcher is interested in learning how the leadership styles of head teachers relate to teacher turnover in secondary schools in Yumbe District that are part of the Bidi-Bidi FCA-funded refugee settlement.

In a study by Peker et al. (2018), data was gathered from 395 primary school teachers (165 male and 230 female) in central districts of Mersin, Turkey, to examine the connection between authoritarian leadership styles of school administrators and teachers' experiences of mobbing. The analysis' findings show that seniority significantly influences the dimensions of "barriers about work and career" and "work commitment" whereas gender alone significantly influences the factor of "interference in private life" of all five mobbing dimensions. Additionally, they discovered a link between autocratic leadership and all aspects of mobbing, except for work commitment, and that administrators under autocratic leadership styles in schools tend to foresee all aspects of teacher mobbing, with the exception of work commitment. In contrast to the reviewed study, which focused on instructors being mobbed, the current study focused on teacher turnover as its dependent variable.

A manager should be aware that the leadership philosophies of a branch company can reveal the level of influence, motivation, and effectiveness that allows subordinates to contribute to the success of the company to which they belong (Elyashiv, 2019). Being a successful manager or leader therefore depends on the leadership styles that are used. Successful managers have vision, a positive personality, charisma, are open-minded, and have strong self-discipline. According to Ricardo & Abocejo (2020), an effective manager or leader listens, considers suggestions from his superiors and subordinates, and takes advantage of the rewards system to achieve the company's goals. They are also performance-oriented, task-oriented, supportive, participative, friendly, and approachable. Therefore, the purpose of this study was to determine whether the results were consistent with this research on headteachers' leadership styles and teacher turnover in secondary schools run by FCA in the Bidi-Bidi refugee settlement in the Yumbe District of West Nile, including Yangani Secondary School, Kado Secondary School, Ariwa Secondary

School, Valley View Secondary School, Yoyo Secondary School, Highland Secondary School and Napata Secondary School.

When data were gathered from 426 teachers (183 male and 243 female teachers) from primary and secondary schools in the central districts of Mersin, the study on the relationship between school administrators' leadership styles and organisational cynicism from teachers' perspectives revealed that leadership styles were associated with all sub-dimensions of organisational cynicism (Nand & Glç, 2021). The results of the study on headteachers' leadership styles and teacher attitudes revealed that views of autocratic leadership differ significantly by gender and that male and female teachers experience behavioural cynicism to different degrees. The current researcher wanted to determine whether the findings would hold true if the same data analysis techniques were applied to the study on headteachers' leadership styles and teacher attitudes.

Gyang (2018) did a study that looked at how principal leadership styles and teacher morale correlated in senior secondary schools in Plateau State. He employed a correlation research design for his investigation. The study's participants included 229 teachers and 39 principals who had collaborated for at least three years in the senior secondary schools in the Plateau State local governments of Barkin Ladi and Langtang North. The frequency count, percentage, and Pearson Product Moment Correlation Coefficient (Pearson r) were used to analyse the data. The results showed that there was a statistically significant positive correlation between principals' democratic leadership style and teachers' morale, a statistically significant negative correlation between principals' autocratic leadership style and teachers' morale, and no statistically significant correlation between principals' laissez-faire leadership style and teachers' morale. However, the researcher was required to evaluate the situation in the secondary schools in the Bidi-Bidi refugee camp. It is clear from the two studies mentioned above that autocratic

leadership philosophies were investigated together with other characteristics, and conclusions were drawn. Therefore, the FCA-run secondary schools in the refugee settlement in the Bidi-Bidi Yumbe District were examined for this study's leadership styles of the Headteachers against teacher turnover.

In their study, Lumumba et al. (2021) sought to empirically investigate the impact of principals' leadership styles on the organisational performance of primary teacher training colleges (PTTCs) in the Lake Victoria Region of Kenya where autocratic leadership styles were present. The dependent variable was organisational performance, and the target population for this study was 245 tutors. Finally, demographic factors had no statistically significant impact on the organisational effectiveness of PTTCs in Kenya's Lake Victoria Region. Based on this, the researcher sought to determine if demographic shifts and authoritarian leadership would have an impact on teacher turnover in secondary schools serving the Bidi-Bidi refugee settlement rather than primary teacher preparation institutions.

In a related study, Bunmi (2007) claims that because autocratic leaders have complete control over their staff and give them little room to make suggestions, even when they would be beneficial to the company, this leadership style frequently results in high absenteeism and employee turnover. For some repetitive and unskilled professions, it might still be beneficial, though, as the benefits of control might exceed the drawbacks. The use of autocracy, the principals said, may be quite beneficial, particularly when dealing with major problems in school administration. This stand needed to be found out in FCA funded secondary schools in Bidi-Bidi.

Noting that Owani et al. (2020) used Kyambogo University as a case study and discovered that all three types of leadership styles—transformational, transactional, and laissez-faire—had a positive and significant impact on organisational performance, the researcher in this study aimed

to exclude laissez-faire leadership style while including autocratic leadership style in their investigation of headteachers' leadership styles and teacher turnout.

In their research, Siddique et al. (2020) provided important new insights into how authoritarian leadership affects job outcomes in a high-power distance culture. The Middle Eastern context's first systematic attempt to pinpoint the factors that moderate relationship between authoritarian leadership and employee retention is represented by their study. The current study examined whether the situation is the same for teachers in secondary schools in the refugee settlement area of Bidi-Bidi, including Yangani Secondary School, Kado Secondary School, Ariwa Secondary School, Valley View Secondary School, Yoyo Secondary School, Highland Secondary School and Napata Secondary School.

In a related study, Bergsmann et al. (2015) make reference to McGregor's Theory X, which is predicated on the idea that individuals are inherently lazy, want to avoid labour as much as possible, don't want to accept responsibility, don't have ambition, and want to be supervised. Therefore, in Theory X, when people want to avoid work and must be continuously pressured and controlled, the authoritarian leadership style is the most suited. As a result, the system used must be described in great depth. The adoption of authoritarian methods is justified by this. The secondary school principals in the Awendo sub-county openly accepted authoritarian methods of leadership, with a mean overall of 2.45. Autocratic leadership and pupils' academic achievement were significantly correlated in the secondary schools of the Awendo sub county. However, the purpose of this study was to determine the association between headteacher leadership styles and teacher turnover in secondary schools run by FCA in the Bidi-Bidi Refugee Settlement in Yumbe District, including Yangani Secondary School, Kado Secondary School, Ariwa Secondary

School, Valley View Secondary School, Highland Secondary School and Yoyo Secondary School.

Finally, Nsubuga (2008) examined secondary school performance in Uganda and the leadership styles of head teachers using a mixed-methods approach that used qualitative and quantitative methods in a correlation survey research design. He stated that autocratic leadership philosophies had negative effects on secondary school performance in Uganda. In agreement with Nsubuga's (2008) position, Kibone (2019) noted that managers should use trustworthy leadership styles, excluding autocratic, when managing workers in organisations to retain personnel and prevent the costs associated with replacing the staff. In order to determine the relationship between headteacher leadership styles and teacher turnover at secondary schools in the refugee settlement of Bidi-Bidi in the Yumbe District of Uganda, the researcher set out to establish this relationship.

As a result, it was necessary to conduct the study in the Bidi-Bidi refugee settlement schools in Yumbe District, Uganda because the majority of the authors whose studies have been reviewed above under this study objective place autocratic leadership style as being favourable in maintaining teachers for a long time in an educational institution and this needed to be found out.

2.3.2 Transformational leadership style and teacher turnover

Kelloway et al. (2012) characterise transformational leadership as having four primary dimensions: Idealised influence is when a leader focuses on doing what is morally right rather than giving in to organisational pressure to get the job done; inspirational motivation is when a leader inspires followers to take on challenges; intellectual stimulation is when a leader supports their employees as they seek out information, ask insightful questions, and look for ways to be innovative; and individual consideration is when a leader shows consideration for each follower as an individual.

Bush (2018) suggests that a strong influence process, where (often charismatic) leaders persuade followers to adopt certain behaviours to bring about what the leader regards as beneficial change. His study on transformational leadership explored common conceptions about leadership in the United Kingdom. The key concept in this study was the relationship between headteachers' leadership styles and teacher turnover in secondary schools sponsored by FCA. Followers are encouraged to seek a "better" future for the organisation and to commit to seeking the goals arising from the vision by the subordinates.

Elmazi (2018) conducted a study on school leadership and teachers' job satisfaction, taking into account the impact of transformational leadership style in the context of pre-entry education. In his study, the relationship and correlation between the leadership style of the principals and teachers' job satisfaction were measured using two quantitative questionnaires with Likert-type scales, which were given to teachers in 25 schools in Albania and Kosovo. It was discovered that transformational leadership has a significant relationship and that it has positive effects, such as leaders transforming, inspiring, and empowering followers by creating changes in their goals, values, and needs. However, in this study, the dependent variable was teacher turnover, and the research was carried out at secondary schools serving refugee settlements in Bidi-Bidi, Yumbe District, Uganda.

Considering this, Esther et al. (2018) argue that principals' leadership philosophies play a crucial role in elevating job satisfaction. To manage their teachers depending on the circumstance, most principals included a range of leadership styles into school administration, including democratic, autocratic, laissez-faire, and transactional. Teachers are encouraged to be satisfied with their work by principals who practise democratic leadership, and this helps them feel that they have a voice in decisions that affect the school. Leadership philosophies and job satisfaction are

interdependent; for example, teachers who enjoy working with their principal report higher levels of job satisfaction than those who feel the principal is distant from them in matters involving the school and themselves. In contrast, the researcher's goal in the current study was to examine how different headteacher leadership philosophies related to teacher turnover in secondary schools run by FCA in the Bidi-Bidi refugee settlement in Yumbe District, Uganda. These schools included Valley View Secondary School, Yangani Secondary School, Ariwa Secondary School, Kado Secondary School, Yoyo Secondary School, and Nipata Secondary School.

The existence of transformational leaders is correlated with employees' commitment to their organisations, according to a 2004 study by Avolio et al. on 520 nurses working in a large hospital in Singapore. In contrast, the researcher in this study planned to conduct his research in a secondary school setting at the Bidi-Bidi refugee settlement in the Yumbe District of Uganda's West Nile area. According to extensive research in both the business world and secondary education, servant and transformational leadership styles are both excellent at inspiring employees, boosting work satisfaction, and decreasing teacher turnover (Leithwood, 1992; Spears & Lawrence, 2002). To clarify the relationship between headteacher leadership styles and teacher turnover in secondary schools like Valley View Secondary School, Yangani Secondary School, Ariwa Secondary School, Kado Secondary School, Yoyo Secondary School, and Nipata Secondary run by FCA in Bidi-Bidi refugee settlement in Yumbe District, the researcher added another variable called teacher turnover to the current study.

The institute of work psychology multi-affect indicator and the multifactor leadership questionnaire, according to Van der Vyver et al. (2020), were used to gather information from teachers at 20 chosen schools in the Kenneth Kaunda District of the North-West Province of

South Africa. The data were analysed using descriptive statistics and Spearman's rank correlations. The findings indicated a link between perceived leadership behaviour and happiness. While laissez-faire leadership may have a potentially negative impact on teachers' professional welfare, transformational and transactional leadership characteristics may have a positive impact. Teachers who are given the opportunity to practise transformational and transactional leadership styles report more job-related affective wellbeing, which may encourage them to stay in the field as a result of their improved professional wellbeing. Laissez-faire leadership style was not considered under Headteachers leadership styles, which is why this study has to be done. In the meantime, the researcher wanted to find out whether similar methods when used in secondary schools in Bidi-Bidi will yield similar results.

Accordingly, Mugizi et al. (2019) study on leadership styles and teacher retention in private primary schools in Bushenyi-Ishaka Municipality, Uganda came to the conclusion that transformational leadership is necessary for teacher retention, transactional leadership is not likely to be the most effective leadership style for teacher retention, and laissez-faire leadership is not a desirable leadership style. According to the study's conclusions, headteachers should prioritise transformational leadership, keep transactional leadership to a minimum, and steer clear of laissez-faire leadership. To determine if the association between headteacher leadership styles and teacher turnover is consistent across the board, the researcher in this study conducted his research in secondary schools in the Bidi-Bidi Refugee Settlement rather than in primary schools.

2.3.3 Transactional leadership style and teacher turnover

The relationship between American school culture and principal leadership styles was investigated by Venzant Chambers et al. in 2009. To take part in this study, 250 instructors from

50 elementary, middle, and high schools spread throughout five school districts in the state of Georgia were chosen. According to the results of his study, there was a strong correlation between every aspect of transformational leadership and school culture. Additionally, there was a favourable correlation between school culture and one aspect of transactional leadership, dependent incentive. The study's flaw was that the researcher didn't go into detail about the study's design, how the sample study was gathered, or the techniques utilised to find validity and reliability. The results might not have been practical as a result. The current study investigated the connection between headteacher leadership philosophies and teacher turnover in secondary schools run by FCA in the Bidi-Bidi Yumbe District, West Nile Region, Uganda, as well as the reliability and validity of the instrument results.

In a similar vein, Boies & Fiset (2019) discovered that the immediate manager's active environmental leadership—specifically, transformational, contingent reward, and active management by exception—was positively related to the employees' pro-environmental behaviours (PEBs). Only when top management was dedicated to sustainability did managers' passive-avoidant environmental leadership—also known as passive management by exception and laissez-faire—become adversely correlated with PEBs. PEBs and employee motivation were related, but the nature of the connection differed across theories. PEBs and external motivation were inversely correlated, indicating that rewarding PEBs may not be the best course of action. The current researcher wanted to conduct a study on the Headteachers' leadership styles and teacher turnover in Secondary Schools like Yangani Secondary School, Kado Secondary School, Ariwa Secondary School, Valley View Secondary School, and Yoyo Secondary School, run by FCA in Bidi-Bidi. This motivation stemmed from a desire to uphold one's values or avoid feeling bad about oneself was positively associated with PEBs.

The challenges and modifications to the South African educational system that may affect teachers' professional wellbeing and, in turn, alter teacher retention rates were the subject of a study by Amutabi (2018). The leadership of the school principal has a direct impact on teachers' perceptions of their professional well-being. Their study sought to determine how the leadership style of the principal affected teachers' professional satisfaction and retention. The findings indicated a link between perceived leadership behaviour and happiness. Dimensions of transactional leadership may benefit teachers' professional development. Teachers who have higher professional well-being report better job-related affective well-being as a result of transformational and transactional leadership behaviours, which may in turn encourage teachers to stay in the field. It should be emphasised that the two scholars mentioned above tend to concur with their conclusions. The researcher was therefore interested in learning how transactional leadership styles and teacher turnover correlated in secondary schools such as Valley View Secondary School, Yangani Secondary School, Ariwa Secondary School, Kado Secondary School, Yoyo Secondary School, and Nipata Secondary School in the Bidi-Bidi refugee settlement in Yumbe District.

Transactional leadership, according to Barbuto Jr. (2005), emphasises task completion; followers are rewarded when they follow the leader's instructions, and sanctions are also used in cases when they don't. Contingency pay, passive management by exception, and active management by exception are the three components of this leadership approach. According to Barbuto (2005), the researcher looked into the same variables to see if they had an impact on the number of teachers leaving secondary institutions, such as Valley View Secondary School, Yangani Secondary School, Ariwa Secondary School, Kado Secondary School, Yoyo Secondary School,

and Nipata Secondary School in the Bidi-Bidi refugee settlement in Yumbe District as indicators of the Transactional leadership style of the Headteacher.

In addition, Mugizi et al. (2019) looked at the connection between the leadership styles and teacher retention in Uganda's Bushenyi-Ishaka Municipality. However, despite the fact that transactional leadership and laissez-faire administration were both employed sparingly in their results, transformational leadership did do well. The practise of transactional leadership has a favourable but small link with teachers' retention, according to a regression analysis. According to the study's conclusions, headteachers should prioritise transformational leadership, keep transactional leadership to a minimum, and steer clear of laissez-faire leadership. However, the goal of the current study was to determine whether the positive and significant relationship also exists in secondary schools run by FCA in the Bidi-Bidi refugee settlement in Yumbe District, such as Valley View Secondary School, Yangani Secondary School, Ariwa Secondary School, Kado Secondary School, Yoyo Secondary School, and Nipata Secondary School.

In a related study, Raziq et al. (2018) evaluates the correlation between project performance and the transformational and transactional leadership styles by drawing on previous research. They suggest that goal clarity (regarding the project, the customers, and the management) may act as an intermediary variable in the relationship between the success of the project and either the transactional leadership style (active management by exception, contingent reward), or the transformational leadership style. As transparency is required for the project to be completed in accordance with the expectations of the stakeholders, goal clarity is crucial for projects and their management (Tyssen et al., 2014). A survey sample of 248 people employed by ten significant project-based organisations in Pakistan. They use variance-based structural equation modelling to test our hypotheses. The researcher's goal in the current study was to examine the connection

between headteacher leadership styles and teacher turnover in secondary schools, such as Valley View Secondary School, Yangani Secondary School, Ariwa Secondary School, Kado Secondary School, Yoyo Secondary School, and Nipata Secondary School in the Bidi-Bidi refugee settlement in Yumbe District West Nile, Uganda.

In conclusion, numerous studies on transactional leadership styles and teacher turnover have shown that workers only put forth effort when they are aware of a reward's attachment and the level of scrutiny being given to their job. As a result, the current study was necessary to determine whether the relationship between the transactional leadership style of headteachers and teacher turnover in the secondary schools in the refugee settlement of Bidi-Bidi, Yumbe District, Uganda, is positive or negative.

2.4 Summary of the literature review

This chapter began with a thorough description of the literature review's introduction and reviews of the literature on various particular study objectives, as follows:

The majority of the studied literature concurs that an organisation like a school should not be managed in an autocratic manner (Chukwusa, 2019; Imhangbe et al., 2019; OBUNGU, 2021; Owusu, 2020; and Ziduli et al., 2021). Although Bickmore & Sulentic Dowell (2019) contend that an autocratic leadership style is acceptable for high-order organisations like industries, educational institutions require a headteacher leadership style that is more benevolent.

Furthermore, because it heavily emphasises mentoring and coaching, academics like Bush (2018), Elmazi (2018), Esther et al. (2018), and Kelloway et al. (2012) concur that the transformational leadership style is best for guaranteeing minimal teacher turnover.

Last but not least, academics whose works have been reviewed contend that the transactional leadership style only results in short-term happiness and does not, therefore, affect the people being led in a long-term way (Amutabi, 2018; Barbuto Jr, 2005; Boies & Fiset, 2019; Mugizi, Tumuhaise, et al., 2019; Venzant Chambers et al., 2009). In a word, this chapter included the pertinent literature on the many features of the independent variable and dependent variable that are being investigated in the researcher's present study, and they were then connected to the geographical area being investigated. Chapter Three: Study Methodology is the section that follows.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The approach the researcher employed to gather and assess data related to the study problem is presented in this chapter. It covers the following topics: research design, study population, sample size and selection, sampling techniques and procedure, data collection methods and tools, data quality control, data collection process, data analysis and variable measurement, and, last but not least, ethical concerns.

3.2 Research Design

This study employed a cross-sectional correlational study design. This method was chosen because it allowed the present researcher to target a sizable sample of respondents and collect information without following up with them afterwards (Amin, 2005; Babbie, 1990; Fowler Jr, 2013). As a result, the cross-sectional correlational research design allowed the researcher to collect data with less time and other resources. The study used a mixed-methods strategy that combined both quantitative and qualitative approaches. This is because, according to Mugenda & Mugenda (1999; Bryman (2006); Clark et al. (2008); Greene (2007); Tashakkori & Teddlie (2003); the qualitative approach permitted the researcher to solicit information that was in textual format rather than a quantified (numerical) form. Numerical and textual data enriched the researcher's analysis and interpretation of the study's findings.

3.3 Study population

The population of this study consisted of the Education Project Manager at the Finn Church Aid Yumbe Field Office, the Headteachers of the secondary schools run by FCA, the Deputy

Headteachers of the secondary schools, the Director of Studies, and the Teachers of the secondary schools run by FCA. This study was based on records from the Human Resource Department. Consequently, 339 people make up the population from which the sample was drawn.

3.4 Sample size and selection

Using Krejcie & Morgan sample size table, the following sample size in Table 1 was used.

Table 2: Sample size and techniques for collection

Categories	Valley View SS	Yangani SS	Yoyo SS	Kado SS	Ariwa SS	Nipata SS	Highland SS	Target Pop	Sample size	Sample Technique
FCA Project Manager	1							1	1	Purposive sampling
Headteacher	1	1	1	1	1	1	1	7	7	Purposive sampling
Deputy Headteacher	1	1	1	1	1	1	1	7	7	Purposive sampling
Director Of Studies	1	1	1	1	1	1	1	7	7	Purposive sampling
Teachers	52	44	56	39	44	42	40	317	175	Cluster and Simple random sampling
Total	55	47	59	43	47	45	43	339	197	

Source: Adopted Human Resource Department of FCA Report (2022) and guided by Krejcie and Morgan (1970) Sampling Method as cited in (Amin, 2005; Gravetter & Wallnau, 2000)

The sample size that was chosen above included five different types of respondents that took part in the study. The FCA project manager, headteachers, deputy headteachers, directors of studies, and teachers were included in these categories. Table 1 above clearly calculates the sample size for this study, which was 197 responses from a parent population of 339.

3.5 Sampling Techniques and Procedure

Both probability and non-probability sampling strategies were utilised in this study, which is a combination of sampling techniques. Non-probability sampling techniques are used when the people do not have a well-defined chance of being selected but they are essential to participating in the study and involved selecting respondents with the intention that they have to experience the study. Probability sampling techniques mean that each member of the respondents in the sample has an equal chance to be selected to participate in the study, so it involved selecting respondents from the population by option. Cluster sampling, simple random sampling, and non-probability sampling techniques like purposive sampling are employed as probability sampling methods.

The sample size of the teachers to be obtained from each school to participate in the study was first divided using the Cluster Sampling approach, and simple random sampling was then applied in each cluster, which is the refugee settlement schools in Bidi-Bidi, Yumbe District. From each secondary school, 25 teachers were chosen to take part in the study.

Second, teachers from each school were chosen using a straightforward random selection technique. The rationale behind choosing random sampling was that it produces data that can be generalised to a larger population using statistically calculated error margins. The researcher can ensure that all respondents have a comparable chance of being chosen to participate in the study by using a simple random sample (Orodho, 2017). In this study, the researcher provided each school's twenty-five (25) participating instructors an equal chance of being chosen. Anyone who responded to the lottery by selecting "yes" or "no" was required to take part in the study, the researcher decided. The researcher accomplished this by writing "yes" or "no" on sheets of paper that were folded into equal-sized and comparable-shaped folds. Teachers were asked to choose

one document at a time after the documents had been placed in a jug and mixed. The second teacher was given the opportunity to choose also after the first teacher put the paper back, as decided by the first teacher. Bias was avoided by repeating the procedure up until the necessary sample size was reached. Additionally, it reduced the time and expense involved.

Third, the FCA Education Project Manager, Headteachers, Deputy Headteachers and Director of Studies of the FCA-funded secondary schools in Yumbe District were chosen using a purposive sample technique. Judgement sampling, often referred to as purposeful sampling, is the deliberate selection of a respondent based on the traits that respondent possesses (Etikan et al., 2016). According to Malterud et al. (2016), purposeful sampling is frequently employed in qualitative studies to identify and select informed participants in order to make the most of the available resources.

3.6 Data Collection Methods

For the purpose of gathering data for this study, two methods—questionnaire surveys and interview techniques—were used.

3.6.1 Questionnaire Survey

Through the use of standardised questionnaires, data and information were gathered from a group of respondents, including Deputy Headteachers, Directors of Studies, and Teachers of Secondary Schools in Refugee Settlement in Bidi-Bidi, Yumbe District (Amin, 2005). The choice of questionnaire survey was based on the adoption of embedded mixed method approach, which requires collection of a large body of numerical data and could only be achieved through questionnaire surveys (Orodho, 2017). In this study, quantitative data was collected using questionnaires from Deputy Headteachers, Director of Studies, and Teachers. For these types of

respondents, whose numbers are too great for interviews, a questionnaire survey was employed to save time.

3.6.2 Interview

According to a study by Clark et al. (2008), an interview method is a way for a researcher to capture the responses given by study participants. The use of an interview schedule had benefits, such as providing the opportunity for further probing on topics that may come up during the interview period, which helped the researcher obtain the complete and detailed understanding of a particular issue. Clarifying ambiguous answers also helped the researcher collect information needed to achieve study objectives (Orodho, 2017). According to Creswell (2014), systematic data collecting produces high-quality interviews that are honest, trustworthy, reliable, and balanced. Data from the project manager for FCA Education and the principals of the secondary schools in the refugee settlement were gathered through interviews. Since the respondents are few in number but the most knowledgeable regarding leadership styles in the secondary schools in the Bidi-Bidi refugee settlement in Yumbe District in West Nile region of Uganda, Mugenda and Mugenda (1999) recommend that the researcher establish rapport with this category of respondents and thereby gained their cooperation.

3.7 Instruments for Data Collection

In the study, two different kinds of data collection tools were employed. These comprise surveys and interviewing techniques, which are succinctly described as follows:

3.7.1 Questionnaires

In order to gather quantitative information from the Deputy Headteachers, Director of Studies, and Teachers of the secondary schools in the Bid-Bidi refugee settlement in Yumbe District, Uganda, self-administered questionnaires (SAQs) were employed. According to Tichapondwa

(2013), a questionnaire is a document with questions intended to elicit information from the sampled respondents. Most questionnaires include both structured and unstructured items. SAQs are employed for this group of respondents in order to save time since they have closed-ended items and the benefit of being simple to administer, easy to analyse, and time-efficient for a number of respondents that is too large to be interviewed, according to Mugenda & Mugenda (1999). Since the study's intended participants can read and write (are literate), it is simpler for them to complete the questionnaires on their own (Tichapondwa, 2013).

3.7.2 Interview Guide

The FCA Education Project Manager and Headteachers of the secondary schools that FCA operates in the Bidi-Bidi refugee settlement in the Yumbe District were interviewed using a structured interview guide (Amin, 2005). To add depth and specifics to the broader perspective provided by the quantitative data, several types of respondents were interviewed for this study (Edwards & Holland, 2013). Because they allow the researcher to explain quantitative findings, interviews were employed to gather qualitative data (Tichapondwa, 2013). The interviewing technique known as probing, which uses open-ended questions to anticipate an answer on a certain subject, were heavily utilised in this study to get more in-depth responses from the respondents on the issue that the study needs to investigate. This method of data gathering had benefits since it allowed respondents to elaborate more fully on their own responses. The researcher then used the information gathered to support study conclusions.

3.8 Data Quality Control

3.8.1 Validity

An instrument is legitimate, in accordance with Marrie et al. (2018), if it accurately does what it was designed to accomplish and measures what it claims to measure. Additionally, according to

Fraenkel et al. (2011), validity is centred on the support of the deductions made by researchers from data they have acquired using a tool, resulting in the usability, accuracy, significance, and appropriateness of the conclusions they arrive at. Orodho (2017) claims that a typical approach to obtaining content validity comprises a panel of research subject specialists who are obliged to offer a thoughtful assessment of the instrument. In this study, the Supervisors designated by the MUNI University Education Department were the ones doing the assessment of the data collection instruments because they have substantial experience in teaching and supervising postgraduate students. A pilot study was conducted using SPSS version 22 to assess the concept validity and criterion validity. It is required that the Pearson Correlation coefficient fall between -1 and +1.

The researcher utilised the Content Valid Index (CVI), a scale created by computing the relevant questionnaire items by evaluating their clarity and significance in connection to the specified objectives, then dividing by the total number of items as in the formula below.

$$CVI = \frac{\text{Total Relevant Items}}{\text{Total Number of Items}}$$

Findings are presented in Table 3 below:

Table 3: Validity of Questionnaire

Raters	Items rated relevant	Items rated not relevant	Total
Rater 1	48	10	58
Rater 2	53	5	58
Total	101	15	116

Thus, applying the formula,

$$CVI = \frac{101}{116} = 0.87$$

As suggested by Amin (2005), the CVI was higher than 0.70. As a result, the survey was reliable for gathering data.

3.8.2 Reliability

According to a study by Tichapondwa, (2013) repeatability, replicability, and consistent outcomes of the devices for data collection are all examples of reliability in quantitative investigations. According to Kimberlin and Winterstein (2008), Cronbach's Alpha coefficient is adequate for surveys using Likert scale items. To make sure that secondary schools with a comparable character in the Bidi-Bidi refugee settlement in Yumbe District, West Nile, Uganda, secondary school questionnaires for Deputy Headteachers, Director of Studies and Teachers in the same research geographical scope provide consistent results. The questionnaires were only given out once during the pilot phase, and the reliability coefficient was calculated using Cronbach's Alpha. The statistical package for social scientists (SPSS) version 22 was used to analyse data from the pilot test to calculate the Cronbach alpha. Table 4 presents the findings.

Table 4: Reliability of questionnaire

Variables	Cronbach's Alpha	No. of Items
Reliability for autocratic leadership style	.851	14
Reliability for transformational leadership style	.867	17
Reliability for transactional leadership style	.771	14
Reliability for teacher turnover	.833	13

The factors in the questionnaire had Cronbach alpha coefficients that were higher than 0.7, as advised by Lawrence et al. (2006). As a result, the questionnaire was thought to be trustworthy for gathering data.

3.9 Procedure of Data Collection

As a request for permission to conduct the study, a letter of authorization from Muni University was given to officials at the FCA Field Office in Yumbe District, the District Education Office (DEO) of Yumbe District, and finally to the Office of the Headteachers of the secondary schools in the Bidi-Bidi refugee settlement in Yumbe District. A covering letter clarifying the study's

goal was provided to the necessary authorities participating in the study and was attached to data collection tools. After receiving approval, the surveys were distributed to the respondents directly for completion and collected. Access to the interview processes was also granted via the cover letter; this was done by appointment only with the pertinent respondents/officers in charge. Analysis was done on the information gathered utilising the questionnaires and interviewing guides.

3.10 Data Analysis

3.10.1 Quantitative Data Analysis

In a study, Orodho (2017) asserts that the main purpose of revising research instruments after data collection is to check for completeness, accuracy, and uniformity. To improve data analysis, coding and tabulation were done after the questionnaires had been edited. The SPSS version 22.0 programme was then used to enter, clean, and evaluate quantitative data. Here, descriptive statistics, such as frequencies and percentages, were used to analyse the Likert scale data from the questionnaire. Inferential statistics, such as Pearson's rank correlation (r), ANOVA, and regression analysis of variables with the aid of SPSS, were also used in this quantitative data analysis. The respondents' opinions on headteachers' leadership styles and teacher turnover were ascertained using frequencies and percentages. To test the hypotheses, Pearson's rank correlation (r) was applied. The link between the independent and dependent variables was ascertained using regression analysis. Regression is a highly helpful method for figuring out the statistical association between variables, according to (Kalimba et al., 2016). Regression, according to Creswell (2014), is used to determine the relationship between two quantitative variables. The strength of the association between the independent factors and dependent variables was assessed using the Pearson rank correlation coefficient (r). The nature of the association was also

determined using the sign of the correlation coefficient (+ or -). To gauge the degree of confidence in the researcher's results, the significance of the correlation coefficient (p) was employed. To assess how much of the variance in the dependent variable was produced by the independent variables, the Pearson rank correlation coefficient (r) was squared and corrected. To identify the aspects of headteachers' leadership styles that were most significantly impacted, an ANOVA was performed.

3.10.2 Qualitative Data Analysis

In order to modify qualitative data and reassemble it into more concise, comprehensible words, content analysis was applied. Thematic approach was chosen as the method to apply for the qualitative data analysis that identifies themes, categories, and patterns. Using interpretative and coding procedures, themes were employed to summarise qualitative data. Coding was used to organise the data and give a means of incorporating interpretations into quantitative conclusions, as opposed to interpretative technique, which was used to describe the researcher's deductions in a structured plan. To identify data sets that would be used in particular study goals, a short code was used. To clarify and elaborate on the significance of quantitative data, these coding and utilisation of themes were employed (Creswell, 2014; Obungu, 2021). As a result, the narrative format of the qualitative data presentation allowed for the analysis to include the voices of the respondents. The outcomes of this technique were utilised to support the outcomes of the quantitative data analysis technique.

3.11 Measurement of Variables

The variables (independent variable and independent variable) were categorised and rated using an ordinal measurement in the questionnaire. In order to gather opinion data on the study

variables, a Likert scale with the following five scales was used: 5 = Strongly Agree; 4 = Agree; 3 = Undecided; 2 = Disagree; and 1 = Strongly Disagree (Joshi et al., 2015).

3.12 Ethical Consideration

According to (Tichapondwa, 2013), ethical conduct is a significant problem in research, particularly when the respondents are people. (Fraenkel et al., 2011) propose three ethical factors that every study should take into account. These are subjects' deception, confidentiality of research data, and protection of participants from injury or damage. In this investigation, precautions were made to guarantee that ethical guidelines were followed. The researcher provided honest answers to any queries the respondents could have concern about the study in order to safeguard them from damage and to make clear the study's objectives and elements (Fraenkel et al., 2011).

The researcher had to make sure that the respondents' confidentiality and privacy would be upheld. It was urged to the participants not to provide their names in the surveys. Additionally, the information collected from the respondents was exclusively used for this study. To protect the privacy of the interviewees, pseudonyms or codes were employed during the interview process (Fraenkel et al., 2011). The researcher requested the heads of the secondary schools' permission to conduct the study in the institutions under their control.

Finally, the researcher informed the respondents about the purpose of the study under research as well as other components of the study to guarantee that the issue of dishonesty did not come up during the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

4.0 Introduction

The results are presented, examined and interpreted in this chapter. It is broken down into six smaller portions. Results about the response rate are presented in the first subsection. Results related to respondents' backgrounds are shown in the second subsection. Results regarding authoritarian leadership style and teacher turnover at secondary schools in Uganda's Bidi-Bidi, Yumbe District, funded by FCA, are presented in the third sub-section. Results regarding transformational leadership style and teacher turnover at secondary schools in Uganda's Bidi-Bidi, Yumbe District, supported by FCA, are presented in the fourth sub-section. Results regarding transactional leadership style and teacher turnover at secondary schools in Uganda's Bidi-Bidi, Yumbe District, supported by FCA, are presented in the fifth sub-section. Results for all independent factors combined on the dependent variable are shown in the sixth sub-section.

4.1 Response Rate

In survey research, the response rate, also known as the completion rate or return rate, refers to the ratio of respondents to sample members (Bommier et al., 2022; Vogel et al., 2019). It is typically stated as a percentage. If the non-response is unequal across the participants considering exposure and/or outcome, a low response rate may result in sampling bias. 197 respondents made up the study's sample, yet 99.5% of the respondents participated. Table 5 below shows the breakdown.

Table 5: Response rate

Category of population	Target Population	Sampled size	Response Rate	Percentage (%)
FCA Project Manager	1	1	1	100
Headteacher	7	7	6	85.7
Deputy Headteacher	7	7	7	100
Director of Studies	7	7	7	100
Teachers	317	175	175	100
Total	339	197	196	99.5

Source: Data from the field

$$\text{Response Rate} = \frac{\text{No. of Response}}{\text{Sample Population}} \times 100\% = \frac{196}{197} \times 100\% = 99.5\%$$

The response rate in Table 5 was 99.5%, above the suggested 67% response rate by Amin, 2005 and Mugenda & Mugenda, 1999. The outcomes thus reflected what would have been discovered from the 339 target population.

4.2 Background Results

The researcher gathered pertinent background data, including gender, age, length of service in the organisation, level of education, and department under which the teaching subject falls, in order to inform and explain specific phenomena. The respondents' responses to these questions are shown in Tables 6, 7, 8, 9 and 10.

Table 6: Gender of respondents

Gender of respondents	Frequency	Percent
Male	128	67.7
Female	61	32.3
Total	189	100.0

Source: Data from the field

Table 6 shows that more of the respondents (67.7%) were males. However, a significant number of females (32.3%) also participated in the study. This means that the views of both sexes were significantly contributed to the findings of the study and issues of bias in gender were eliminated.

Age of the respondents is presented in Table 7 as below.

Table 7: Age of respondents

Age of respondents	Frequency	Percent
20-29 years	73	38.6
30-39 years	87	46.0
40-49 years	24	12.7
Above 49 years	5	2.6
Total	189	100.0

Source: Data from the field

Table 7 shows that the majority of those who participated in the study 87 (46.0%) were between the age of 30-39 years; 73 (38.6%) were between the age of 20-29 years; while 24 (12.7%) were between the age of 40-49 years and only 5 (2.6%) respondents were above 49 years. This implied that a great majority of the respondents were below 40 years and the rest of them were above 40 years meaning data was sought from all generations working in the FCA funded refugee settlement schools in Yumbe District, West Nile, Uganda. Table 8 presents data on the length of service of the respondents in the FCA funded refugee settlement schools in Yumbe District, West Nile, Uganda.

Table 8: Length of service in FCA secondary schools

Length of service of respondents in the secondary schools	Frequency	Percent
less than 1 year	76	40.2
2-4 years	77	40.7
4-6 years	27	14.3
Above 6 years	9	4.8
Total	189	100.0

Source: Data from the field

Table 8 reveals that 76 respondents, or 40.7%, and 76 respondents, or 40.2%, respectively, had worked in their secondary schools for 2-4 years and less than a year, while only 27 respondents, or 14.3%, and 9 respondents, or 4.8%, had worked in their secondary schools for 4-6 years and more than 6 years. As a result, they were a reliable source of information because they appeared to have command of their responses, having served for an average of more than two years, and

were familiar with teacher turnover at their respective schools. Table 9 displays the respondents' educational attainment.

Table 9: Level of Education

Level of Education of respondents	Frequency	Percent
Diploma	98	51.9
Degree	91	48.1
Total	189	100.0

Source: Data from the field

Table 9 reveals that 98 (51.7%) of the participants in the study held a first degree, while 91 (48.1%) held a diploma. This suggested that the vast majority were extremely competent individuals who could provide reliable information. Data on the respondents' teaching departments at the secondary schools sponsored by FCA are included in Table 10.

Table 10: Teaching departments of respondents

Departments of the teaching subjects for respondents	Frequency	Percent
Arts	98	51.9
Sciences	91	48.1
Total	189	100.0

Source: Data from the field

Table 10 shows that 91 (48.1%) of the respondents are from the Science department, while 98 (51.9%) are from the Arts department. This indicates that all perspectives from all groups were fairly represented in the study, and as a result, they can be regarded as representative of the study's target audience. Results regarding authoritarian leadership and teacher turnover in secondary schools in Uganda's Bidi-Bidi, Yumbe District, funded by FCA, are presented in the next subsection.

4.3 Relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

It was necessary to first determine the results for each variable separately using descriptive statistics, which in the study were frequencies and percentages given that the type of data utilised was ordinal, before drawing any conclusions about the relationship between autocratic leadership style and teacher turnover. Therefore, research on autocratic leadership style and teacher turnover is presented in the following subsection.

4.3.1 Descriptive results on autocratic leadership styles

Categories of staff that is Deputy Headteachers, Director of Studies and Teachers under FCA funded secondary schools were requested to respond to fourteen items about autocratic leadership style by indicating their agreement using a five-point Likert scale as shown in Table 11. The items are presented in the first column and the proportion of Deputy Headteachers, Director of Studies and Teachers to the responses on each of the items is presented in form of frequencies and percentages in columns 2 to 6. The last column presents the total percentage of Deputy Headteachers, Director of Studies and Teachers on each of the items. The key are: SD = Strongly Disagree, D = Disagree, UD = Undecided A = Agree, SA = Strongly Agree. The analysis and interpretation of the findings about autocratic leadership style follows the presentation of findings in Table 11.

Table 11: Autocratic leadership style descriptive statistics

Autocratic Leadership Style	SD	D	UD	A	SA	Total
1. Our Headteacher does not allow the teachers to go about their work the way they want	53 (28.0%)	65 (34.4%)	30 (15.9%)	28 (14.8%)	13 (6.9%)	189 (100%)
2. Our Headteacher decides what shall be done and how it shall be done	56 (29.6%)	59 (31.2%)	24 (12.7%)	32 (16.9%)	18 (9.5%)	189 (100%)

3. We do not consult with our Headteacher when faced with problems	88 (46.6%)	74 (39.2%)	10 (5.3%)	9 (4.8%)	8 (4.2%)	189 (100%)
4. Our Headteacher doesn't let some group members to have authority that they should keep	87 (46.0%)	74 (39.2%)	10 (5.3%)	10 (5.3%)	8 (4.2%)	189 (100%)
5. Our Headteacher is not accommodative of other teachers' opinions	96 (50.8%)	58 (30.7%)	9 (4.8%)	19 (10.1%)	7 (3.7%)	189 (100%)
6. Our Headteacher does not give advance notice of changes	92 (48.7%)	57 (30.2%)	24 (12.7%)	13 (6.9%)	3 (1.6%)	189 (100%)
7. Our Headteacher is reluctant to explain his actions	82 (43.4%)	61 (32.3%)	25 (13.2%)	14 (7.4%)	7 (3.7%)	189 (100%)
8. Our Headteacher keeps track of all mistakes	47 (24.9%)	43 (22.8%)	34 (18.0%)	43 (22.8%)	22 (11.6%)	189 (100%)
9. Our Headteacher directs his attention towards failures to meet standards	40 (21.2%)	43 (22.8%)	34 (18.0%)	51 (27.0%)	21 (11.1%)	189 (100%)
10. Our Headteacher talks about his most important values and beliefs	49 (25.9%)	55 (29.1%)	35 (18.5%)	37 (19.6%)	13 (6.9%)	189 (100%)
11. My Headteacher does not guide as a friend but as a dictator	88 (46.6%)	44 (23.3%)	26 (13.8%)	25 (13.2%)	6 (3.2%)	189 (100%)
12. Teachers are not free to express their views	84 (44.4%)	47 (24.9%)	21 (11.1%)	33 (17.5%)	4 (2.1%)	189 (100%)
13. My Headteacher acts without consulting the staff	72 (38.1%)	59 (31.2%)	27 (14.3%)	20 (10.6%)	11 (5.8%)	189 (100%)
14. My Headteacher always feels unsecured and tends to force subordinate to work because he thinks that is the best way to achieve results	69 (36.5%)	47 (24.9%)	32 (16.9%)	31 (16.4%)	10 (5.3%)	189 (100%)

Source: Data from the field

Deputy Headteachers, the Director of Studies, and Teachers in Yumbe District's secondary schools that get FCA funding who strongly disagreed and those who disagreed were grouped into one category of those who 'opposed' the items in order to assess the findings. Another type of people who "concurred" with the items included Deputy Headteachers, the Director of Studies, and Teachers who strongly agreed and those who agreed. Following the computation, Deputy Headteachers, Director of Studies, and Teachers were divided into three categories and compared: "Deputy Headteachers, Director of Studies, and Teachers who opposed the items,"

"Deputy Headteachers, Director of Studies, and Teachers were undecided on the items," and "Deputy Headteachers, Director of Studies, and Teachers who concurred with the items." The comparisons of the three categories were then used to derive an interpretation, as is seen in the paragraph that follows.

Table 11's findings reveal that more Deputy Headteachers, Director of Studies, and Teachers disagreed with the statements concerning an autocratic leadership style (item 1 to item 14) than those who agreed or were unsure. Comparing the responses to these questions reveals that the opposition ranged from 44% to 85.8%, the unsure ranged from 4.8% to 18.5%, and the concurring ranged from 8.5% to 38.1%. These comparisons show that the percentages of those opposed to the items were higher than the percentages of those who were unsure and those who agreed with them. The interpretation is as follows from this analysis.

Results indicate that the majority of Deputy Headteachers, Directors of Studies, and Teachers believe that the use of an autocratic leadership style is inappropriate in the FCA-funded secondary schools in Yumbe District, Uganda. They also believe that since this style of leadership looks for team weaknesses and failures, it creates a hostile and punitive work environment. Additionally, the majority of the Deputy Headteachers, Directors of Studies, and Teachers felt that the headteachers in secondary schools consultative, taking into account the opinions of other stakeholders; that the FCA occasionally imposes orders on the headteachers to implement without their input; and that there has been a constant turnover of teachers in the workforce; absenteeism; a lack of professionalism; and poor quality sourcing of teachers by the organisation. The leadership serves as a mentor, according to the Deputy Headteachers, Director of Studies, and Teachers; the teachers are free to voice their opinions on many matters, which are subsequently conveyed to the FCA; and finally, the headteachers are understanding of the

obstacles faced by the teachers. These results demonstrate that the autocratic leadership style at secondary schools supported by FCA in the Yumbe District of Uganda's Bidi-Bidi refugee settlement was not beneficial.

The results of the interviews shed more light on the characteristics of an authoritarian leadership style. For instance, the Key Informant E from the FCA school disclosed the following on its effects on teacher turnover: *“All the opinions brought up by the teachers are shot down and are under looked by the organisation top leadership, this is regarding non consideration of suggestions from some teachers by the top leadership of FCA in Yumbe field office (Interview with FCA school Key Informant E, 15th May 2023)”*. Similarly, the another FCA school Key Informant F had this to say, *“Only a few Headteachers can influence the FCA leadership. In most cases the ones who are not employed through the formal system in place”* (Interview with FCA school Key Informant F, 13th May 2023). Thus, from the interviews it is shown that the usage of autocratic leadership style causes the leaving of the teaching staff when a better opportunity arises.

Interview findings also further highlighted the issues relating to how the autocratic leadership style is sometimes necessary in implementation of school programs as shown in the following extract from the FCA school Key Informant G and FCA school Key Informant A;

Some of the Headteachers who have personal issues with the teachers can make life very hard for them to find fault in their ways of work so finally at the end, such teachers are either transferred or ejected from the schools where they are attached (Interview with FCA school Key Informant G, 14th May 2023).

From time to time, some trainings are organized where the Headteacher sends teachers to attend, it is normally seen that they always send one specific group of teachers and leaving the rest out hence creating demotivation (Interview with FCA school Key Informant A, 11th May 2023).

Thus, it is shown that the autocratic leadership style when used scares away teachers to work to the best of their abilities. In this regard, the FCA school Key Informant D and FCA school Key Informant C were of the following view:

No leadership style can attain all the organizational results the way expectations are to come up. In this regard, a mix of the different styles of leadership is the best to apply in different situations to achieve (Interview with FCA school Key Informant D, 12th May 2023).

In our institution, even one being a Headteacher is not allowed to take independent decision hence it is the organisation dictating what to do. Therefore, it is FCA which uses the autocratic leadership style on all the employees in this institution (Interview with FCA school Key Informant C, 11th May 2023).

These findings shows that FCA organisation is the final decision on their set guide lines which they expect all their employees to follow. Having established the views of Headteachers, Deputy Headteachers, Director of Studies and Teachers on autocratic leadership style, sub-section 4.3.2 presents respondents' views on teacher turnover.

4.3.2 Descriptive results on Teacher Turnover

Different categories of staff that is Deputy Headteachers, Director of Studies, and Teachers under FCA funded secondary schools responded to 13 items about Teacher Turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda by indicating their agreement using a five-point Likert scale as shown in Table 12. The key are: SD = Strongly Disagree, D = Disagree, UD = Undecided A = Agree, SA = Strongly Agree. The analysis and interpretation of the findings follows the presentation.

Table 12: Teacher Turnover descriptive statistics

Teacher Turnover	SD	D	UD	A	SA	Total
1. Teachers normally resign from their jobs here	60 (31.7%)	22 (11.6%)	33 (17.5%)	45 (23.8%)	29 (15.3%)	189 (100%)
2. Teachers at this school don't attend to duties consistently	81 (42.9%)	57 (30.2%)	14 (7.4%)	28 (14.8%)	9 (4.8%)	189 (100%)

3. Many teachers are transferred before a year end	72 (38.1%)	56 (29.6%)	30 (15.9%)	24 (12.7%)	7 (3.7%)	189 (100%)
4. I plan to work in this school for a short time	60 (31.7%)	52 (27.5%)	44 (23.3%)	27 (14.3%)	6 (3.2%)	189 (100%)
5. I am actively searching for an alternative to this school	64 (33.9%)	52 (27.5%)	39 (20.6%)	27 (14.3%)	7 (3.7%)	189 (100%)
6. Many teachers' services are normally terminated from here	41 (21.7%)	54 (28.6%)	42 (22.2%)	30 (15.9%)	22 (11.6%)	189 (100%)
7. As soon as possible, I will leave this school	53 (28.0%)	58 (30.7%)	54 (28.6%)	18 (9.5%)	6 (3.2%)	189 (100%)
8. I am in this school for lack of an alternative school	62 (32.8%)	55 (29.1%)	32 (16.9%)	26 (13.8%)	14 (7.4%)	189 (100%)
9. Many teachers leave this school because of death or illness	68 (36.0%)	48 (25.4%)	37 (19.6%)	29 (15.3%)	7 (3.7%)	189 (100%)
10. Assigned nonteaching duties are excessive by the Headteacher	44 (23.3%)	45 (23.8%)	41 (21.7%)	47 (24.9%)	12 (6.3%)	189 (100%)
11. The mannerisms of Headteacher at this school are annoying.	66 (34.9%)	37 (19.6%)	33 (17.5%)	39 (20.6%)	14 (7.4%)	189 (100%)
12. The work environment does not favour me	36 (19.0%)	67 (35.4%)	24 (12.7%)	37 (19.6%)	25 (13.2%)	189 (100%)
13. I receive little money compared to work done	16 (8.5%)	31 (16.4%)	38 (20.1%)	59 (31.2%)	45 (23.8%)	189 (100%)

Source: Data from the field

To analyze the findings, Deputy Headteachers, Director of Studies and Teachers under FCA funded secondary schools in Yumbe District who strongly disagreed and those who disagreed were combined into one category of those who “opposed” the items. In addition, Deputy Headteachers, Director of Studies and Teachers who strongly agreed and those who agreed were combined into another category of those who “concurred” with the items. After the computation, three categories of Deputy Headteachers, Director of Studies and Teachers were compared, which included “ Deputy Headteachers, Director of Studies and Teachers who opposed the items”, “ Deputy Headteachers, Director of Studies and Teachers were undecided on the items” and “ Deputy Headteachers, Director of Studies and Teachers who concurred with the items”. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph.

Findings in Table 12 show that most of the Deputy Headteachers, Director of Studies and Teachers opposed the eleven items about teacher turnover (that is items 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 and 12) compared to those who concurred and were undecided. A comparison on these items (that is items 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 and 12) shows that those that opposed ranged from 43.3% to 73.1% while those that were undecided ranged from 7.4% to 28.6%, and those that concurred ranged from 12.7% to 39.1%. From these comparisons, it can be seen that the percentages that opposed the items (that is items 2, 3, 4, 5, 7, 8, 9, 10, 11 and 12) were higher compared to those who were undecided and those that concurred. From this analysis, the following is the interpretation.

Findings show most Deputy Headteachers, Director of Studies and Teachers were of the view that teachers do not normally resign from their jobs; teachers finish their contract period of one year before their transfer; and there are challenges of tense work environment which is not very conducive. Furthermore, most Deputy Headteachers, Director of Studies and Teachers were of the view that the retention strategies are not applied efficiently; funded leadership training programme was not in place for teachers to provide them with appropriate skills to maintain or reduce teacher turnover; and teaching and learning environment in the schools do not promote progress in professional development.

On the other hand, findings show that most of the Deputy Headteachers, Director of Studies and Teachers concurred with one item about teacher turnover (that is item 13) compared to those who opposed and those who were undecided. A comparison on this item shows that those that concurred with the item were 55% while those that were undecided are 20.1% and those that opposed the item were 24.9%. From this comparison, it can be seen that the percentage that

concurrent with the item 13 were higher compared to those who were opposed and undecided. From this analysis, the following is the interpretation.

Findings show most Deputy Headteachers, Director of Studies and Teachers were of the view that concurrent with receiving little money compared to the work done hence when a greener pasture is sported in the world of job of teaching, one would not hesitate to take on it.

Therefore, these findings show high teacher turnover in the FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. Having established the views of Deputy Headteachers, Director of Studies and Teachers on teacher turnover, the following subsection presents findings linking autocratic leadership style and teacher turnover.

4.3.3 Inferential statistical results on autocratic leadership styles and teacher turnover

The first hypothesis, *“There is a statistically significant relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda”* was tested. Pearson rank order correlation coefficient (r) was used to determine the strength of the relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda. The coefficient of determination was used to determine the magnitude of variance in teacher turnover accounted for by autocratic leadership style. The significance of the coefficient (r) was used to test the hypothesis by comparing p to the critical significance level at 5% (.05). Table 13 presents the test results for the first hypothesis.

Table 13: Correlation and coefficient of determination on Autocratic leadership style and Teacher Turnover

	Autocratic Leadership Style
Teacher Turnover	$r = .363$ $r^2 = .132$ $p = .000$ $n = 189$

Source: Data from the field

Findings in Table 13 show that there was a moderate positive correlation ($r = .363$) between autocratic leadership style and teacher turnover in in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. Since the correlation does not imply causal-effect as stated in the first objective, the coefficient of determination, which is a square of the correlation coefficient ($r^2 = .132$), was computed and expressed as a percentage to determine the variance in teacher turnover due to autocratic leadership style. Findings show that autocratic leadership style accounted for 13.2% variance in teacher turnover. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at .05. Because of this, the hypothesis “*There is a statistically significant relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda*” was **accepted**.

The implication of the findings was that the weak effect implied that a small change in autocratic leadership style contributed to a small change in teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda. The positive nature of the effect implied that the change in autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda was in the same

direction, whereby more autocratic leadership style contributed to more teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda and less autocratic leadership style contributed to less teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda.

Thus, it was concluded that the autocratic leadership style did significantly affect teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda.

4.4 Relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

Before determining the relationship between transformational leadership style and teacher turnover, descriptive statistics for transformational leadership style are presented to show the respondents' views on this variable. The descriptive statistics used in this study were frequencies and percentages to see how the different participants responded to the different items in the questionnaire. Findings are presented in the following sub sections.

4.4.1 Descriptive results on transformational leadership style

Categories of staff that is Deputy Headteachers, Director of Studies and Teachers under FCA funded secondary schools were requested to respond to 17 items about transformational leadership style by indicating their agreement using a five-point Likert scale as shown in Table 14. The key used were as for autocratic leadership style. The analysis and interpretation of the findings about transformational leadership style follows the presentation of findings in Table 14.

Table 14: Transformational leadership style descriptive statistics

Transformational leadership style	SD	D	UD	A	SA	Total
1. My Headteacher sees his/her colleague staff as collaborators and partners	9 (4.8%)	11 (5.8%)	6 (3.2%)	72 (38.1%)	91 (48.1%)	189 (100%)
2. My Headteacher is accommodative of other teachers' opinions	0 (0.0%)	17 (9.0%)	12 (6.3%)	90 (47.6%)	70 (37.0%)	189 (100%)
3. My Headteacher consider the ideas/suggestions of teachers while deciding	5 (2.6%)	10 (5.3%)	25 (13.2%)	97 (51.3%)	52 (27.5%)	189 (100%)
4. My Headteacher is concerned with the interest and welfare of the teachers while making decisions	16 (8.5%)	11 (5.8%)	34 (18.0%)	92 (48.7%)	36 (19.0%)	189 (100%)
5. My Headteacher respects the opinions of other teachers	6 (3.2%)	11 (5.8%)	19 (10.1%)	92 (48.7%)	61 (32.3%)	189 (100%)
6. My Headteacher believes there should not be hard and fast rules in an organization	21 (11.1%)	26 (13.8%)	39 (20.6%)	70 (37.0%)	33 (17.5%)	189 (100%)
7. My Headteacher permits the members to use their own judgments	6 (3.2%)	48 (25.4%)	35 (18.5%)	72 (38.1%)	28 (14.8%)	189 (100%)
8. My Headteacher welcomes questioning by the staff in matters related to school affairs	1 (0.5%)	10 (5.3%)	24 (12.7%)	90 (47.6%)	64 (33.9%)	189 (100%)
9. My Headteacher allows teachers to set their own pace	12 (6.3%)	38 (20.1%)	42 (22.2%)	53 (28.0%)	44 (23.3%)	189 (100%)
10. My Headteacher assigns tasks and then let the teachers handle it	15 (7.9%)	11 (5.8%)	16 (8.5%)	68 (36.0%)	79 (41.8%)	189 (100%)
11. My Headteacher instils a sense of pride in teachers	17 (9.0%)	26 (13.8%)	31 (16.4%)	64 (33.9%)	51 (27.0%)	189 (100%)
12. My Headteacher encourages us teachers and assures that they can overcome obstacles.	4 (2.1%)	14 (7.4%)	22 (11.6%)	72 (38.1%)	77 (40.7%)	189 (100%)
13. My Headteacher allows the teachers a high degree of initiative and creativity in their work	2 (1.1%)	11 (5.8%)	23 (12.2%)	86 (45.5%)	67 (35.4%)	189 (100%)
14. My Headteacher allow the teachers to go about their work the way they want	39 (20.6%)	34 (18.0%)	44 (23.3%)	54 (28.6%)	18 (9.5%)	189 (100%)
15. My Headteacher leads by example	2 (1.1%)	13 (6.9%)	30 (15.9%)	74 (39.2%)	70 (37.0%)	189 (100%)
16. My Headteacher allows me to appraise my self	26 (13.8%)	27 (14.3%)	29 (15.3%)	54 (28.6%)	53 (28.0%)	189 (100%)
17. My Headteacher teaches and offer advises on individual basis	4 (2.1%)	12 (6.3%)	17 (9.0%)	86 (45.5%)	70 (37.0%)	189 (100%)

Source: Data from the field

Findings in Table 14 show that most Deputy Headteachers, Director of Studies and Teachers concurred to all items about institutional human capacity (that is, items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16 and 17) compared to those who opposed and undecided. A comparison on these items shows that those that opposed ranged from 5.8% to 28.6%, while those that were undecided ranged from 3.2% to 23.3% and those that concurred ranged from 51.3% to 86.2%. From these comparisons, it can be seen that the percentages of those that opposed the items and were undecided were lower compared to those who concurred. From this analysis, the following is the interpretation.

Findings show most Deputy Headteachers, Director of Studies and Teachers were of the view that there was collaboration among the administrators and other staff in the school ; suggestions from others are considered when decisions are made, freedom of expression is allowed in meetings and approaches made to the administrators in the secondary schools; and leadership by show of example and advise offered to the teachers on individual challenges is normally done by the Headteachers. Deputy Headteachers, Director of Studies and Teachers were of the view that Headteachers disseminate work and then allows the other staff; the tense environment of work within the FCA funded schools did not allow the Headteachers express their skills adequately because there are supposed to work within a limited space of freedom controlled by the organisation. This made some decisions delay to be taken because of hierarchy processes involved therein. Most Deputy Headteachers, Director of Studies and Teachers were of the view that Headteachers work under tight instructions, assign tasks which are approved by the FCA organisation; members of the schools are motivated to work as a result of fear to be fired when reported as underperforming staff; the organisation sets goals to be achieved by the different

schools regardless of their different dynamics in the Bidi-Bidi refugee settlement; and appraisals are done by Headteachers and approval is done by the FCA officers designated to do the work, the standards to be achieved and evaluation of performance are as well in the hands of the Organisation.

On the other hand, findings show that most of the Deputy Headteachers, Director of Studies and Teachers opposed one item about transformational leadership style (that is item 14) compared to those who concurred with the item and those who were undecided. A comparison on this item shows that those that concurred with the item were 38.1% while those that were undecided are 23.3% and those that opposed the item were 38.6%. From this comparison, it can be seen that the percentage that opposed the item 14 were higher compared to those who were undecided and concurred with the item 14. From this analysis, the following is the interpretation.

Findings show most Deputy Headteachers, Director of Studies and Teachers were of the view that opposed the Headteachers allowing their teachers to go about work of teaching and learning the way they want and this is due the fact that the leaders in the secondary have limited powers to exercise their roles since the organisation FCA has supreme authority with clear guide lines on how to apply administrative skills.

Interview findings from key informants support the findings in the previous paragraph obtained using questionnaires and shed more light on transformational leadership styles used by Headteachers in FCA funded secondary schools in refugee settlement Bidi-Bidi, Yumbe District, Uganda. During interviews with key informants, moderate transformational leadership styles is emphasized in teaching and learning processes, trainings organized to skill the subordinates and

consultative decision making at school level is high as shown in the following from FCA key informant X and FCA school key informant D:

The trainings organised are attended by teachers and well facilitated by experts in the management of school affairs. Therefore, continuous capacity development is encouraged by the FCA organisation, and the only challenge is realized in selection criteria of the members to attend such trainings (Interview with FCA key informant X, 16th May 2023).

There is not much space for the teaching staff to implement all the skills because there are so many expectations which the organisation wants them to meet. Some appraisals are done abruptly in order to find out whether the teachers are teaching well hence it is an issue which the organisation should streamline (Interview with FCA school key informant D, 9th May 2023).

A FCA school Key Informant A had this to say, *“In the areas of technical competencies like in training our staff for New lower secondary curriculum delivery, we would hire some knowledgeable people to come and help us train our teachers, but this has to first be approved by FCA organisation and this results into unnecessary delays”* (Interview with FCA school Key Informant A, 11th May 2023). Similarly, the FCA school Key Informant G was of the following view, *“The Headteachers have limited powers to implement what they think can propel the school far fast and since their powers are all trimmed, they work in a way which cannot make them lose their jobs”* (Interview with FCA school Key Informant G, 14th May 2023). A FCA school Key Informant C revealed the following, *“Majority of the staff are waiting for any other better opportunity to take on because there is no much freedom at the schools in refugee settlement in Bidi-Bidi, Yumbe District though the Headteachers are trying their best to protect their teachers”* (Interview with FCA school Key Informant C, 12th May 2023). From the findings, it is shown that the transformational leadership style application is at the mercy of the Headteachers whose powers are continuously trimmed by the FCA organisation hence making every employee at the different FCA funded schools to work under fear of losing their jobs any

time when they slide back as revealed by a FCA school Key Informant G and an FCA school Key Informant E in the following:

Teachers are only motivated when they know there would be a verification soon and there is lack of intrinsic motivation (Interview with FCA school Key Informant G, 11th May 2023).

In most cases, all issues to be handled are predetermined by the FCA organisation; meetings are for formalities otherwise their effect in influencing the opinions is limited. (Interview with FCA school Key Informant E, 15th May 2023).

Thus, both findings obtained using questionnaires and interview guides revealed that the transformational leadership is still wanting. Poor transformational leadership can lead to high teacher turnover.

4.4.2 Inferential statistical results on transformational leadership style and teacher turnover

The second hypothesis, “*There is statistically significant relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda*” was tested. Using Pearson rank order correlation coefficient (r) and the coefficient of determination, Table 15 presents the test results.

Table 15: Correlation and coefficient of determination on Transformational Leadership Style and Teacher Turnover

	Transformational Leadership Style
Teacher Turnover	$r = -.235$ $r^2 = .055$ $p = .001$ $n = 189$

Source: Data from the field

Findings in Table 15 show that there was a very weak negative correlation ($r = -.235$) between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda. The coefficient of determination ($r^2 =$

.055) shows that transformational leadership style accounted for 5.5% variance in teacher turnover. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .001$) is less than the recommended critical significance at .05. Because of this, the hypothesis, “*There is statistically significant relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda*” was **accepted**.

The implication of the findings was scattered in nature; that is, the weak effect implied that a change in transformational leadership style contributed to a small change in teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda. The negative nature of the effect implied that the change in transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda was in the opposite direction, whereby better transformational leadership style contributed to less teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda, and less transformational leadership style contributed to more teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda.

4.5 Relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

Before determining the relationship between transactional leadership style and teacher turnover, descriptive statistics for transactional leadership style are presented to show the respondents views on this variable.

4.5.1 Descriptive results on transactional leadership style

Categories of staff that is Deputy Headteachers, Director of Studies and Teachers under FCA funded secondary schools were requested to respond to fourteen items about transactional leadership style by indicating their agreement using a five-point Likert scale as shown in Table 16. The key is as used for autocratic leadership styles above. The analysis and interpretation of the findings about transactional leadership style follows the presentation of findings in Table 16.

Table 16: Transactional leadership style descriptive statistics

Transactional leadership style	SD	D	UD	A	SA	Total
1. My head teacher gives personal favours to teacher	58 (30.7%)	45 (23.8%)	35 (18.5%)	33 (17.5%)	18 (9.5%)	189 (100%)
2. The Headteacher looks out for the personal welfare of the teachers	34 (18.0%)	39 (20.6%)	41 (21.7%)	46 (24.3%)	29 (15.3%)	189 (100%)
3. The Headteacher is available after school to help teachers when assistance is needed.	22 (11.6%)	28 (14.8%)	28 (14.8%)	59 (31.2%)	52 (27.5%)	189 (100%)
4. The principal goes out of his or her way to help teachers.	22 (11.6%)	28 (14.8%)	46 (24.3%)	77 (40.7%)	16 (8.5%)	189 (100%)
5. The Headteacher awards a well performing teacher in his school	59 (31.2%)	38 (20.1%)	47 (24.9%)	31 (16.4%)	14 (7.4%)	189 (100%)
6. There is always money attachment to every task performed at the school	77 (40.7%)	45 (23.8%)	33 (17.5%)	21 (11.1%)	13 (6.9%)	189 (100%)
7. My Headteacher gives allowances to teachers timely	65 (34.4%)	42 (22.2%)	49 (25.9%)	23 (12.2%)	10 (5.3%)	189 (100%)
8. Teachers are paid salaries timely	24 (12.7%)	36 (19.0%)	33 (17.5%)	63 (33.3%)	33 (17.5%)	189 (100%)
9. Teachers are paid very good salaries at my school	22 (11.6%)	39 (20.6%)	57 (30.2%)	46 (24.3%)	25 (13.2%)	189 (100%)
10. My supervisor communicates set standards.	16 (8.5%)	16 (8.5%)	37 (19.6%)	74 (39.2%)	46 (24.3%)	189 (100%)
11. My Headteacher gives rewards and promotions to outstanding teachers	40 (21.2%)	40 (21.2%)	51 (27.0%)	35 (18.5%)	23 (12.2%)	189 (100%)
12. My Headteacher clarifies expectations for employees to be rewarded.	30 (15.9%)	34 (18.0%)	65 (34.4%)	43 (22.8%)	17 (9.0%)	189 (100%)
13. My Headteacher punishes subordinates who do not meet expectations.	36 (19.0%)	55 (29.1%)	54 (28.6%)	36 (19.0%)	8 (4.2%)	189 (100%)

14. My Headteacher emphasizes accomplishment of tasks.	7 (3.7%)	20 (10.6%)	32 (16.9%)	65 (34.4%)	65 (34.4%)	189 (100%)
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Source: Data from the field

Findings in Table 16 show that most Deputy Headteachers, Director of Studies and Teachers concurred with seven items about transactional leadership style (that is items 2, 3, 4, 8, 9, 10 and 14) compared to those who opposed and were undecided. A comparison on these items shows that the percentages of those that opposed ranged from 14.3% to 38.6% while those that were undecided ranged from 14.8% to 30.2% and those that concurred ranged from 37.5% to 68.8%. From these comparisons, it can be seen that the percentages that concurred were higher compared to those who were undecided and opposed to the items (that is items 2, 3, 4, 8, 9, 10 and 14). From this analysis, the following is the interpretation.

Findings show most Deputy Headteachers, Director of Studies and Teachers were of the view that the role of transactional leadership style is seen in the Headteacher looking out for the personal welfare of teachers more especially when they miss out on their entitled benefits like salaries, training allowances and other enumerations. The respondents concurred strongly with the leadership of the school that is the Headteacher being available to help staff when their help is sought and gets out of their way to help out a teacher in problems. Most Deputy Headteachers, Director of Studies and Teachers were of the view that the Headteachers applied transactional leadership style in payment of teachers' salaries timely and the salaries are fair, communicates to get standard out of their teachers and finally emphasizes accomplishment of tasks timely before deadline and the best performing are appreciated publicly.

On the other hand, findings show that most of the Deputy Headteachers, Director of Studies and Teachers opposed seven items about transactional leadership style (that is items 1, 5, 6, 7, 11, 12

and 13) compared to those who concurred with the items and those who were undecided. A comparison on these items shows that those that concurred with the items ranged from 17.5% to 31.8% while those that were undecided ranged from 17.5% to 34.4% and those that opposed the items (that is items 1, 5, 6, 7, 11, 12 and 13) ranged from 33.9% to 64.5%. From this comparison, it can be seen that the percentage that opposed the items (that is items 1, 5, 6, 7, 11, 12 and 13) were higher compared to those who were undecided and concurred with the items. From this analysis, the following is the interpretation.

Findings show most Deputy Headteachers, Director of Studies and Teachers were of the view that opposed the Headteachers giving personal favours to teachers, awarding well performing teachers with cash prizes. Most respondents noted that no money attachment to every task asked for the teachers to perform as an extra duty, allowances when given are after a struggle to ask for them from the administrators because they possess the view the fair salary paid is consolidated. Most Deputy Headteachers, Director of Studies and Teachers held the view that rewards and promotions are not given to genuinely well performing staff yet clarifications on the expectations by the teachers are not met and members in the schools who do not meet the expectations are not punished by the Headteacher but rather forwarded to the officers in the FCA organisation.

The interview findings add more weight to the findings in the previous paragraph. For example, a FCA Key Informant X revealed the following, *“They have been continuously pushing for increase in teachers’ salaries and with some slightly more allowance on the science teacher’s salary and what has been pressing the Head office is that there is high financial constraint”*. It was till this year 2023 when a negligible amount was added and the flat salary scale maintained (Interview with FCA Key Informant X, 16th May 2023). In addition, FCA school Key Informant C was of the following view:

“There is nothing taken home apart from the salaries of the staff here in this institution. The FCA emphasizes on no charge of fees by the schools, and this forces the school administration to ask for contributions from the different teachers in order to cater for their breakfast and lunch while at school which is something belittling (Interview with FCA school” Key Informant C, 12th May 2023).

Thus, findings reveal that the FCA funded secondary schools do not charge any monies on the learners who come to the institutions to attain knowledge since they are taken to be all catered for by UNHCR. Related to the attitudes and behaviour of teachers towards a compliance to the FCA set guidelines, a FCA school Key Informant F had this to say, *“Top management of the schools sympathises with the situation in which the teachers are working ranging from inappropriate accommodation, no meals at school, no extra allowances and so on. It is revealed that they will keep forwarding the issues to the FCA organisation otherwise there are no much hopes because the organisation claims it is doing the best”* (Interview with FCA school Key Informant F, 13th May 2023). In addition, an FCA Key Informant X revealed thus, *“When teachers leave the institutions, they keep spending a lot of money in recruiting new staff who are continuously becoming hard to attract anyway because of small remunerations and the different harsh conditions of work in the refugee settlement Bidi-Bidi, Yumbe District, Uganda”* (Interview with FCA Key Informant X, 13th May 2023). A FCA school Key Informant E’s response was the same as the others as shown in the following, *“Teachers say that there is nothing much one can do as personal development with the returns from working as a teacher with the institutions”* (Interview with FCA school Key Informant E, 15th May 2023). The same was the response from an FCA school Key Informant F who said, *“Only few teaching staff can be trusted with money for an activity because they consider it as an opportunity to eat big hence delivering substandard services or none”* (Interview with FCA school Key Informant F, 13th

May 2023). These findings show a poor transaction leadership style in the FCA funded secondary schools which is not favourable for enhancing low teacher turnover.

4.5.2 Inferential statistical results on transactional leadership style and teacher turnover

The third hypothesis, “*There is statistically significant relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda*” was tested. Table 17 presents the test results.

Table 17: Correlation and coefficient of determination on Transactional Leadership Style and Teacher Turnover

	Transactional Leadership Style
Teacher Turnover	$r = -.295$ $r^2 = .087$ $p = .000$ $n = 189$

Source: Data from the field

Findings show that there was a weak negative correlation ($r = -.295$) between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda. The coefficient of determination ($r^2 = .087$) shows that transactional leadership style accounted for 8.7% variance in teacher turnover. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at .05. Because of this, the hypothesis “*There is statistically significant relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda*” was **accepted**.

The implication of the findings was that the weak effect implied that a change in transactional leadership style contributed to a small change in teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda. The negative nature of the

effect implied that the change in transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda was in the opposite direction, whereby more transactional leadership style contributed to less teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda, and less transactional leadership style contributed to more teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi Yumbe District, Uganda.

4.6 Regression statistics

After determining how each of the independent variables affected the dependent variable, a regression analysis was conducted to establish which of the independent variables affected the dependent variable most. Findings are presented in Table 18.

Table 18: Regression analysis results

Model Summary					
R	R Square	Adjusted R Square	Std. Error of the Estimate		
.468	.219	.206	.64402		
ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	21.475	3	7.158	17.158	.000
Residual	76.731	185	.415		
Total	98.206	188			
Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.341	.400		5.849	.000
Autocratic leadership style	.029	.005	.390	5.422	.000
Transformational leadership style	.007	.006	.095	1.104	.271
Transactional leadership style	-.028	.007	-.337	-4.210	.000

Source: Data from the field

Findings in Table 18 show a moderate linear regression coefficient (Multiple R = .468) between dimensions of Headteachers leadership styles (autocratic leadership style, transformational leadership style and transactional leadership style) on teacher turnover. The Adjusted R Square (.206) shows that the dimensions of Headteachers leadership styles (autocratic leadership style, transformational leadership style and transactional leadership style) accounted for 20.6% variance in teacher turnover.

These findings were subjected to Analysis of Variance (ANOVA) test in order to accept or reject them. The ANOVA test shows that at degree of freedom 3 and 185; the fisher's ratio ($F = 17.259$) had significant value of .000, which was less than the critical significance at .05. This indicated an acceptable error in the findings in the previous paragraph and hence confidence in the findings. It was concluded that the dimensions of headteachers leadership styles (autocratic leadership style, transformational leadership style and transactional leadership style) contributed to 20.6% variance in teacher turnover.

Since the 20.6% variance in teacher turnover was a combined effect of the dimensions of headteachers leadership styles (autocratic leadership style, transformational leadership style and transactional leadership style) on teacher turnover, there was need to determine which dimension particularly affected most teacher turnover. From Table 19, it is shown that two dimensions of Headteachers leadership styles (autocratic leadership style and transactional leadership style) singularly had significant effect on teacher turnover in FCA funded secondary schools in Yumbe District in West Nile part of Uganda, because they had p-value (.000), which was less than the critical significance at .05. Transformational leadership style did not significantly affect teacher turnover in FCA funded secondary schools in Yumbe District in West Nile part of Uganda.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The summary, discussion, findings, suggestions, and areas for additional research are presented in this chapter. It is broken up into five smaller pieces. An overview of the results is presented in the first subsection. The debate is presented in the second sub-section in accordance with the study's goals. The conclusions are presented in the third subsection. The recommendations are presented in the fourth subsection, and the topics that need more research are presented in the fifth subsection.

5.2 Summary of Findings

5.2.1 Relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

There was an significantly moderate positive correlation ($r = .365$) between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. This implied that better autocratic leadership style contributed to high teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda and poor autocratic leadership style contributed to low teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. Autocratic leadership style accounted for 13.2% variance in teacher turnover. Thus, it was concluded that the autocratic leadership style did significantly affect teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda.

5.2.2 Relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

There was significantly a very weak negative correlation ($r = -.235$) between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. This implied that better transformational leadership style contributed to low teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda and poor transformational leadership style contributed to high teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. Transformational leadership style accounted for 5.5% variance in teacher turnover.

5.2.3 Relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

There was a weak negative correlation ($r = -.295$) between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. This implied that better transactional leadership style contributed to low teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda and poor transactional leadership style contributed to high teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. Transactional leadership style accounted for 8.7% variance in teacher turnover.

5.3 Discussion

5.3.1 Relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

The goal of the study was to ascertain the connection between autocratic leadership and teacher turnover in secondary schools in Uganda's Bidi-Bidi, Yumbe District, funded by the FCA. In

secondary schools in Uganda's Bidi-Bidi refugee settlement sponsored by FCA, a moderately significant correlation between an authoritarian leadership style and teacher turnover was found. In line with a study conducted in secondary schools in Tororo District, Uganda, where the Pearson correlation coefficient was ($r = .132$) and the sig. value ($p = .024$), Oketcho et al.'s 2020 study discovered that secondary school headteachers were extremely task-oriented and result-driven. As a result, the atmosphere at the various refugee settlement schools where the instructors worked was stressful. According to Godwin and Kabeta (2019), effective and efficient leadership practises have a favourable association that results in higher and improved organisational effectiveness and performance, which includes lowering teacher turnover. However, the researcher observed in this study that regardless of the actual circumstances, Headteachers carry out the instructions given to them by the FCA organisation.

The results of this study showed that secondary school teachers are driven to work in order to make a living. As a result, the schools lacked motivated employees, and some teachers did not want to adopt the rigid management style of some headteachers, preferring instead to have the freedom to carry out their own ideas. These results are at odds with those of Farooq et al. (2022), who found that the majority of headteachers believe that different leadership styles are more successful in managing teachers to raise student achievement. High academic student performance is one of these accomplishments, along with keeping employees employed and controlling the institutions. All of this help to explain why there is a moderate teacher turnover rate.

Another study by Gumusluoglu et al., 2020 found that interactional justice only had a significant mediating mechanism and the most significant negative association in the United States, while the relationship between authoritarian leadership and ethical climate was significant only in

Turkey. While this was going on, research was conducted that found a moderate correlation between authoritarian leadership and teacher turnover. This was most likely because of the study's scope, which included the period it was conducted and the geographic location of a refugee camp in Uganda's West Nile region.

The accommodation of other people's opinions and staff consultations inside the school are important in the context of the examined headteachers' relationship for making informed decisions (Hussain & Hayat, 2022). Technical and leadership abilities are crucial in secondary schools for managing the affairs of instructors so that they can take ownership of all that is done there. On the other hand, educational organisations should be able to continuously impart managerial skills to headteachers and teachers so that they are aware of what is expected of them (Anwar et al., 2021). The headteachers, however, have been found to be underqualified in terms of educational administration, planning, and management, according to both quantitative and qualitative findings. It is understandable that there is a significant rate of teacher turnover in secondary schools serving refugee settlements sponsored by FCA in Bidi-Bidi, Yumbe District, Uganda given that the position of the headteacher requires both technical and interpersonal qualities.

According to this study, the majority of head teachers were knowledgeable enough to manage various situations in secondary schools by combining several leadership philosophies. Any organization's teacher maintenance function necessitates that the people in charge of teacher retention have the relevant experience and credentials (Baloch et al., 2023). This study demonstrated that teacher turnover at secondary schools supported by FCA in the Bidi-Bidi refugee settlement in Yumbe District, a West Nile subregion of Uganda, is influenced by employee experience, professional qualification, abilities, and level of education. However, since

the study's findings showed that staff motivation is at a low level and that there are no other benefits provided besides the salary, which can be missed or received, it is possible that a lack of motivation, which is essential to low teacher turnover, is to blame for the high teacher turnover in schools.

The literature that defines autocratic leadership as a system that fully empowers the leader with little to no involvement from the followers supports the study's findings (Ziduli et al., 2018). Given that companies have predetermined management outputs, which the headteachers in this case aim to attain without paying much attention to the effects of staff turnover, the majority of schools do not take the opinions of the subordinates into consideration.

The study found that when it comes to teacher turnover, it is how you do something—not what you say or do that counts, and instructors are constantly evaluating the organization's attempts to retain them on the job. However, the researcher notes that the FCA organisation must provide the headteachers adequate time to run their business at the numerous secondary schools, and their responsibility should continue at higher managerial levels.

5.3.2 Relationship between transformational leadership style and teacher turnover in FCAfunded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

Results showed a very weak negative connection between transformational leadership style and teacher turnover in secondary schools in Uganda's Bidi-Bidi refugee settlement sponsored by FCA. Many secondary school teachers form their own opinions in order to advance the institutions, which might include career counselling, teaching and learning, and role modelling for their students. Having a variety of leaders with different traits, such as allowing members to make their own decisions about issues in the secondary school context and allowing them to view colleagues as collaborators and partners. The mission, vision, and fundamental goals of a

secondary school institution typically encompass everything that is required in a school, but occasionally the headteachers must reach a compromise between opposing viewpoints of interest groups, decision-makers, and management. In order to establish inviting, inclusive schools for teachers and students, leaders must use an equitable, socially fair leadership style (Shields & Hesbol, 2020). This study discovered that because their duties are set, headteachers have little room to employ their transformational leadership style.

The results of this study showed that head teachers are accommodating, view their teachers as collaborators, and care about the interests and welfare of the individual staff members in their schools; as a result, less use of transformational leadership affects teacher turnover in secondary schools, which is in agreement with Lan et al., 2019, and Purwanto et al., 2021, who all discovered that when subordinates are encouraged with positive remarks, motivational speeches, and other forms of praise, they are more likely to stick to their jobs without regard to the mentioned teacher turnover increases, this study was conducted in secondary schools supported by FCA in the Bidi-Bidi refugee camp in Yumbe District, Uganda.

Meanwhile, Ahmad et al. (2019) contend that inspiring motivation and idealised impact are the key indicators of teacher success in a school. Ahmad et al. (2019) also advise against comparing teacher performance and effective leadership of principals. According to (Valckx et al., 2020), collective responsibility serves as the primary mediator in secondary schools between the principal's transformative leadership and teachers' reflective discourse. In the end, this affects how frequently teachers change jobs in educational institutions.

Ismail & Mydin, (2019) reaffirm this and acknowledge that teachers' inventive behaviour change is a product of their superiors' transformative leadership and their dedication to their careers and organisations. A predetermined method of administration, planning, and management imposed

on teachers working in schools with refugees is one of the major contributing factors to teacher turnover in developing nations that are hosting refugees; as a result, individual interference from different staff members is brushed aside and considered ineffective.

To bolster this, Kwan (2020) said that transformational leadership is essential for the successful application of instructional monitoring measures in secondary schools for both teachers and students. However, this study found that the UNHCR, FCA, the partner organisation for implementation in education in the Bidi-Bidi refugee settlement, and local politicians, who have significant influence, have interfered with the leadership abilities of the headteachers and prevented flexibility, honesty, and transparency. Findings indicate that most teachers believed there to be a lot of conflict and competition between the goals and interests of various headteachers, teachers, and even students, teams, and individuals; that poor application of transformational leadership styles was detrimental to keeping staff in the secondary schools funded by FCA in Bidi-Bidi, Yumbe District, Uganda; and that there was a lack of transformational leadership style that included. The majority of teachers believed that their Headteachers had to worry about losing their jobs first if they were not careful. Making decisions is difficult, especially when they involve matters that are not covered by administrative guidelines, taking and enforcing disciplinary action, and, finally, concerns about the welfare of the teachers and other staff. Given the conditions, the significant teacher turnover might be partially attributed to the headteachers of the secondary schools supported by FCA in the Bidi-Bidi refugee settlement in Yumbe District, West Nile Sub Region of Uganda, who failed to apply a transformational leadership style.

The qualitative results showed that "The selection criteria of the members to attend training organised well facilitated by experts in the management of school affairs is lacking hence their

impact is lacking since many staff are sidelined from attending them," in a similar vein. Interview with FCA key informant X, May 16, 2023.

According to Key Informant G from the FCA school, "Teachers are only motivated when they know a verification is coming up soon and that there is no any intrinsic drive. This indicates that secondary school staff members work as they choose in secret if there is no pressure from FCA's senior administration, according to an interview with Key Informant G from an FCA school conducted on May 11, 2023.

Mi et al. (2019) made it abundantly evident that for employees of educational institutions to keep their jobs, they must make recommendations to minimise resource and energy consumption or urge coworkers to carry out their work in other ways that are more environmentally friendly. This obviously demonstrates ownership of the company they work for, and this perspective contradicts the findings of the study. Since they travelled in different directions, there is a very weak negative correlation between transformational leadership style and teacher turnover, which is a certain sign of very high teacher turnover annually.

Finally, the researcher developed research questions that served as the basis for data gathering in this study. These questionnaires indicated how the organization's teacher turnover was impacted by transformational leadership style. Although Van der Vyver et al. (2020) utilised Spearman's rank correlation to assess their inferential data, their findings were identical to this one.

5.3.3 Relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

The goal of the study was to ascertain the connection between transactional leadership style and teacher turnover in secondary schools in Uganda's Bidi-Bidi, Yumbe District, supported by FCA.

It was determined that at secondary schools in the FCA-funded refugee settlement in Bidi-Bidi, Yumbe District, Uganda, transactional leadership styles had a weak negative link with teacher turnover.

Transactional leadership, according to Du et al. (2013) and Misra & Srivastava (2018), refers to leadership when self-interest predominates and where the leader encourages conformity of his subordinates using both rewards and punishments. As a result, managerial leadership is another name for it. Transactional leadership is another term for adhering to established policies, practises, organisational conventions, and cultures (Du et al., 2013).

Another researcher, Dell'Aquila et al. (2016), found that transactional leaders are directive and action-oriented, emphasise on the role of supervision, organisation, and group performance, and utilise rewards and penalties to get followers to follow them. Additionally, this study discovered that transactional leadership placed a strong emphasis on administration, control, organisation, and short-term planning. However, transactional leadership is predicated on the idea that the finest systems of rewards and punishments can inspire people; as a result, leaders focus on standards, regulations, and procedures (Nikezi et al., 2012). This study determined that one of the main reasons why instructors in the secondary schools in the FCA-funded refugee settlement in Bidi-Bidi, Yumbe District, Uganda, were not maintained was the prevalence of few rewards and more sanctions.

Inappropriate use of rewards in secondary schools, when there are no incentives connected to tasks completed, a dearth (scarcity) of prizes given out, and, ultimately, the belief that one's wage is what he or she deserves to receive from an organisation they work for. The transactional leadership style should not be utilised negatively merely to hunt for errors in employees in a company, as this study proved, argued Aruzie & Adjei (2019). According to this study, when an

employee does something wrong or right, punishments are delivered more quickly than incentives, creating a terrifying environment that teachers fear, which keep the teacher turnover rate high.

This survey also revealed that there are no other clear benefits beyond the modest consolidated income, which is supposed to cover teachers' lodging, meals, and personal items for use in their families when not given accommodation within the school. According to Mugizi, Tumuhaise, et al. (2019), a very supportive and enabling environment makes teachers feel appreciated and they tend to feel like they own the organisation they work for, which keeps them on the job and lowers teacher turnover. This study disagrees with that finding.

The leadership style of headteachers affects how satisfied teachers are with their jobs in secondary institutions in Lagos State, according to Angwaomaodoko (2023). He recommended, among other things, that secondary school teachers be permitted to take part in in-service training because doing so will increase their enthusiasm for their jobs. His research did not support the conclusions made in secondary schools supported by FCA, where every employee is required to go to work whether it is a holiday or a school day, leading to significant teacher turnover in secondary schools in Yumbe District, Uganda.

Contrary to the ideal, which calls for headteachers to comprehend their staff members' interests, personal welfares, reward effective teachers, pay salaries on time, promote excellent teachers, complete duties, and communicate standards, continuously The study's findings showed that, other from the orientation given to new students, meagre salaries paid in lump sums, insufficient scholastic resources, and other instructional materials, not much is done. The teacher turnover in the FCA-funded refugee settlement schools in Bid-Bidi, Yumbe District, Uganda may therefore be influenced by a few of these factors.

According to a study by Gorchani et al., (2023), headteachers should make good use of their current knowledge of modern theories, resources like money and materials, and improved pedagogical practises in their schools, as well as periodic training manuals with the most recent findings in school education. Short-term training should also be organised continuously. In contrast to what this study found, which is that the trainings organised are attended by a small number of teachers who are selected using unclear criteria thus affecting teacher retention in the secondary schools, this will provide the teachers with all the necessary skills to be a 21st century teacher and instills a sense of appreciation in them. Additionally, Bryan & Revell (2021) claim that businesses with a strict policy governing rewards and sanctions that is well-documented and explained are more likely to have a sustained competitive edge. According to the study's findings, not just the secondary schools in Yumbe District's Bidi-Bidi refugee settlement that are supported by FCA, but also all secondary schools in Africa as a whole, face this threat.

5.4 Conclusions

5.4.1 Relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

The study goes on to say that an autocratic leadership style had a moderate statistically significant impact on teacher turnover in secondary schools in the FCA-funded refugee settlement in Bidi-Bidi, Yumbe District, Uganda. In secondary schools in the FCA-funded refugee settlement in Bidi-Bidi, Yumbe District, Uganda, an increase in authoritarian leadership style results in a 13.2% increase in teacher turnover scores. The study also discovered that in secondary schools in the FCA-funded refugee settlement in Bidi-Bidi, Yumbe District, Uganda, lacking in work freedom, decision-making, consultations, accommodation of ideas, explanation of actions, and significant values and beliefs of the leader and authority influence teacher

turnover. The moderate effect may have been attained due to the other autocratic leadership elements that were not included, such as coerciveness, a highly structured and rigid environment, and imposition, which may have had a greater influence on the autocratic leadership style towards teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda.

5.4.2 Relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

It was determined that at secondary schools in the FCA-funded refugee settlement in Bidi-Bidi, Yumbe District, Uganda, the relationship between transformational leadership style and teacher turnover was statistically significant.

Due to a lack of work done for teachers' interests and welfare, teamwork, respect for individual perspectives, allowing teachers to determine their own pace, and individual evaluations, there was a high teacher turnover rate. The results of this study, like those of other studies, emphasise the significance of having transformational leadership, which is essential for reducing teacher turnover, especially when the head teacher supports teachers based on their effort, emphasises their strengths and recognises their accomplishments, organises trainings for capacity development, acts in accordance with his or her values, encourages their growth, and challenges them to rethink ideas and creativity.

5.4.3 Relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

This study found a minimal correlation between transactional leadership styles and teacher turnover in secondary schools serving refugee settlements in Bidi-Bidi, Yumbe District, Uganda which was statistically significant. Due to the following factors, there was a high teacher

turnover rate in secondary schools in refugee settlements funded by FCA: teachers did not receive additional compensation for overtime worked, did not receive meals while at school, were paid low salaries, and were promoted and given rewards in ways that conflicted with their supervisors' best interests. It was also discovered that transactional leadership is not the most likely leadership style for lowering teacher turnover, primarily due to its unfavourable characteristics, such as emphasising failures, focusing on teachers' errors, tracking and monitoring errors, and spending more time addressing problems. Headteachers misused their positions in the administration of rewards and punishments as a result of their failure to avoid conflicts of interest. It was determined that a high teacher turnover rate was primarily caused by secondary schools having too much work and insufficient facilities that don't allow for privacy.

5.5 Recommendations

5.5.1 Relationship between autocratic leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

The study makes recommendations regarding the use of autocratic leadership style, including that secondary schools in the FCA-funded refugee settlement in Bidi-Bidi, Yumbe District, Uganda that FCA should pay close attention to the professional code of conduct of their teachers through onboarding, skill development, and professional exposure in conferences and seminars. Secondary school instructors will benefit from having better tools to retain their concentration while carrying out their duties of teaching and learning.

5.5.2 Relationship between transformational leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

This study suggests that headteachers who serve as the leaders in secondary schools in Bidi-Bidi, Yumbe District, Uganda that are financed by FCA value being transformational leaders. The

study suggests that headteachers should support teachers based on their work, concentrate on their strengths, stimulate their professional growth, acknowledge their accomplishments, act consistently with their basic principles, and push teachers to rethink their perspectives in order to make them stay on their job. Finally, as a solution to excessive teacher turnover, headteachers should encourage teachers to share their thoughts, think critically, instill pride in them, communicate excitedly, and foster trust.

5.5.3 Relationship between transactional leadership style and teacher turnover in FCA funded refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda

This study makes the following recommendations regarding transactional leadership style in order to decrease teacher turnover: The FCA should introduce incentives and allowances to reward good work and extra responsibilities of teachers other than focusing on tracking and monitoring errors, concentrating on failures of teachers to reduce teacher turnover

Although meals are given for the teachers in circumstances of accommodation, salaries should be raised and paid on time. These options are being explored in an effort to decrease teacher turnover in the secondary schools supported by FCA in the Bidi-Bidi refugee camp, Yumbe District, Uganda.

5.6 Contribution of the Study

First and foremost, the study has supported Douglas McGregor's ideas X and Y, which were the foundation of the investigation. The study's findings on the study variables—namely, the relationship between autocratic leadership styles, transformational leadership styles, and transactional leadership styles and teacher turnover in secondary schools serving refugee settlements funded by FCA in Bidi-Bidi, Yumbe District, Uganda—have added to the body of

existing knowledge. The findings of this study can be generalised to institutions elsewhere as long as they are under comparable circumstances, even if they are specific to secondary schools in refugee settlements in Yumbe District, Uganda.

5.7 Limitations of the Study

The secondary schools in Uganda's Bidi-Bidi, Yumbe District, supported by the FCA, were the subject of this study's analysis of the leadership styles of the headteachers. Its scope is thus constrained to the point where it cannot be applied generally to other educational institutions, such as secondary schools, which are supported by both public and private sources, as well as non-governmental organisations (NGOs), and are dispersed throughout the various regions of Uganda. Additionally, only two tools—questionnaires and interview guides—were utilised for data collection. There could have been a limitation if other techniques had produced more data that could have enhanced the conclusions.

5.8 Areas for Further Study

This study examined the relationship between headteacher leadership styles and teacher turnover in secondary schools in Bidi-Bidi, Yumbe District, Uganda, sponsored by FCA for refugees. The results of this study, which was carried out in secondary schools for refugee settlements supported by FCA in Bidi-Bidi, Yumbe District, Uganda, cannot, however, be applied generally to secondary schools in Uganda due to demographic and economic variances. Therefore, this study suggests future research on how Headteacher leadership styles effect teacher turnover in all secondary schools, particularly those in Uganda that are funded privately and by the government.

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APPENDICES

APPENDIX 1:

Table for determining sample size from a given population

Table 1. Sample size for $\pm 3\%$, $\pm 5\%$, $\pm 7\%$ and $\pm 10\%$ Precision Levels Where Confidence Level is 95% and $P=.5$.				
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.				
Table 2. Sample size for $\pm 5\%$, $\pm 7\%$ and $\pm 10\%$ Precision Levels Where Confidence Level is 95% and $P=.5$.				
Size of Population	Sample Size (n) for Precision (e) of:			
	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$	
100	81	67	51	
125	96	78	56	
150	110	86	61	
175	122	94	64	
200	134	101	67	
225	144	107	70	
250	154	112	72	
275	163	117	74	

300	172	121	76
325	180	125	77
350	187	129	78
375	194	132	80
400	201	135	81
425	207	138	82
450	212	140	82

Note: "N" is population size

"S" is sample size.

APPENDIX 2:

QUESTIONNAIRE FOR DEPUTIES, DOS, TEACHERS

Dear respondent,

I am conducting research about the “*Headteachers’ Leadership styles and Teacher turnover in refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda*”. I am, therefore, requesting you to willingly participate in this research by responding to the items presented under various sections in this questionnaire. Be as much as transparent and truthfully to your responses for this research to be useful towards improving Headteachers’ Leadership styles and Teacher turnover in refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. All the information you volunteer will be treated with the utmost confidentiality it deserved.

SECTION A: RESPONDENTS’ BACKGROUND INFORMATION

NB: Please tick and write where applicable.

1. School employing you _____
2. Gender of respondents (1) Male (2) Female
3. Age of respondents (1) 20-29 years (2) 30-39 years (3) 40-49 years (4) Above 49 years
4. length of time you have worked for the Secondary School (1) less than 1 year (2) 2-4 years (3) 4-6 years (4) Above 6 years
5. What is your highest level of education: (1) Diploma (2) Degree Masters (3) Doctor of Philosophy (PhD)
6. Which department does you teaching subject fall under?
(1) Arts (2) Sciences

SECTION B: AUTOCRATIC LEADERSHIP STYLE

In this section, respond to the items by ticking the number corresponding to:

5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree

Autocratic Leadership style		SA	A	UD	D	SD
1	Our Headteacher does not allow the teachers to go about their work the way they want					
2	Our Headteacher decides what shall be done and how it shall be done					

3	We do not consult with our Headteacher when faced with problems					
4	Our Headteacher doesn't let some group members to have authority that they should keep					
5	Our Headteacher is not accommodative of other teachers' opinions					
6	Our Headteacher does not give advance notice of changes					
7	Our Headteacher is reluctant to explain his actions					
8	Our Head teacher keeps track of all mistakes					
9	Our Headteacher directs his attention towards failures to meet standards					
10	Our Headteacher talks about his most important values and beliefs					
11	My Headteacher do not guide as a friend but as a dictator					
12	Teachers are not free to express their views					
13	My Headteacher acts without consulting the staff					
14	My Headteacher always feels unsecured and tends to force subordinate to work because he thinks that is the best way to achieve results.					

SECTION C: TRANSFORMATIONAL LEADERSHIP STYLE

In this section, respond to the items by ticking the number corresponding to:

5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree

Transformational Leadership Style		SA	A	UD	D	SD
1	My Headteacher sees his/her colleague staff as collaborators and partners					
2	My Headteacher is accommodative of other teachers' opinions					
3	My Headteacher consider the ideas/suggestions of teachers while deciding					
4	My Headteacher is concerned with the interest and welfare of the teachers while making decisions					
5	My Headteacher respects the opinions of other teachers					
6	My Headteacher believes there should not be hard and fast rules in an organization					
7	My Headteacher permits the members to use their own judgments					
8	My Headteacher welcomes questioning by the staff in matters related to school affairs					
9	My Headteacher allows teachers to set their own pace					

10	My Headteacher assigns tasks and then let the teachers handle it					
11	My Headteacher instils a sense of pride in teachers					
12	My Headteacher encourages us teachers and assures that they can overcome obstacles.					
13	My Headteacher allows the teachers a high degree of initiative and creativity in their work					
14	My Headteacher allow the teachers to go about their work the way they want					
15	My Headteacher leads by example					
16	My Headteacher allows me to appraise my self					
17	My Headteacher teaches and offer advises on individual basis					

SECTION D: TRANSACTIONAL LEADERSHIP STYLE

In this section, respond to the items by ticking the number corresponding to:

5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree

Transactional Leadership Style		SA	A	UD	D	SD
1	My head teacher gives personal favours to teacher					
2	The Headteacher looks out for the personal welfare of the teachers					
3	The Headteacher is available after school to help teachers. when assistance is needed.					
4	The principal goes out of his or her way to help teachers.					
5	The Headteacher awards a well performing teacher in his school					
6	There is always money attachment to every task performed at the school					
7	My Headteacher gives allowances to teachers timely					
8	Teachers are paid salaries timely					
9	Teachers are paid very good salaries at my school					
10	My supervisor communicates set standards.					
11	My Headteacher gives rewards and promotions to outstanding teachers					
12	My Headteacher clarifies expectations for employees to be rewarded.					
13	My Headteacher punishes subordinates who do not meet expectations.					
14	My Headteacher emphasizes accomplishment of tasks.					

SECTION E: TEACHER TURNOVER

In this section, respond to the items by ticking the number corresponding to:

5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree

Teacher Turnover		SA	A	UD	D	SD
1	Teachers normally resign from their jobs here					
2	Teachers at this school don't attend to duties consistently					
3	Many teachers are transferred before a year end					
4	I plan to work in this school for a short time					
5	I am actively searching for an alternative to this school					
6	Many teachers' services are normally terminated from here					
7	As soon as possible, I will leave this school					
8	I am in this school for lack of an alternative school					
9	Many teachers leave this school because of death or illness					
10	Assigned nonteaching duties are excessive by the Headteacher					
11	The mannerisms of Headteacher at this school are annoying.					
12	The work environment does not favour me					
13	I receive little money compared to work done					

Thank you for cooperation and time.

APPENDIX 3:

INTERVIEW GUIDE FOR HEADTEACHERS AND FCA PROJECT MANAGER

Dear respondent,

I am conducting research about the “*Headteachers’ Leadership styles and Teacher turnover in refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda*”. I am, therefore, requesting you to willingly participate in this research by responding to the items presented under various sections in this interview schedule. Be as much as transparent and truthfully to your responses for this research to be useful towards improving Headteachers’ Leadership styles and Teacher turnover in refugee settlement secondary schools in Bidi-Bidi, Yumbe District, Uganda. All the information you volunteer will be treated with the utmost confidentiality it deserved.

SECTION A: RESPONDENTS’ BACKGROUND INFORMATION

NB: Please respond accordingly;

1. Which School and Organization is employing you _____

2. What is your Gender (1) Male (2) Female

3. What is your Age (1) 20-29 years (2) 30-39 years (3) 40-49 years (4) Above 49 years

4. For how long have you been working for this School as Headteacher / FCA Program Manager

(1) less than 1 year (2) 2-4 years (3) 4-6 years (4) Above 6 years

5. What is your highest level of education: (1) Diploma (2) Degree Masters (3) Doctor of Philosophy (PhD)

6. What is the number of teachers in:

2017 _____ 2018 _____ 2019 _____ 2020 _____ 2021 _____ 2022 _____

SECTION B: AUTOCRATIC LEADERSHIP STYLES

Respond accordingly to the corresponding items.

Autocratic Leadership style		Opinion of interviewee on corresponding item
1	Headteachers use more powers than their authority on their teachers in schools. What is your opinion?	
2	Headteachers are normally coercive, and they punish	

	teachers who do not accomplish their tasks well and in time. Explain your view on this	
3	Headteachers normally decide on what they feel can work and ask the teachers to follow according. Elaborate more on this close mindedness of the Headteacher	

SECTION C: TRANSFORMATIONAL LEADERSHIP STYLE

Respond accordingly to the corresponding items.

Transformational Leadership Style		Opinion of interviewee on corresponding item
1	Headteachers should take teachers as collaborators and partners in secondary schools. What is the situation here?	
2	What are your views on how the Headteachers value their teachers in your setting?	
3	What is your opinion on the respect of individual opinions and judgement by Headteachers in schools?	
4	How should headteacher react to misconduct, individual differences and wrong acts at work among teachers in refugee settlement schools?	

SECTION D: TRANSACTIONAL LEADERSHIP STYLE

Respond accordingly to the corresponding items.

Transactional Leadership Style		Opinion of interviewee on corresponding item
1	In which kind of tasks does the Headteacher reward or recommend his teachers for promotion? Explain your answers	
2	How does promotion of teachers take course in your emergency refugee education setting (as FCA)	

3	How has the salary you pay teachers affected teacher retention in Bidi-Bidi refugee settlement	
4	Not many teachers in Bidi-Bidi refugee settlement agree that transactional leadership style of Headteachers is not applicable in their schools. Why?	

SECTION E: TEACHER TURNOVER

Respond accordingly to the corresponding items.

Teacher Turnover		Opinion of interviewee on corresponding items
1	How does the leadership styles Headteachers use lead to teachers leaving their jobs at the settlement schools in Bidi-Bidi, Yumbe District?	
2	Why is a reasonable percentage of teachers perceiving that the Headteachers leadership styles do not consider their retention and suggestions in the schools?	
3	What is your view about the teacher turnover in refugee settlement secondary schools in Bid-Bidi Yumbe District?	
4	What do you think Headteachers can do to improve keeping teachers on job in the settlement secondary schools in Yumbe District?	

Thank you for cooperation and time.

APPENDIX 4:

LETTER OF INTRODUCTION FROM MUNI UNIVERSITY



MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date 2nd APRIL 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF OKUTO FRANCIS AMATIO

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is HEADTEACHERS' LEADERSHIP STYLES AND TEACHER TURNOVER IN FCA FUNDED REFUGEE SETTLEMENT SECONDARY SCHOOLS IN BIDI-BIDI, TUMBE DISTRICT, UGANDA

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity



APPENDIX 5:

PERMISSION LETTER FROM FCA FIELD OFFICE – YUMBE



MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date... 2nd APRIL 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam



Head teachers of the following

- Schools: - Highland Sec. Sch.
- Valley view Sec sch.
- Yoys Sec School,
- Nipata Sec School
- Kado Sec School
- Tangam' Sec School
- Ariwa Sec. School,

Please accept the one Francis to carry out his research in your school.

RE: INTRODUCTORY LETTER OF... OKUTO FRANCIS AMATO

This is to introduce the above named student of Muni University who is pursuing a degree in 17/4/2023 Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is HEADTEACHERS' LEADERSHIP STYLES AND TEACHER TURNOVER IN FCA FUNDED REFUGEE SETTLEMENT SECONDARY SCHOOLS IN BIDI-BIDI, YUMBE DISTRICT, UGANDA

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni Univesity

