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Transactional Communication and Teacher Retention in Selected Private Secondary Schools in Kyotera District, Uganda

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Abstract

The study aimed to investigate the impact of head teachers' sharing of vision and objectives with teachers, their collaboration in managing the school, and their use of effective communication channels like notifications, alerts. School transaction communication has a significant influence on teacher retention in selected private secondary schools in Uganda. The study sampled 186 research participants and used a descriptive case research design to enable in-depth understanding of the variables under investigation. The findings revealed that teachers in Kyotera district follow the school calendar, adhere to school guidelines, and are aware of the school's objectives. The study concludes that, head teachers need to demonstrated practicality, cooperation, negotiation, and collaboration in order to forester teachers' retention in private schools in Uganda. The study also concludes there should regular school information, having maintained effective communication channels, sent message alerts, communicated passionately and integrity, and responded to office calls in emergencies. The study recommended that head teachers in Kyotera district continue using transactional leadership in managing secondary schools, as it has proven effective in retaining teachers in private secondary schools in Kyotera, Uganda.

Keywords

Transactional, Communication, Headteacher Reliance, Teacher Retention, Leadership Styles

1. Introduction

The study examined transactional communication and Teacher's retention in private secondary Schools in Uganda. Transactional communication was independent variable while teacher retention was dependent variable in the study. The study largely adopted transactional communication to influence organizational change, employee management and performance to achieve employee retention (Hom et al., 2020). A transactional leader and communicator set the goals and make clear the relationship between performance and rewards to employees. Managers in schools are required to communicate in a transactional manner and lead different activities by influencing others to be retained (Boas, 2024). This study therefore was focused on managing transactional communication for ensuring teachers' retention in selected private Secondary Schools in Kyotera district.

Since then, different scholars have come up with different theories and studies about the leadership communication styles, until the present. Notably, this is reflected in both social science studies, including Education, and Business studies. Up to the present transactional communication and leadership are inseparable (Laasch, 2024).

A leader must be able to coordinate his/her employees in various situations inside and outside the organization. It is also a leader's duty to appreciate the achievements made by the employees so that the employees can feel job satisfaction. (Kudlak et al., 2022) defines transactional communication as a form of communication which guides or motivates employees/followers towards established goals by clarifying the roles and task requirements. (Hom et al., 2020) stated that transactional communication can affect to nurse job satisfaction and so increase retention of the employees. There is also a different effect between transformational communication and transactional communication on job satisfaction. Transactional communication affects the involvement of the employees and appreciation on employees' achievements.

The history of transactional communication can be traced way back in 1900s with the massive start for globalization and much desire for large corporation (Rana et al., 2023). There exists no specific origin by country on transactional communication. However, the research indicates large corporation in the United States and Europe to have practiced transactional communication style of leadership than Asia and any other continents on the globe. This makes it obvious those corporations that have adopted massive transactional communication strategies largely exist in Europe and United States of America.

Transactional leaders got interest of researchers in the early 1970s in attempts to share organizational goals and objectives with the employees/staff of the company to motivate them stay motivated and work towards the fulfillment of company objectives. This might be the reasons as why (Carranza, 2023) concedes that understanding the cultural organizations of any corporation/school would affect the ways the diverse workforces operate. In this case, the process of making an organization is simultaneously the growth of relationships among individuals who are working towards a common goal and the actual accomplishment collectively.

In Africa, South Africa has for years manifested high levels of adoption and practice of transactional communication style of leadership and employee management (Fafunwa & Aisiku, 2022). There exists a cultural and political dimension and to achieve this, corporations have tried to adopt Transactional communication and leadership. There is also effective leader-subordinate sharing of views, goals, and objectives to achieve organizational change processes (Cornelissen, 2020). In fact, in their research conducted in South Africa perceives managing diversity as culture related. Despite our understanding about management styles, transactional leadership style impact on employee performance and retention continue to dominate and take leadership development to different directions in South Africa and many Africa emerging economies.

In East Africa, Kenya has practiced transactional communication style of leadership than any other East African County (Onyango 2020). Many institutions in Nairobi have made it mandatory for their staff leaders to share goals, objectives, missions, and visions with lower and bottom employees to see that they feel motivated and empowered to perform their tasks. Surely, corporations that have adopted massive transactional communication strategies in Kenya have also achieved much from what they expect from their employees.

In Uganda, schools are among the institutions that have largely adopted transactional communication to influence organizational change, employee management and performance to achieve employee retention (Bright et al., 2023). Currently the main goal of transactional communication for schools in Uganda is to make the employees work to get good returns. Transactional leaders in schools, including those in Kyotera districts, enhance the motivation of the workers by giving contingent rewards; that enhances teacher retention. A transactional leader and communicator set the goals and make clear the relationship between performance and rewards to employees (Hom et al., 2020). Employees know what they are required to do to receive rewards. Feedback is given to subordinates in terms of their progress towards or if they are away from the rewards. The subordinates are given clear instructions to get the desired results. Under such transactional communication circumstances, the teachers will be retained to benefit from the rewards promised.

Bright et al., (2023) affirms that, Private secondary schools in Kyotera district are facing a critical demand for new teachers at the turn of the century, and many researchers and educators have identified the key source of the challenge as low rate of teacher retention resulting into turnover. The rate of school turnover was in Kyotera district was rated at an increasing rate of 10% among private secondary schools with teachers leaving without a notice. In the same vein, a background search among secondary schools indicates that low teacher retention affects schools and students' performance (Georgette et al., 2020). More still, the schools' and staffing surveys of private schools in the district, details how teachers were leaving, and which students were most impacted (Laasch, 2024).

One of the initiatives to improve school performance Kyotera district has been through enhancing teacher retention mainly transactional communication and is most effective when stakeholder's participation is ensured at all levels (Dummies, 2023). Various stakeholders like the head teachers use transactional communication to take part, share and involve themselves in making decisions to improve teachers' performance. Some schools continue to experience low teacher retention resulting into teacher turnover something that has raised a lot of concern among parents, students, and school administrators (Giuseppe, 2023). If something is not done for example

through use of effective transactional leadership and communication, coordination among staff may be affected hence resulting into negative impacts on the students. This study therefore sought to examine the effect of transactional communication on teacher retention in selected private secondary schools in Kyotera district.

The study will be guided by the transactional model of communication. The model is the most dynamic of communication theory of communication (Deng, 2022). One notable feature of this model is the move from referring to people as senders and receivers to referring to people as communicators. This implies that communication is achieved as people both send and receive messages. In this sense, the head teachers for the case of secondary schools have the duty to communicate in a transactional manner and lead different activities by influencing others to be retained (Bright et al., 2023). Fundamentally, this model views communication as a transaction. In other words, communication is a cooperative action in which communicators co-create the process, outcome, and effectiveness of the interaction. Unlike the linear model in which meaning is sent from one person to another, also unlike the interactional model in which understanding is achieved through feedback, people create shared meaning in a more dynamic process in the transactional model (Luhanga & Harbaugh, 2021).

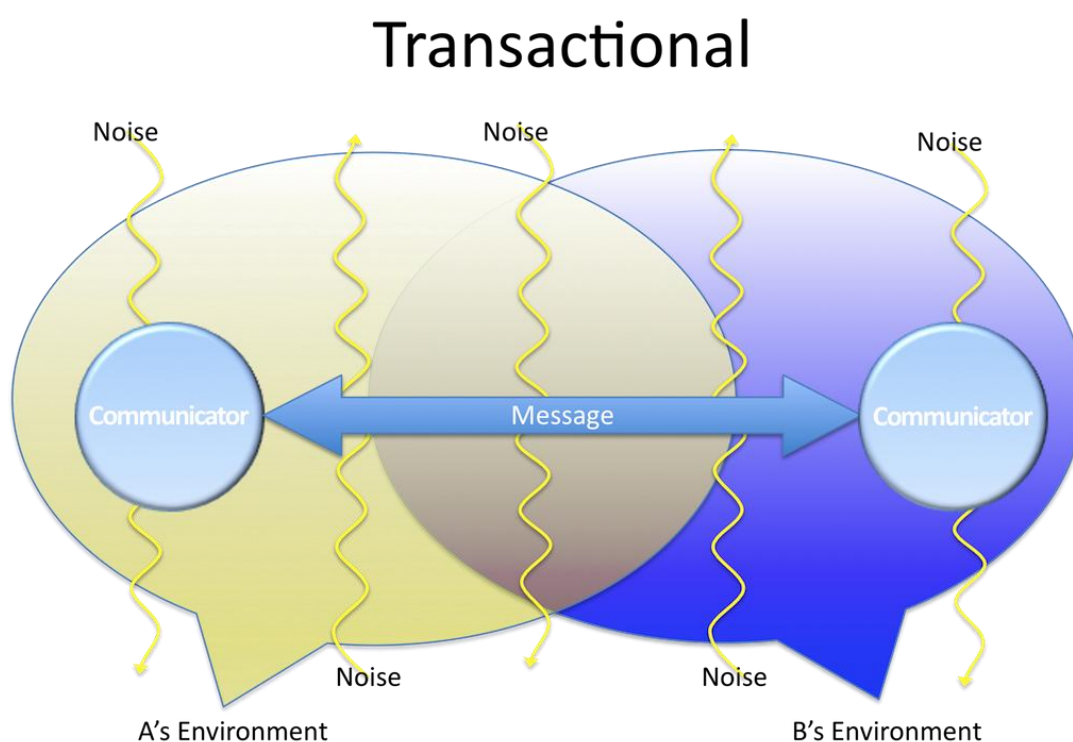


Figure 1. Below shows the transactional model of communication

This model also places more emphasis on the field of experience. While each communicator has a unique field of experience, they must also inhabit a shared field of experience (Meda & Chitiyo, 2022). In other words, communicators must share at least some degree of overlap in culture, language, or environment if people are to communicate at all. This model also recognizes that messages will influence the responses, or subsequent messages, produced in the communication interaction. This means that messages do not stand alone, but instead are interrelated. The principle of interrelation states that messages are connected to and build upon one another (Laasch, 2024). The transactional model forms the basis for much communication theory because (1) people are viewed as dynamic communicators rather than simple senders or receivers, (2) there must be some overlap in fields of experience to build shared meaning, and (3) messages are interdependent.

2. Methodology

The study adopted apparels mixed methodology that enabled collection of both quantitative and qualitative data. This enabled triangulation of data in order to arrive at ultimate reality of the variables under investigation. Raab & Daley, (2020) defines a case research design that enabled clear understanding of the variables under investigation. The state further adopted pragmatism philosophy that posted into epistemology and anthological stance that aided the study. The researcher used a descriptive research design. Descriptive design is the use of statistics to describe a set of known data in a clear and concise manner, Descriptive research aims to accurately and systematically describing a population, situation, or phenomenon, and this can use a wide variety of qualitative and quantitative methods (Bratitsis, 2023).

Wa-Mbaleka & Rosario, (2022) define the targeted population of a study as all the members of a real hypothetical set of people, events, and objects to which an investigator wishes to generalize the results of the study. Therefore, the study population comprised of the head teachers, Director of studies and teachers in private secondary schools located within Kyotera District. The head teachers selected to get information on their usage of transactional communication. The directors of studies were used to give their opinions on how teachers perceive the different transactional communication strategies available in schools whereas teachers were used to offer their views on the modes

of transactional communication strategies and how they would influence them to either stay or look for another school. The researcher targeted a total population of 360 participants, and these included 10 head teachers, 10 directors of studies and 320 teachers. The sample size was determined from this population.

The study also used purposive sampling. In this sample method, the researcher purposely targets the head teachers and Directors of studies who are believed to be reliable for the study. This sampling is particularly relevant when you are concerned with understanding the audience and this means choosing the right habitation and meeting the right number of the correct people for the purpose of your study (Astleitner, 2020)

The researcher used survey method to collect data. According to Bratitsis, (2023) contends that, survey method involves distributing of questionnaires to different categories of people consisting of a series of questions and other prompts for the purpose of gathering information from teachers. This method was used as it is easy to administer, save researcher's time and help in collecting reliable data that could easily be analyzed. The survey method was used to collect data from all the participants. In summary, 186 questionnaires were distributed in the surveys.

According to Mugenda and (2003), an interview method helps in getting in-depth information that cannot be got when using a questionnaire. Data was also collected through in-depth interviews with the Head teachers and the Directors of the schools. Interviews were conducted using face to face with key informants who allowed the researcher to capture respondent's non-verbal expression and reliable data.

Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making (Ocholla et al., 2024).

Qualitative data analysis involved both thematic and content analysis and was based on how the findings related to the research questions. Content analysis was used to edit qualitative data and reorganizes it into meaningful shorter sentences. Thematic analysis was used to organize data into themes and codes were identified (Amberley, 2023). After data collection, information of same category was assembled and their similarity with the quantitative data was created after which a report was written. Qualitative data was

interpreted, illustrated, and substantiated by verbatim quotation or descriptions from the respondents (Braun & Clarke, 2021). Quantitative data was obtained from the field and then the researcher checked for consistency, legibility, and comprehensibility. Data was edited and coded, and descriptive analysis was done (percentages, means and standard deviations were generated) using Scientific Package Social Science software.

3. Results of the findings

The findings indicate that transaction communication has a high extent to teachers' retention in teaching service based on several grounds favors the teacher in question. The findings indicate that teacher is ware school calendar set by the head teacher and the governing body and this creates a conducive environment for retention in the service. The shows that 97.5% strongly research participants agreed that teachers adhere to the set guidelines of the school and hence resulting into retention. It is only, 2.5% of the research participants who disagreed to the same issue. This assertion is also evidenced by a high mean value of 4.98. The Std. Deviation of .158 is seen very low disagreed with it, an indication that it is a bit more were in agreement with the transaction communication festering staff retention as affirmed by the mean of the findings. The responses of the participants therefore indicated that teachers' retention is attributed to their adherence to the set guidelines of the school and conformity to institution policies, culture and traditions of the school (Albert et al., 2021).

In the second events the research participants were asked on the teacher competent and service delivery. Finding shows that 92.5% agreed that the head teacher informs their teachers on school targets and expected competences and terms of services. The results show that 7.5% disagreed to this issue. This was highly supported as indicated by a high mean value of 4.92 which implies transaction communication of the headteachers and coupled with teacher's competence

in service delivery yields retention. The Std. Deviation of .267 is seen low. This means that the head teacher informs on school targets for term hence effective teaching and service delivery and once that is achieved then retention is attained as affirmed by (Berkland & Buxbaum, 2023).

The findings show that 85% strongly agreed that the teachers are aware of the set objectives for the term. Similarly, 15% also agreed to the same issue. In fact, this is also supported by a high mean value of 4.82. The Std. Deviation of .385 is averagely low, an indication that it is a bit more concentrated to the mean. Therefore, participants indicated a high degree of chances that head teachers share of vision with teachers is effective.

The results also show that 72.5% of the respondents strongly agreed and another 22.5% agreed that the head teacher informs on school visions. In fact, this view is shown by a high mean value of 4.72 indicating that most of the respondents agreed with the findings. The (Std. Deviation of .452) is relatively low, an indication that it is a bit more concentrated to the mean. This means that the head teacher informs on school visions which helps the teachers fulfill their duties. The table also shows that 85% of the respondents strongly agreed and 10% agreed that the head teacher informs me on school objectives as indicated by a relatively high mean value of 3.40. Only 5% were not sure regards this issue. The Std. Deviation of 1.150 is relatively large which shows less concentration to the mean. Head-teacher's collaboration with teachers in managing the school on teachers' retention process as advanced by (OECD, 2023)

This was the second objective of the study. The researcher was interested in exploring the effect of Head-teacher's collaboration with teachers in managing the school on teachers' retention. Data collected is presented below.

Table1.1 Descriptive Statistics on the effect of Head-teacher's collaboration with teachers in managing the school on teachers' retention

Responses	1	2	3	4	5	Mean	Std. Deviation
The head teacher sometimes demonstrates practically how certain things should be done	-	-	-	7.5%	92.5%	4.93	.267
The head teacher is cooperative with the teachers at the school	-	-	2.5%	5%	92.5%	4.87	.404
The head teacher negotiates with the teacher in some cases	-	-	5%	15%	80%	4.68	.694
The head teacher takes the lead in solving some challenges at the school	-	2.5%	5%	15%	77.5%	4.73	.554
The head teacher collaborates with the teacher in any case	-	-	10%	22.5%	67.5%	4.10	1.429
The head teacher directs the staff on what to do/to follow the timetable	10%	15%	30%	22.5%	22.5%	3.58	1.010

(Source: Primary Data,2024)

From the findings in table1.1 above, most respondents 92.5% strongly agreed and 7.5% disagreed that the head teacher sometimes demonstrates practically how certain things should be done as evidenced by the mean value of 4.93. The Std. Deviation of .267 is seen very low showing high chances of positive results between Head-teacher's collaboration with teachers in managing the school and teachers' retention (Astleitner, 2020).

Table 1.1 also shows that 92.5% strongly agreed and 5% disagreed that the head teacher is cooperative with the teachers at the school as evidenced by a high mean value of 4.87. Only 2.5% were not sure regarding this matter. The Std. Deviation of .404 is seen very low, an indication that it is more concentrated to the mean. This means that the Head-teacher's collaboration with teachers in managing the school and teachers' retention is effective in schools in Kyotera district.

Table 1.1 also shows that 80% of the respondents strongly agreed and 15%dis agreed that the head teacher negotiates with the teacher in some cases as evidenced by a high mean value of 4.68. Only 5% were not sure. The Std. Deviation of .694 is seen low, an indication that it is more concentrated to the mean. It can therefore be seen indicated that Head-teacher's collaboration with teachers in managing the school and

teachers' retention is effective in schools in Kyotera district (OFFICE & Office, 2021).

The results in Table 1.1 also shows that 77.5% strongly agreed and 15% disagreed that the head teacher takes the lead in solving some challenges at the school as portrayed by a high mean value of 4.73. 5% were not sure regards this matter and only 2.5% disagreed. The Std. Deviation of .554 is seen low indicating high concentration to the mean.

Table 1.2 also shows that 67.5% of the respondents strongly agreed that the head teacher collaborates with the teacher in any case. On this issue, 22.5% agreed as represented by a relatively high mean of 4.10. Only 10% were not sure. The Std. Deviation of 1.429 is seen relatively low, indicating less concentration to the mean. From the data above, it is evident that Head-teacher's collaboration with teachers in managing the school and teachers' retention is effective in schools in Kyotera district. On the issue as to whether the head teacher directs the staff on what to do/to follow the timetable, a lot of rejection was met evidenced by a low mean of 3.58, (55%).

The communication channels like notifications, alerts, and school meetings on teachers' retention in selected private secondary schools.

The researcher was interested in investigating the effect of using effective communication channels like notifications, alerts, and school meetings on teachers'

retention in selected private secondary schools. Data collected is presented in table 1.2 below.

Table 1.2 Effective communication channels like notifications, alerts, and school meetings on teachers' retention in selected private secondary schools.

Responses	1	2	3	4	5	Mean	Std. Deviation
The head teacher organizes school meeting for teachers at the school	-	-	-	2.5%	97.5%	4.98	.158
The head teacher maintains an effective communication channel	-	-	2.5%	5%	92.5%	4.90	.379
The head teacher sends message alerts to teachers in case of any communication	-	-	5%	7.5%	87.5%	4.68	.656
The head teacher communicates with passion and integrity	-	7.5%	5%	12%	75%	4.55	.846
The head teacher replies to office calls in case of emergencies at the school	-	-	10%	20%	70%	4.70	.464
Our head teacher is a listener in most cases	10%	15%	30%	20%	25%	4.10	.672

(Source: Primary Data, 2024)

The findings show that majority of the respondents 97.5% strongly agreed that the head teacher organize school meeting for teachers at the school. Another 2.5% also agreed. The mean = 4.98 is above the median of three which indicated that to a large extent that the head teacher organizes school meeting for teachers at the school. The information above implies that the head teacher organizes school meeting for teachers at the school.

The table further shows that 92.5% strongly agreed and 5% disagreed that the head teacher maintain an effective communication channel. Only 2.5% were not sure. The mean = 4.90 which is above the median of three meaning that the head teacher maintains an effective communication channel. A relatively small (Std. deviation of .379) is more concentrated to the mean an indication showing similar implications.

The table also shows that 87.5% strongly agreed and 7.5% disagreed that the head teacher sends message alerts to teachers in case of any communication. Only 5% were not sure. This view was supported by majority of the respondents who strongly agreed as indicated by a high mean value of 4.6. The Std. deviation of .656 is seen more concentrated to the mean which might be since to some extent, the head teacher sends message alerts to teachers in case of any communication (Cornelissen, 2020).

Table 4.5 goes on and shows that 75% strongly agreed and 12.5% disagreed that the head teacher communicates with passion and integrity as evidenced by a relatively high mean value of 4.55. On this same issue, only 7.5% disagreed and from key informants.

The table goes on and shows that 70% strongly agreed and 20% disagreed that the head teacher replies to office calls in case of emergencies at the school as represented by the mean value of 4.70. On this issue, only 10% were not sure. This is also evidenced by a low Std. deviation of .464 which is an indication that it is a bit more concentrated to the mean.

On the issue as to whether the head teacher is a listener in most cases, majority of respondents disagreed as indicated by 35% who rejected, and 30% who were not sure. Only 25% strongly agreed and 20% agreed.

4. Discussion of findings

The study found out that head teacher's sharing of vision and objectives with teachers significantly affect teachers' retention. Teachers among selected secondary schools in Kyotera district follow the school calendar as set by the head teacher and governing body, teachers adhere to the set guidelines of the school. The head teacher informs on school, targets for term, the teachers are aware of the set objectives for

the term, the head teacher informs on school visions and that the head teacher informs on school objectives. These findings agree with Achinstein, (2012) indicated that sharing of visions with teachers makes them feel empowered and gives them a sense of belonging. One would not like to be included on the school team and so one who is aware of the school vision and objective will feel that is needed by the organization in attempts to fulfill the missions and set objectives (Ali et al., 2024). As a strategy to retain teachers in secondary schools, many head teachers have adopted transactional leadership style in form of sharing of school visions and objectives and some scholars have come up with findings indicating correlations with teachers' retention.

According to Andrew, (2021) contends that, the approach of use of shared vision and objectives among top management has a lot of positive results on employee retention and performance. The school will have doubled results, better output and understanding among staff. Employees will perform better and share the objectives of missions among themselves. Adler, et al, (2018) is of the view that the establishment of student standards, wide-spread student testing of their achievement is some of the objectives that can be set by the school such that the teachers work upon achieving them.

Candela et al., (2022) results indicated that judgments about schools and teachers based on the results can have disastrous unintended consequences and therefore schools need to set missions and objectives and be communicated to the teachers. For students, such consequences may include, minimizing their individual differences, narrowing curriculum to which they are exposed, diverting enormous amounts from instruction to test preparation, and negatively influencing schools' willingness to accept students with weak academic records.

Head-teacher's collaboration with his teachers in managing the school on teachers' retention in selected private secondary schools

On the second objective, the study found out that Head-teacher's collaboration with his/her teachers in managing the school significantly affects teachers' retention among the selected private secondary schools in Kyotera district. The head teacher sometimes demonstrates practically how certain things should be done, that the head teacher is cooperative with the teachers at the school, that the head teacher

negotiates with the teacher in some cases, that the head teacher takes the lead in solving some challenges at the school and that the head teacher collaborates with the teacher in any case. These findings agree with Harris, Day & Hadfield (2003) further recommend that to establish a good relationship between head teachers and teachers for retention, head teachers should embrace the contributions of teachers and show that their efforts and contributions are highly valued. In return teachers should be willing to be supportive towards the efforts of the head teachers (Anonymous, 2023). Moreover, a healthy work relationship between teachers and head teachers is one that enables and promotes the development of the teacher's career. The development of the teacher's career may sometimes change the type of relationship between head teachers and the teachers. As teachers gain more experience and skill in their career, they become more confident in the articulation of their duties. According to the findings of a study commissioned by the National Association of Head teachers (NAHT), during the first years of their profession, a good number of teachers are often afraid of the head teachers thus their relationship with the head teachers is characterized by apprehension. In these instances, teachers avoid seeking for help from the head teachers when they encounter difficulties (Harris, Day & Hadfield 67). However, as they gain more experience, skills, and knowledge most teachers tend to have friendly associations with the head teachers and hence they can seek for guidance and support from the head teachers. Based on the findings of this study, it is evident the development of teacher's career can promote good relationship between them and the head teachers (Favretto et al., 2021). Therefore, head teachers should provide learning opportunities that will allow teachers to advance in their careers. Head teachers should anticipate and find ways of addressing the arising demands. Head teachers should prioritize on forming good relationships with teachers as this will inevitably contribute success and better performance amongst students.

Effective communication channels and school meetings on teachers' retention in selected private secondary schools

On the third objective, the study found out that head teacher's use of effective communication channels like notifications, alerts, and school meetings significantly affect teachers' retention in selected private secondary schools (Nations & Commission, 2024). The head

teacher organizes school meetings for teachers at the school, the head teacher maintains an effective communication channel, that the head teacher sends message alerts to teachers in case of any communication, that the head teacher communicates with passion and integrity and that the head teacher replies to office calls in case of emergencies at the school. These findings agree with (Georgette et al., 2020), Candela et al., 2022) (Beausoleil, 2023; argues for the importance of system thinking communication style. This does not mean that leaders should strive to find solutions on complex problems and work with details. They ought to work with wider relations and the processes rather than work with causal effects and the different parts (Glazzard & Green, 2024). One way to describe organizations like schools is as open social systems combining a rational-system perspective with focus on structure and the present environment and situation with a natural-system perspective with focus on the actors in the system. Communication in organizations viewed as social systems are often expected to contribute to create a professional and responsive community. Examples of elements in a responsive community that needs support in the communication process is a wholeness that welcome diversity, strong core values, mutual trust and care, teamwork and participation (Ginbar, 2021)

5. Conclusion

The study concludes basing effect of head teacher's sharing of vision and objectives with teachers on teachers' retention in selected private secondary schools, to examine the effect of Head-teacher's collaboration with his/her teachers in managing the school on teachers' retention in selected private secondary schools and to establish the effect of head teacher's use of effective communication channels like notifications, alerts, and school meetings on teachers' retention in selected private secondary schools. This Chapter presents the conclusions drawn from the study findings and recommendations based on the conclusions.

The study concluded that Teachers among selected secondary schools in Kyotera district follow the school calendar as set by the head teacher and governing body, teachers adhere to the set guidelines of the school, the head teacher informs on school, targets for term, the teachers are aware of the set objectives for the term, the head teacher informs on school visions

and that the head teacher informs on the school objectives.

The study further concluded that the head teacher sometimes demonstrates practically how certain things should be done, that the head teacher is cooperative with the teachers at the school, that the head teacher negotiates with the teacher in some cases, that the head teacher takes the lead in solving some challenges at the school and that the head teacher collaborates with the teacher in any case.

The study further concluded that the head teacher organizes school meetings for teachers at the school, the head teacher maintains an effective communication channel, that the head teacher sends message alerts to teachers in case of any communication, that the head teacher communicates with passion and integrity and that the head teacher replies to office calls in case of emergencies at the school.

The practical implications of the findings

The study found out that teachers among selected secondary schools in Kyotera district follow the school calendar as set by the head teacher and governing body, teachers adhere to the set guidelines of the school, the head teacher informs on school, targets for term, the teachers are aware of the set objectives for the term, the head teacher informs on school visions and that the head teacher informs on the school objectives. By looking at these findings, teachers need to adhere to school rules and regulations like following the school calendar, keeping communication with the head teacher, and response to their official needs. (Cohen & Soukup, 2023) advocates for positive and direct collaboration between teachers and administrator for smooth running of schools.

On the second objective, the study found out that Head-teacher's collaboration with his/her teachers in managing the school affect teachers' retention among the selected private secondary schools in Kyotera district. The study indicated that the head teacher sometimes demonstrates practically how certain things should be done, that the head teacher is cooperative with the teachers at the school, that the head teacher negotiates with the teacher in some cases, that the head teacher takes the lead in solving some challenges at the school and that the head teacher collaborates with the teacher in any case. In this case, teachers need to collaborate with the head teacher and the head

teacher is also required to collaborate with the teachers. The head teacher is required to effectively demonstrate certain things practically to the teachers to see that the school policies are implemented. Knoop et al., (2022) further advocates for positive and direct collaboration between teachers and administrator for smooth running of schools. The transactional communication is therefore useful in administration of schools.

On the third objective, the study found out that head teacher's use of effective communication channels like notifications, alerts, and school meetings largely affect teachers' retention in selected private secondary schools. The study discovered that some head teachers organize school meetings for teachers at the school, the head teacher maintains an effective communication channel, that the head teacher sends message alerts to teachers in case of any communication, that the head teacher communicates with passion and integrity and that the head teacher replies to office calls in case of emergencies at the school. From the observations above, it can be seen that effective use of communication channels like notifications, messages, alerts and school meetings will steer up teacher's commitment in secondary schools as advanced by (Andrew, 2021) on how effective school meetings are viable in enhancing teachers' commitment.

The recommends that, Teachers need to adhere to school rules and regulations like following the school calendar, keeping communication with the head teacher, and response to their official needs. Teachers also need to collaborate with the head teacher and the head teacher is also required to collaborate with the teachers. The head teacher is required to effectively demonstrate certain things practically to the teachers to see that the school policies are implemented.

The head teachers should maintain effective use of communication channels like notifications, messages, alerts and school meetings will steer up teacher's commitment in secondary schools as advanced by (Berkland & Buxbaum, 2023) on how effective school meetings are viable in enhancing teachers' commitment.

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