



**PRINCIPAL MANAGERIAL STRATEGIES FOR STAFF RETENTION IN PUBLIC
SECONDARY SCHOOLS OF KOGI STATE**

BY

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AUTHORS' CONTRIBUTIONS

This work was a collaborative effort of all the authors. Author UBO designed the study, performed the statistical analysis. Author SL wrote the protocol and wrote the first draft of the manuscript. Author UCS managed the analysis of the study and literature searches. All authors read and approved the final manuscript.

ABSTRACT

The study investigated principal managerial strategies for staff retention in public secondary schools in Ankpa Education Zone of Kogi state. The purpose of the study was to investigate the extent to which teachers' retention depends on welfare packages, training and retraining and provision of infrastructural facilities by the influence of principal in public secondary schools in Ankpa Education Zone of Kogi state. Three research questions guided the study. Descriptive survey design was adopted for the study. 102 (50%) principals and vice principals were randomly sampled for the study. Principals Managerial Skills for Teachers' Retention Questionnaire (PMSTRQ) was used as instrument for data collection. The data collected was analyzed using mean and standard deviation. Analysis of RQ1 has over all mean value of 1.37 with standard deviation of 0.61 revealed that teachers' retention in public secondary schools is dependent on welfare packages of principals to a very little extent. Analysis of RQ2 has over all mean value of 2.50 with standard deviation of 0.70 revealed that teachers' retention in public secondary schools is dependent on training and retraining of principals to a high extent. Analysis of RQ3 has the overall mean value of 2.42 with standard deviation of 0.78 revealed that staff retention in secondary schools by principals depend on provision of infrastructural facilities to a little extent. It was recommended among other things that other managerial strategies such as financial reward, recognition, responsibility, fairness, clarity

and good communication should be employed and applied by public secondary school principals.

Keywords: Principals, Managerial Strategies, Staff Retention, Welfare Packages, Infrastructural Facilities, Training of Teachers

1. Introduction

The principal co-ordinates and ensures that the various process of administrative activities and services are carried out by the school within an established rules and regulations so as to ensure total development of the students in a given school. According to Nakpodia (2010), principals are also teachers in Nigerian schools system, who in their position in-loco-parentis to the children in their charge act, reasonably in this capacity, provided their actions are in accordance with general and approved educational practice. The principal is the leader of secondary school or Chief Executive Officer of secondary school administration. Principals as leaders have the key for achieving sustainable enormous education reforms like accountability, standard, test, enhancing legal rights of students, site based management, school climate and turning schools into professional learning communities (Fullan, 2010). As leader, principal develops and leads programmes, manages the teachers, students and non-academic staff of the school. Principal sets high standards and knows how to motivate staff to achieve the desired goals. Principal works with people as a team and cherishes high decisional participation (Fullan, 2010). Principal ensures teachers commitment to school task through an atmosphere of respect and trust.

Principals, according to Peretemode (2001) have a critical responsibility to direct and control the activities of the human and non human resources in order to achieve educational goals and objectives. Peretemode (2001) stated further that the present system of secondary education in Nigeria poses a lot of new challenges to the secondary school principal, and to meet these challenges, the school principal as an administrator will have to equip himself with the knowledge, skills and attitude which will make them proficient in their administrative and professional duties and help them achieve the goals of the institution. Principal is also described by Igwe (2003) as that administrator who is supposed to have a proven quality and the knowledge to achieve his/her administrative roles as the chief custodian of their various schools. The Author stressed further that principals are the uncompromising leaders of their schools as well as administrators in whose hands lie the future of secondary institutions. Ogbonnaya (2010) in related view sees principal as the chief executive charged with the day-to-day running of secondary schools in Nigeria. They implement the educational programmes in secondary schools, keep statutory records as well as create a conducive atmosphere for teaching and learning in schools.

In view of all the above it is expected that the principal must have managerial skills to influence such motivational strategies as provision of welfare packages, training and retraining, infrastructural facilities and instructional supervision in their administrative duties, so as to ensure successful operation of secondary schools under their custody to ease the staying of staff in schools. In so doing, he/she maintains educational standards and goals established by the policy makers, supervise and support students, monitor students' educational moral progress, manage career counseling and other student services.

Welfare package of teachers is very necessary in the retention of staff. The motivation, appraisal and welfare of staff especially teachers is of paramount importance to their retention in schools. This is because, when teachers are motivated through the provision of welfare packages such as accommodation, transport allowance, canteen, in-service training, fringe benefits, bonuses and medical facilities they serve as motivating factors for teachers' performance as well as staying in schools. Akpakwu (2008) states that if teacher's salary is not paid as at when due, even with adequate infrastructures and physical facilities, teacher's performance will definitely

be ineffective. Akpakwu (2008) further stated that improvement of welfare packages can guarantee staff continuous staying in schools as well as heightens the actualization of educational objectives in schools. The author further states that, teachers are important stakeholders of the scheme and should be motivated and paid so as to be able to live above poverty line. Ugwuanyi (2009), states that the successful actualization of educational objectives in schools and the achievement of any educational policy depend on the type of teachers and their conditions of service. Mkonongo (2004) worked on retention of graduate teachers in secondary schools in Tanzania and the findings showed that urban secondary schools had higher retention of graduates compared to rural secondary schools. The study recommended that, official steps should be taken to raise the status of the teaching profession economically, socially and politically so as to improve their staying. Nkelego (2009) worked on influence of managerial factors on teachers' retention in non-government secondary schools in Tanzania and found out that teachers' retention in any organization is related to employees' job satisfaction. Mrema (2009) worked on factors contributing to primary school teachers' attrition in Tanzania. The findings revealed that social, monetary, teacher preparation and institutional factors contribute in higher attrition. On the contrary, lack of opportunity for promotion and career development, low salary and low status of teaching profession were the reasons for turnover. Kapodia, Coca & Easton (2007) observed that, providing various induction activities, such as mentoring, promised good future, stability and security in teaching profession as well as professional qualifications and supports help new teachers to feel helpful condition, and therefore plan to continue teaching.

With reference to training and retraining, the training of teachers is recognized to be one of the most important elements in the operation and success of the secondary schools. In a related study conducted by Bassey, Bassey & Okpong (2011) on the impact of training and retraining on teachers' productivity, it was found that a significant relationship existed between training/retraining and productivity of teachers in terms of punctuality to school, organizing extra lessons for students, timely submission of examination grades and participation in extra-curricular activities. These findings were in consonance with an earlier study by Akpa (2003) who reported a significant positive relationship between teachers' perception of training and retraining programme and their attitude towards work. Teachers' participation in conferences, seminars and workshops as components of teachers' development programme has been found to correlate positively with teacher output in educational programmes like secondary schools programmes. Fosia & Sabir (2016) reported that teachers' regular attendance in conferences, seminars and workshops resulted in improvement of skills and hence quality output. It was also found that the greater the value placed on these aspects of staff development, the higher the attainment of quality output. This finding was in line with the result of the study by Faremi (2017) who discovered a strong positive relationship between teachers' involvement in seminars and workshops and their output. Thus, the more teachers participated in seminars and workshops, the better they stay in schools and also the quality of output in terms of academic achievement. Okpebru, Martha & Enueshike (2019) studied the influence of workshops on teachers' job performance and reported a significant influence of workshops on teachers' output. The researcher concluded that teachers should be provided with opportunities to attend workshops to acquire and update their skills for high productivity. Emem (2014) identified causes of poor quality output of teachers to include unpreparedness in terms of skills update, attendance at workshop/seminars and conferences. The researcher maintained that teachers should be encouraged to prioritize workshops attendance to enhance quality output. Therefore, creating opportunities for focused and sustained development programme for teachers will enhance staff staying in schools, quality teaching and actualization of educational objectives.

Infrastructural facilities and instructional materials are factors that facilitate and promote teaching and learning, they include items like class-rooms, furniture, libraries, ICT accessories

and administrative block. Lack of basic teaching and learning materials in schools, hinders staff retention and the fulfillment of educational objectives. Anthony (2015) reported that the inadequacy of statistical data has always affected the provision of educational resources such as books, laboratory equipment, audio-visual materials, among others, which in themselves constitute major challenges to the staff retention and successful actualization of educational objectives in public schools. Many of the schools in Ankpa Education Zone of Kogi State do not have these materials and where they are available, they are inadequate and outdated. The overall problem, regarding general inadequacy of infrastructural facilities, teaching materials and amenities in Nigerian educational system is well captured by the former Minister of Education, Oby Ezekwesili, when she said that the physical infrastructure in Nigerian schools is below standard and grossly insufficient. The basic amenity such as water and light is seriously lacking especially public schools (Imaowaji, 2018). These have been observed by researchers to possess threat to staff stability and actualization of educational objectives especially in public schools of Ankpa Education Zone of Kogi State in Nigeria.

Observations elsewhere have revealed that instructional facilities are some of the factors affecting public schools staff stability in Nigeria. For instance, Hamza (2007) observed that in most states of the federation, the classroom structures are dilapidated and in some cases without furniture for the students and teachers which has the tendency to undermine the quality of instructions delivered and ultimately waters-down the quality of education. Benjamin & Ahmed (2012) opined that there is need to provide a list of infrastructures and facilities to include classrooms, libraries, workshops, laboratories, playfield and school farm in the appropriate quantity and quality to meet the minimum standard for the promotion of any meaningful educational programme of secondary schools. Maduewesi (2005) observed that provision of infrastructural facilities, especially in the rural areas, is far below the expectation of stakeholders where there is an acute shortage of furniture, classrooms, laboratories, libraries, accommodation, examination halls among others than in the urban environment. The researcher recommended that principals with micro management functions need to put the basic and necessary infrastructural and other facilities in place in order to achieve teachers' retention, desired goals and help remove the disparity in the rate of infrastructural decay in the rural and urban schools. According to Yawe & Ivagher (2014), no matter how good a teacher is, his efforts to impart knowledge to the learner will be hampered by the absence of necessary facilities such as good classroom with chairs and desks, good staffroom, good toilet facilities, health clinics and portable water as teachers cannot give their best if adequate infrastructures are not provided. Strath (2004) stated that lack of educational resources is also problematic to teachers' retention in schools. Timilehin (2010) also observed that inadequate school facilities which include material resources that facilitate effective teaching and learning in schools and inadequate funding are the obstacles to teachers' retention as well as effective teaching and management of secondary education in the country. The observed poor application of managerial strategies of educational administrators in Kogi state to influence the availability of these facilities negatively affects their teachers' retention, output and overall actualization of educational objectives in public secondary schools in Ankpa Education Zone of Kogi state.

In spite the paramount position of secondary schools in educational system of Nigeria it is still observed to be poor in areas of staff retention, poor output and poor actualization of educational objectives in Ankpa Education Zone of Kogi state due to perceived poor application of managerial strategies such as provision of welfare packages, instructional facilities and training and retraining by the principals of their public secondary schools. It is against this background that this study is set to investigate principal managerial strategies for staff retention in Ankpa Education Zone of Kogi state.

Despite all efforts such as organization of conferences, seminars, symposium, workshop,

study leave with pay amongst others by the government to improve managerial competencies of school heads in general and principals of secondary schools in particular in staff retention for better job performance, the success recorded in these areas especially in Ankpa Education Zone of Kogi state still seems to be poor. It has been observed that teachers' retention within the study area has received less attention from the principals due to the observed exodus and attrition from the schools. This is because, despite the large investments in school facilities across school systems, available school facilities, level of welfare packages and training and retraining of staff still appear not been properly maintained by school administrators and community members for staff stability for effective service delivery. The facilities in secondary schools are observed to be poor for effective service delivery. Both the academic and the non-academic staff of the colleges have shortage of good furniture in their various offices, and they operate in dilapidated offices, buildings and fittings. The facilities that do facilitate service delivery are of low standard especially the office equipment in use are mostly outdated and obsolete. This poor condition of some school facilities has raised serious concerns about staff and students' safety as well as stability in teaching, apart from impairing the quality of service delivery in schools. However, the study sought to investigate principals' managerial strategies for teachers' retention in public secondary schools Ankpa education zone of Kogi state, Nigeria.

1.2 Purpose of the Study

The broad purpose of this study was to ascertain principals' managerial strategies for staff retention in Ankpa Education Zone of Kogi state. Specifically the study sought to:

1. Find out whether staff retention in public secondary school in Ankpa Education Zone of Kogi state is dependent on the use of welfare packages by principals.
2. Find out whether staff retention in public secondary school in Ankpa Education Zone of Kogi state is dependent on the training and retraining of staff by principals.
3. Find out whether staff retention in public secondary school in Ankpa Education Zone of Kogi state is dependent on the provision of instructional materials of principals.

1.3 Research Questions

The following research questions guided the study:

1. To what extent does staff retention in public secondary school in Ankpa Education Zone of Kogi state dependent on welfare packages of principals?
2. To what extent does staff retention in public secondary school in Ankpa Education Zone of Kogi state dependent on the training and retraining of staff by principals?
3. To what extent does staff retention in public secondary school in Ankpa Education Zone of Kogi state dependent on the provision of instructional materials by principals?

2 Methodology

The design used for this study was the descriptive survey. Nworgu (2006) opined that survey research describes and interprets what is. It is used in finding out the conditions or relationships that exist and opinions that are held. It is ideal for this study in the fact that the

study is descriptive in nature. In this study the principals' managerial strategies such as provision of welfare packages, instructional materials and training and training of teachers have been described.

The area of this study is Ankpa education zone. It is made up of three local government areas which include Ankpa, Omala and Olamaboro. Secondary schools in this zone are characterized majorly with old buildings with poor incentives to their teachers and administrative strategies that would motivate staff to stay in the job are poorly available. Ankpa education zone was selected for the study due to the urgent need for improvement of education.

The population of this study consists of 204 principals involving vice principals from 68 Public secondary schools in Ankpa Education Zone served as the entire population of the study. The choice of these subjects is based on the fact that they are in the better position to supply the data needed for the study.

The sample size for this study is 102 (50%) principals and vice principals were randomly sampled for the study. According to Emaikwu (2013), when the study population is few, a sample of 40-50% is ideal. 102 respondents used for this study represent approximately 50% of the total population of 204 principals and vice principals.

Principals Managerial Skills for Teachers' Retention Questionnaire (PMSTRQ) was used as instrument for data collection. PMSTRQ was in two sections of A and B. Section A was designed to seek for personal information from the respondents. Section B contained 15 items designed to elicit information from the Principals, Vice-principals and Teachers on the extent to which Managerial skills of Principals retain teachers in Public secondary schools in Ankpa Education Zone. The items were grouped into three clusters: Cluster A had 5 items that sought information on the extent to which welfare packages of principals retain teachers in Public secondary schools in Ankpa Education Zone. Cluster B had 5 items that sought information on the extent to which provision of instructional materials by principals retain teachers in Public secondary schools in Ankpa Education Zone. Cluster C had 5 items that sought information on the extent to which training and retraining by principals retain teachers in Public secondary schools in Ankpa Education Zone. The questionnaire was structured on a four-point rating scale, with response patterns of Very High Extent (VHE) =4; High Extent (HE) =3; Low Extent (LE) =2 and Very Low Extent (VLE) =1 respectively.

In order to confirm the validity of the instrument that was used in the study, a 15 item questionnaire was constructed and the questionnaires were validated by three experts in the Department of Educational Administration and Planning and Measurement and Evaluation all from the faculty of Education, Kogi State University, Anyigba. They were asked to examine the construct and content validity of the items in the questionnaire. They made appropriate face, construct and content corrections and adjustments on questions 1, 3, 4, 7, and 8 and ascertained that the questionnaires were not ambiguous and the instrument was therefore believed to be capable of achieving the purpose for which it was designed.

To estimate the reliability of the instrument, a trial test was conducted. The questionnaire was distributed to 10 principals and 10 vice principals who have reached managerial positions of Grade level 12 and above in ten Public secondary schools in Kogi state outside the study areas. The internal consistency of the instrument was computed using Cronbach Alpha method and yielded Cronbach Alpha values of 0.74, 0.78 and 0.75 this gives the overall internal consistency reliability coefficient value of 0.76 which was 76 % reliable for use.

The researcher and five research assistants who were employed and trained by the researcher in line with the purpose of the study jointly administered the instrument. 102 questionnaires were distributed to the respondents in managerial positions in public secondary schools used for the study. Direct delivery technique was used to distribute the questionnaire to the respondents. This implies that the respondents were expected to fill and return the instruments

to the researcher or the research assistants on the spots. The direct technique of administration of the instrument helped the researcher to retrieve 102 questionnaires from the respondents which was 100% return rate.

The data collected from the principals, vice principals and teachers from grade level 12 and above were collated and analyzed using Mean and Standard deviation to answer the research questions. However, the limits of real numbers used for the interpretation of the Mean values were as follows: 4, 3.50 – 4.00 - Very High Extent: (VHE); 3, 2.50 – 3.49 - High Extent: (HE); 2, 1.50 – 2.49 - Low Extent: (LE); 1, 0.50 – 1.49 - Very low Extent: (VLE)

3 Results and Discussion

This section deals with data presentation, analysis, interpretation in line with research questions and discussion of findings on principals’ managerial strategies such as provision of welfare packages, instructional materials and training and retraining of teachers in Ankpa Education Zone of Kogi State.

3.1 Research Question 1

To what extent does staff retention in public secondary school in Ankpa Education Zone of Kogi state dependent on welfare packages of principals?

Table 1: Mean and Standard Deviation on the Extent to which Staff Retention Depends on Welfare Packages of the Principals

S/N	Items	X	SD	Decision
1.	Free Accommodation	1.06	0.30	VLE
2.	Transport allowances	1.31	0.83	VLE
3.	Free medical services	1.11	0.44	VLE
4.	Team work	2.08	0.81	LE
5.	Sound security	1.28	0.70	VLE
	Total Mean	1.37	0.61	VLE

NB: VHE = Very High Extent (3.50 – 4.00); HE = High Extent (2.50 – 3.49); LE = Low Extent (1.50 – 2.49) VLE: Very Low Extent (0.50 – 1.49)

Table 1 shows the Mean and Standard deviation of the extent to which teachers’ retention depends on welfare packages of the principals in Ankpa Education Zone of Kogi state. Items 1, 2, 3 and 5 which are free accommodation, transport allowances, free medical services and sound security had their mean values of 1.06 with standard deviation of 0.30, 1.31 with standard deviation of 0.83, 1.11 with standard deviation of 0.44 and 1.28 with standard deviation of 0.70 which revealed that teachers’ retention by principals depends on welfare packages of the principals to a very little extent. Item 4 has mean value of 2.08 with standard deviation of 0.81 which revealed that teachers’ retention in schools was dependent on welfare packages of the principals to little extent. The overall mean value was 1.37 with standard deviation of 0.61 indicating that teachers’ retention in public secondary schools in Ankpa Education Zone of Kogi state is dependent on welfare packages of principals to a very little extent. This means that the staying of staff in public secondary schools in Ankpa Education Zone was not primarily due to welfare packages of the principals if at all there are but the staying of staff in public secondary schools in Ankpa Education Zone may be due to unemployed situation in Nigeria. This finding is consistent with Nkelego (2009) who found out that teachers’ retention in any organization is related to employees’ job satisfaction. Mrema (2009) revealed that social, monetary, teacher preparation and institutional factors contribute in higher attrition. Kapodia, coca & Easton (2007) reported that provision of various induction activities, such as mentoring and supports help new teachers to feel helpful condition and therefore plan to continue teaching.

3.2 Research Question 2

To what extent does staff retention in public secondary school in Ankpa Education Zone of Kogi state dependent on the training and retraining of staff by principals?

Table 2: Mean and Standard Deviation on the Extent to which Staff Retention Depends on Training and Retraining of Teachers by the Principals

S/N	Items	X	SD	Decision
6.	Granting of in-service training to teachers	3.27	0.62	HE
7.	Intermittent exposure of teachers to seminars	2.22	0.68	LE
8.	Frequent supervision of instruction by principals	2.32	0.76	LE
9.	Frequent organization of capacity building workshop	2.44	0.68	LE
10.	Cheerful approval of study leaves with pay for teachers	2.19	0.81	LE
Total Mean		2.50	0.70	HE

NB: VHE = Very High Extent (3.50 – 4.00); HE = High Extent (2.50 – 3.49); LE = Low Extent (1.50 – 2.49) VLE: Very Low Extent (0.50 – 1.49)

Table 2 shows the Mean and Standard deviation of the extent to which teachers' retention depends on training and retraining by the principals in Ankpa Education Zone of Kogi state. Item 1 has mean rating of 3.27 with standard deviation of 0.62 and revealed that teachers' retention in schools by principals depends on granting of in-service training to a high extent. Items 7, 8, 9 and 10 have mean ratings of 2.22 with standard deviation of 0.68, 2.32 with standard deviation of 0.76, 2.44 with standard deviation of 0.68 and 2.19 with standard deviation of 0.81. Based on the mean ratings, it was revealed that teachers' retention by principals depends on intermittent exposure of teachers to seminars, frequent supervision of instruction by principals, frequent organization of capacity building workshop and cheerful approval of study leave with pay for teachers to a little extent in public secondary schools by principals. The overall mean value was 2.50 with standard deviation of 0.70 indicating that teachers' retention in public secondary schools in Ankpa Education Zone of Kogi state is dependent on training and retraining of principals to a very high extent. This means that staying of staff in public secondary schools in Ankpa Education Zone was due to the training and retraining of staff as this might bring their personal growth and development and the overall actualization of educational objectives in the area. This finding is in accordance with Fozia & Sabir (2016) when reported that teachers' regular attendance in conferences, seminars and workshops resulted in improvement of skills and hence quality output. It was also found that the greater the value placed on these aspects of staff development, the higher the attainment of quality output. This finding was in line with the result of Faremi (2017) who discovered a strong positive relationship between teachers' involvement in seminars and workshops and their output. Thus, the more teachers participated in seminars and workshops, the better they stay in schools and also the quality of output in terms of academic achievement. Okpebru, Martha & Enueshike (2019) studied the influence of workshops on teachers' job performance and reported a significant influence of workshops on teachers' output and stability in schools.

3.3 Research Question 3

To what extent does staff retention in public secondary school in Ankpa Education Zone of Kogi state dependent on the provision of instructional materials by principals?

Table 3: Mean and Standard Deviation on the Extent to which Staff Retention Depends on Provision of Instructional Facilities of the Principals

S/N	Items	X	SD	Decision
11.	Adequate provision of class-rooms	3.22	0.65	HE
12.	Adequate provision of furniture	3.18	0.72	HE
13.	Steady power supply in schools	2.12	0.66	LE
14.	Steady water supply in schools	1.28	0.70	VLE
15.	Adequate provision of ICT accessories in schools	2.28	0.77	LE
Total Mean		2.42	0.78	LE

NB: VHE = Very High Extent (3.50 – 4.00); HE = High Extent (2.50 – 3.49); LE = Low Extent (1.50 – 2.49) VLE: Very Low Extent (0.50 – 1.49)

Table 3 shows the Mean and Standard deviation of the extent to which teachers’ retention depends on provision of infrastructural facilities by the principals in Ankpa Education Zone of Kogi state. Item 1 and 2 have mean rating of 3.22 with standard deviation of 0.62 and 3.18 with standard deviation of 0.72 which revealed that teachers’ retention in schools by principals depends on adequate provision of class-rooms and adequate provision of furniture to a high extent. Items 13 and 15 have mean ratings of 2.12 with standard deviation of 0.66 and 2.28 with standard deviation of 0.77 and revealed that teachers’ retention in schools by principals depends on steady power supply in schools and adequate provision of ICT accessories to a little extent. Only item 14 with mean rating of 1.28 and standard deviation of 0.77 indicated that teachers’ retention in secondary schools by principals depends on steady water supply in schools to a very little extent. The overall mean of 2.42 with standard deviation of 0.78 revealed that staff retention in secondary schools by principals depend on provision of infrastructural facilities to a little extent. This means that stability of staff in public secondary schools in Ankpa Education Zone was not primarily due the availability of instructional facilities but their stays might because of scarcity of jobs, family ties and to fulfill all righteousness. This finding is in line with [27] when revealed no matter how good a teacher is, his efforts to impart knowledge to the learner will be hampered by the absence of necessary facilities such as good classroom with chairs and desks, good staffroom, good toilet facilities, health clinics and portable water as teachers cannot give their best if adequate infrastructures are not provided. Timilehin (2010) also observed that inadequate school facilities which include material resources that facilitate effective teaching and learning in schools and inadequate funding are the obstacles to teachers’ retention as well as effective teaching and management of secondary education in the country. Strath (2004) stated that lack of educational resources is also problematic to teachers’ retention in schools.

4. Conclusion

From the findings of the study and the discussion that followed, the researchers concluded the study that teachers’ retention in public secondary schools is dependent on welfare packages, training and retraining and provision of infrastructural facilities to a little and a very little extent.

5. Recommendations

Based on the conclusion of the study, the following recommendations are made:

- a. Other managerial strategies such as financial reward, career development, job characteristics, recognition, responsibility, work life balance, fairness, clarity and good communication should be employed and applied by public secondary school principals. This may assist them in proper retention of teachers in schools.

- b. Government should organize seminar, conference, symposium and other training machineries/ programmes to orientate the principals on adoption of effective managerial strategies such as sound human relation, carrot approach, delegation of authority, responsibility amongst others that will bring teachers' retention and effective actualization of educational objectives in schools.

Competing Interests

Authors have declared that no competing interests exist.

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