

**Influence of Transformational Leadership on Teacher Retention in Rural Public
Secondary Schools in Karongi District, Rwanda**

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**A Research Thesis Submitted in Partial Fulfillment of the Requirements for the Award of
the Degree of Master of Education in Leadership and Administration**

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DECLARATION

I declare that this research proposal is my original work and has not been presented for a degree award in any other institution for academic credit.

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DEDICATION

I dedicate this research thesis to my congregation, the Religious of the Assumption. Through the grace of God and the vision of our founder, Saint Marie Eugénie de Jesus, we have been enabled to transform education. Thank you, and may the good Lord bless you

ABSTRACT

The purpose of this study was to find out the influence of transformational leadership on teacher retention in rural public secondary schools in Karongi district, Rwanda. The objectives were to examine the influence of intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation on teacher retention in rural public secondary schools. The research was anchored on the transformational leadership theory. The study adopted a mixed methods approach, specifically a convergent parallel design. The target population was 25 secondary schools and 25 principals, 455 teachers, and one District Education Officer (DEO). The study used simple random sampling to select 8 out of 25 secondary schools and their principals. Stratified and simple random sampling was used to select 137 out of 455 teachers. Purposive sampling was used to include the district education officer. Data collection tools were questionnaires for teachers and in-depth interview guides for principals and the DEO. The research instruments were reviewed for validity by supervisors. Descriptive statistics (frequencies and percentages) were used to analyze quantitative data with the help of SPSS version 29. Data was presented by the use of tables. Qualitative data was analyzed using a thematic approach and presented as narratives and direct quotations. The study revealed that transformational leadership, through intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation, positively impacts teacher retention in rural public secondary schools in Karongi District, Rwanda. However, many teachers reported feeling uninspired by their principals' vision, behavior, and integrity, indicating a crisis of trust that undermines motivation and retention. The study recommends that the Ministry of Education strengthen transformational leadership in rural schools by investing in targeted leadership training for principals. Such programs should emphasize intellectual stimulation, ethical conduct, vision setting, individualized support, and effective communication. Principals are encouraged to model integrity, fairness, and high ethical standards while clearly communicating their vision and values. They should also enhance individualized consideration by recognizing teacher contributions, listening to concerns, and providing constructive feedback. In addition, principals should adopt motivational strategies such as celebrating successes and using consistent, personalized communication to improve teacher satisfaction and retention.

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TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
DEDICATION	iii
ABSTRACT	v
ACKNOWLEDGEMENT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS AND ACRONYMS	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	9
1.3 Purpose of the Study	10
1.3.1 Research objectives	10
1.4 Research Questions	11
1.5 Significance of the Study	11
1.6 Scope and Delimitations of the Study	12
1.7 Theoretical Framework	13
1.7.1 Transformational Leadership Theory	13
1.7.2 Strengths of Transformational Leadership Theory	14
1.7.3 Weaknesses of Transformational Leadership Theory	16
1.7.4 Application of Transformational Leadership Theory	16
1.8 Conceptual Framework	17
1.9 Operational Definition of Key Terms	19

CHAPTER TWO	20
REVIEW OF RELATED LITERATURE	20
2.1 Introduction	20
2.2 Intellectual Stimulation and Teacher Retention	20
2.3 Idealized Influence and Teacher Retention	24
2.4 Individualized Consideration and Teacher Retention	28
2.5 Inspirational Motivation and Teacher Retention	30
2.6 Summary of Literature and Knowledge Gap	34
CHAPTER THREE	35
RESEARCH DESIGN AND METHODOLOGY	35
3.1 Introduction	35
3.2 Research Design	35
3.3 Location of the Study	36
3.4 Target population	36
3.5. Sampling Procedure and Sampling Size	37
3.5.1 Sampling of Schools	37
3.5.2 Sampling of Principals	38
3.5.3 Sampling of Teachers	38
3.5.4 Sampling of District Education Officer	38
3.6 Description of Research Instruments	40
3.6.1 Questionnaire for Teachers	40
3.6.2 Questionnaire for Principals	40
3.6.3 In-depth Interview Guide for District Education Officer	41
3.7 Validity and Reliability of the Research Instruments	41
3.7.1 Validity of Quantitative Instruments	42

3.7.2 Reliability of Quantitative Instruments	42
3.7.3 Credibility and Trustworthiness of Qualitative Instruments	42
3.7.4 Pilot Testing	44
3.8 Description of Data Collection Procedures	44
3.9 Description of Data Analysis Procedures	45
3.10 Ethical Considerations	45
CHAPTER FOUR	46
PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS	46
4.1 Introduction	46
4.2 Instrument Return Rate	47
4.3 Respondents' Demographic Characteristics	48
4.3.1 Demographic Characteristics of Teachers	48
4.3.2 Demographic Characteristics of Principals	51
4.4 Findings of the Study	54
4.4.1 Intellectual Stimulation and Teacher Retention	54
4.4.2 Idealized Influence and Teacher Retention	62
4.4.3 Individualized Consideration and Teacher Retention	67
4.4.4 Inspirational Motivation and Teacher Retention	71
CHAPTER FIVE	77
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	77
5.1 Introduction	77
5.2 Summary of the study Findings	77
5.3 Conclusions	80
5.4 Recommendations of the Study	82
5.4.1 Recommendations for Policy	82

5.4.2 Recommendations for Practice	82
5.4.3 Recommendations for Further Research	83
REFERENCES	84
APPENDICES	91
Appendix A: Letter of Introduction	91
Appendix B: Consent Form	92
Appendix C: Questionnaire for Teachers	94
Appendix D: Interview Guide for Principals	98
Appendix E: Interview Guide for District Education Officer	100
Appendix F: Document analysis to be completed by the principal regarding the teacher's length of service at the current school	101
Appendix G: Plagiarism Report	102
Appendix H: Research Methodology Matrix	103
Appendix I: Reliability Statistics	104
Appendix J: Introduction letter	105
Appendix K: The Map of Karongi District	108

LIST OF TABLES

Table 1: Target Population, Sampling Technique, and Sample Size	39
Table 2: The Response Rate of the Study Participants	47
Table 3 Demographic Characteristics of Teachers(N=135)	48
Table 4: Demographic Characteristics of Principals (N=7)	52
Table 5 Influence of Intellectual Stimulation on Teacher Retention (N= 135)	54
Table 6 Idealized Influence and Teacher Retention (N= 135)	62
Table 7 Individualized Consideration and Teachers' Retention(N= 135)	67
Table 8 Inspirational Motivation and Teachers' Retention(N= 135)	71

LIST OF FIGURES

Figure 1: Relationship between Transformational Leadership and Teacher Retention	17
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LIST OF ABBREVIATIONS AND ACRONYMS

ADEA	Association for the Development of Education in Africa
CESA	Continental Education Strategy for Africa
DDE	District Director of Education
DEO	District Education Officer
DR	Doctor
EAC	East Africa Community
GPE	Global Partnership for Education
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education
OECD	Organization for Economic Co-operation and Development
REB	Rwanda Education Board
SPSS	Statistical Package for Social Sciences
TL	Transformational Leadership
TPD	Teacher Professional Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

One of the key cornerstones that lead to students' academic performance is teacher retention. Teacher retention has become vital in retaining the stability and satisfaction of education systems globally (Mugiraneza, 2023). Unfortunately, most school principals make the demands for teaching personnel but do not inspire them to remain in their respective institutions. In the view of Ukeje and Nwachukwu (2018), successful leadership requires motivating workers to work enthusiastically toward achieving organization's goals. Torres (2016) described teacher attrition as the rate at which teachers leave their teaching positions, either by moving to new schools or leaving the profession. Bulawat (2020) takes the above definition further and argues that teachers who depart must be replaced using other teachers to close the gaps. High teacher turnover can result in disruptions in studies, increase recruitment charges, and reduce institutional effectiveness (Bulawat, 2020). Hawthorne (2021) defines teacher retention as keeping staff in the workplace and reducing turnover. Keeping efficient and effective teachers for a long period of time enhances coverage of the syllabus, good preparation of students for national examinations, student retention, and gives ample time and opportunity to offer high-quality education.

Durnen (2021) asserts that teachers leaving the teaching could be attributed to factors including pressure, burnout, loss of appreciation, and resentment which overshadow passion, pleasure, and connection to students. Hammond (2017) contended that teacher attrition has significant repercussions, including increased insecurity, program closures, and diminished opportunities for students. The challenge of replacing qualified teachers who leave the profession

can lead to the discontinuation of entire programs. Hammond (2017) further argue that although some teachers retire, approximately two-thirds leave for other reasons, predominantly due to dissatisfaction with their teaching roles. Principals are seen as executive officers in learning institutions, for they are endowed with positional powers to provide instructional leadership, manage physical and financial resources, and manage the staff to realize school goals. They are charged with powers to direct and spearhead the implementation of education policies, instill discipline, skills, knowledge, and values, and give sufficient support to teachers to retain them and so enhance students' learning, and transformation of the larger society (Hammond, 2016).

Given the teachers' role, their retention in a school tends to be based on how best they are treated. School leadership significantly impacts teacher retention rates. Effective leaders foster a supportive environment, promoting collaboration and professional development. When leaders communicate clearly, recognize achievements, and provide constructive feedback, teachers feel valued and engaged. Conversely, poor leadership, characterized by micromanagement or lack of support, can lead to burnout and dissatisfaction. A positive school culture, driven by strong leadership, enhances teacher morale and retention. Effective leaders provide clarity of purpose, motivate, and guide the organization to realize its mission and goals (Westover, 2024).

As organizations strive to achieve their goals, they find it important to consider their leadership styles. It is vital to identify leadership methods capable of keeping abreast of development. Transformational leadership is the most well-known leadership approach (Gunawan, 2020). It is considered one of the main leadership styles that influence organizations and individuals to achieve their set targets. Transformational leaders help followers grow by aligning the objectives and goals of the individual followers, the group, and the larger organization.

As recommended by Kanyike (2024), transformational leadership is the most well-known leadership approach that can allow organizations and individuals to achieve their set targets. Ghuzyyil (2021) argues that leadership is the most noticeable factor that drives significant transformations in teaching and learning. Transformational leaders in secondary schools are responsible for leading the learners and teachers to achieve the best learning and teaching practices. For instance, a study by Burns (1978) points out that transformational leadership is seen when leaders and followers influence each other to advance to a higher level of morality and motivation. Through the strength of their vision and personality, transformational leaders are able to inspire their followers (teachers) to change their expectations, perceptions, and motivation to work towards common goals.

Bass (1985) expanded Burns' (1978) original ideas and contended that transformational leadership can be described based on the impact that it has on followers. Transformational leaders, according to Bass (1985), are trusted, respected, and admired by their followers. Bass further points out that transformational leaders have the ability to influence followers and motivate them to develop their moral values and change the behaviors of the organization. Transformational leaders tend to show four main characteristics: charisma, inspirational motivation, intellectual stimulation, and consideration of the needs of followers (Bass, 1985). By the mid-eighties, the concept of transformational leadership had received significant attention from scholars, including those in education. For example, Liu et al (2018) mentioned that the leadership styles and practices followed by school leaders have a direct impact on the motivation of teachers, which can enhance their retention.

Barnett (2017) observed that teachers in the United States are seen as a central part of the education system because they play a vital role in fostering discipline and providing guidance,

counselling, spiritual nourishment, and social support to students, both individually and in groups. As a result, advocacy for teacher retention highlights their key role in students' education. When effective and committed teachers remain in their positions, the holistic development of learners is supported, the teacher-student relationship is strengthened, performance is improved, and students are better prepared to integrate into society. Conversely, when teachers leave, students may not fully achieve their desired goals. A related study by Laney (2018) on perceptions of working conditions and teachers' retention in the United States of America (USA), revealed that shortage of teachers was noted in key fields of mathematics, science, and special education, which increased teacher workload hence demotivating them and led to increased turn over. However, Laney (2018) revealed that principals who provided instructional support, staff professional development, and supportive working conditions had a positive influence on retaining science and mathematics teachers. A related study in the USA by Touchton (2023) revealed that a significant teacher turnover rate in the United States during the first few years of employment as a result of unsupportive administration, lack of teacher promotion, and career advancement which triggered teachers' burnout and attrition. Consequently, teacher attrition lowers learning standards, and incapacitates learners' subject choice. The study argued principals to have plans for attracting and retaining qualified teachers.

Kayle (2024) conducted a study based on interviews with female education practitioners in Madrid. This study noted that teachers faced isolation when faced with physical and mental health challenges. In addition, pressure from protecting and supporting students' health, and stress in preparing instructional materials and managing time reduced their retention. The UNESCO Report (2021) established that teachers in Slovakia are faced with stress on lesson preparation, work, time, and learning resource. Stressful environment triggered burnout and

health complications such as high blood pressure leading to attrition and retirement. The research upheld that effective school principals should consider planning to mitigate disasters, maintain and retain the teaching staff through empowerment, teacher welfare, health insurance and assigning a manageable workload to reduce stress among the teachers.

A related study conducted by Turhan (2022) in Turkey, found that unresolved conflicts caused stress, sorrow, tensions, disputes, discouragements and deviations from school norms triggering teachers to leave the profession or the institution. In Australia, Heffernan (2022) noted that many teachers tend to seek jobs in private institutions in wait for a chance to move to public secondary schools where they feel there is job security offered by principals, which has increased the turnover of teachers in private schools.

A study by Williams (2021) in Georgia found that rural and black schools struggled to retain effective qualified teachers because the majority moved to either other Districts or to suburban and urban areas to access enhanced facilities. However, Williams et al. (2021) established that those who remained in teaching were motivated by intrinsic rewards, salaries, relationships and a good school climate that made them enjoy their teaching.

Liu et al. (2021), in their exploration of the relationships between resilience and turnover intention among Chinese high school teachers, highlighted that teacher burnout caused by a heavy workload, lack of support, and high pressures on student outcomes imposed by principals has a significant relationship with teachers' turnover intention. These pressures demoralize teachers and diminish their motivation. A study by Binti (2021) on teacher workload in Malaysia found that teachers' workload has a significant relationship with job satisfaction. The researcher discovered that principals provide appropriate and sufficient resources to teachers, enabling them

to manage their workload and reduce stress, thereby enhancing both job satisfaction and retention.

A study in Botswana about teacher attrition by Reddy (2020) revealed that teachers have been at the forefront of advocating for social transformation, creativity, and innovativeness among students and as a result, principals tend to employ strategies to retain competent and qualified teachers to enhance the learning process. In Liberia, a study by Myers (2017) found that motivation significantly influences teacher retention. This motivation can be extrinsic or intrinsic. Extrinsic motivation is linked to what the school environment and principals provide, such as promotions, professional development opportunities, and a conducive working environment, all of which contribute to higher teacher retention. The study further revealed that a lack of induction and policies to support teacher career progression and development led many teachers to leave the profession.

A study by Hawthorne (2021) in Nigeria posits that teachers are great contributors to students' performance and institutional stability. Committed teachers bring out the latent capabilities of learners and empowers them with skills to make a difference in their future lives. In addition, Students are able to secure future employability, reduce poverty levels in their families, improve financial stability, and raise good living standards. However, Hawthorne's study found out that despite increased financial incentives, teacher's motivation to remain in schools has remained a challenge that has had negative impact on institutional administration and students learning.

A study by Muremela et al. (2021) revealed that inadequate teaching resources and poorly equipped laboratories create stress for mathematics and science teachers in South Africa. Additionally, insufficient school infrastructure, lack of water supply, and unreliable electricity,

along with negative attitudes from learners, have contributed to teacher attrition as educators seek better incentives and less stress in Western countries or urban schools. This shortage of teachers has led to student unrest, strikes, boycotts, and student attrition, which negatively impacts schools.

Rose (2021) and Gitari (2016) studies in Kitui Kenya, emphasized the task of principals to strategically offer physical facilities, curriculum resources, support tools and develop the teachers professionally to effect change in the curriculum, projects, or programs intended. This further enhances teacher motivation to stay and reduces teacher stress and burnout hence being effective. A study by Tumwesigye (2022) in Uganda found that inadequate structures, reference materials, a lack of promotions, and little salary subjected teachers to loan slavery, causing dissatisfaction, a situation that triggered teachers not to stay in the profession. The study found out that salary for teachers should be increased and also narrow the salary gap between teachers and heads teachers to enhance their motivation and retention. From these studies, it's clear that leadership is a critical aspect of school management. However, studies have not clearly shown the link between transformational leadership and teacher retention, which was the focus of this study.

Muga (2022) states that the principal's laissez-faire leadership style influenced teacher attrition in Kisumu, Siaya, and Kajiado Counties - Kenya. However, Wangithi (2014) pointed out that laissez-faire had a moderate influence on teachers' work satisfaction in primary schools. The results of both researches demonstrated that transformational leadership improved teachers' job satisfaction and retention. The study suggested that principals should be trained to use transformational leadership styles to enhance teacher retention.

Frugence & Mukadi's (2021) study on the challenges that educational leaders face in enhancing students' academic achievement in Tanzania pointed out that principals should be well-trained on strategies to improve their roles in teacher motivation. The researchers found that motivation for teachers takes different forms, such as delegating authority, giving feedback to teachers after instructional supervision, teacher inclusion, recognizing the teacher's efforts, giving rewards, and providing career progression opportunities. The study further noted that teacher retention in remote schools in Tanzania continued to go down due to a lack of housing, social services, and inaccessibility to opportunities to improve their knowledge and skills due to favoritism. Teachers were not given opportunities to attend seminars, workshops or training related to Competence-Based Curriculum (CBC). As Tanzanian schools struggle with the challenge of teacher retention, it's unclear whether transformational leadership influences on the retention of teachers in Karongi District, Rwanda.

The importance of teacher retention in educational systems has received significant attention. Zeitlin and Jonathan (2018) highlight a key question in Rwanda: how can schools attract, motivate, develop, and retain professional teachers who can deliver excellent educational outcomes? This question is crucial at all levels of education, from pre-primary to primary and secondary schools, but it has the greatest impact at the secondary level. Bigirimana (2024), who conducted a study in public secondary schools in Nyabihu District, Rwanda, noted that teacher retention in secondary schools has been a significant challenge, adversely affecting educational quality. High turnover rates disrupt learning continuity, making it difficult for students to form strong relationships with teachers. This instability hampers effective teaching and learning, as new teachers often require time to adjust and build rapport. The study also argues that schools face increased costs related to recruitment and training, which diverts resources from essential

programs. These challenges have contributed to lower student performance and a less cohesive school environment.

Karongi District, located in the Western Province of Rwanda, is one of the districts where teacher retention has been a challenge. A report from the district education office (2024) revealed that teacher turnover is high, with 20% of teachers leaving their jobs annually, including 11% exiting from the public-sector teaching workforce. This issue has been particularly affecting schools in rural areas of Karongi where learning levels have been low and a low student-teacher ratio. The report attributes the challenge of teacher turnover to various factors, including working conditions, compensation, and limited professional development opportunities. As this challenge remains a significant concern for Karongi District, there is currently no study that specifically examines how the transformational leadership of school principals influences teacher retention. It is from this perspective that this study was needed to close the knowledge gap.

1.2 Statement of the Problem

Teacher retention has emerged as a critical global concern, as education systems grapple with high attrition rates that undermine quality learning and sustainable development. Research indicates that effective leadership can play a pivotal role in enhancing teacher motivation, satisfaction, and retention by fostering trust, supporting professional growth, and creating positive school climates (Bulawat, 2020; Hawthorne, 2021). Effective leadership by principals fosters a supportive school environment, enhances communication, and builds trust among staff (Abdul, 2024). Effective leaders recognize and address teachers' needs, provide professional development opportunities, and promote collaboration. By creating a positive culture and ensuring teachers feel valued, principals significantly improve teacher satisfaction and retention.

In Rwanda, the performance of schools has long been associated with effective leadership. A study by Zeitlin and Jonathan (2018) revealed that a principal's effective leadership can lead to improved morale, effective communication, and a positive teaching and learning environment where teachers feel valued and motivated. However, in Karongi District, this has not been the case. A report from the district education office (2024) revealed that teacher turnover is high, with 20% of teachers leaving their jobs annually, including 11% exiting the public-sector teaching workforce.

School stakeholders such as parents are concerned that if high teacher turnover continues, it will increase the workload of remaining staff, leading to burnout and further attrition, which will adversely impact teaching and learning. As secondary schools in Karongi grapple with high teacher turnover, what remains unclear is the extent to which transformational leadership influences teacher retention in Karongi. While studies elsewhere affirm its importance like Kulei in Kenya (2019), no research has directly examined this relationship in the district's rural public secondary schools. This study therefore, investigates how transformational leadership, influence teacher retention in rural public secondary Schools in Karongi District, Rwanda.

1.3 Purpose of the Study

The purpose of this study was to determine the Influence of Transformational Leadership on Teacher Retention in Rural Public Secondary Schools in Karongi District, Rwanda. The purpose of this study was to determine the influence of transformational leadership on teacher retention in rural public secondary schools in Karongi District, Rwanda. This would help provide valuable insights into how leadership practices can enhance teacher motivation, commitment, and job satisfaction, ultimately reducing turnover rates.

1.3.1 Research objectives

This study was guided by the following objectives:

1. To examine the influence of intellectual stimulation on teacher retention in rural public secondary schools in Karongi District, Rwanda.
2. To determine the influence of idealized influence on teacher retention in rural public secondary schools in Karongi District, Rwanda.
3. To assess the influence of individualized consideration on teacher retention in rural public secondary schools in Karongi District, Rwanda.
4. To investigate the influence of inspirational motivation on teacher retention in rural public secondary schools in Karongi District, Rwanda.

1.4 Research Questions

1. How does intellectual stimulation influence teacher retention in rural public secondary schools in Karongi District, Rwanda?
2. To what extent does idealized influence determine teachers' retention in rural public secondary schools in Karongi District, Rwanda?
3. How does individualized consideration influence teachers' retention in rural public secondary schools in Karongi District, Rwanda?
4. What is the influence of inspirational motivation on teachers' retention in rural public secondary schools in Karongi District, Rwanda?

1.5 Significance of the Study

The findings of this study will enhance research on teacher retention and contribute new insights into transformational leadership within the unique context of secondary schools in Karongi District, Rwanda. The outcomes may be beneficial to the Ministry of Education (MoE)

by highlighting various leadership techniques that require further attention and improvements to effectively enhance secondary school leadership and administration.

School principals will benefit from this study as it could reveal effective strategies for retaining talented teachers. Additionally, this research may inform academic policymakers about the importance of strengthening transformational leadership in schools. The study aims to contribute to the development of new strategies for teacher retention and leadership models in the region. It may provide insights into creating school environments that support both teacher well-being and student learning outcomes.

Teachers could also profit from this study, as it will enable them to work with leaders who offer various forms of support, keeping them engaged and motivated. Furthermore, the findings may provide a strong foundation and valuable literature for those interested in studying the effects of leadership approaches on teacher retention. The researcher will benefit from this study by gaining knowledge about how transformational leadership contributes to teacher retention in schools.

1.6 Scope and Delimitations of the Study

This study was conducted in rural public secondary schools in Karongi District, Rwanda. It involved school principals, teachers, and the District Education Officer due to their central role in leadership and teacher management. It focused on transformational leadership and its four dimensions, intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation, and how these relate to teacher retention.

The study was delimited to rural secondary schools in Karongi District only, excluding urban, private, and primary schools. It also concentrated on the perspectives of principals, teachers, and the DEO, leaving out other stakeholders such as parents, students, or community

leaders. While teacher retention can be influenced by factors such as pay, workload, or working conditions, the study specifically restricted its scope to transformational leadership as the explanatory variable.

1.7 Theoretical Framework

This study was based on the transformational leadership principle based on James Macgregor Burns, which was similarly refined using Bass and Avolio in 1994 and the social trade idea founded by George Homans in 1961.

1.7.1 Transformational Leadership Theory

Transformational leadership specializes in inspiring and motivating followers to attain their full capabilities. Transformational Leadership Theory, introduced by James McGregor Burns (1978) and later elaborated by Bass (1994), makes a specialty of how leaders inspire their followers to acquire significant effects. This idea emphasizes the leader's capacity to create an imaginative and prescient environment, promote innovation, foster a pleasant work environment, and encourage followers to achieve their expectations. He diagnosed four critical components of transformational leadership, particularly idealized, that affects inspirational motivation, intellectual stimulation, and individualized attention. How this is accomplished can be a quest for this study in rural secondary faculty principals in the Karongi District, because transformational leadership in the educational context has been related to high-quality consequences for educators and students. Teachers beneath transformational leaders frequently record higher task pleasure, increased motivation, and a more substantial commitment to their schools (Boamah, 2018).

Jaewoo and Woonsun (2021) noted that individualized consideration affects teachers' commitment and creates school systems that foster teachers' participation in school activities. Jaewoo and Woonsun further posit that inspirational motivation positively affects teachers' self-

efficacy. Urick (2016) examined teacher retention and found that intellectual stimulation influences teachers' job pride, dedication, and retention. The quality of education is related to teacher retention; thus, principals must possess sufficient transformational management expertise to address these issues and inspire teachers in their roles.

Transformational leadership theory is highly relevant in the context of secondary schools in Karongi District, Rwanda. Given the district's aspirations for high-quality education and teacher retention, understanding the impact of transformational management styles on teachers is critical for educational leaders, especially principals. Exploring how school administrators embody the key components of transformational leadership and how these behaviors influence teachers' attitudes and retention can provide valuable insights into developing a conducive and empowering teaching environment that enhances teacher retention in Karongi District.

Transformational leadership has the potential to address not only the assignment of teachers but also to enhance the overall quality of education in Karongi District. By examining the principles of transformational leadership, this study will contribute to a deeper understanding of effective instructional leadership and provide practical guidelines for improving the educational landscape of the district.

1.7.2 Strengths of Transformational Leadership Theory

Research studies reveal that transformational theory is applicable in educational institutions to effect change, enhance performance, and achieve institutional objectives (Corbin & Lyon, 2024). The studies further confirm that transformational leaders are flexible, adaptable, and have a clear vision, along with the ability to inspire followers and bring about change. Transformational leaders foster positive relationships with teachers, which enhances their satisfaction and retention. A study by Michael (2023) revealed a positive and significant

relationship between transformational leadership and teachers' job satisfaction. Transformational leaders inspire their followers by sharing the institution's vision, making teachers feel included, appreciated, and motivated. When leaders share their vision, teachers feel trusted and have a sense of belonging, allowing them to take full responsibility for their entrusted roles. The leader's behavior, character, and communication style have a significant impact on their followers, as they serve as role models.

Teachers tend to be more motivated in an environment where they are recognized, inspired, and supported, which enhances their commitment to their responsibilities. Transformational leaders are likely to motivate their followers by intellectually stimulating them to achieve their goals, thereby earning their trust. Studies by Andriani (2018) confirmed that transformational leaders have a positive and significant influence on teachers' motivation and work performance. Furthermore, a transformational leader, being people-centered, recognizes their contributions, focuses on their needs and interests, and appreciates them through empowerment, rewards, and other incentives.

The theory further posits that leaders should consider each individual's strengths and weaknesses to provide appropriate and meaningful support that enhances the execution of their duties. A study by Mabeya (2019) pointed out that each teacher possesses different skills, knowledge in their area of specialization, attitudes, and opinions that need to be respected. When the issues and needs of followers are effectively addressed, they develop confidence and trust, and feel appreciated. Thus, transformational leadership theory encourages school leaders to be considerate of teachers' roles and needs, as this is key to implementing effective teaching and learning, which will enhance teacher retention, including in rural secondary schools in Karongi District.

1.7.3 Weaknesses of Transformational Leadership Theory

Despite its strengths, transformational leadership has some weaknesses. For instance, it can lead to employee burnout in trying to achieve organizational goals. Teachers in school may experience burnout trying to improve the performance in order to be retained in schools. In order to improve performance, the principal can subject the teachers to unhealthy practices such as overworking or following tight timetables with or without breaks, which can affect the performance of teachers. Corbin and Lyon (2024) noted that because transformational leaders motivate their employees by modeling good behavior, they need to ensure that teachers witness the involvement of the principals in the school, which can be tiring and time-consuming on the part of the principals, especially in schools with a large population. It may be challenging for the principal to maintain open lines of communication with everyone in the school, including teachers.

1.7.4 Application of Transformational Leadership Theory

Transformational Leadership Theory is highly applicable to this study about the influence of transformational leadership on teacher retention in rural public secondary schools in Karongi District, Rwanda. As put forward by Bass (1994), this theory is characterized by several key tenets, including intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation, each of which plays a crucial role in fostering a supportive educational environment. Michael (2023) argues that intellectual stimulation encourages teachers to engage in critical thinking and creativity. Transformational leaders for instance the school principals can create an environment where teachers feel empowered to propose new ideas and methodologies, fostering professional growth and innovation. This engagement can enhance job satisfaction, ultimately contributing to higher retention rates.

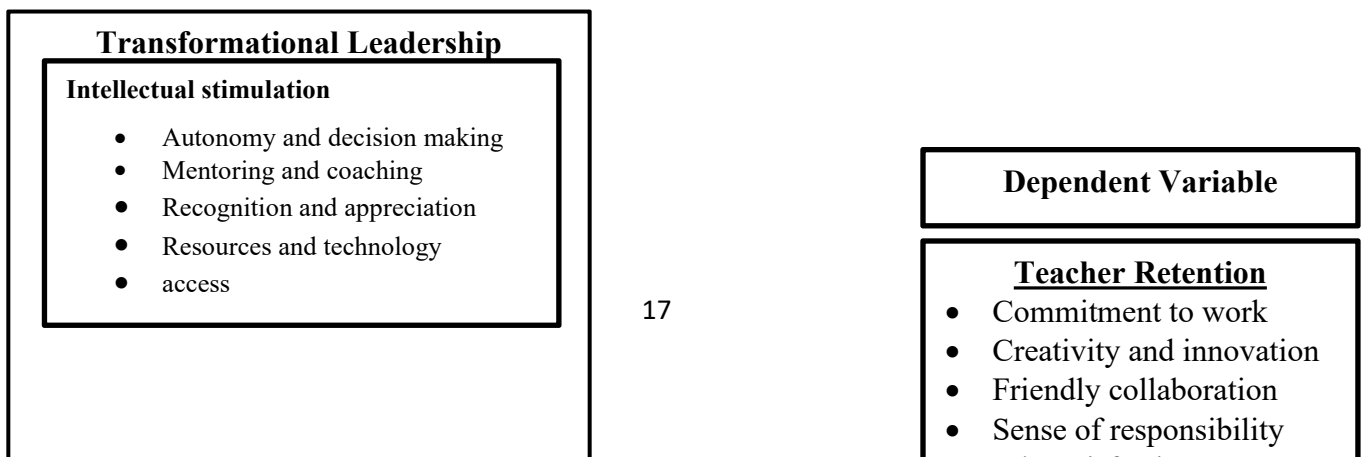
Idealized influence refers to the leader's ability to serve as a role model, inspiring teachers through their actions and ethical behavior (Afshari, 2022). When leaders embody the values and vision of the school, they build trust and admiration among staff. This trust is essential for creating a cohesive team committed to the school's mission, making teachers more likely to remain in their positions. Individualized consideration highlights the importance of recognizing and addressing the unique needs and aspirations of each teacher. Irifan (2022) argues that transformational leaders who take the time to mentor and support their staff foster a sense of belonging and appreciation. This personalized approach can significantly enhance teachers' commitment and loyalty to the school.

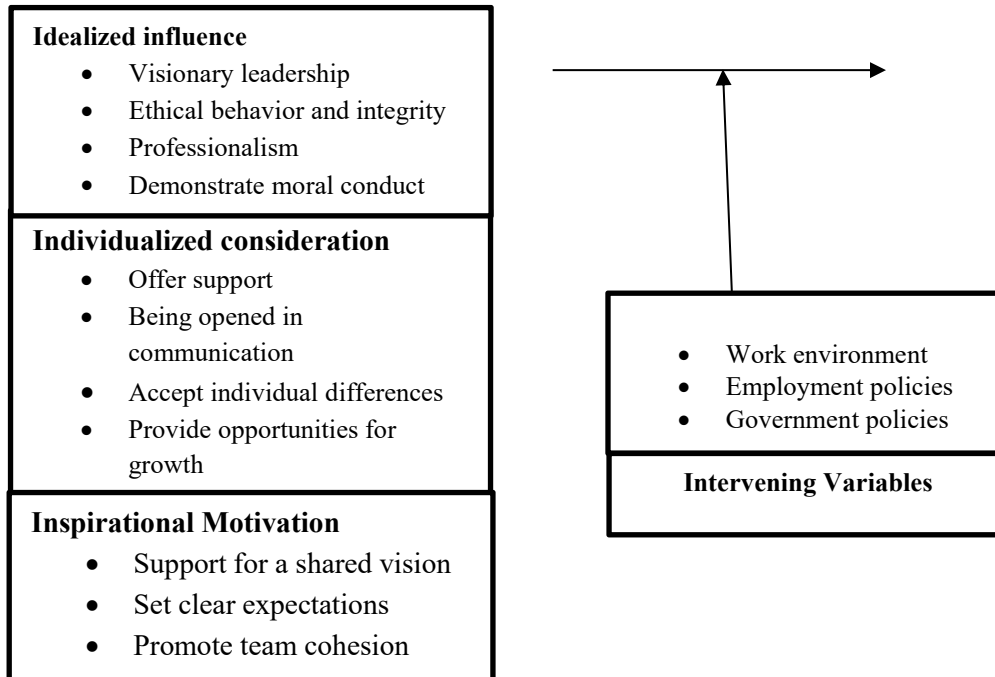
Inspirational motivation involves leaders communicating a compelling vision that inspires and motivates teachers. When teachers understand and align with the school's goals, they feel a greater sense of purpose, which can lead to increased job satisfaction and reduced turnover. By applying these tenets of Transformational Leadership Theory, the study aims to uncover how effective leadership can improve teacher retention in Karongi District, ultimately contributing to a more stable and high-quality educational environment.

1.8 Conceptual Framework

A conceptual framework is a graphical illustration of the relationship among variables in research (Orodho, 2009). Figure 1 is a conceptual framework that shows the relationship between transformational leadership and teacher retention.

Figure 1: *Relationship between Transformational Leadership and Teacher Retention*





As shown in Figure 1, the independent variable of the current study is transformational leadership. The traits of transformational leadership include intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation. Intellectual stimulation was indicated by autonomy in decision-making, mentoring and coaching, recognition and appreciation, and access to resources and technology. Idealized influence was indicated by visionary leadership, ethical behavior and integrity, professionalism, and the demonstration of moral conduct. Individualized consideration will be indicated by the school leader's capacity to offer support, openness in communication, acceptance of individual differences, and provision of opportunities for growth. Lastly, inspirational motivation was assessed in terms of support for a shared vision, setting clear expectations, and promoting team cohesion. All these factors were examined in relation to their influence on teacher retention, which were indicated through measures of teacher commitment, creativity and innovation, and friendly collaboration. The

study also considered work environment, employment policies, and government policies as intervening variables that influence teacher retention.

1.9 Operational Definition of Key Terms

Idealized influence: the school principal's ability to become an influence model for teaching staff and non-teaching staff, through clear communication of vision, values, and goals.

Individualized consideration: Individualized Consideration is the extent to which a school principal attends to each follower's needs and is a mentor, coach, or guide to the follower.

Inspirational motivation: Inspirational Motivation is the degree to which a leader or a school principal articulates an appealing vision that inspires and motivates others to perform beyond expectations.

Intellectual stimulation: is the school principal's ability to assess current values and beliefs and encourage new ways of thinking and doing

Job Satisfaction: Refers to the overall level of contentment and positive feelings experienced by teachers in their influence s within secondary schools.

Leadership: It refers to the process whereby one individual influences other group members toward the attainment of defined organizational goals.

Teacher retention: Refers to the ability of educational institutions to attract and retain teachers

Transformational Leadership: This refers to a leadership style that inspires and motivates followers to exceed their own self-interests for the good of the organization or a larger cause. It focuses on creating a vision for the future, fostering an environment of trust, and encouraging personal and professional growth among team members. It incorporates traits such as Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, and Idealized Influence to inspire its members.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the literature related to the influence of transformational leadership on teacher retention in rural public secondary schools in the Karongi District, Rwanda. The literature reviewed is guided by the research questions and is examined within global, continental, regional, and local contexts. Gaps identified in the literature are those that this study seeks to fill.

2.2 Intellectual Stimulation and Teacher Retention

The influence of intellectual stimulation as an aspect of transformational leadership has attracted the attention of many scholars. Vermeulen and Kleijn (2020) conducted a study in the Netherlands focused on establishing how intellectual stimulation influences the school learning climate. The study employed both qualitative and quantitative approaches for data collection and analysis. By combining self-concept leadership theory, social exchange theory, and a hierarchical

model of the distance of variables to human behavior from an interactive perspective, the study unraveled the relationships between school organization, intellectual stimulation, and the performance of teachers and learners. The findings indicated a strong fit for the model and contributed to the validation of the combined theories and concepts of leadership in education. The study confirmed that leadership, especially the trait of intellectual stimulation, is critical for motivating both teachers and learners in educational settings. However, the study revealed a geographical gap, as it was conducted in the Netherlands, a country whose geographical context may not apply to the situation of teachers in Rwanda. This highlights the need for the current study to address this gap.

The influence of intellectual stimulation in school management has attracted the attention of scholars in Ghana. Dzandu (2017) conducted a study in Ghana to examine how intellectual stimulation in leadership contributes to knowledge sharing. The research further explored whether intellectual stimulation affects knowledge sharing among employees in Ghana. A cross-sectional survey design was employed, using a convenience sampling technique to select a sample size of 500. Out of the 500 questionnaires distributed, 283 were included in the final analysis. Data were analysed using multiple regression. The study found a significant positive relationship between intellectual stimulation and knowledge sharing. However, the study focused on knowledge sharing which is different from the focus of the current study which is teacher retention. The study also expressed a geographical gap since it was conducted in Ghana, whose context differs from that of key regions. This highlights the need for the current study to address this gap.

Leadership is pivotal in ensuring that organizational goals and objectives are achieved across all sectors of society. The type of leadership style significantly influences an

organization's performance and overall success. One such style associated with positive outcomes is transformational leadership. Ayacko and Linge (2017) conducted a study in Kenya on the influence of intellectual stimulation among judicial officers on the performance of judicial staff. The study noted that transformational leadership comprises various components that collectively enhance organizational performance, with intellectual stimulation being a key aspect. Motivated by the impact of transformational leadership on organizations and their people, the study aimed to explore the influence of intellectual stimulation by judicial officers on the performance of judicial staff in Kenya. A descriptive correlational research design was employed to determine the degree, direction, and significance of intellectual stimulation on performance. Bivariate correlations were used to establish relationships between variables, while one-way ANOVA examined variability. The strength of the association was determined using Chi-square tests. The study found that intellectual stimulation significantly influenced the performance of judicial staff, with correlation values indicating a strong positive relationship. While this study focused on intellectual stimulation and its impact on judicial staff performance, the current research related intellectual stimulation to teacher retention in rural public secondary schools in Karongi District, Rwanda.

A related study still in Kenya was conducted by Mbithe and Okoth (2021) about the influence of principals' intellectual stimulation on student academic performance in the Kenya Certificate of Secondary Education (K.C.S.E.). The guiding objective of the study was to assess how principals' intellectual stimulation influences student results in the K.C.S.E. The hypothesis stated that there is no relationship between principals' intellectual stimulation and students' mean scores in K.C.S.E. in Makueni County, Kenya. The study utilized transformational leadership theory by Burns (1978), which includes four dimensions: idealized influence, inspirational

motivation, intellectual stimulation, and individual consideration, all of which are critical for determining academic achievement. Questionnaires and an interview guide were used to collect data. Data were analyzed using descriptive statistics and Pearson's correlation coefficient, which showed a strong correlation between intellectual stimulation and K.C.S.E. students' mean scores. The results indicated a negative and strong correlation between intellectual stimulation and students' K.C.S.E. performance. While the cited study by Mbithe and Okoth (2021) related intellectual stimulation to student performance, the current study examined the relationship between intellectual stimulation and teacher retention in Karongi District, Rwanda.

Sengendo and Eduan (2024) conducted a study to examine the influence of transformational leadership attributes on academic performance in public secondary schools in Uganda. Specifically, the study investigated the influence of transformational leadership attributes, particularly intellectual stimulation, on learners' academic performance in public secondary schools. The research was grounded in the transformational leadership theory pioneered by James McGregor Burns and supported by Bass. The study was anchored in positivism philosophy and guided by a correlational survey design using a quantitative research method. Primary data were collected using structured questionnaires. Data were analyzed using descriptive and inferential statistics, with hypothesis testing conducted at a 5% significance level using the multiple linear regression model. The findings of the study revealed that transformational leadership, particularly the trait of intellectual stimulation, is a significant predictor of academic performance at the Uganda Certificate of Education (Ordinary Level). While this study focused on intellectual stimulation and student performance in Uganda, the current study will differ by examining intellectual stimulation in relation to its influence on teacher retention in Karongi District, Rwanda, thus addressing the knowledge gap.

Leadership style is a critical factor in achieving organizational goals. Nyirazigama (2017) conducted a study in Rwanda to assess the level of transformational leadership practices and their outcomes among nursing staff at Rwanda Military Hospital. The study employed a quantitative approach and a descriptive correlational design, with 146 staff nurses from various wards participating. Participants were selected using stratified random sampling. Bass and Avolio's Multifactor Leadership Questionnaire was used to evaluate transformational leadership styles and their outcomes, including extra effort, effectiveness, and satisfaction. Data analysis involved descriptive and inferential statistics, specifically Pearson correlation, using SPSS version 21. The study found that the use of transformational leadership, particularly intellectual stimulation, was reported at low (24.2%), moderate (43.8%), and high (34.2%) levels. Intellectual stimulation showed strong positive correlations with outcome variables: extra effort ($r = .856^{**}$, $p < 0.01$), effectiveness ($r = .843^{**}$, $p < 0.01$), and satisfaction ($r = .767^{**}$, $p < 0.01$). The study concluded that there is a need to reinforce transformational leadership practices and expand them to other Rwandan healthcare settings to enhance staff nurses' effort, satisfaction, and effectiveness as nurse managers, ultimately improving nursing care quality and hospital performance. This study focused on intellectual stimulation as an aspect of transformational leadership among nursing staff at Rwanda Military Hospital. The current study sought to address this gap by examining secondary schools, focusing on how transformational leadership influences teacher retention in rural secondary schools.

2.3 Idealized Influence and Teacher Retention

The influence of idealized influence on the performance of members in organizations has attracted scholarly attention. Afshari (2021) conducted a study examining the relationships between the idealized influence component of transformational leadership and employee

organizational commitment in two different cultural contexts. Data were collected from members of two manufacturing organizations, one in Australia and one in Iran. Questionnaires were distributed to all levels within the two organizations, resulting in a total of 189 completed questionnaires, which represented a response rate of 56.7%. Structural equation modeling was employed to test the hypotheses. The results demonstrated statistically significant relationships between two forms of idealized influence attributed and behavioral and employees' organizational commitment in the Iranian sample. However, in the Australian sample, only idealized influence behavior showed a significant impact on employee commitment. Furthermore, the findings indicated that identified motivation mediates the relationship between idealized influence behavior and organizational commitment. The research highlights additional ways to enhance identified motivation, which, in turn, strengthens organizational commitment through culturally informed leadership practices. The study provided a deeper understanding of the processes through which leader behavior can foster employee commitment by clarifying the mediating role of idealized influence on behavior and organizational commitment. Although this study was conducted in Australia and Iran, it served as a foundation for the current research investigating how idealized influence relates to the retention of teachers, particularly in Karongi District, Rwanda.

Suharnomo, Fuad and Mansyur (2024) conducted a study on the idealized influence of transformational leadership in improving knowledge sharing in Malaysia. The study employed a quantitative methodology using a survey to assess the impact of transformational leadership on teacher motivation. A sample of 250 teachers was selected through stratified random sampling from various schools. The findings indicated that idealized influence significantly enhanced teacher commitment and performance. Recommendations included fostering supportive

leadership practices to promote teacher engagement. The study was grounded in transformational leadership theory, emphasizing the role of leaders in shaping positive educational environments and influencing teacher effectiveness. Ultimately, this research underscored the critical need for effective leadership in education to improve teacher outcomes and student learning. This study contributes to the literature by providing empirical evidence of the relationship between transformational leadership and knowledge sharing. While it focused on the idealized influence of transformational leadership, it highlighted a geographical gap, as it was conducted in Malaysia, a country with educational realities different from those of Rwanda. Therefore, there was a need to conduct this study to bridge the geographical gap.

Onwumbiko (2023) conducted a study aimed at investigating the relationship between principals' idealized influence and teachers' job satisfaction in public secondary schools in Anambra State, southeastern Nigeria. The study was guided by one research question and one null hypothesis tested at a 0.05 level of significance. The research design employed was a correlational design. The population of the study consisted of 4,946 teachers in public secondary schools in Anambra State. A multistage sampling procedure was used to draw a sample of 531 teachers for the study. Data was collected using the Transformational Leadership Questionnaire and the Teacher Job Satisfaction Questionnaire. The findings indicated a moderately positive relationship between principals' idealized influence and teachers' job satisfaction, with a significant relationship identified. The study concluded that principals' idealized influence positively affects teachers' job satisfaction. This research highlighted the importance of idealized influence on teacher performance. However, the current study differed by examining how idealized influence determines the retention of teachers in rural secondary schools in Karongi District, Rwanda, thus addressing knowledge gaps in this area.

Ngaithe and Lewa (2016) conducted a study aimed at examining the influence of Idealized Influence on the motivation and performance of staff in State-Owned Enterprises (SOEs) in Kenya. A stratified random sampling technique was employed to select a sample of 163 senior managers from a target population of 275 senior managers. Data was collected using a structured questionnaire administered to the selected members of the top management team in SOEs. The study utilized factor analysis to reduce data, correlation analysis to establish the relationship between staff performance and transformational leadership, and employed chi-square tests, Analysis of Variance (ANOVA), and multiple linear regression models to test the hypotheses. The findings indicated that idealized influence was positively and significantly correlated with staff performance. Multiple linear regression analysis revealed that idealized influence significantly predicted staff performance, with $\beta = .78$, $t(145) = 2.99$, $p < .004$. The study recommended that top management teams in SOEs should focus on encouraging delegation of tasks, career mentoring and coaching, and creating new learning opportunities alongside fostering a supportive climate for their employees. While this study was conducted in Kenya, the current research was conducted in Rwanda to establish how idealized influence determines the retention of teachers in rural secondary schools in Karongi District, Rwanda.

In Rwanda, Murayire (2024) conducted a study to assess the effect of leadership on employee performance in the Rwanda Revenue Authority. The study utilized a multiple linear regression model. The research was guided by specific objectives, and the researcher employed purposive sampling to select participants. The sample size comprised 269 staff members from the Rwanda Revenue Authority, drawn from a known population of 1,248. The study revealed that idealized influence exercised by leaders has contributed to the quality of work among organizational members. Additionally, it found that Rwanda Revenue Authority employees are

results-oriented, which encourages all staff to strive for achieving departmental goals. Although this study was conducted in Rwanda and focused on how leadership influences employee performance, the current research will examine how leadership, particularly the idealized influence of transformational leadership, affects the retention of teachers in rural secondary schools in Karongi District, Rwanda, thereby addressing the existing research gap.

2.4 Individualized Consideration and Teacher Retention

Drawing from transformational leadership theory and research on contextual leadership, Weigong and Stordeur (2024) conducted a longitudinal study examining a conditional process model of leadership in nursing teams to predict patient loyalty in India. Using the individualized consideration dimension as a salient facet of care services, the study first posited that nurses' team affective commitment would partially mediate the impact of nurse leadership. The study further conceptualized nurse-physician collaboration, organizational formalization, and task feedback as discrete contexts that may limit the influence of head nurses' individualized consideration. In a three-wave, multisource, and multilevel study, the researchers surveyed 654 nurses and 1,770 patients from 91 hospital units. They found that team level head nurses' individualized consideration was positively and partially related to patient loyalty through nurses' team commitment. Additionally, higher levels of nurse-physician collaboration, organizational formalization, and task feedback were associated with a reduced influence of individualized consideration on team commitment and patient loyalty. This study revealed a geographical gap, as it was conducted in India. The current study addressed this gap by concentrating on how idealized influence impacts the retention of teachers, particularly in Karongi District, Rwanda.

In Kenya, Kulei (2019) conducted a study aimed at establishing the influence of transformational leadership on employee performance, drawing evidence from the Moi Teaching

and Referral Hospital. The research findings focused on the impact of individualized consideration and intellectual stimulation on employee performance. A descriptive research design was adopted to gain insights and enable the researcher to measure the independent and dependent variables. A stratified random sampling method was employed, with simple random sampling utilized within each stratum to recruit respondents. The study found that recognizing employees through idealized consideration contributes to better productivity, teaching, and coaching of staff. Furthermore, supervisors respect and celebrate individual contributions and provide opportunities for identifying the needs and capabilities of others. They also encourage new ways to approach tasks. The study concludes that leaders in the organization influence employee performance by applying the transformational leadership style of individualized consideration. It recommends that leaders manage conflicts by being sensitive to individuals' differing needs, abilities, and aspirations. While this study examined individualized consideration, it focused solely on the context of the Teaching and Referral Hospital in Kenya. In contrast, the current study explored individualized consideration in relation to its influence on teacher retention in rural secondary schools in Karongi District, Rwanda.

Komba and Magali (2023) conducted a study on the influence of transformational leadership on organizational culture in the ministry of culture and sports, Tanzania. Transformational leadership was measured using the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The study utilized a sample of 153 staff members selected through random sampling from a population of 248 employees in the ministry of culture and sports. Data was collected using a structured questionnaire and entered into SPSS software for analysis. Structural equation modeling was employed to analyze the data. The study revealed that idealized influence did not affect the

implementation of culture; however, intellectual stimulation significantly influenced organizational culture. While this study considered individualized consideration as an aspect of transformational leadership, it was conducted within the context of the Ministry of Culture and Sports. In contrast, the current study examined individualized influence in relation to its impact on the retention of teachers in rural secondary schools in Karongi District, Rwanda.

In Rwanda, Gahamanyi and Shitote (2023) conducted a study about empowering Church Leaders in Leadership Effectiveness. The study employed a qualitative methodology using interviews and focus group discussions. The sample consisted of 100 church leaders selected through purposive sampling, ensuring diverse representation from various congregations. Grounded in transformational leadership theory, the study highlighted how individualized consideration significantly enhances leadership effectiveness by addressing the unique needs and potential of each leader. Findings revealed that personalized support and mentorship fostered commitment and engagement among church leaders. The study recommended implementing structured mentoring programs to further empower leaders and improve church effectiveness in the community. This study underscored the significant role of individualized consideration in fostering leadership effectiveness. However, it focused specifically on church leadership. In contrast, the current study examined how individualized consideration enhances teacher retention in schools in Karongi District, Rwanda, thereby addressing the existing knowledge gap.

2.5 Inspirational Motivation and Teacher Retention

The influence of inspirational motivation as an aspect of transformational leadership has been extensively studied across the globe. Erdurmazli (2024) conducted a study on transformational leadership and follower performance in the United States. The study focused on the fundamental assumptions of transformational leadership (TL) theory, including follower

transformation and the conceptual differences among the sub-dimensions of transformational leadership and performance beyond expectations. It hypothesized that the sub-dimensions of individualized consideration and idealized influence affect followers' perceptions of the quality of their relationships with their leaders. In contrast, the sub-dimensions of inspirational motivation and intellectual stimulation primarily serve motivational functions specifically related to person-organization fit and self-efficacy and enhance follower performance, which includes organizational citizenship behaviors and task performance, through these mechanisms. The study also proposed that the quality of leader-member exchanges moderates the effects of the motivational aspects of TL on follower performance. Data from 222 leader-follower pairs in the private security sector were analyzed to test these hypotheses and the findings indicated that the inspirational motivation aspect of transformational leadership significantly influences the motivation of organizational members. While this study was conducted in the USA and had limited focus on educational settings, the current study was conducted in Rwandan schools, examining how inspirational motivation influences the retention of teachers, particularly in Karongi District, Rwanda.

In China, Shen and Luen (2022) conducted a study exploring the leadership and teaching motivation levels of pre-service preschool teachers. They selected 432 pre-service teachers from local undergraduate institutions to investigate the dimensions of their teaching motivation, employing transformational leadership theory. The results indicated that these pre-service teachers are generally more motivated to teach due to the inspiration they receive from their leaders, which has contributed to improved quality of education. However, while the study examined inspirational motivation as an aspect of transformational leadership, it focused on colleges in China, revealing a geographical gap. The ongoing study aims to address this gap by

investigating how transformational leadership, particularly inspirational motivation, influences teacher retention in rural secondary schools in the Karongi District of Rwanda.

In Ethiopia, the leadership and motivation of teachers are considered integral components of educational leadership, fostering a positive school culture, enhancing teacher effectiveness, and ultimately improving student outcomes through supportive and inspiring environments. Mola and Dagne (2020) conducted a study to investigate the status of teacher motivation and the quality of education in primary schools in the Banija District. Using a descriptive survey design, the researchers selected a sample of 12 out of 40 government primary schools through simple random sampling. A total of 119 teachers were chosen using systematic random sampling. Data were collected through closed-ended questionnaires and analyzed quantitatively using frequency, percentages, means, and Pearson's correlation statistics. The results indicated that teachers had a low level of motivation related to extrinsic factors, while intrinsic motivation was found to be satisfactory, along with a good status of quality education processes. Importantly, the findings revealed that as teachers' motivation increased, the quality of education also improved. This study recommends that head teachers embrace inspirational motivation drawn from transformational leadership to enhance teacher motivation and deliver quality education. However, Mola and Dagne's research was less focused on teacher retention, which was the emphasis of the proposed study to address this gap.

Kariuki (2021) conducted a study examining idealized influence and inspirational motivation within the microfinance context in Kenya. The research reviewed existing conceptual, theoretical, and empirical literature on the dimensions of idealized influence and inspirational motivation as part of transformational leadership. It presents a comprehensive and integrative theoretical framework aimed at advancing knowledge in the field of leadership. The

methodology employed a desktop and critical analysis of 56 journal articles. Criteria for article inclusion were based on transformational leadership, idealized influence, inspirational motivation, and leadership in microfinance, or any combination of these themes. The review identified emerging gaps in the theorization and conceptualization of idealized influence and inspirational motivation. It established that the four aspects of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) are ambiguously interrelated, presenting challenges in the coherence of conceptual models used by researchers. The study also aimed to address the contextual gap in research on the outcomes of idealized influence in microfinance, such as staff retention and organizational commitment. While this study focused on comparing the traits of transformational leadership, the current research explored how transformational leadership, particularly the trait of inspirational motivation, influences teacher retention in Rwanda, thereby closing existing research gaps. Gatsinzi, Role, and Makewa (2024) examined work and school-related variables affecting teacher motivation in the Gasabo District of Rwanda. A total of 267 primary school teachers participated in the study, with schools selected through a systematic sampling technique from a total of 55 schools in the district. Fifteen schools were ultimately chosen as the sample population for the investigation. To ensure the measurement instrument's reliability, a pilot survey was conducted involving 44 teachers prior to the final data collection. The findings indicated that the motivation of public primary school teachers in Gasabo District was significantly influenced by the inspirational motivation provided by school leadership. This influence was evident in areas such as work supervision, responsibility assignment, and the acknowledgment and respect of teacher efforts. The study highlighted that teachers could be motivated through the inspirational aspects of transformational leadership. However, while this

research is relevant to the current study, it offered limited discussion on how inspirational motivation affects teacher retention, which is a gap that the current study aims to address.

2.6 Summary of Literature and Knowledge Gap

This chapter presents the reviewed literature related to the influence of transformational leadership on teacher retention. Most of the empirical studies reviewed indicate that transformational leadership practices employed by school leaders, such as intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation, have a significant impact on teacher retention (Mola & Dagneu, 2020; Komba & Magali, 2023).

Based on the literature reviewed, several gaps were identified, encompassing methodological, knowledge, and geographical aspects. For instance, a study conducted by Erdurmazli (2024) on transformational leadership was carried out in the United States, and its findings may not be directly applicable to understanding teacher retention in Rwanda. Methodological gaps have also emerged, particularly in studies using methodologies different from those planned for the current study. For example, Weigong and Stordeur (2024) conducted a longitudinal study examining a conditional process model of leadership in nursing teams to predict patient loyalty, while the current study will adopt a cross-sectional study design. Additionally, some investigations have focused on the broader subject of transformational leadership. For instance, Mola and Dagneu (2020) explored the relationship between teacher motivation and school leadership. In contrast, the current study aims to distinguish itself by examining specific aspects of transformational leadership including intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation and their effects on teacher retention, particularly in rural secondary schools in the Karongi District of Rwanda.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of the study, target population, sampling techniques, and sample size. This chapter further presents the validity of research instruments, the pilot testing of study instruments, reliability of study instruments, data collection procedures, data analysis procedures, and ethical considerations of the study.

3.2 Research Design

A research design is the framework that guides a study and provides a blueprint for collecting, measuring, and analyzing data (Kothari & Garg, 2014). This study adopted a

concurrent mixed-methods design, specifically the convergent parallel strategy, to examine the influence of transformational leadership on teacher retention in rural public secondary schools in Karongi District, Rwanda (Creswell & Plano, 2018). In this design, quantitative and qualitative data were collected at the same time, analyzed separately, and then merged to provide complementary insights. The quantitative component used a cross-sectional survey to gather data from teachers and principals at a single point in time, enabling the measurement of how the four dimensions of transformational leadership, intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation, relate to teacher retention. At the same time, the qualitative component employed a descriptive design to obtain detailed perspectives from school principals and the District Education Officer on leadership practices and their perceived influence on teacher retention.

3.3 Location of the Study

The study was conducted in a rural area of Karongi District, Rwanda. Karongi is one of the seven districts in the Western Province of Rwanda. It is common for most teachers, especially younger ones, to prefer working in urban areas as they seek better opportunities and easier access to basic needs, as well as networking opportunities for social and economic advancement. Consequently, working in rural schools and remaining there long-term is often viewed as a misfortune. According to Kayuki and Lekule (2022), retaining teachers in rural schools is extremely challenging. This reality also applies to Karongi District. Therefore, the researcher aimed to identify strategies that can help principals address these challenges.

3.4 Target population

The target population in research refers to the entire group of individuals, units, or elements that share common characteristics and from which the researcher intends to draw conclusions or make generalizations based on the study's findings (Creswell & Creswell, 2017). It is the specific group of interest that the research aims to investigate, and it defines the boundaries within which the study's results will be applicable. The target population of this study consisted of 25 rural public secondary schools, 25 principals, 455 teachers, one district education officer of Karongi District. The district education officer was included in the study due to their supervisory roles in ensuring that principals effectively manage the schools under their jurisdiction. School principals were included, as they are responsible for overseeing teachers in their teaching duties. Teachers were part of the study because they are directly affected by teacher turnover and retention, making them well-positioned to provide valuable data for the research.

3.5. Sampling Procedure and Sampling Size

According to Kothari and Garg (2014), sampling is a procedure that a researcher uses to select participants for the study. This study employed both probability and non-probability sampling techniques for both quantitative and qualitative approaches.

3.5.1 Sampling of Schools

This study used a simple random sampling technique to select the secondary schools included in the study. The researcher obtained a list of rural public secondary schools from the district education office, which comprised 25 schools. The schools were categorized into day and boarding schools. Each school was assigned a number, and the researcher randomly selected

numbers corresponding to the schools until eight schools were obtained, four from each category. This was 30% of the targeted schools. This was appropriate for the study, following the recommendation of Mugenda and Mugenda (2013) that when the study population is less than 10, 000, a sample size of between 10 and 30% is a good representation of the target population.

3.5.2 Sampling of Principals

The study utilized probability sampling, specifically simple random sampling, to select 8 out of 25 principals. In the process of selecting principals, the researcher obtained a list of all principals of public secondary schools from the district education office, which comprised of 25 principals. The principals were selected and assigned numbers. The researcher then selected the numbers assigned to principals randomly until 8 principals are attained, which will be 30% of the targeted principals. This number was appropriate for the study, based on the recommendation of Mugenda and Mugenda (2013) who stated that when the study population is less than 10, 000, a sample size of between 10 and 30% is a good representation of the target population.

3.5.3 Sampling of Teachers

The researcher used stratified and simple random sampling to select teachers. Teachers were divided into male and female categories, and then simple random sampling was used to select 137 out of 455 teachers, which constituted 30% of the target population. The researcher included 68 female and 69 male teachers in the study. This 30% sample size was considered appropriate, following the recommendation of Mugenda and Mugenda (2013) who revealed that a sample size of 10%–30% is acceptable in descriptive research.

3.5.4 Sampling of District Education Officer

This study included the district education officer using the purposive sampling technique. Purposive sampling was used which automatically included district education officer based on the fact that they play a vital role in overseeing and coordinating educational activities within the district to ensure effective teaching and learning in schools. Given their significant role in the education system, the researcher included them in the study, which helped to provide valuable information that enriched the research. The DEO ensures that schools adhere to national policies and standards, monitors the implementation of curricula, and supports teachers' professional development. Additionally, the DEO collaborates with local authorities, parents, and communities to promote educational initiatives and enhance school management.

Table 1: *Target Population, Sampling Technique, and Sample Size*

Category	Target Population	Stratified and Sampling Technique	Sample Size	Percentage
Schools	25	Simple random sampling	8	30%
Principals	25	Simple random sampling	8	30%

Teachers	455	Stratified + simple random sampling	137	30%
District Education Officer	1	Purposive sampling	1	100%

3.6 Description of Research Instruments

Data collection instruments refer to devices used to collect data, such as questionnaires and structured interview schedules (Creswell, 2013). This study used both qualitative and quantitative research instruments to collect data. The study used questionnaires for the purpose of collecting quantitative data from teachers. The in-depth interview guides were used to collect data from the district education officer and principals. The study also employed document analysis to gather qualitative data from school principals.

3.6.1 Questionnaire for Teachers

Rahman (2022) argues that the use of a questionnaire is a valuable method for collecting a wide range of information from many respondents. In this study, the questionnaire for the teachers included both closed-ended and open-ended questions. It had five sections. Section A focused on the demographic information of the teachers, such as their gender, age, level of education, and experience. Section B sought information regarding the influence of intellectual stimulation on teacher retention. Section C sought information about the influence of the idealized influence on the retention of teachers. Finally, Section D sought to find out information regarding the influence of individualized consideration on teacher retention. Section E sought to establish the influence of inspirational motivation on teacher retention in secondary schools within the Karongi District of Rwanda. (See Appendix A)

3.6.2 Questionnaire for Principals

In this study, the questionnaire for the principals also included both closed-ended and open-ended questions. It had five sections. Section A focused on the demographic information of the principals, such as their gender, age, level of education, and experience. Section B sought information regarding the influence of intellectual stimulation on teacher retention. Section C sought information about the influence of the idealized influence on the retention of teachers. Finally, Section D sought to find out information regarding the influence of individualized consideration on teacher retention. Section E sought to establish the influence of inspirational motivation on teacher retention in secondary schools within the Karongi District of Rwanda. (See Appendix B)

3.6.3 In-depth Interview Guide for District Education Officer

According to Kothari and Garg (2014), an interview is a methodical way to talk to respondents and pay attention to them to get information out of them verbally. In this study, the researcher used an interview guide to collect data from district education officer. The in-depth interview guide included questions seeking the demographic information of the participant, such as their age, experience, and academic qualifications. The interview guide also included probing questions regarding the influence of intellectual stimulation, idealized influence, individualized consideration, and inspirational motivation on teacher retention in secondary schools within the Karongi District of Rwanda. (See Appendix C)

3.7 Validity and Reliability of the Research Instruments

Validity and reliability are important for ensuring the accuracy and consistency of research instruments. Together, validity and reliability ensure that research findings are both accurate and trustworthy, allowing researchers to draw meaningful conclusions from their data. Faizal (2022) defined validity as the extent to which an instrument accurately measures what it is

intended to measure. Mugenda and Mugenda (2013) defined validity as the degree to which results obtained from the analysis of the data represent the phenomenon under study. Reliability, according to Faizal (2022), concerns itself with the consistency of the instrument's results over time and across different conditions.

3.7.1 Validity of Quantitative Instruments

To achieve face validity, the researcher, after constructing the questionnaire, sought assistance from experts in research, and education administration from Tangaza University to validate the research instruments. They were requested to review all the questionnaire items for readability, consistency, and completeness. They examined the content of the instruments to ensure that they measured all aspects of the study questions. The researcher incorporated their feedback into the final draft of the study instrument that were used to collect data.

3.7.2 Reliability of Quantitative Instruments

A study by Mugenda and Mugenda (2013) defined reliability as the extent to which the instrument yields the same results over multiple trials. This study used test-retest technique and Cronbach alpha for internal consistency and reliability of instruments. Cronbach alpha was used because it measures reliability from a single administration of the research instrument. According to George and Mallery (2003), Cronbach's alpha value above 0.90 indicates excellent internal consistency, above 0.80 is good, above 0.70 is acceptable, above 0.60 is questionable, above 0.50 is poor, and below 0.50 is unacceptable. In this study, therefore, the attained reliability coefficients of 0.872 was sufficient for the study.

3.7.3 Credibility and Trustworthiness of Qualitative Instruments

In this study, triangulation and member checking was used to confirm the credibility of the qualitative data. Using triangulation, the study utilized multiple sources of data and employed different methods to answer the same research questions, such as combining interviews, observations, and document analysis. This approach helped to cross-verify the information obtained, reducing the likelihood of bias and enhancing the robustness of the findings. Member checks were used as important step in the validation process. In this technique, the researcher asked participants to review and comment on the accuracy and completeness of the data collected, as well as the interpretations and findings derived from it. This helped to ensure that the participants' perspectives were accurately captured and represented, thereby increasing the authenticity and trustworthiness of the study. By integrating these methods, the researcher aimed to bring out a well-rounded and credible analysis that reflects the true experiences and insights of the study participants.

In this study, the researcher ensured audit trails by meticulously documenting the research process, including decisions made and data collection methods, which allowed for transparency and reproducibility. This thorough documentation helped ensure conformability. Transferability in this study was achieved by providing rich, detailed descriptions of the research context, participants, and procedures, which allowed others to assess the applicability of findings to similar settings. The researcher also clearly reported the methods and findings to enable readers to determine if the results were relevant to their own contexts. Both practices enhanced the credibility and applicability of the research.

The study ensured reflexivity to allow the researcher to critically reflect on their biases and how these may influence the study, fostering self-awareness. Peer debriefing was applied in the study, which involved collaborating with colleagues to discuss findings and methodologies,

providing alternative perspectives, and enhancing validity. Together, these practices helped create a more robust research framework, ensuring that qualitative instruments effectively captured authentic participant experiences.

3.7.4 Pilot Testing

Creswell (2014) described pilot testing as the process of conducting a preliminary survey to determine the challenges that respondents are likely to face when responding to the items. The main aim is to rectify ambiguities, such as vague questions, so that respondents will not have difficulties when answering the sample questions. The researcher in this study selected three rural public secondary schools within the Karongi District for the pilot study, which did not take part in the actual study sample. The schools selected for pilot testing had the same characteristics as the other schools that participated in the actual study. The researcher further selected 12 teachers and three principals to be involved in the pilot study. The pilot study helped to establish if there were adjustments needed to the instruments and whether the instruments would collect needed data.

3.8 Description of Data Collection Procedures

In the gathering of information, the researcher obtained all the essential documents to facilitate the process of data collection. The researcher got a clearance from the Tangaza University Research Ethics Committee (TUREC) before proceeding to the field for research. The letter was used to acquire a research permit from Rwanda Education Board (REB). The official letter and permit were presented by the researcher to the Director of Education in Karongi District to be allowed to interview them and to get authorization to administer the tools to the secondary school teachers and principals for data collection over the agreed duration. To gather information from teachers in the sampled schools, the researcher requested permission from the

principals. The researcher also informed the teachers about the goals of the study and asked them to sign the consent form as a sign of their willingness to take part in the study. About the principals, the researcher requested permission from the director of education, informed the principals about the purpose of the study, before starting the interviews willingly. The confidentiality was assured by researcher.

3.9 Description of Data Analysis Procedures

According to Mugenda and Mugenda (2013), data analysis is a process of bringing order, structure, and meaning to the mass of information collected. The data analysis process entails editing, coding, and classification (Kothari & Garg, 2014). In this study, descriptive statistics in the form of percentages and frequencies were used to analyze quantitative data, which was done with the help of the Statistical Package for Social Sciences (SPSS) version 29 software. The quantitative data was then presented in tables. Qualitative data collected through interview scheduled and open-ended questions were grouped and coded according to the themes and recorded into narratives and direct quotations.

3.10 Ethical Considerations

According to Mugenda and Mugenda (2013), research ethics refers to the set of moral principles, guidelines, and standards that govern the conduct of research. Creswell (2014) argues that when conducting the study, the researcher should adhere to a code of ethics. Therefore, the researcher in this study sought a recommendation letter from the Department of Postgraduate Studies at Tangaza University as well as securing a research permit from REB. The researcher also requested permission from the Director of Education in Karongi District to be allowed to conduct research in the secondary schools. The researcher sought informed consent from the participants and explained to them that participation in the study is voluntary and that they are

free to withdraw from it at any time without facing any consequence. The participants assured of the anonymity of their identities and the confidentiality of the information gathered, and as such, they were not required to write their names on the questionnaires given to them to fill out.

The researcher ensured to avoid plagiarism by citing all sources of information utilized in the study following the APA 7th edition format. The researcher further ensured that the participants' privacy and personal dignity were respected. This was done as recommended by Kombo and Tromp (2013), by avoiding any use of language or doing anything in the conduct of research that may threaten, embarrass, irritate, anger, cause stress, or cause participants to lose self-esteem. During data analysis and reporting, the researcher ensured that the findings were reported as they appeared to avoid data falsification and fabrication.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents data analysis, interpretation and discussion of the study findings. The chapter is divided into sections, including the instrument return rate, demographic data, and

the presentation, interpretation and discussion of the findings, which are done based on the research questions of the study. The findings are presented in the form of tables.

4.2 Instrument Return Rate

The researcher distributed research instruments to different study participants; questionnaires were distributed to teachers, which helped in the collection of quantitative data. Interview guides were used to collect qualitative data from the principals and the District Education officer of Karongi District. Table 2 shows the response rate of the study participants.

Table 2: *The Response Rate of the Study Participants*

Participants	Sampled Participants	Actual Participants	Return rate (%)
Principals	8	7	87.00
Teachers	137	135	99.00
DEO	1	1	100

Source: *Field Data (2025)*

Table 2 shows that out of 137 questionnaires that were distributed to the teachers, 135 were completed and returned, yielding a response rate of 99%, which was considered adequate for data analysis and reporting. For school principals, 7 out of 8 participated in interviews, resulting in a response rate of 87%. The district education officer was variable for interviews, achieving a 100% response rate. It must be acknowledged that there were some gaps in the response rates, as shown in Table 2. The two teachers who did not return the questionnaires reported to have misplaced them and could not find them. The principal who was not interviewed reported having meetings on the day of data collection and could not have time to attend the interview sessions. However, despite the gaps, the response rates of 87%, 99% and 100% for principals, teachers and DEO respectively were generally high for each of the respondent groups, which is attributed to the researchers' diligent follow-up and effective communication of the

study's purpose, which encouraged active participation. Based on the recommendation of Mugenda and Mugenda (2019), a response rate of 50% is adequate for data analysis and reporting, 60% is considered good, and 70% or more is deemed excellent. Therefore, the response rates in this study were adequate and suitable for data analysis and reporting.

4.3 Respondents' Demographic Characteristics

The study aimed to identify the personal characteristics of the participants, such as gender, age, professional qualifications, and teaching experience. Identifying the demographic characteristics of teachers in this study is crucial to understand how factors such as age, gender, experience, and qualifications influence their response to transformational leadership. These demographics help explain variations in retention trends, and ensure sample representativeness. They also guide the development of targeted interventions, such as mentorship for early-career teachers. Ultimately, demographic data enhances the validity of the study and informs more effective leadership and retention strategies in rural secondary schools.

4.3.1 Demographic Characteristics of Teachers.

The researchers sought to establish the personal characteristics of the teachers. This was measured in terms of their gender, age, educational background, and experience. Table 3 is the presentation of the findings.

Table 3 *Demographic Characteristics of Teachers(N=135)*

Item		Frequency	Percentage
Gender	Male	50	37.0
	Female	85	63.0
Age Bracket	20-30 Years	3	2.2
	31-40 Years	80	59.3
	41-50 Years	40	29.6
	51 Above Years	12	8.9
Professional Qualification	Diploma	28	20.7
	Bachelor's Degree	99	73.3

	Master's Degree	8	5.9
Years of Teaching Experience	Below 5 Years	5	3.7
	5-10 Years	113	83.7
	11-15 years	11	8.1
	16 and above	6	4.4

The study, as indicated on Table 3 sought to find out the genders of the teachers to establish whether there was a difference between male and female participation in rating the influence of transformational leadership on teacher retention in rural public secondary schools in Karongi district, Rwanda. The findings show that most teachers (63%) were males while 37% were females. This indicates that both genders were represented in secondary schools though males were more than females. A study by Kelvin (2024) emphasized the importance of prioritizing gender balance in schools, highlighting that diverse gender representation brings varied perspectives and problem-solving approaches to educational challenges. In the context of transformational leadership in rural public secondary schools in Karongi District, Rwanda, promoting gender balance is vital to fostering inclusivity and equity. Such leadership encourages a supportive environment that challenges stereotypes and empowers both male and female teachers. By addressing gender disparities, transformational leaders can enhance teacher satisfaction, motivation, and retention, especially in under-resourced rural settings, while cultivating a more innovative, balanced, and equitable educational workforce for long-term development. As presented in Table 4, the study further sought to find out the age range of the teachers to establish whether age had a bearing on teachers' retention.

The results indicated that the majority of teachers in rural public secondary schools in Karongi District, Rwanda, were between 31 and 40 years of age. This suggests that a significant proportion of the teaching workforce is relatively young and possibly still in the early to mid-stages of their careers. Such an age demographic may have implications for teacher retention,

particularly in relation to transformational leadership practices. Younger teachers are often more adaptable to change and open to innovation, which may align well with transformational leadership styles that emphasize motivation, inspiration, and professional growth. A study Black, and Hine (2023) explored the challenges faced by early career teachers, including issues related to classroom management, workload, and balancing innovative practices with effective pedagogy. It highlights that limited experience can impact teachers' ability to implement new teaching methods effectively. Without adequate mentorship and professional development, key components of transformational leadership, these teachers may experience frustration, which may influence their decision to stay or leave the profession. Therefore, transformational leadership that provides structured support, continuous learning opportunities, and a clear vision may play a crucial role in improving retention among this age group.

The researcher further examined the distribution of teachers according to their academic qualifications to understand whether educational backgrounds influence their perception of principals' leadership and teachers' retention. The findings, as presented in Table 3, show that the majority of teachers in rural public secondary schools in Karongi District held Bachelor's degrees, while only a small percentage (5.9%) had Master's degree qualifications. The level of teacher qualification can have implications for teacher retention, particularly in the context of transformational leadership. Teachers with higher academic qualifications often possess more advanced pedagogical and technological competencies, which may enhance their confidence, instructional effectiveness, and professional satisfaction. When transformational leadership is present, through supportive mentorship, recognition, and opportunities for professional growth, such highly qualified teachers may feel more valued and motivated to remain in the profession. Conversely, in the absence of visionary leadership that acknowledges and utilizes their expertise,

these teachers may experience frustration or stagnation, potentially influencing their decision to leave. Therefore, transformational leadership plays a critical role in creating an environment where teachers of varying qualifications feel supported, empowered, and professionally fulfilled. As demonstrated in Table 4, the researcher sought to determine the teachers' years of experience to establish whether they had acquired more knowledge and skills throughout their service, thereby becoming better prepared for teaching and learning in public secondary schools. The results show that most teachers (83.7) had between 5-10 years of experience.

Teachers with less than 5 years of experience amounted to 3.7 while those with 11 to 15 years of experience constituted 8.1%. The findings indicated that teachers in rural public secondary schools in Karongi District had varying levels of teaching experience. This diversity in experience can have important implications for teacher retention when viewed through the lens of transformational leadership. Experienced teachers often bring a deep well of pedagogical knowledge and practical strategies, which can inform effective classroom practices and decision-making. On the other hand, less experienced teachers may contribute innovative ideas and demonstrate greater familiarity with current technological trends. As noted by Berger (2018), this mix of experience fosters a collaborative environment where knowledge-sharing becomes a powerful tool for professional growth. Transformational leadership can harness this diversity by promoting mentorship, encouraging peer learning, and recognizing the unique contributions of both new and seasoned educators. When such leadership practices are present, they can strengthen professional relationships and job satisfaction, both of which are critical for improving teacher retention in rural school settings.

4.3.2 Demographic Characteristics of Principals

The researchers sought to establish the personal characteristics of the principals in terms of gender, age, educational background, and the experience as principals of schools. Table 4 is the presentation of the findings.

Table 4: *Demographic Characteristics of Principals (N=7)*

Item		Frequency	Percentage
Gender	Male	4	57.1
	Female	3	43.9
Professional Qualification	Diploma	1	14.3
	Bachelor’s Degree	5	71.4
	Master’s Degree	1	14.3
Years of Experience as principals	Below 5 Years	00	00
	5-10 Years	5	71.4
	11-15 years	1	14.3
	16 and above	1	14.3

As demonstrated in Table 4, the study sought to find out the genders of the principals to establish whether there was a difference between male and female participation in rating the influence of principals transformative leadership on teachers retention. The study's findings reveal a noticeable gender imbalance among school principals in rural public secondary schools in Karongi District, with 57.1% of the participants being male and 43.9% female. While both genders were represented in the study, the data indicates that male principals significantly outnumber their female counterparts. This disparity in leadership positions may have implications for teacher retention, particularly in the context of transformational leadership. Research has shown that diverse leadership teams often bring broader perspectives, foster inclusive work environments, and better address the needs of a diverse teaching staff. A lack of gender balance in leadership could influence school culture, decision-making approaches, and

support systems, factors that are critical to teacher motivation, job satisfaction, and ultimately, retention.

In relation to academic qualifications, the study found that the majority of principals (72.7%) in rural public secondary schools in Karongi District held bachelor's degrees. Principals with such qualifications are likely to possess a solid foundation in educational theory and leadership, positioning them to offer meaningful support and guidance to their teaching staff. From the perspective of transformational leadership, academic qualifications play a crucial role in shaping a principal's ability to inspire, mentor, and implement strategic improvements that contribute to teacher retention. Principals with higher academic training, particularly those with qualifications in educational leadership are often better equipped to understand and manage the complexities of teaching in a rapidly evolving educational environment. Their ability to promote professional development, facilitate ICT integration, and create a collaborative school culture can significantly enhance job satisfaction among teachers. This, in turn, contributes to a sense of professional growth and purpose, factors which are critical in retaining teachers in rural schools.

The researcher aimed to explore the relationship between the years of experience of principals and their ability to retain teachers, with a focus on whether their experience correlated with the acquisition of leadership skills that can positively influence teacher retention. The findings revealed that the majority of principals in rural public secondary schools in Karongi District had between 5 and 10 years of experience as school leaders. This level of experience suggests that most principals possess a sufficient understanding of the challenges and responsibilities involved in managing schools, which is crucial for supporting and retaining their teaching staff. Experienced principals are often better equipped to guide teachers in adopting modern practices such as use of technology and class management in teaching. Sahlin (2023)

noted that experienced leaders bring a deeper understanding of both the challenges and opportunities within education, allowing them to effectively address teachers' needs, advocate for relevant professional development, and secure necessary resources. Through transformational leadership, experienced principals create a supportive work environment, promote continuous growth, and build teachers' confidence in teaching. This support not only enhances teachers' digital competencies but also contributes to a positive school culture, ultimately improving teacher retention in rural schools.

4.4 Findings of the Study

This section of the study presents the findings which are based on the research questions and its arranged in to themes such as: Intellectual stimulation and teachers' retention, idealized influence and teachers' retention, individualized consideration and teacher' retention, and inspirational motivation and teachers' retention.

4.4.1 Intellectual Stimulation and Teacher Retention

The first research question of this study aimed to gather information regarding Intellectual stimulation and teachers' retention in rural public secondary schools in Karongi District, Rwanda. The teachers were requested to choose the response that best represented their opinions on a five-point scale. The rating scale was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in the Table 5.

Table 5 *Influence of Intellectual Stimulation on Teacher Retention (N= 135)*

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Engagement in professional development activities positively impacts my decision to stay at my	7	5.2	117	86.7	5	3.7	3	2.2	3	2.2

current school.

I feel that opportunities provided by the principal for collaborative learning with colleagues enhance my commitment to teaching in this rural setting.	3	2.2	93	68.9	8	5.9	15	11.1	16	11.9
Access to resources that promote innovative teaching methods contributes to my job satisfaction and desire to remain in my position.	2	1.5	113	83.7	8	5.9	10	7.4	2	1.5
I believe that intellectual challenges in my work environment are crucial for my long-term retention as a teacher.	10	7.4	101	74.8	12	8.9	11	8.1	1	0.7
Support from the principal's leadership in pursuing further education and training influences my willingness to continue teaching here.	79	58.5	31	23.0	12	8.9	6	4.4	7	5.2
Encouragement from the principal to participate in intellectual discussions and problem-solving initiatives at school strengthens my dedication to my teaching role.	110	81.5	00	00	12	8.9	00	00	13	9.6

The findings presented in Table 5 clearly indicate that the majority of teachers (86.7%) believe that engagement in professional development activities positively influences their decision to stay at their current school. This reflects the growing recognition of the importance of continuous professional growth in the teaching profession. Professional development is not only a means for teachers to enhance their skills and competencies but also a key factor in fostering job satisfaction and career fulfillment. One of the principals commented, “Teachers who engage in

professional development are likely to feel more supported and valued in their roles, which can increase their sense of commitment to the school and its mission.” Another principal narrated:

As a principal, I understand the professional needs of teachers and recognize the importance of supporting their growth. I actively encourage and provide opportunities for them to pursue further studies, especially for those who show genuine interest in advancing their skills. By doing so, I help them stay motivated and feel valued in their roles. This not only enhances their teaching effectiveness but also contributes to higher retention, as teachers are more likely to remain committed to a school that invests in their development. Supporting their growth ultimately benefits the entire school community (Principal 2, 17/06/2025)

The positive correlation between professional development and teacher retention is also recognized by the DEO, who states, “I encourage principals to support the professional development of teachers who show interest in advancing their careers through professional development courses.” This also aligns with research that suggests that opportunities for growth and learning contribute significantly to teachers' job satisfaction and long-term retention (Rajendran & Suhairom, 2023). When teachers feel that they are given the tools and resources to improve their practice, they are more likely to remain in the profession and stay at their current school, particularly in rural areas where retention is often a challenge.

However, it is worth noting that a small proportion of teachers (3.7%) were unsure about the impact of professional development on their decision to stay. This uncertainty could stem from several factors. These teachers may not have had access to relevant professional development opportunities or might not have seen a direct connection between such activities and their overall job satisfaction. Additionally, some teachers might view professional development as an obligation rather than an opportunity, especially if they do not perceive it as aligned with their

personal or professional goals. In the context of transformational leadership, principals who prioritize and actively support professional development can have a significant influence on teacher retention. When school leaders demonstrate a commitment to the professional growth of their staff, it not only strengthens the teachers' skills but also fosters a culture of trust, empowerment, and mutual respect. These factors are essential for creating a school environment that supports both teachers' professional aspirations and their emotional and psychological needs, ultimately improving retention.

The findings reveal that majority of teachers (68.9%) agreed that opportunities for collaborative learning, as provided by the principal, enhance their commitment to teaching in the rural setting. This shows the importance of fostering a collaborative school culture, where teachers are encouraged to engage with one another, share ideas, and learn from each other. Collaborative learning has been shown to improve teachers' professional development, increase job satisfaction, and enhance their sense of community within the school (Hargreaves & Fullan, 2023). By providing these opportunities, principals can create a supportive environment that encourages teachers to stay motivated, share best practices, and ultimately be more committed to their roles. In an interview, the DEO emphasized the value of teacher collaboration, stating:

I consistently urge head teachers to foster collaboration among their staff. In remote settings like this, where isolation, scarce resources, and limited professional networks are common, collaborative learning is not just helpful, it's essential. It builds strong support systems, improves instructional quality, and boosts teacher motivation and retention (DEO, 19/06/2025)

This narrative from the DEO show that teachers in these areas often face unique struggles that may not be as prevalent in urban schools, making the sense of belonging and support even more crucial. When principals foster collaboration, they help teachers feel connected, reducing

feelings of isolation and increasing their professional satisfaction. However, it is important to note that a small percentage of teachers (11.9%) disagreed with the idea that collaboration enhanced their commitment to teaching. This disagreement could be due to several factors. Some teachers may not have had positive experiences with collaborative activities or may have felt that these opportunities were not meaningful or well-structured. Others might be more accustomed to working independently and may not fully see the value in collaborative learning. Additionally, in rural schools, time constraints and heavy workloads could limit the effectiveness of collaborative learning initiatives if not properly supported or organized by school leadership. Thus, the findings suggest that collaborative learning is a valuable tool in increasing teacher commitment, especially in rural areas, but it also shows that such initiatives need to be carefully implemented and tailored to meet the specific needs and preferences of the teachers.

The findings further indicate that a significant majority of teachers (83.7%) agree that access to resources and promoting innovative teaching methods positively influences their job satisfaction and desire to remain in their current positions. The findings are in agreement with what one of the principals said in an interview:

I understand that teaching is a profession that thrives on creativity, innovation, and adaptability. To support this, I ensure that teachers in my school have access to the necessary resources, tools, and a conducive environment that encourages creative teaching practices. By empowering them to explore new methods and engage students in dynamic ways, I have observed increased job satisfaction and enthusiasm among staff. This support has not only enhanced the quality of teaching but has also contributed to higher retention, as teachers feel valued, motivated, and more committed to remaining in the school long-term (Principal 7, 17/06/2025). This narrative from one of the principals highlights the critical role that well-resourced teaching environments

play in enhancing teacher morale and retention, particularly in rural settings where resources are often limited. The DEO also emphasized the importance of supporting teachers through resource provision, stating, “ the government is committed to providing essential resources such as computers and books to support teachers in their schools.” Access to such resources empowers teachers to deliver engaging and effective instruction, contributing to a more fulfilling professional experience. However, the small percentage (1.5%) of teachers who disagreed suggests that not all teachers perceive these resources as impactful, possibly due to lack of training, relevance, or equitable access.

The findings revealed that strong majority of teachers (74.8%) believe that intellectual challenges in their work environment play a crucial role in their long-term retention. In relation to these findings, one of the principals narrated:

As an educator myself, I have always believed that, at times, we must challenge ourselves in order to grow. This is especially true for teachers, as we face the evolving demands of 21st-century education. These challenges require us to embrace change and commit to continuous professional development. In this spirit, I have consistently encouraged my teachers to adopt a mindset of hard work and growth. I have urged them to actively seek out challenging tasks that deepen their understanding and enhance their teaching practice (Principal 6, 19/06/2025).

These findings suggest that many teachers as well as principals value and embrace professional stimulation, critical thinking, and opportunities to solve complex problems as part of their job satisfaction. Intellectual engagement tends to contribute to a sense of purpose and professional growth, which are key factors in teacher retention, especially in rural settings such as Karongi District in Rwanda, where isolation and routine can sometimes lead to burnout or disengagement. The presence of 8.9% of teachers who were undecided and 0.7% who disagreed

indicates that not all educators are equally motivated by intellectual challenge. Some may prioritize job security, workload balance, or emotional support over cognitive stimulation. This variation underscores the importance of adopting a holistic approach to teacher retention that addresses diverse professional needs. For transformational leaders, the implication is clear: fostering an intellectually stimulating environment, through continuous learning, open dialogue, and opportunities for innovation, can help retain motivated teachers. At the same time, leaders must also consider and respond to those teachers who may be less driven by intellectual challenges; ensuring support systems meet a broad range of expectations and needs.

The findings as shown on Table 5 indicate that majority of teachers (58.5%) agree that support from the principal's leadership in pursuing further education and training positively influences their willingness to continue teaching in rural public secondary schools in Karongi District, Rwanda. This aligns with the comment made by one of the principals, who stated, 'I strongly support teachers in their professional development by providing both moral and material support.' This highlights the critical role of transformational leadership in fostering professional growth and long-term commitment among teachers. When principals actively support and encourage further training, whether through moral support, flexible scheduling, or access to opportunities, teachers are more likely to feel valued and invested in their work. Such support not only enhances teachers' skills and confidence but also builds a sense of trust and motivation, which are essential for retention, especially in rural and often under-resourced contexts.

However, the presence of 8.9% of teachers who were undecided suggests that some may not perceive clear or consistent support from school leadership, or they may face external barriers to further training (such as cost or accessibility) that leadership alone cannot address. These findings might imply a need for principals to take more deliberate and visible actions in

promoting teacher development, ensuring all staff feel equally supported in their professional advancement.

The findings show that a substantial majority of teachers (81.5%) agreed that encouragement from the principal to engage in intellectual discussions and problem-solving initiatives strengthens their dedication to teaching. One of the principals had this to say:

I actively encourage my teachers to engage in intellectual discussions and collaborative problem-solving initiatives. These activities not only foster critical thinking and innovation but also contribute significantly to their professional growth. When teachers are given opportunities to share ideas, reflect on practices, and address real-world challenges together, they feel more valued and empowered. This culture of continuous learning and collegial support enhances teacher development and contributes to a more dynamic and motivated staff. Moreover, such engagement has played a key role in improving teacher retention, as teachers feel a strong sense of purpose and belonging within the school (Principal 4, 18/06/2025).

These findings highlight the importance of participatory and intellectually stimulating leadership practices in fostering teacher motivation and commitment. When principals actively involve teachers in meaningful dialogue and decision-making, it affirms their professional expertise, promotes a sense of ownership, and builds a collaborative school culture which are key elements of transformational leadership that contribute to higher teacher retention. One of the principals commented, “my experience as a principal has shown me that encouraging intellectual engagement helps teachers to feel more empowered and professionally fulfilled.” It must also be noted that 9.6% of the teachers disagreed with the idea that that encouragement from the principal to engage in intellectual discussions and problem-solving initiatives strengthens their dedication to teaching, suggesting that not all teachers feel that intellectual engagement is

directly linked to their dedication. This could be due to individual preferences, perceptions of leadership style, or the manner in which such initiatives are implemented. Some teachers may value other forms of support more, such as emotional encouragement, workload management, or access to teaching resources. This shows a need for school leaders to balance intellectual stimulation with other supportive strategies, tailoring their leadership approach to meet the diverse needs of their teaching staff.

4.4.2 Idealized Influence and Teacher Retention

The second research question of this study aimed to gather information regarding the extent to which idealized influence determine teachers’ retention in rural public secondary schools in Karongi District, Rwanda. The teachers were requested to choose the response that best represented their opinions on a five-point scale. The rating scale was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in the Table 6.

Table 6 *Idealized Influence and Teacher Retention (N= 135)*

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
<hr/>										

I feel inspired by the vision and values demonstrated by the principal.	1	0.7	13	9.6	9	6.7	111	83.2	1	0.7
The behaviors of the principal motivate me to perform at my best in my teaching role.	11	8.1	9	6.7	6	4.4	6	4.4	103	76.3
I trust the integrity and ethical standards of my school principal, which encourages me to stay.	11	8.1	40	20.6	4	3.0	8	5.9	72	53.3
The principal model a commitment to excellence that influences my decision to continue teaching here.	6	4.4	25	18.5	2	1.5	77	57.0	25	18.5
I believe that the role of the principal in promoting a positive school culture is vital for my job satisfaction.	9	6.7	99	73.3	6	4.4	6	4.4	15	11.1

According to the findings as shown on Table 6, most of the teachers disagreed with the idea that they feel inspired by the vision and values demonstrated by their principal. There were only 0.7% of the teachers who agreed with the idea. These findings, however, disagree with what was revealed by one of the principals in an interview, who mentioned:

I do my best to ensure that teachers feel comfortable in the school environment, and I strive to provide the support they need. However, as human beings, teachers sometimes tend to stretch expectations, requesting resources or support that the school may not be in a position to provide. This can lead to tension, although such instances are not common in my schools (Principals 3, 21/06/2025).

These findings reveal a concerning trend and suggests a significant disconnect between school leadership and staff motivation. For a school to thrive, principals must embody and communicate a compelling vision that resonates with teachers. As argued by Binti (2021), for the principal to be a source of inspiration to teachers, there must be improved leadership engagement

and stronger alignment with teachers' professional values. Such alignment enhances teachers' sense of belonging to the educational institution and contributes to improved retention.

There was strong disagreement from most of the teachers (76.3%) regarding whether the behaviors of the principal motivate them to perform at their best in their teaching role. There were however some teachers (4.4%) who were undecided on whether the behaviors of the principal motivate them to perform at their best in their teaching role. Only 8.1 strongly agreed with the idea. These findings highlights a clear disconnect between the principal's leadership style and the motivational needs of the staff which points to the findings from the District Education Officer (DEO) who mentioned that most teachers require strong motivational influence from school principals in order to remain committed to their current workstations.

Effective leadership and consistent encouragement from principals play a crucial role in promoting teacher retention and fostering a positive, stable school environment. As highlighted in a study by Brown and Owusu (2021), when the behaviour of head teachers is strong enough to positively influence the behaviour of teachers, the teachers tend to perform better and develop a greater appreciation for the schools where they teach. A study by Kılıç (2021) also revealed a significant positive relationship between school administrators' leadership behaviors and teachers' motivation levels, suggesting that effective leadership enhances teacher performance and retention.

The findings reveal a significant concern regarding leadership trust in schools. Over half of the teachers (53.3%) strongly disagreed that they trust the integrity and ethical standards of their principals enough to be encouraged to stay in their current schools. This indicates a potential lack of confidence in school leadership, which can negatively impact teacher morale, job satisfaction, and retention. Only a small fraction (8.1%) strongly agreed with the statement,

highlighting a serious disconnect between principals and teaching staff. These findings from teachers seem to disagree with the ideas of the principals who seem to be doing their best in enhancing trust as one of the principal had this to say:

As a principal I try my best to enhance integrity and ethical standards by modelling honesty, fairness, and consistency in decision-making. I know that transparent communication, active listening, and involving teachers in key decisions build trust. I also do my best when it comes to upholding professional ethics, addressing concerns promptly, and treating all staff with respect which further reinforce credibility and creates a positive environment where teachers feel valued and supported (Principal 1, 15/06/2025).

The findings reveal a clear gap between teachers' trust in principals' integrity and the principals' efforts to build it. Despite principals' commitment to honesty and fairness, many teachers remain unconvinced, indicating a need for stronger, more visible leadership practices to rebuild confidence and improve relationships. In relation to these findings, Jamilus et al. (2024) found in Indonesia that principals' leadership and motivational practices significantly impact teacher performance and retention. Their study emphasizes that effective principal behaviour is crucial for fostering a positive school environment, enhancing teacher commitment, and improving overall educational outcomes.

The findings suggest a notable concern regarding principals' ability to inspire excellence among teachers. With 57.0% of teachers disagreeing that their principals model a commitment to excellence, it indicates that many educators do not perceive their leaders as setting high standards or leading by example. This lack of inspirational leadership may negatively influence teachers' motivation and their decision to remain in their current schools. The small number of teachers who agreed highlights a gap in leadership effectiveness. In an interview, the DEO

remarked, “Head teachers must understand how to improve teacher retention. To do so, they must consistently demonstrate a dedication to excellence and actively shape a positive school culture.” This comment by the DEO was reinforced by the findings from one of the principals, who narrated:

Principals can model a commitment to excellence by setting high standards, leading by example, recognizing teacher achievements, and consistently striving for school improvement. By fostering a culture of professionalism, supporting teacher development, and promoting collaborative practices, principals inspire loyalty and motivation, encouraging teachers to remain committed to their schools and improving retention (Principal 2, 12/6/2025).

The findings reveal a leadership gap, with many teachers feeling uninspired by their principals. This lack of visible commitment to excellence may harm teacher motivation and retention, highlighting the need for principals to lead by example and foster a supportive culture. The findings of this study align with those of Barenge (2016), who revealed that for school heads to effectively inspire teachers, they must adopt transformational and democratic leadership styles. These approaches positively influence teachers’ motivation, leading to improved performance, increased job satisfaction, and a stronger commitment to staying in their current schools.

The findings reveal that a majority of teachers (73.3%) believe the principal's role in promoting a positive school culture is essential for their job satisfaction, with only 4.4% disagreeing. This highlights the significant impact of leadership on school climate and staff morale. One principal supported this by stating, “It’s important to build a culture of excellence, and this can be achieved by having a strong and inspired team that feels part of the organizational goals.” Effective principals foster collaboration, shared vision, and inclusion, which are key to improving satisfaction and retention. In line with these findings, Pardosi and

Utari (2022) argue that principals should actively promote a positive school culture, as it significantly influences teacher performance, highlighting how principal behaviour plays a crucial role in enhancing overall teacher effectiveness and motivation.

4.4.3 Individualized Consideration and Teacher Retention

The third research question of this study aimed to gather information regarding how the individualized consideration of the principals influences teacher retention in rural public secondary schools in Karongi District, Rwanda. The teachers were requested to choose the response that best represented their opinions on a five-point scale. The rating scale was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in the Table 7.

Table 7 *Individualized Consideration and Teachers' Retention(N= 135)*

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
I feel that my principal understands and addresses my individual professional needs and goals.	39	28.9	64	47.4	9	6.7	5	3.7	18	13.3

I receive personalized support and guidance from the school administration that encourages my growth as an educator.	2	1.5	29	21.5	9	6.7	10	7.4	85	63.0
My school fosters an environment where my unique contributions and challenges are recognized and valued.	9	6.7	28	20.7	10	7.4	7	5.2	81	60.0
I believe that school administration take the time to listen to my concerns and provide constructive feedback.	2	1.5	15	11.1	6	4.4	109	80.8	3	2.2
I feel supported by the school administration in balancing my personal and professional responsibilities.	10	7.4	8	5.9	30	22.2	79	58.5	8	59.9

Based on the findings presented in the table, it is clear that most teachers, 28.9% strongly agreed and 47.4% agreed that their principals understand and address their individual professional needs and goals. Only 3.7% of the teachers disagreed with this view. One of the principals also stated, "Addressing the individual needs of teachers has been my priority, though sometimes it is challenging, especially when teachers have different needs and expect all of them to be met." The District Education Officer (DEO) also commented, "The needs of teachers must be taken into consideration by principals if they are to help teachers stay motivated and perform their duties effectively.

These findings highlight the importance of principals addressing teachers' individual professional needs, with over 76% of teachers affirming such support. This suggests strong leadership sensitivity, which boosts motivation and performance. However, the principal's remark reflects challenges in meeting diverse needs, emphasizing the necessity for balanced, inclusive strategies to sustain teacher satisfaction and effectiveness within varied school environments. In relation to these findings, a study by Onedigbo and Okorji (2023) explored how

principals' instructional leadership practices predict teachers' job effectiveness in Anambra State, Nigeria. The research highlights the essential role of principals in identifying and addressing teachers' individual professional needs, ultimately enhancing their performance, job satisfaction, and long-term retention within the educational system.

The findings suggest that a significant majority of teachers 63% feel they are not receiving personalized support and guidance from school administration to foster their growth as educators. With only 1.5% strongly agreeing and 6.7% undecided, this indicates a possible gap in leadership practices related to individualized professional development. One of the principals narrated:

I genuinely wish to provide personalized support to my teachers. However, challenges such as frequent seminars, meetings, and conferences organized by the Ministry of Education often limit the time I have to fully support them. Additionally, I face constraints related to inadequate resources, especially financial ones, which makes it difficult to assist teachers who wish to pursue further training for professional development (Principal 5, 13/6/2025).

Effective school leadership should prioritize tailored support to enhance teacher motivation, growth, and retention. The low percentage of strong agreement may reflect a need for principals to implement more responsive and inclusive strategies that recognize and address the unique needs and aspirations of each teacher. The findings also highlight the principals' commitment to supporting teachers but reveal systemic challenges, including time constraints and limited resources, which hinder the ability to provide meaningful, personalized professional development support.

A relatively large number of teachers (60%) strongly disagreed, and 15.6% agreed with the idea that their school fosters an environment where their unique contributions and challenges

are recognized and valued. These findings suggest a significant disconnect between school leadership and teacher perception. The District Education Officer (DEO) emphasized the importance of principals recognizing the unique needs of teachers and establishing mechanisms to address them. However, he acknowledged that most principals have not yet fully implemented such systems. This shows the need for a need for more inclusive leadership practices that actively engage and support teachers in a personalized and meaningful way.

Further findings revealed that most teachers (80.8%) disagreed with the idea that the school administration takes the time to listen to their concerns and provide constructive feedback. Only 11.1% of the teachers agreed with this view. The principals held a different perspective from the teachers. One principal explained, “I make time to listen to my teachers, which has greatly helped me understand their needs. Through active listening, I realized that when teachers feel heard, it becomes easier to identify their challenges and support them more effectively in their professional growth.” These findings reveal a clear disconnect between teachers’ perceptions and principals’ intentions. While principals believe they are actively listening, the majority of teachers feel unheard, highlighting the need for improved communication and more visible, responsive leadership practices.

Regarding to whether teachers feel supported by the school administration in balancing their personal and professional responsibilities, most of the teachers 59.9% strongly disagreed and 22.2% were undecided about the idea. These findings indicate a concerning lack of perceived support from school administration in helping teachers balance personal and professional responsibilities. The high disagreement and indecision suggest that schools need more responsive policies and practices to promote teacher well-being and work-life balance. In line with these findings, a study by Olsen and Huang (2019) argued that support from principals

help teachers feel valued, motivated, and understood, leading to increased job satisfaction, better performance, reduced burnout, and a stronger commitment to their professional growth and student success.

4.4.4 Inspirational Motivation and Teacher Retention

The fourth research question of this study aimed to gather information regarding how the principals' inspirational motivation influences teacher retention in rural public secondary schools in Karongi District, Rwanda. The teachers were requested to choose the response that best represented their opinions on a five-point scale. The rating scale was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in the Table 8.

Table 8 *Inspirational Motivation and Teachers' Retention(N= 135)*

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
I feel motivated by the vision and goals set by my school principal.	5	3.7	28	20.7	95	70.4	2	1.5	5	3.7
My school principal effectively communicates a sense of purpose that inspires me in my teaching.	8	5.9	9	6.7	4	3.0	84	62.2	30	22.2
I believe that the motivational speeches and initiatives from the principal encourage my commitment to stay.	9	6.7	25	18.5	4	3.0	2	1.5	95	70.4
The enthusiasm displayed by my school principal positively influences my passion for teaching.	4	3.0	80	59.3	38	28.1	1	0.7	12	8.9
I am inspired by the achievements	39	28.9	64	47.4	5	3.7	1	0.7	26	19.3

and success stories shared by my
colleagues and school leaders
including the principal.

The results in Table 8 indicate that the majority of teachers (70.4%) were undecided about whether they feel motivated by the vision and goals set by their school principals. A small percentage (3.7%) strongly disagreed with the statement. Data from the principals showed that efforts are being made to motivate teachers, although challenges remain due to individual differences among staff. One principal explained, “We are doing our best to ensure that every teacher is actively involved. We’ve made it a priority to align all teachers with the school’s goals by involving them in key decision-making processes.”

These findings show a disconnect between principals’ intentions and teachers’ perceptions regarding motivation. While principals report efforts to involve teachers and align them with school goals, the high percentage of undecided teachers (70.4%) indicates uncertainty or a lack of visible impact. This may reflect a need for clearer communication and more inclusive practices. The small percentage of strong disagreement (3.7%) highlights that some teachers feel entirely unmotivated. Addressing individual differences, as acknowledged by the principal, is crucial. Principals should adopt differentiated leadership strategies and create a more engaging environment to ensure teachers feel genuinely inspired by the school's vision and goals. In line with these findings, a study by Tuytens et al. (2020) contended that while a principal's vision provides direction, the most critical leadership behaviour is demonstrating individual concern. Teachers' motivation is significantly influenced by principals who understand and support their individual needs. The study also noted that transformational leadership, characterized by a clear vision and supportive practices, positively affects teachers, especially

beginning teachers, by enhancing intrinsic motivation, organizational commitment, job satisfaction, and teacher retention.

Teachers 62.2% unanimously disagreed with the idea that their school principals effectively communicate a sense of purpose that inspires them in their teaching. There only 6.7% of the teachers who agreed that their school principals effectively communicate a sense of purpose that inspires them in their teaching.

The District Education Officer (DEO) commented, “I encourage school principals to exercise the highest level of leadership in their roles. This includes enhancing their communication to motivate and inspire teachers. However, it appears that many are not effective in doing so, given the low teacher retention rates currently observed in our schools. This paints a negative picture of our education system. There is an urgent need to reverse this trend if we are to build successful and sustainable schools (DEO, 12/04/2025).

These findings highlight a significant concern as it reveals a major gap in leadership communication. The DEO’s remarks reinforce this, emphasizing the need for principals to improve their inspirational leadership and communication to enhance teacher motivation, retention, and ultimately, the overall success of schools in the long term. It must be noted that Effective communication from the principal is crucial when it comes to motivation and retention of teachers in schools. It enhances teachers’ motivation by providing clarity, direction, and a shared sense of purpose. It fosters trust, boosts morale, encourages collaboration, and helps teachers feel valued and aligned with the school’s goals and vision. Ogwang (2023), who conducted a study on effective communication in schools in Homa Bay District, Kenya, revealed a strong relationship between principals' communication strategies and teachers’ satisfaction, motivation, and retention.

Further, the research findings indicated that most teachers (70.4%) disagreed with the idea that motivational speeches and initiatives from the principal encourage their commitment to stay in their current schools. Only 3% of the teachers were undecided on the matter, while 6.7% strongly agreed with the idea. The findings highlight a weakness in leadership strategies, indicating that principals may need to adopt more effective and personalized approaches to boost teacher retention and commitment. These findings, however, contrast with those from the principals as one of them commented:

As a principal, I'm mindful of what I say and do. I understand that my words and actions must align, given my role as a motivator and role model in this school. I speak in ways that I believe foster a positive attitude and growth among my teachers, even when I challenge them, because I know that growth and development often come through being challenged (Principal 4, 14/06/2025).

These findings suggest a disconnect between teachers' and principals' perceptions. Teachers may have responded negatively due to a lack of visible or meaningful impact from motivational efforts. Conversely, principals believe they are effectively inspiring staff, likely overestimating the influence of their initiatives. This gap highlights the need for more personalized, impactful communication and feedback mechanisms.

The study findings revealed that the majority of teachers (59.3%) agreed that their principal's enthusiasm positively influences their passion for teaching, suggesting the powerful role of leadership energy in shaping teacher motivation. However, 28.1% were undecided, indicating that not all teachers perceive this influence, possibly due to inconsistent or less visible leadership behaviours across different school settings. Data from document analysis completed by the principals supports these findings, as some reported high teacher turnover in their schools.

This trend may indicate that certain teachers are dissatisfied with the support, motivation, or conditions provided, prompting them to leave. Such turnover underscores the need for stronger leadership practices to enhance teacher satisfaction and retention.

The study also revealed that most of the teachers 28.9% and 47.4% strongly agreed and agreed respectively that they are inspired by the achievements and success stories shared by their colleagues and school leaders including the principals. One of the principals also mentioned:

I normally encourage teachers to share the success stories. I do this because I'm convinced that success stories of teachers can greatly inspire their colleagues by showcasing real examples of overcoming challenges and achieving meaningful impact. These stories highlight practical strategies, resilience, and dedication, proving that progress is possible. They foster a sense of community, boost morale, and encourage others to adopt effective practices. Celebrating these achievements not only builds confidence but also cultivates a positive school culture where continuous improvement is valued. Ultimately, such stories serve as powerful motivators for professional growth and innovation (Principal 2, 13/06/2025).

The DEO also mentioned, 'In our school, we have built a reputation for success, and I encourage every principal I meet to uphold this legacy and carry it into the future. This has been the result of hard work and transformative leadership in our schools.' These findings indicate that storytelling in education is a powerful motivational tool. Teachers likely resonate with these stories because they reflect relatable experiences, demonstrate perseverance, and provide practical solutions to common challenges. The principal's comment underscores the intentional effort to promote such narratives, highlighting their role in building morale and a shared vision. Similarly, the DEO's emphasis on maintaining a legacy of success reinforces the value of

leadership and collective achievement in fostering a strong, positive school culture that enhances teacher retention.

A study by Kopelman (2021) at the University of Michigan's Ross School found that sharing stories of exceptional success significantly boosts motivation to learn among professionals. The research indicated that narratives of extraordinary achievements, especially those that are surprising, are particularly effective in inspiring others to improve their performance. This aligns with the findings from the current study, where a majority of teachers reported being inspired by the success stories shared by their colleagues and school leaders. Furthermore, a study by Rhodes (2019) about Perspectives on Urban Education highlighted the importance of personal story sharing in fostering positive relationships and engagement in educational settings. The research emphasized that sharing personal stories helps expose common experiences and perspectives, leading to enhanced relationships, student engagement, and teacher motivation. These studies support the notion that sharing success stories among teachers not only motivates individuals but also strengthens community bonds and promotes a culture of continuous improvement within schools which enhances performance and teacher retention in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings. The chapter further presents the conclusions and recommendations of the study as well as suggestions for further studies.

5.2 Summary of the study Findings

The first objective was about intellectual stimulation and teacher retention and revealed that a large majority of the study participants affirmed that opportunities for professional growth positively influenced their decision to remain in their schools. Principals and the District Education Officer highlighted that supporting teachers through training not only builds their skills but also fosters job satisfaction, commitment, and a culture of trust. Similarly most of the teachers agreed that collaborative learning opportunities enhanced their dedication to teaching, though a minority disagreed, often citing poor structuring or heavy workloads. Resource provision and innovation were also key, with most of the teachers noting that access to teaching tools and encouragement of creativity improved morale and long-term commitment. However, a few teachers felt that resources had limited impact, especially when training or equitable access was lacking.

Intellectual challenge was recognized as another strong retention factor, with most of the teachers emphasizing its importance in sustaining motivation, while others preferred job security or workload balance over cognitive stimulation. Additionally slightly more than half of the teachers valued principals' support for pursuing further education, though barriers such as cost and accessibility limited uptake for some. Further, a large number of teachers agreed that encouragement to engage in intellectual discussions and problem-solving fostered professional

growth and commitment, though a small number disagreed, highlighting diverse teacher needs.

Thus, the findings underscore that transformational leadership practices, particularly professional development, collaboration, intellectual engagement, and resource support, are central to improving teacher retention in rural schools.

The second objective of this study was to assess the extent to which idealized influence determine teachers' retention in rural public secondary schools in Karongi District, Rwanda. Under this objective, the findings revealed that most of the teachers disagreed that they felt inspired by their principals' vision and values, with only few affirming inspiration. Similarly, most of the teachers rejected the idea that principals' behaviors motivate them to perform at their best, highlighting weak alignment between leadership style and teacher motivation. While principals reported efforts to support staff and build trust, many teachers remained unconvinced. Over half of the teachers strongly disagreed that they trusted their principals' integrity and ethical standards, signaling a crisis of confidence that undermines retention. Although principals emphasized honesty, fairness, and professional ethics, these efforts were not widely perceived by teachers, suggesting the need for more visible and consistent leadership practices.

Teachers also expressed concern about principals' ability to model excellence, with most of them disagreeing that their leaders demonstrated a commitment to high standards. This lack of inspirational leadership negatively impacts teacher morale and the likelihood of staying in their schools. However, findings also showed that majority of the teachers valued principals' role in promoting a positive school culture, recognizing its importance in improving job satisfaction and commitment. Therefore, the results highlighted a leadership gap where principals' perceptions of their influence do not align with teachers' experiences. Effective transformational leadership,

grounded in vision, ethical conduct, modeling excellence, and cultivating a positive culture, is crucial for improving teacher motivation and retention in rural contexts.

The findings on individualized consideration in rural public secondary schools reveal a mixed picture of leadership practices and teacher perceptions. A majority of teachers strongly agreed that their principals understood and addressed their professional needs, highlighting leadership sensitivity that fosters motivation, satisfaction, and retention. However, principals acknowledged challenges in meeting diverse needs, citing resource constraints and competing ministry demands. Despite this, significant gaps emerged in areas of personalized support. Most teachers reported not receiving adequate individualized guidance for professional growth, while principals pointed to systemic limitations such as limited time and finances. Similarly majority of teachers disagreed that their unique contributions were recognized, showing a disconnect between leadership intentions and teacher experiences. Most teachers disagreed that administrators listened to their concerns and offered constructive feedback. Therefore, the findings suggest that while principals show commitment, systemic constraints and weak communication create a leadership–teacher disconnect.

The findings on the fourth objective which is inspirational motivation reveal a notable gap between principals' intentions and teachers' perceptions in rural public secondary schools. A majority of teachers were undecided about whether they felt motivated by their principals' vision and goals, while most disagreed that principals communicated a clear sense of purpose to inspire them. This indicates weak communication and limited visible impact of leadership efforts, despite principals reporting attempts to involve teachers in decision-making. Further, most teachers disagreed that motivational speeches and initiatives encouraged their commitment to stay, suggesting that current strategies are not effective. On a more positive note, most of the of

teachers acknowledged that their principals' enthusiasm positively influenced their passion for teaching.

Majority of teachers felt inspired by achievements and success stories shared by colleagues and leaders, indicating storytelling as a powerful motivational tool. Principals and the DEO confirmed that celebrating teacher achievements fosters morale, resilience, and a positive school culture. Thus, the findings show that while enthusiasm and storytelling inspire teachers, principals need stronger, more personalized communication and motivational strategies to bridge perception gaps, enhance satisfaction, and improve teacher retention.

5.3 Conclusions

Based on the findings, the study made the following conclusions:

Regarding the first objective, it was concluded that intellectual stimulation significantly enhances teacher retention in rural schools. Professional growth opportunities, collaborative learning, and access to resources emerged as strong motivators, fostering commitment, satisfaction, and trust. Intellectual challenges and encouragement to engage in discussions further strengthened retention. Support for further education was valued but limited by financial and accessibility constraints. The study further concluded that transformational leadership practices, emphasizing professional development, collaboration, creativity, and individualized support, play a crucial role in sustaining motivation and long-term teacher commitment.

The second objective, focusing on idealized influence, led to the conclusion that it plays a significant role in teacher retention, although a major leadership gap exists. Many teachers reported feeling uninspired by their principals' vision, behavior, and integrity, signaling a crisis of trust that undermines both motivation and retention. Despite principals' claims of fairness and ethical conduct, teachers perceived limited impact, with some doubting their leaders'

commitment to high standards. Nevertheless, principals were appreciated for fostering a positive school culture, which contributed to job satisfaction. Overall, the findings highlight the importance of transformational leadership grounded in vision, ethical conduct, and role modeling. Statistical analysis further confirmed a positive relationship with retention.

Regarding the third objective of this study, it was concluded that individualized consideration indicates both strengths and weaknesses in leadership practices. It was also concluded that while many teachers acknowledged principals' efforts to understand and address professional needs, significant gaps were evident in personalized support, recognition, and communication. Principals admitted challenges such as resource constraints, time limitations, and ministry demands, which hindered their ability to fully meet teachers' diverse needs. Most teachers felt their contributions were undervalued and their concerns unheard, highlighting a leadership teacher disconnect. The results confirm that individualized consideration contributes to teacher motivation and retention, with statistical evidence underscoring its positive influence on long-term commitment in rural schools.

The last objective on inspirational motivation reveal led to a conclusion that while principals reported efforts to inspire through vision and participation, most teachers disagreed, citing unclear communication and limited impact of motivational strategies. Speeches and initiatives were viewed as ineffective in fostering commitment. However, it was concluded that teachers positively acknowledged principals' enthusiasm and drew strong inspiration from shared success stories, highlighting storytelling as a powerful tool. It was also concluded that there is a need for principals to adopt clearer, personalized, and consistent motivational practices to strengthen satisfaction and retention.

5.4 Recommendations of the Study

Based on the findings of the study, several recommendations were made including recommendations for policy, recommendations for practice and the recommendations for further research.

5.4.1 Recommendations for Policy

Based on the findings, the study recommends that the Ministry of Education should prioritize strengthening transformational leadership in rural schools by investing in targeted leadership training for principals. Programs should emphasize intellectual stimulation, ethical conduct, vision setting, individualized support, and effective communication strategies. The Ministry should also expand funding for teacher professional development, scholarships, and collaborative learning initiatives to address financial and accessibility barriers. Additionally, policies should promote recognition of teacher contributions, equitable resource provision, and use of motivational tools such as storytelling and celebrating achievements. These measures would bridge leadership gaps, enhance teacher satisfaction, and improve long-term retention in rural schools.

5.4.2 Recommendations for Practice

The study recommends that the Principals of school should strengthen transformational leadership by fostering intellectual stimulation through professional growth opportunities, collaborative learning, and open intellectual discussions. They should enhance trust by modeling integrity, fairness, and high ethical standards, ensuring their vision and values are clearly communicated and lived out. Principals must also improve individualized consideration by

recognizing teacher contributions, actively listening to concerns, and offering constructive feedback despite resource constraints. Principals should adopt effective motivational strategies, including storytelling and celebrating teacher successes, while ensuring communication is consistent, personalized, and inspiring to boost satisfaction and long-term teacher retention.

5.4.3 Recommendations for Further Research

The study recommends that further research should explore the long-term effects of professional development and intellectual stimulation on teacher retention in rural schools, particularly by examining whether sustained training, mentoring, and access to resources translate into improved retention over several years.

The study also recommends that further research investigate the alignment between principals' self-perceptions of transformational leadership and teachers' actual experiences, using a mixed-methods approach to uncover gaps in vision, trust, and ethical role modelling. This could provide insights into how principals' leadership practices can be made more visible and impactful.

The study further recommends that future research should focus on systemic and contextual barriers affecting individualized consideration and motivational practices, such as financial constraints, workload, and ministry demands, to identify policy-level solutions for improving teacher satisfaction and long-term commitment in rural contexts.

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APPENDICES

Appendix A: Letter of Introduction

Dear Participant,

I am currently pursuing a Master's degree in Education with a focus on Educational Leadership and Administration at Tangaza University. I am conducting a study on the influence of transformational leadership on teacher retention in secondary schools in the Karongi district of Rwanda.

You have been selected to participate in this research by providing the requested information as honestly as possible. Your contributions will be greatly appreciated. Please rest assured that your responses will remain confidential and will be used solely for the purposes of this study.

Thank you for your cooperation.

Yours sincerely,

Sr. Claire Banamwana Josée

Appendix B: Consent Form

Purpose of the Study

The purpose of this study is to investigate the influence of transformational leadership on teacher retention in public secondary schools in Karongi District, Rwanda.

Permission has been granted to undertake this study by the Rwanda Education Board (REB). You have been identified and selected as a potential participant in this study due to your role as a key respondent.

Time Commitment

This questionnaire/interview/group discussion will take approximately 30 minutes.

Risks and Benefits

A potential risk of participating in this study is that you may feel uncomfortable with some of the questions asked or with the time spent answering them. If this occurs, you are welcome to take a break and resume when you feel more comfortable. We can also reschedule the interview or stop it entirely if needed. On the positive side, your participation will provide valuable insights into the influence of transformational leadership on teacher retention in secondary schools in Karongi District, Rwanda.

Rights of Participants

Your participation is completely voluntary. You may request to stop at any time if you feel uncomfortable, and you may choose not to answer any questions that you do not wish to address. Not participating in the study will not result in any penalty.

Confidentiality

All discussions will be treated as strictly confidential. Your views and any notes taken will not be shared with anyone outside of the research project. Please only share what you feel comfortable discussing.

Feedback and Dissemination

The findings of this study may be presented in the form of a report, policy briefs, and journal

articles, which will be shared with program implementers and policymakers. They will also be made publicly available for anyone or any organization interested in understanding the influence of transformational leadership on teacher retention in secondary schools in Karongi District, Rwanda.

Signature: _____

Date: _____

Appendix C: Questionnaire for Teachers

Please read the following questions and tick (✓) your appropriate response.

Section A: Demographic Information

- 1) Your gender: male female
- 2) Your age bracket 20 – 30 , 31 – 40 , 41 – 50 , 51 and above
- 3) Your highest level of education. Diploma Bachelor’s degree Master’s Degree any other (specify).....
- 4) How many years have you been teaching at your current school? Less than 5 years , 5-10 years , 11- 15 years , 16 years above .

Section B: Intellectual Stimulation and Teacher Retention

5. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
	Engagement in professional development activities positively impacts my decision to stay at my current school.					
	I feel that opportunities provided by the principal for collaborative learning with colleagues enhance my commitment to teaching in this rural setting.					
	Access to resources that promote innovative teaching methods contributes to my job satisfaction and desire to remain in my position.					
	I believe that intellectual challenges in my work environment are crucial for my long-term retention as a teacher.					
	Support from the principal’s leadership in pursuing further education and training influences my willingness to continue teaching here.					

	Encouragement from the principal to participate in intellectual discussions and problem-solving initiatives at school strengthens my dedication to my teaching role.					
--	--	--	--	--	--	--

6. Explain some ways in which the principal at your school has intellectually stimulated you to continue as a teacher in this institution

.....

.....

Section C: Idealized Influence and Teacher Retention

7. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
	I feel inspired by the vision and values demonstrated by the principal.					
	The behaviours of the principal motivate me to perform at my best in my teaching role.					
	I trust the integrity and ethical standards of my school principal, which encourages me to stay.					
	The principal model a commitment to excellence that influences my decision to continue teaching here.					
	I believe that the role of the principal in promoting a positive school culture is vital for my job satisfaction.					
	The admiration I have for my principal plays a significant role in my commitment to this school community.					

8. Explain how the idealized influence of your school principal has enabled the retention of teachers at this school.

.....

.....

.....

Section D: Individualized Consideration and Teacher Retention

9. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
	I feel that my principal understands and addresses my individual professional needs and goals.					
	I receive personalized support and guidance from the school administration that encourages my growth as an educator.					
	My school fosters an environment where my unique contributions and challenges are recognized and valued.					
	I believe that school administration take the time to listen to my concerns and provide constructive feedback.					
	I feel supported by the school administration in balancing my personal and professional responsibilities.					
	The individualized attention I receive from school principal enhances my commitment to remain at this school.					

10. State how your principal has exercised individualized consideration in your school.

.....

11. Mention how the idealized consideration demonstrated by your principal has impacted teacher retention at your school.

.....

Section E: Inspirational Motivation and Teacher Retention

12. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
1	I feel motivated by the vision and goals set by my school principal.					
2	My school principal effectively communicates a sense of purpose that inspires me in my teaching.					
3	I believe that the motivational speeches and initiatives from the principal encourage my commitment to stay.					
4	The enthusiasm displayed by my school principal positively influences my passion for teaching.					
5	I am inspired by the achievements and success stories shared by my colleagues and school leaders including the principal.					
6	The encouragement I receive from school principal helps me remain dedicated to my role as a teacher.					

13. State how your principal has exercised inspirational motivation in your school.

14. Mention how the inspirational motivation demonstrated by your principal has impacted teacher retention at your school.

 ...

Thank you!

Appendix D: Interview Guide for Principals

1. What are your academic qualifications?
2. For how long have you worked as a principal?
3. Can you provide specific examples of initiatives or programs you have implemented to foster intellectual stimulation among teachers, and how do you believe these initiatives impact their decision to stay at the school?
4. In what ways do you encourage teachers to engage in professional development and continuous learning, and how do you think this support influences their commitment to remaining in the school?
5. How do you create an environment that promotes innovative thinking and collaboration among teachers, and what feedback have you received from staff regarding how this intellectual engagement affects their job satisfaction and retention?
6. How do you personally model the values and behaviours you expect from your teachers, and what impact do you think this has on their motivation to remain in the school?
7. Can you describe specific instances where your leadership style has inspired trust and respect among your teachers, and how this has influenced their decision to stay?
8. In what ways do you communicate a shared vision for the school, and how do you believe this shared vision affects teachers' commitment and retention in your rural secondary school?
9. How do you tailor your support and guidance to meet the unique needs of each teacher, and what effects have you observed on their retention as a result?
10. Can you share examples of how you have recognized and addressed individual teachers' challenges or aspirations, and how this has impacted their commitment to staying at the school?
11. In what ways do you create opportunities for personal and professional growth for each teacher, and how do you believe this individualized attention influences their decision to remain in your school?
12. How do you articulate a compelling vision for the school that inspires teachers, and what impact do you think this has on their motivation to stay?

13. Can you provide examples of how you encourage and motivate teachers to strive for excellence in their roles, and how has this affected their commitment to the school?
14. In what ways do you celebrate achievements and milestones within your teaching staff, and how do you believe this fosters a sense of belonging and influences teacher retention?

Thank you!

Appendix E: Interview Guide for District Education Officer

1. What are your academic qualifications?
2. For how long have you worked as DEO?
3. Can you provide specific examples of initiatives or programs your schools have implemented to foster intellectual stimulation among teachers, and how do you believe these initiatives impact their decision to stay at the school?
4. In what ways do you encourage teachers to engage in professional development and continuous learning, and how do you think this support influences their commitment to remaining in the school?
5. How do school principals in your area create an environment that promotes innovative thinking and collaboration among teachers, and what feedback have you received from staff regarding how this intellectual engagement affects their job satisfaction and retention?
6. How do you personally model the values and behaviours you expect from teachers, and what impact do you think this has on their motivation to remain in the school?
7. Can you describe specific instances principals' leadership style has inspired trust and respect among your teachers, and how this has influenced their decision to stay?
8. In what ways do school principals communicate a shared vision for the school, and how do you believe this shared vision affects teachers' commitment and retention in your rural secondary school?
9. How do principals tailor their support and guidance to meet the unique needs of each teacher, and what effects have you observed on their retention as a result?
10. Can you share examples of how school principals have recognized and addressed individual teachers' challenges or aspirations, and how this has impacted their commitment to staying at the school?
11. In what ways do school principals create opportunities for personal and professional growth for each teacher, and how do you believe this individualized attention influences their decision to remain in your school?
12. How do school principals articulate a compelling vision for the school that inspires teachers, and what impact do you think this has on their motivation to stay?
13. Can you provide examples of how principals in your schools encourage and motivate teachers to strive for excellence in their roles, and how has this affected their commitment to the school?
14. In what ways do schools celebrate achievements and milestones and how do you believe this fosters a sense of belonging and influences teacher retention?

Thank you!

Appendix F: Document analysis to be completed by the principal regarding the teacher's length of service at the current school

Teacher's Length of service in the school	Below 5 years	5-9 Years	10-14 Years	15-19 Years	20-24 years	25 and above
Female						
Male						
Total						
Number of teachers who left						
Year	2019	2020	2021	2022	2023	2024
Male						
Female						
Total						

Appendix G: Plagiarism Report

Turnitin Originality Report

Processed on: 27-May-2024 10:54 EAT
 ID: 2389094227
 Word Count: 11553
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See, Beng Huat, Morris, Rebecca, Gorard, Stephen, El Soufi, Nada. "What works in attracting and retaining teachers in challenging schools and areas?", Oxford Review of Education, 2020

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Submitted to The University of Manchester on 2024-05-02

< 1% match (student papers from 18-Jun-2023)

Submitted to University of North Florida on 2023-06-18

Appendix H: Research Methodology Matrix

Objectives	Data source	Data collection method	Data analysis
Intellectual Stimulation and Teacher Retention	-Principals	Interview Guide	Qualitative
	-Teachers	Questionnaires	Quantitative
	-District Education Officer (DEO)	Interview Guide	Qualitative
Idealized Influence and Teachers Retention	Principals	Interview Guide	Qualitative
	-Teachers	Questionnaires	Quantitative
	-District Education Officer (DEO)	Interview Guide	Qualitative
Individualized Consideration and Teacher Retention	Principals	Interview Guide	Qualitative
	-Teachers	Questionnaires	Quantitative
	-District Education Officer (DEO)	Interview Guide	Qualitative
Inspirational Motivation and Teachers Retention	Principals	Interview Guide	Qualitative
	-Teachers	Questionnaires	Quantitative
	-District Education Officer (DEO)	Interview Guide	Qualitative

Appendix I: Reliability Statistics

Cronbach's Alpha	N of Items
0.872	10

Item-Total Statistics

Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Engagement in professional development activities positively impacts my decision to stay at my current school.	30.0330	25.677	.691	.718	.619
I feel that opportunities provided by the principal for collaborative learning with colleagues enhance my commitment to teaching in this rural setting.	28.2088	34.878	.116	.219	.719
Access to resources that promote innovative teaching methods contributes to my job satisfaction and desire to remain in my position.	27.8462	29.087	.422	.794	.676
I believe that intellectual challenges in my work environment are crucial for my long-term retention as a teacher.	29.7802	36.840	-.016	.307	.725
Support from the principal's leadership in pursuing further education and training influences my willingness to continue teaching here.	29.6044	31.064	.390	.422	.681
Encouragement from the principal to participate in intellectual discussions and problem-solving initiatives at school strengthens my dedication to my teaching role.	27.9121	30.992	.280	.795	.704
I feel inspired by the vision and values demonstrated by the principal.	29.6703	34.557	.216	.247	.705
The behaviours of the principal motivate me to perform at my best in my teaching role.	30.0879	30.859	.368	.625	.685
I trust the integrity and ethical standards of my school principal, which encourages me to stay.	29.6923	29.393	.619	.737	.648
The principal model a commitment to excellence that influences my decision to continue teaching here.	28.3077	33.704	.217	.248	.706

Appendix J: Introduction letter



TANGAZA UNIVERSITY

Teaching Minds, Touching Hearts, Transforming Lives.....

OFFICE OF THE CHAIRMAN

TANGAZA UNIVERSITY

INSTITUTIONAL SCIENTIFIC AND ETHICS REVIEW COMMITTEE

E-mail: iserc@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: TU/ISERC2025/01/0084

Date: 15th June 2025

To Whom It May Concern

Dear Sir/Madam,

Re: Recommendation for Research Permit – BANAMWANA CLAIRE JOSEE

This is to confirm that BANAMWANA CLAIRE JOSEE is a PI in a researcher protocol which was submitted to TU-ISERC for review. The protocol was reviewed and approved for research permit.

Banamwana wishes to carry out research under the title "*INFLUENCE OF*



Kigali, on 25/7/2025
N° 2179/REB/01/2025

Sr BANAMWANA Claire Jose
Postgraduate Student
Tangaza University /Kenya
[Email: mwanajo78@yahoo.com](mailto:mwanajo78@yahoo.com)

Dear Banamwana,

Re: Authorization to collect data for your Academic Research.


Reference is made to your letter dated 11th July 2025, requesting permission from Rwanda Basic Education Board (REB) to collect data for the completion of your academic research entitled *“Influence of Transformation Leadership on Teacher Retention in Rural Public Secondary Schools (Karongi District)”* to enable you to fulfill the requirements to complete your Masters of Education (MEd) program, faculty of Leadership and Administration at Tanga University.

In view of the importance of your study in fulfilling your academic requirements for completion of Master program, we are pleased to inform you that permission to collect data from Secondary Schools in Karongi District has been granted for academic purposes. However, you are required to ensure that:

- You adhere strictly to all ethical guidelines and regulations governing research and data collection.
- You coordinate with the relevant authorities and departments within schools to facilitate a smooth and efficient data collection process.

We look forward to the outcomes of your study and its contribution to enhancing knowledge and improving practices within the education sector. We wish you success in your research endeavors.

Sincerely,

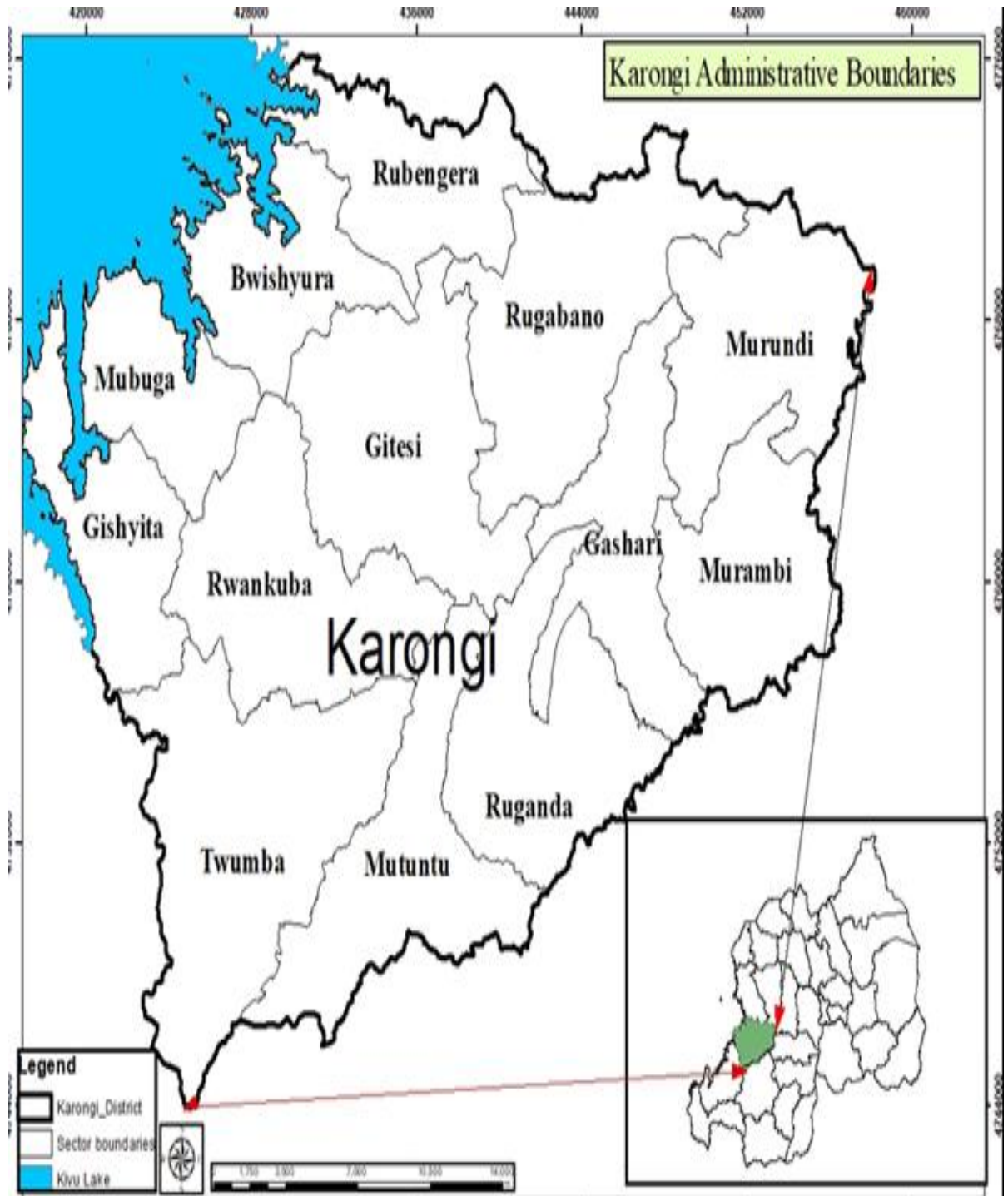

Dr. MBARUSHIMANA Nelson
Director General



Cc:

- REB Senior Management (All)

Appendix K: The Map of Karongi District



Source: https://www.google.com/search?sca_esv=74352027cc1c8752&srf=AE3Tif