

**HEADTEACHERS' LEADERSHIP ROLE ON RETENTION OF TEACHERS IN  
CATHOLIC PRIMARY SCHOOLS IN WAU DIOCESE, SOUTH SUDAN**

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## DECLARATION

This Thesis is my original work and has not been presented for an award of a degree at any other university.

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## **DEDICATION**

This thesis is dedicated to my late father Amos Oronya and family, the Institute of the Daughters of Mary Help of Christians (Salesian Sisters of Don Bosco), AES Pre-Province, the young whom I serve and my community St. Bakhita Educational Centre, Tonj.

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## ABSTRACT

The study examines Headteachers' leadership role on retention of teachers in Catholic Primary Schools in Wau Diocese, South Sudan. The objectives that guided this study were: to investigate how headteachers' role of providing professional development opportunities contributes to retention of teachers in Catholic Primary Schools in Wau Diocese, to examine how fair and just compensation contribute to retention of teachers in Catholic Primary Schools in Wau Diocese, to establish how the creation of a positive work environment by the headteachers enhances retention of teachers in Catholic Primary Schools in Wau Diocese, to determine how headteachers' role of encouraging autonomy and participation contributes to retention of teachers in Catholic Primary Schools in Wau Diocese. The study was guided by Herzberg Two-Factor theory of motivation. The design used was embedded design in mixed methods approach that enabled the author to gather both quantitative and qualitative data. The target population included all primary schools, all teachers, all principals and one director of education in the Catholic Diocese of Wau in South Sudan. Stratified and simple random sampling techniques were employed to select 10 primary schools out of a total of 22. One hundred and ten teachers were sampled using stratified and simple random sampling, while ten headteachers and one Director of education were sampled purposively. However, only 102 teachers returned the questionnaire, 6 headteachers were interviewed, and the Director of Education could not be accessed. The data was collected using questionnaire and an in-depth interview guide. To assess the reliability of the quantitative instrument, the author employed the test-retest method. The data from the two schools were correlated, yielding a reliability coefficient of 0.903, which indicated that the instruments were dependable and suitable for use. To ensure the credibility and dependability of the qualitative instrument, the researcher maintained an audit trail and conducted member checking. Quantitative data were analyzed descriptively using the Statistical Package for the Social Sciences (SPSS) version 27. Qualitative data from interviews were transcribed, coded, and grouped into thematic categories. The findings were presented through bar graphs, pie charts, and tables. Thematic analysis was applied to the qualitative data, organizing it into themes aligned with the research questions, and the results were reported narratively with the inclusion of direct quotations. The findings reveal that headteachers' leadership role of providing professional development opportunities, ensuring a fair and just compensation, creating a positive work environment and encouraging teacher autonomy and participation had a strong impact on retention. From the findings, it was also evident that despite the effort made by the Diocese to train teachers, some teacher quitted their jobs after studies due to low salaries. The study concludes that effective leadership practices especially in professional development, fair compensation, and participatory management are crucial for teacher retention. However, challenges like inadequate funding, inconsistent training implementation, and a lack of standardized compensation hinder sustainable retention. The study recommends that the Diocese institutionalize continuous professional development, implement standardized compensation structures, and create an inclusive work culture that values teacher autonomy and recognition to promote long-term commitment and stability in Catholic Primary Schools in Wau Diocese.

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## **CHAPTER ONE**

### **INTRODUCTION**

This chapter comprises of background to the study, statement of the problem, research objectives, research questions, the purpose of the study, the significance of the study, scope and delimitation of the study, theoretical framework, strengths of the theory, weaknesses of the theory, application of the theory, conceptual framework and operational definition of terms.

#### **1.1 Background to the Study**

Headteachers play a significant role in the running of schools. They are the motor that moves the whole system to function effectively. One of the main roles of headteachers is to motivate the entire school community to achieve the goals of the institution. They have the role of hiring, training and retaining staff in the institution for a long time for better performance. Retention of employees, however, is becoming a challenge with time to many educational institutions (Abioye, 2021; Melesse, 2021; Trung, Thein, Thai, Trung, Chuong, 2021; Rasanen, Pietarinen, Pyhalto, Soini and Vaisanen, 2020; Williams, Williamson and Siebet, 2022, Gezel, 2020; Sims and Jerrim, 2020). Teachers in schools experience burnout and get demoralized when they do not get the necessary support from the school administration (Abioye, 2021) and for this reason many teachers quit their jobs in search of another or even quit their profession for greener pastures. Without a stable workforce it may be difficult to guarantee quality education in any country. For this reason, retention of teachers is becoming an urgent need more than ever in educational intuitions.

Every institution requires a leader in order to succeed. Nandasinghe (2020) recognizes that leadership is a key element in the success of any organization. Effective leadership is one of the most critical components that lead an institution to effective and successful outcomes. Good

leaders may influence the behaviour of their employees by keeping them motivated to attain the goals of the institution. Yavuz Aksakal and Ulucan (2024) observe that the role of a leader is to guide followers to achieve personal goals as well as the goals of the institution. Helping the employees achieve their goals motivates them to achieve the goals of the institution as well. That is why headteachers need to be attentive to personal goals of their teachers to help in achieving them, and this is likely to make the teachers happy and committed in realizing the goals of the institution. Manoppo, Adda, Rossanty and Farid (2024) point out that enthusiasm is very important because it makes teachers to be active and creative in classroom and exhibit extraordinary talents. Enthusiastic teachers are capable of going beyond their duties and they sacrifice their time and energy for the sake of the institution and are less likely to abandon their job or show a withdrawal behaviour. Having enthusiastic teachers is a treasure in an educational institution.

Retention of employees is becoming a serious problem across the globe. Many studies have been conducted globally, continentally, regionally on the role of leadership on retention of staff. Teachers are quitting their profession at an alarming rate. For example, Williams, Williamson and Siebet (2022) report that in the United States of America attrition rate is higher in the high poverty schools. In Netherlands, almost 59% of primary schools send their students home due to shortage of teachers which is caused by attrition (Gezel, 2020). Schools that fail to retain their teachers, risks to face serious challenges in offering quality education for their learners.

Sims and Jerrim (2020) report that England faces teacher shortage due to poor working condition in which teachers find themselves in schools. In Finland, about 50% of teachers had intention to leave their career and the reasons varied from person to person and, out of the 50%, the majority were new teachers in the profession (Rasanen, Pietarinen, Pyhalto, Soini and Vaisanen, 2020). Teaching may be quite challenging at the beginning for new teachers. In order to gain

competence in teaching, one may require at least five to seven years of experience. When they do not get support from their headteachers, new teachers may easily get discouraged and quit their job. Teacher retention is linked to leadership. A good leader sets an example, provides guidance, encouragement and instruction which can be the greatest impetus to the system (Oguanobi, 2024). Motivation, in this sense, can be described as the factor in the environment that creates interest, stimulates, maintains and directs behaviour of a career goal. This is where retention within the institution comes in. When teachers are happy in their job, chances are low that they will think of leaving the institution.

In Russia, the crisis of teacher turnover is due to bureaucratic reporting and poor remuneration which makes teachers to be forced to search for work in other organizations to provide a decent living for their families (Metveev, 2021). When teachers are poorly paid, they tend to get demotivated and look for a place where they will be compensated fairly. Employee's salary is an important factor in retention, and compensation package can influence employee's intention to remain or to go to another institution (Adhil, Rao, Ayaz & Shinwari, 2020; Yeboah, 2020). To solve the crisis of retention, headteachers need to pay attention on how they compensate their teachers for the work they do.

In Vietnam, the high turnover rate in the institutions of higher learning was attributed to autocratic leadership and poor dissemination of information to the lecturers (Trung, Thien, Thai, Trung, & Chuong, 2021). Leaders who are autocrats take all decisions by themselves without involving the employees. Oh, Kim and Kim (2023) affirmed that autocratic leadership encouraged high level of turnover. Verbal aggression from the supervisor was associated with high level of deviant acts and so was associated with high level of intention to leave. Autocratic leaders do not use persuasion as a way of influencing the followers, but rather they recourse to coercion and over

control of the subordinates (Wang, Lui & Lui, 2019). This form of leadership may irritate people; even if they have good will to follow, the employees may do the contrary. This may be manifested in their late arrival to their places of work, taking longer break times, and leaving early from work.

Nguyen (2020) reveals that training and development were vital in increasing retention especially among the young employees in Vietnam organizations. This could be due to the fact that young employees have aspirations to further their education and be influential in the society. Practically, young teachers like to progress in their career by furthering their studies. For example, a secondary school teacher may aspire to be a lecturer, and, further on, the lecturer to become a professor. This is what Maslow theory calls self-actualization which all humans are called to. Desmet and Fokkinga (2020) look at self-actualization as an effort made by an individual to maximize their own capacity, to develop their skills, and reach the ideal type of persons they really wanted to be. That is why headteachers need to be attentive to this need in the staff by giving them chances for updating courses so that they can advance in their career.

Research conducted by Bunnell and Poole (2020) in international schools in China shows that annually about 15-17% teachers quit their job due to high tension between national and international staff. The role of the leader, in this case, is to help the staff to be tolerant and respectful towards each other, and together create a family atmosphere where all feel accepted and valued. A headteacher, as a leader, reconciles differences among staff and helps them to create an inclusive environment where all feel at home. Hostile environment tends to encourage turnover among staff.

In Africa, the situation of teacher turnover is critical. For instance, Abioye (2021) found that there is a high turnover of teachers in Nigeria due to poor working condition and the overcrowding of classrooms that leads to teachers' burnout and the intention to leave the job. In Ethiopia, the

causes of teacher turnover are attributed to low remuneration, poor leadership and the long distance of schools that keeps the teachers away from their families (Nketsia, Side, Opoku, & Gameda, 2022). The same problem is also confirmed by Melesse (2021) that most teachers in Ethiopia leave their profession due to inadequate salary, low social status and lack of administrative support. In Kenya, Mbiu (2019) reports that private school teachers in Kiambu district abandon their profession due to too much stress that they go through at the beginning of their profession.

In South Sudan, the situation of teacher shortage is critical. Watkins and Smith (2013), in their report to United Nations on education in South Sudan, call the situation of teacher shortage as chronic because teachers who are mostly untrained are overwhelmed by the number of students. They revealed that the ratio of pupils to qualified teachers is 117:1 and that is a bad indicator for education. Mading (2015) conducted a study in Central Equatoria, Juba to investigate the reason for teacher attrition, and the author found out that most teachers left their jobs because of low salaries, large class sizes, heavy workload, lack of training, accommodation and transport issues, and security concerns. Similarly, the report of Education Office (2023), showed that classrooms in the Catholic Schools in Wau Diocese were overcrowded; in some of those schools, there were up to 140 pupils in a class. Consequently, many teachers quit their job to look for a greener pasture. When classrooms are overcrowded beyond capacity and teachers do not get the necessary support, they tend to get discouraged and leave their job. In a challenging profession such as teaching, teacher motivation is highly recommended for retention.

Leadership is one of the main factors that motivate people to leave or to stay in any institution, because people leave leaders, but not institutions (Twum & Ayitey, 2024). Leaders have great influence to make the staff remain in the institution even if there is a better offer elsewhere. When effective leadership is lacking, the likelihood of high employee turnover increases significantly.

Retention is all about the desire to keep the valued employees for a longer period of time in the institution (Anwar & Chitrao, 2022). Retention may be possible only if leaders have a way to influence motivation, performance and the commitment of their teachers in their institution. In order to reduce turnover and increase the number of aspiring educators and retain effective ones, headteachers need to find out what motivate teachers to remain committed in institution and profession (Afe, 2022). They also need to find out what successful headteachers do in order to retain their teachers and reduce the voluntary intention to leave the institution.

The reviewed literature highlighted headteachers' leadership role on retention of teachers. Effective headteachers' leadership role is based on providing teachers with professional development opportunities, ensuring a fair and just compensation, creating a positive work environment and encouraging teacher autonomy and participation which influence retention of teachers. Although many studies explored headteachers' leadership role on retention of teachers, there are few specific studies focusing on headteachers' leadership role on retention of teachers in Catholic Primary Schools in Wau Diocese, South Sudan. Therefore, by addressing these elements: provision of professional development opportunities, ensuring a fair and just compensation, creating a positive work environment and encouraging teacher autonomy and participation, the study aims at providing insights that can help headteachers adopt more effective leadership roles in carrying out their duties, ultimately leading to enhanced retention of teachers.

## **1.2 Statement of the Problem**

Headteachers' leadership role plays a significant part in teacher retention. Teachers are the most valuable asset in any educational institution without whom quality education cannot be guaranteed. Successful headteachers influence their staff to remain committed and loyal to the institution in which they work (Awusu, 2020). However, from the literature reviewed concerning

teachers' retention, it is clear that the headteachers of the Catholic Primary Schools in Wau Diocese, South Sudan, find it challenging to retain their qualified teachers. For example, from the year 2018 to 2023, the records in the education office of the Diocese show that the Diocese has been losing 12% to 15% of its qualified teachers annually (Education office, 2023). For this reason, there is scarcity of qualified teachers in the Catholic Primary Schools in Wau Diocese. As a result, untrained teachers are employed to teach. If this challenge is not addressed, Catholic Schools in Wau Diocese will not be able to offer quality education as it has done in the past, the work of evangelization through education will be affected and, hence, Catholic Schools will risk losing their significance in the greater Bahr el Gazal region. This has impelled the need to study ways through which headteachers can influence their teachers and retain them. Consequently, this study will investigate headteachers' leadership role on retention of teachers in Catholic Primary Schools in Wau Diocese, South Sudan.

### **1.3 The Purpose of the Research**

The purpose of the study is to investigate the influence of principals' leadership role on retention of teachers in Catholic Schools in Wau Diocese, South Sudan. This will enable principals working in Catholic Schools in the Wau Diocese to retain their valuable teachers for a longer period of time.

### **1.4 Objectives of the Study**

This study was guided by the following objectives:

- i. To investigate how the headteachers' role of providing professional development opportunities contributes to the retention of teachers in Catholic Primary Schools in Wau Diocese.
- ii. To examine how the headteachers' role of ensuring fair and just compensation contributes

to the retention of teachers in Catholic Primary Schools in Wau Diocese.

- iii. To establish how the headteachers' role of creating a positive work environment enhances retention of teachers in Catholic Primary Schools in Wau Diocese.
- iv. To determine how the headteachers' roles of encouraging teacher autonomy and participation contribute to the retention of teachers in Catholic Primary Schools in Wau Diocese.

### **1.5 Research Questions**

- i. To what extent does the headteachers' role of providing professional development opportunities contribute to the retention of teachers in Catholic Primary Schools in Wau Diocese?
- ii. How does the headteachers' role of ensuring a fair and just compensation contribute to the retention of teachers in Catholic Primary Schools in Wau Diocese?
- iii. To what extent does the headteacher's role of creating a positive work environment enhance the retention of teachers in Catholic Primary Schools in the Wau Diocese?
- iv. How does the headteachers' role of encouraging teacher autonomy and participation contribute to the retention of teachers in Catholic Primary Schools in Wau Diocese?

### **1.6 Significance of the Study**

The findings of the study might benefit various categories of people. First and foremost, the Ministry of Education is provided with practical ways on how to retain teachers in schools in Wau County. Following the recommendations of the study, headteachers and administrators of Catholic Schools in Wau Diocese are able to curb and prevent teacher turnover in their schools. Moreover, they might be equipped with knowledge and skills on how to create a healthy work environment for teachers in their schools. Through this study, different strategies are provided for

retaining teachers in their work. Finally, the students and the community will ultimately benefit from the implementation of the recommendations of the research.

Beside the different agents of education, scholars and academicians will find published work exploring the situation of Catholic Primary Schools in Wau Diocese in terms of headteachers' leadership role on retention of teachers. Thus, the gap identified through literature review, together with the suggested area for further studies will provide direction for academic debate. Lastly, the Salesian Sisters working in Sudan, South Sudan, and the author will find practical insights on the way to retain their staff and offer quality education in their various missions.

### **1.7 Scope and Delimitations of the Study**

Scope of the study refers to the parameters under which the study will be operating; that means, clarifying the subject, the extent of coverage of concepts employed in the objectives of the study and the timeframe to set the context of the research in the context (Akanle, Ademuson & Shittu, 2020). The study focused only on the headteachers, teachers and a Director of Education in Catholic Primary Schools in the Diocese of Wau. Both quantitative and qualitative data was collected using questionnaire and interview guide. Delimitations are self-imposed restrictions to the study, and they act as boundary to the study and ways in which the findings may lack generalizability (Miles, 2019). This study was restricted to the Catholic Primary Schools in Wau Diocese due to time constraints. For this reason, the findings may not be generalized to the whole of the Bahr el Gazal region. Although several studies have been conducted on headteachers' leadership role on retention of teachers, this study was restricted to the following leadership roles: provision of professional development opportunities, fair and just compensation, creation of a positive work environment and encouraging teacher autonomy and participation. Although the problem of retention may affect all employees in the Diocese, this study focused mainly on

teachers. While other stakeholders could have been considered for the study, due to the information that is being sought, only the director of education in the Diocese, headteachers and teachers participated in this study.

### **1.8.0 Theoretical Framework**

The theoretical framework is the blueprint for the entire study. Al-maitah, Sakdan, Harada and Amaitah (2017) observe that a theory is a set of interrelated constructs or variables, definitions and propositions that presents a systematic view of a phenomenon by specifying relations among variables, with the purpose of explaining a natural phenomenon; that is, it shows how independent and dependent variables are interrelated. That is the reason Marietta, Aringo and Okemasis (2022) affirmed that any research with no theoretical framework lacks precise direction of finding out suitable literature and academic discussions of the research findings. So, this study was guided by Herzberg's two-factor theory that aimed at helping headteachers to understand how to motivate teachers and retain them in an educational institution.

### **1.8.1 Motivation-Hygiene Theory**

The two-factor theory of motivation was developed by the American psychologist and theorist called Frederick Herzberg in 1959 and it builds on Maslow's and Alderfer's earlier work (Wan Fauziah, Kian & Idris, 2013). Like Maslow's need theory, the two-factor theory also strives to identify elements that enhance motivation in employees. In this theory, Herzberg concentrated on the workplace climate to identify matters that made people to have either positive or negative attitudes towards their work.

The first research used to develop the theory was conducted with three hundred and three accountants and engineers employed in nine industrial companies in the Pittsburgh area. Herzberg used the critical incident technique to obtain data for analysis. The participants in the study were

requested to remember moments when they felt happy or unhappy about their jobs. Herzberg conducted the test again with a larger number of employees in varied filed. The findings from the critical incident method were the same across the different subjects. Reported good feelings were generally associated with the job itself-content, intrinsic, or psychological factors; these include: achievement, recognition, the work itself, responsibility, advancement, and growth (Bevins, 2018). Herzberg named those elements which made the employees happy “job satisfiers,” or motivators, because they fulfil an individual’s need for psychological growth. The unpleasant feelings instead, were mostly connected with the situation surrounding the job-context, extrinsic, or physical factors; these factors include: company guidelines, supervision, interpersonal relations, working conditions, and salary. Herzberg named these context factors “job dissatisfiers,” or hygiene factors, because they are from the environment and can be prevented.

Herzberg two-factor theory is closely linked to Maslow’s theory of needs. Herzberg has reduced Maslow’s five-level need system to a two-level system-hygiene needs and motivation needs (Artaya, Kamisutara, Muchayan & Deviyanti, 2021). Hygiene factors (dissatisfiers) are approximately corresponding to Maslow’s lower-level needs, because they help to decrease disappointment but do not lead to fulfilment. Motivators (satisfiers) are approximately corresponding to Maslow’s higher-level needs. According to Herzberg, dissatisfiers may lead the employees to perform at lowest levels, but motivation, which leads to greater performance, is possible only through satisfiers; that is, only the work itself and recognition, advancement, personal growth, and development.

### **1.8.2 Strengths of the Theory**

Herzberg’s two-factor theory also known as the motivation-hygiene theory is one of the most significant theories related to job satisfaction and retention (Alrawahi, Sellgren, Altouby,

Alwahaibi and Brommels, 2020). The theory offers a suitable basis to study retention. For instance, headteachers can focus on building the capacity of teachers to improve their standard which is important for enhancing job satisfaction and retention. Thus, employee career advancement can influence job satisfaction positively and increase staff commitment (Hosen, Hamza, Ismail, Alias, Abd Aziz and Rahman, 2024). Another strength of the theory is that it gives importance to motivation from within the employees themselves (Marietta, Arigno and Okemasisi, 2022). Intrinsic factors are effective in maintaining and creating lasting positive effects on job satisfaction, commitment and retention (Bhagwandeem, 2021). Therefore, headteachers need to increase those factors that motivate intrinsically and improve working conditions that may cause dissatisfaction so that teachers may feel enthused and committed in their jobs and, hence, remain in the institutions where they work.

### **1.8.3 Weaknesses of the Theory**

Herzberg theory also has some limitations. The theory lays emphasis on motivators and ignores the impact of hygiene factor on motivation. Ahmed, Birmah and Mustapha (2023) revealed that rewards such as pay equity, working condition, fringe benefits were powerful determinants of job satisfaction in lower-level jobs. For example, if schools in the same locality pay high salaries for same qualification and grade, and some schools pay teachers low, then teachers will not be satisfied to work in a school which pays low salaries. No wonder, Thandar (2022) suggests that factors such as working conditions, recognition, company policy and money are vital for employee job satisfaction and retention. So, external factors cannot be ignored in employee motivation. The theory has also been criticized for being controversial, because although it claims that motivating factors lead to job satisfaction and hygiene factors lead to job dissatisfaction, studies have shown that employees experienced job satisfaction and job dissatisfaction from both motivating and

hygiene factors as observed by Marietta, Aringo and Okemasis (2022). This means that headteachers need to take care of both motivators and hygiene factors to stimulate teachers to be committed and remain in the institution.

Herzberg's motivation theory identifies the factors that influence employee retention; however, it does not comprehensively account for the ways in which leadership behavior impacts teacher motivation and retention. Therefore, Chapter Two reviewed the path-goal theory to explain how headteachers' leadership behaviors can directly shape teacher motivation and retention.

#### **1.8.4 Application of the Theory to the Study**

The theory is suitable for the study because it addresses all the research questions that covers both motivators and hygiene factors. Herzberg's Two-Factor Theory, distinguishing between motivators (Intrinsic Factors) and hygiene factors (Extrinsic Factors), thus, provides a valuable framework for understanding teacher retention in Catholic Primary Schools in Wau Diocese, South Sudan. Herzberg proposed that two types of factors (Motivators and Hygiene) influence job satisfaction and employee retention. Motivators (Intrinsic Factors) lead to job satisfaction and increased motivation. Motivators are related to personal growth, recognition, and achievement. Hygiene Factors (Extrinsic Factors) instead do not necessarily increase motivation but prevent dissatisfaction. They include salary, working conditions, and job security. In the context of Catholic primary schools in Wau Diocese, headteachers play a crucial role in influencing both motivators and hygiene factors to enhance teacher commitment and retention.

Professional development opportunities (Motivator): Professional growth is a key motivator that enhances teacher commitment and reduces turnover. Teachers are more likely to stay in schools where they see opportunities for career advancement and skill enhancement. Headteachers can

foster professional development by organizing workshops, training sessions, and mentorship programs to improve teaching. They can also support teachers who are pursuing higher education. They can also enhance teachers' skills by encouraging peer learning and collaboration where experienced teachers mentor junior staff. In Catholic schools, this aligns with the Church's commitment to holistic education, ensuring that teachers grow professionally, spiritually, and morally.

Ensuring a Fair and Just Compensation (Hygiene Factor): Salary and benefits do not necessarily motivate teachers, but unfair or delayed payment can lead to dissatisfaction and turnover. In Wau Diocese, economic hardships may affect teachers' wages. Ensuring a fair compensation is a critical issue for retention. Headteachers can address this by advocating for timely and competitive salaries through collaboration with the Catholic Diocese and school management. They can also encourage teachers by providing non-monetary benefits such as food provisions in school, recognizing outstanding teachers through performance-based incentives, certificates, and appreciation events. Ensuring fairness in compensation aligns with Catholic social teaching on justice and dignity in labour.

Creating a positive work environment (Hygiene Factor): A supportive and respectful workplace prevents dissatisfaction and improves teacher retention. A negative work environment, characterized by conflicts, inadequate resources for teaching and learning, or lack of administrative support, leads to teacher burnout and attrition. Headteachers can enhance work environment by promoting teamwork and collaboration among teachers, providing adequate teaching materials, ensuring a well-maintained school environment, and offering emotional and spiritual support. This can be done by nurturing school culture that reflects Catholic values of love, respect, and service which encourages teachers to remain committed to their vocation.

Encouraging Teacher Autonomy and Participation (Motivator): Autonomy and involvement in decision-making are strong motivators that enhance job satisfaction. When teachers feel trusted and empowered, they are more likely to stay in their positions. Headteachers can promote autonomy and participation by allowing teachers to participate in curriculum planning and school decision-making. Headteachers can also encourage teachers to develop innovative teaching methods to enhance learning. Delegating responsibilities such as departmental leadership or mentorship roles are ways of empowering teachers to participate in leadership. In Catholic primary schools, this aligns with the principle of subsidiarity, which encourages shared leadership and collective responsibility.

Therefore, Herzberg's Two-Factor Theory provides a practical lens for understanding how headteachers' leadership role influences teacher retention in Catholic primary schools in Wau Diocese. By addressing both motivators (professional development, autonomy and participation) and hygiene factors (fair compensation, positive work environment), school leaders create conditions that enhance job satisfaction and reduce turnover. This leadership approach, rooted in Catholic values, ensures that schools retain dedicated educators who contribute to both academic excellence and moral formation.

## **1.9 Conceptual Framework**

Conceptual framework is a network of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena (Chernysheva, 2024). It is a visual illustration of a study's main theoretical ideas. As such, it is always introduced in the form of a graphical or schematic diagram depicting the key concepts and their relationships (Van der Walddt, 2020). For this reason, there is a need for conceptual framework at the start of a study plan to pin down main ideas, conceptualize these and show their interrelationship.

**Figure 1: Conceptual Framework**

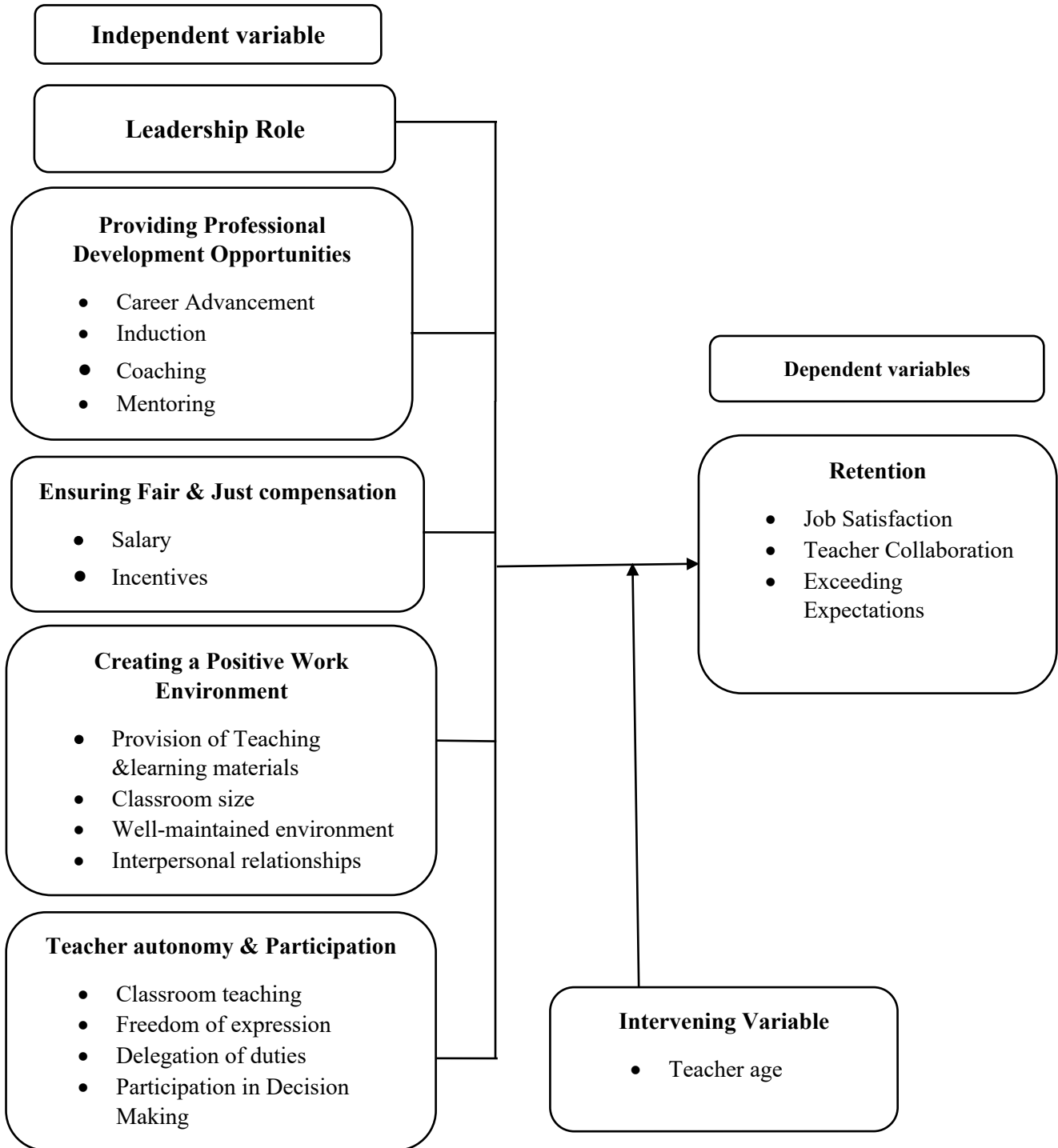


Figure 1 illustrates the association between independent and dependent variables. Several factors influence teachers’ intention to leave their job; so, to curb teachers’ voluntary turnover, headteachers need to carry out their leadership role of staff retention effectively. Indicators such as

providing professional development opportunities, ensuring a fair and just compensation, creating a positive work environment and encouraging teacher autonomy and participation could lead to retention. Intervening variable such as the age of the teacher is considered in this study because of the great role it plays in the retention of teachers even though it is beyond the control of the school headteachers. Leadership strategies such as providing professional development opportunities, ensuring a fair and just compensation, creating a positive work environment and encouraging teacher autonomy and participation (independent variables) when adequately provided for teachers can lead to retention (dependent variable) which is manifested in job satisfaction, teacher collaboration and teacher exceeding expectations as they go beyond the target and their job description.

#### **1.10 Operational Definition Key terms**

**Headteachers' leadership role:** This refers to leadership strategies employed by the headteachers to retain teachers in their profession; through provision of professional development opportunities, ensuring a fair and just compensation, creating a positive work environment, and encouraging teacher autonomy and participation. These terms will be measured based on the research objectives. They will be measured while considering their significance to the aim of the study. The terms are relevant to the study as they are related to headteachers' leadership roles on retention of teachers.

**Provision of Professional Development Opportunities:** It refers to the role of headteachers to enhance teachers' skills and knowledge by providing opportunities for continuous learning so that teachers can carry out their duties and responsibilities effectively and efficiently. In this study provision of professional development opportunities will be measured by

looking at career advancement and training on the job such as induction, coaching and mentoring.

**Creation of a Positive Work Environment:** This refers to the role of headteacher to create a conducive work environment where teachers feel at home and comfortable to perform their job effectively. In this study creation of a positive work environment will be measured in terms of the provision of educational materials, manageable classroom size, a well-maintained environment and interpersonal relationships between the headteacher and the staff, and between the staff themselves.

**Ensuring a Fair and Just Compensation:** It refers to compensation given to teachers while considering their grades and the work they do in the institution. This will be measured in this study in terms of regular salary that is fair enough to cover the basic needs of the teacher, incentives and other benefits that is awarded to the teachers for achievements.

**Encouraging Teacher Autonomy and Participation:** This refers to the role of headteacher to give teachers freedom in their work, freedom to express themselves and participate actively in the life of the school. In this study, teacher autonomy and participation will be measured in terms of freedom to design curriculum and develop innovative teaching methods to enhance learning, delegation of responsibilities and taking part in decision making.

**Retention:** Refers to the ability of an institution to have its treasured employees for a long period of time. In this study retention will be measured in terms of teacher job satisfaction, teacher collaboration with the administration and with colleagues and teacher exceeding the expectation.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This chapter encompasses of related theories to the study and a review of related literature as per the guiding research objectives. The empirical studies reviewed are mainly in line with head teachers' leadership role of provision of professional development opportunities, ensuring a fair and just compensation, creation of a positive work environment, and finally, encouraging teacher autonomy and participation. The chapter ends with a summary of the literature review and the identified research gaps.

#### 2.1 Path-Goal Theory

The path-goal theory, proposed by Robert House in 1971, suggests that the primary function of a leader is to facilitate the realization of followers' goals by offering appropriate guidance, support, and resources. The theory emphasizes that the leader has a responsibility in clarifying objectives, outlining the pathways to achieve them, and eliminating potential barriers that may hinder progress. Grounded in the notion that effective leadership behaviour should be adapted to the specific needs and aspirations of subordinates to enhance their performance, the theory has been continually refined and expanded since its initial formulation (Orunbon, saac-Philips & Onyene, 2024).

According to Olowoselu, Mohamad and Aboudahr (2019), leaders can apply any of the four behavioural styles outlined in the path-goal theory; directive, supportive, participative, and achievement-oriented to foster an environment that enhances teacher motivation and retention. By providing clear direction, offering consistent support and encouragement, eliminating obstacles to success, and acknowledging teachers' contributions, leaders can cultivate a sense of commitment

and job satisfaction that promotes long-term retention. Similarly, Bans-Akutey (2021) found that supportive headteachers, who are approachable, empathetic, and provide constructive feedback and professional growth opportunities, play a crucial role in reducing teacher stress. Such leadership practices not only increase teachers' effectiveness and productivity but also strengthen their desire to remain in the profession.

Northouse (2022) explains that the participative leadership approach is characterized by a principal's active involvement of teachers in decision-making and problem-solving, while simultaneously delegating additional responsibilities that extend beyond their routine duties. In contrast, the achievement-oriented approach focuses on setting ambitious goals for teachers and motivating them to attain these objectives by fostering creativity, innovation, and continuous improvement in their professional practices. Moreover, as Saleem, Aslam, Yin, H.-b. & Rao (2021) emphasize, headteachers should take into account environmental factors that may influence teachers' retention and adapt their leadership style accordingly, ensuring that it aligns with the individual needs and characteristics of their staff. In this way, retention of teachers may be enhanced.

Path-Goal theory has several advantages in enhancing retention. According to Sharpley (2024), the path-goal theory is characterized by its high degree of flexibility, allowing leaders to adjust their leadership behaviour to align with both the personal characteristics of their followers and the specific requirements of various situations. This adaptability enables leaders to respond effectively to diverse contexts and follower needs. The theory highlights the central role of motivation, suggesting that leaders can inspire their followers by establishing meaningful and challenging goals, offering direction and support, and involving them in decision-making processes. As emphasized by Nasser and Al-Taie (2021), the path-goal approach underlines the

importance of providing assistance and encouragement to followers, which contributes to greater job satisfaction and stronger leader-follower relationships. Furthermore, the theory promotes open and effective communication between leaders and followers, fostering a sense of ownership and belonging among teachers. That is why, headteachers who use this theory have high chances of retaining their teachers.

Path-Goal theory also has its limitations. One of the major criticisms of the Path-goal theory is its complexity. The model requires leaders to analyse several factors concurrently such as followers' characteristics, the nature of the task, and the organizational environment and then adapt their leadership style accordingly (Northouse, 2022). In practice, this can be difficult to implement, especially for leaders who manage large groups or have limited time and resources. For instance, in schools with many teachers, a headteacher may struggle to tailor leadership behaviour individually.

According to Dugan (2024), the path-goal theory centres mainly on the leader's behaviour and how it influences subordinates, yet it overlooks other important variables that can affect followers' performance and motivation, such as organizational culture and external environmental conditions. Additionally, the theory's strong reliance on goal-setting may not suit every context or follower type, since some individuals derive greater motivation from interpersonal connections or from finding meaning and purpose in their work rather than from goal attainment. Furthermore, as Pacia and Gueravva (2023) observe, the path-goal theory can appear somewhat ambiguous and offers limited practical guidance on how leaders should effectively tailor their style to address the specific needs of their followers or to adapt to situational demands.

### **2.1.2 The Relevance of Path-Goal Theory in Teacher Retention**

Teacher retention is a critical concern in educational systems worldwide, particularly in

regions facing socio-economic and infrastructural challenges. In this study, factors such as limited resources, inadequate compensation, and challenging socio-economic conditions contribute to high teacher turnover. Addressing these challenges requires effective leadership that not only guides teachers but also motivates and supports them in achieving both personal and organizational goals. In this context, Path-Goal Theory, developed by Robert House, provides a valuable framework for understanding and enhancing teacher retention.

Path-Goal Theory emphasizes that a leader's primary role is to help followers achieve their goals by clarifying the path, removing obstacles, and providing appropriate rewards. By integrating leadership behaviour with follower characteristics and task demands, the theory suggests that effective leadership enhances motivation and satisfaction, which in turn improves performance. In this study, strategic leadership guided by Path-Goal Theory can positively influence teachers' commitment and willingness to remain in their roles, particularly in an environment marked by limited resources, untrained staff, and underdeveloped educational infrastructure.

The theory identifies four leadership styles; directive, supportive, participative, and achievement-oriented that can be applied to address challenges in teacher retention. Directive leadership offers clear guidance for complex tasks, supportive leadership addresses emotional and psychological needs, participative leadership fosters ownership and engagement, and achievement-oriented leadership motivates teachers to pursue excellence. By providing clear career pathways, professional development opportunities, mentorship, community engagement, and feedback mechanisms, leaders can create a motivating and supportive environment. Applying these strategies in this study, it can enhance job satisfaction, reduce turnover, and ultimately improve teacher retention.

Path-Goal Theory is highly relevant to improving teacher retention. By adopting leadership

styles that are responsive to teachers' needs and situational demands, and by aligning organizational goals with personal aspirations, educational leaders can foster a committed, motivated, and effective teaching workforce. This approach not only reduces turnover but also contributes to the broader goal of improving educational outcomes in the Diocese.

### **2.1.3. Organizational Commitment Theory**

Organizational commitment refers to the degree to which an individual identifies with and actively engages in their organization (Kerns, 2019). Organizational Commitment Theory explains the psychological attachment employees have toward their organization and how that attachment influences their willingness to remain employed (Pandya, 2025). Simply stated, it can be described as the bond between an individual and their workplace and how that bond influences their decision to stay or leave. Meyer and Allen (1991) developed the most widely accepted model, which conceptualizes commitment as comprising three components: affective, continuance, and normative commitment.

Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in their organization (Pandya, 2025). According to Meyer and Allen (1991), it represents the extent to which individuals want to remain with an organization because they genuinely care about its values, goals, and people. Employees with high affective commitment feel a sense of belonging and pride in their workplace, leading to greater motivation, job satisfaction, and performance (Lie, Saraswati & Lie, 2023). Developing affective commitment may require that organizations create an environment that fosters trust, recognition, and personal growth. Leaders can strengthen this bond by showing genuine concern for employees' well-being, encouraging participation in decision-making, and recognizing individual and team achievements.

Continuance commitment refers to an employee's awareness of the costs associated with leaving an organization, such as loss of salary, benefits, job security, or career advancement opportunities. In Meyer and Allen's (1991) three-component model of organizational commitment, continuance commitment reflects a calculative form of attachment based on perceived necessity rather than emotional desire or moral obligation. Employees high in continuance commitment remain with their organization because leaving would result in significant personal or professional losses (Meyer & Allen, 1997). Although this form of commitment can contribute to workforce retention, it is often linked to lower levels of job satisfaction and performance compared to affective commitment, as employees stay primarily out of need rather than genuine attachment (Panaccio & Vandenberghe, 2020).

Developing continuance commitment involves enhancing the perceived benefits of staying while increasing the perceived costs of leaving. Organizations can strengthen this commitment by offering competitive salaries, long-term career development opportunities, and valuable non-monetary rewards such as retirement plans or professional recognition (Lie, Saraswati, & Lie, 2023). Additionally, fostering a stable work environment and emphasizing tenure-based benefits can reinforce an employee's perception that remaining is advantageous. However, research cautions that overreliance on continuance factors may produce compliance rather than engagement; thus, it is most effective when complemented by strategies that also build affective and normative commitment (Meyer & Herscovitch, 2001). When balanced appropriately, continuance commitment contributes to retention while maintaining organizational stability and continuity.

Normative commitment represents an employee's sense of moral obligation or duty to remain with their organization. In Meyer and Allen's (1991) three-component model of

organizational commitment, normative commitment arises from internalized norms of loyalty, responsibility, and reciprocity. Employees with strong normative commitment stay because they believe it is right to do so, often influenced by cultural values, organizational socialization, or investments the organization has made in them (Meyer & Allen, 1991). This sense of obligation may also develop when employees perceive fair treatment, ethical leadership, or a supportive environment that fosters a feeling of indebtedness (Meyer & Parfyonova, 2010). While not as emotionally driven as affective commitment, normative commitment contributes to retention and organizational stability by reinforcing loyalty and moral responsibility toward one's employer.

Organizations can cultivate normative commitment by promoting fairness, shared values, and a strong ethical culture. Providing mentorship, recognizing long-term service, and communicating appreciation for employee contributions can foster a reciprocal sense of duty (van der Westhuizen & Malan, 2023). Additionally, practices such as corporate social responsibility and community engagement enhance employees' perception that their organization acts ethically, which strengthens their sense of obligation to stay. However, scholars caution that overly strong normative pressures may lead to compliance without engagement; thus, it is most effective when balanced with affective and continuance commitment (Meyer & Herscovitch, 2001). When aligned with ethical and supportive practices, normative commitment promotes sustainable loyalty rooted in moral conviction and organizational trust.

#### **2.1.4 Application of Organizational Commitment Theory to the Study**

Organizational Commitment Theory postulates that employees' decision to remain in or leave an organization is influenced by the strength of their commitment to it. The theory identifies three key components of commitment: affective, continuance, and normative commitment. Affective commitment reflects the employee's emotional attachment and identification with the

organization; continuance commitment relates to the perceived costs or losses associated with leaving; while normative commitment denotes a sense of moral obligation to remain with the organization. In the context of schools, teachers' retention can therefore be understood as a function of these three dimensions of commitment, which are influenced by the leadership practices of the headteacher.

The provision of professional development opportunities aligns strongly with all three dimensions of organizational commitment. When headteachers actively support teachers' professional growth through workshops, mentorship, and training, teachers feel valued and supported, thereby developing an emotional attachment to the school, an indication of affective commitment. Additionally, access to such opportunities may not be easily available elsewhere, making teachers perceive that leaving would mean forfeiting significant developmental benefits, which enhances continuance commitment. Furthermore, when teachers recognize that the school has invested resources in their professional growth, they often experience a sense of moral obligation to reciprocate through loyalty and continued service, which strengthens normative commitment.

Similarly, the provision of fair and just compensation reinforces teachers' organizational commitment. Fair pay practices and equitable recognition of effort foster feelings of appreciation and respect, contributing to affective commitment. When teachers receive competitive compensation and benefits, the perceived cost of leaving the institution increases, thereby enhancing continuance commitment. Moreover, fair compensation can create a sense of obligation and fairness, where teachers feel duty-bound to remain in an institution that treats them equitably, thus supporting normative commitment.

A positive work environment cultivated by the headteacher also contributes significantly to

teacher commitment. Supportive leadership, collegial relationships, and a safe, inclusive atmosphere foster trust, belonging, and satisfaction, which are hallmarks of affective commitment. Teachers in such environments may also be reluctant to leave due to the uncertainty of finding similar conditions elsewhere, thereby reinforcing continuance commitment. Furthermore, a collaborative and supportive culture nurtures loyalty and gratitude, which translate into normative commitment to the organization.

Lastly, encouraging teacher autonomy and participation strengthens teachers' identification with the school. When headteachers involve teachers in decision-making and grant them professional autonomy, teachers feel trusted, respected, and recognized as partners in the school's success, deepening affective commitment. Participation in organizational decisions also increases teachers' investment in school policies and practices, making departure more costly and thus reinforcing continuance commitment. Moreover, empowerment and shared governance cultivate a sense of responsibility and moral duty toward the institution, contributing to normative commitment.

The leadership practices of headteachers, provision of professional development, fair compensation, creation of a positive work environment, and encouragement of teacher autonomy collectively foster affective, continuance, and normative commitment among teachers. Through these forms of commitment, teachers develop emotional attachment, perceive value in remaining, and feel an obligation to continue serving within the school. Consequently, organizational commitment theory provides a useful framework for explaining how headteachers' leadership roles influence the retention of teachers in educational institutions.

## **2.2 Headteachers' Role of Providing Professional Development Opportunities on**

## **Retention**

Professional development makes employees more committed to the institution where they work. An institution that trains its workforce makes its employees feel cared for, and this feeling leads to commitment (Leonova, Pesennikova-Sechenov, Legky, Prasolov, Krutskikh & Zayed, 2022). Professional development can motivate employees to be loyal since it makes them comprehend that the institution is helping them to realize their own career goals; thus, feel supported and in turn trust the employer and work enthusiastically to achieve the goals of the institution. One of the best advantages of professional development is that it enhances employees' retention, especially those who are ambitious and seek to climb career ladder in their work (Aleem and Bowra, 2020). Lack of professional development opportunities, on the other end, may force teachers to leave their job.

A study was conducted in New York by Luesse, Luesse, Lawson and Camp (2022) to test a program that was designed to help retain teachers, support integration of resources in classroom and networking of teacher to raise their self-esteem in the profession, enthusiasm for teaching and self-efficiency. Exploratory mixed methods approach was used. An in-depth interview was conducted with eighteen participants, followed by a post-only quasi-experimental design to evaluate the effects of the institution's training program on teacher confidence, pride in the profession, enthusiasm in teaching, and finally, retention. The teachers surveyed were 757 of K-12, and the results show that there is significant positive association between professional development and the retention of teachers. This shows that building the capacity of the teachers is very important for their job satisfaction and retention. The reviewed study employed an exploratory design in mixed methods which allowed the researcher to collect and analyse qualitative data first and the results were used to inform the quantitative methods. The current study

instead used embedded design in mixed methods, where both qualitative and quantitative data were collected and analysed simultaneously to study how professional development influence retention of teachers in Catholic Schools in Wau Diocese.

Mampuru, Mokoena and Isabirrye (2024) carried out a study to investigate on how professional development influences job satisfaction, loyalty and retention among staff in universities in Pakistan. The study employed a mixture of descriptive and causal research strategy to understand the link between the variables and demographic profile of the participants. A sample of 300 lecturers who had been permanently employed for three years was selected from the sampled universities. The study shows a positive significant relationship between professional development programs and job satisfaction, loyalty and retention among staff in the universities.

The study by Mampuru, Mokoena and Isabirrye was purely quantitative, and the researchers used a non-probability convenience sampling technique. This could restrict the findings' generalizability since the researcher sampled only those who were permanently employed for three years. To bridge this gap, the current study, employed embedded design in the mix-method approach in order to gain more insights on the problem under investigation. Hence, instead of selecting only lecturers to participate as in the study by Mampuru, Mokoena and Isabirrye, in this research, all the teachers, regardless of their year of service and headmasters participated in the study because they are the key experts when it comes to teacher retention.

Nguyen and Duong (2020) carried out research in Vietnam to evaluate the relationship between professional development, employee performance and job satisfaction on retention of young employees in organizations. The participants of the study were those who were aware of factors that favoured young employees' retention in the organisations in Vietnam or university students in economics. The study was purely quantitative and data was collected from 351

participants. The result revealed empirical evidence and established that professional development, job satisfaction and job performance had a direct positive influence on retention of employees in Vietnam organisations. The reviewed study was purely quantitative and lacked qualitative data that could have given more insight on retention of young employees in organizations in Vietnam. To bridge this gap, therefore, the current study employed both quantitative and qualitative data to investigate if professional development of teachers could influence retention of teachers in primary schools.

Several studies also have been reviewed from across Africa, and the findings reveal that professional development of employees are necessary for employees' job satisfaction and retention. For example, Chukwu, Iremeka, Aneke, Ozioko, Mohammad and Nweke (2021) conducted a study to evaluate the effect of staff professional development on teachers' job performance and retention among secondary schools in South-East Nigeria. The design used for the study was descriptive survey. From 113 secondary schools, 2,408 teachers were purposively selected to participate in the study. Grounded on the results, the study establish that the practice of employees' policy of staff training and development influenced positively on teachers' job satisfaction and retention.

The researchers of the reviewed study used only purposive sampling technique. Purposive sampling does not give equal chance of being selected to all the target population in the study. For this reason, the sample might not be a representative of the entire population and therefore it may lack generalizability. The current study instead employed both probability and non-probability sampling techniques. Under probability sampling technique, stratified and simple random sampling was employed to choose teachers while considering gender. Under non-probability sampling technique, purposive sampling technique will be used to select headteachers and the

Director of education.

Kamundi (2021) carried out a research which aimed at examining retention of teachers in secondary schools of the Seventh - Day Adventist (SDA) Church in East Kenya Union Conference. The study employed a con-current mix method design and adopted an exploratory approach using a descriptive survey. The author selected 11 secondary schools out of 20 in the union which sat for national examination since 2008. Teachers, principles, the field Education Directors and the Board of Management (BoM) chairpersons were the participants for the study. Data was collected from teachers using questionnaire. For triangulation purpose, interview guide was prepared for Education directors, the school BoM chairpersons, the principles and some teachers. Observation schedule was also prepared for the structure and generally all that was going on in the school. Document analysis was also done to collect data on teacher turnover trend for the past eight years. The findings reveal that the number of teachers abandoning their jobs were more than those being employed in most of the years. The findings also reveal that some teachers intended to remain in the school when the management was supportive, understanding, grateful, recognizes their efforts, was considerate and was ready to treat them with dignity. Although this study may be very rich due to the multiple ways that the researcher used to collect data, and more so done in the Seventh - Day Adventist (SDA) schools in Kenya, it might not be generalizable to the Catholic Primary Schools in Wau, South Sudan where schools lack basic instructional materials and funds are barely raise enough to complete the year. As a result, there is a need to conduct similar study in Wau, South Sudan, to see whether it will yield similar result.

Tinka, Atukunda and Atwine (2022) conduct also a study on motivation and retention of workers in faith-based organisations: a case of child development centre projects in Ankole Diocese in Uganda. The study used a cross-section design. The population of the study comprised

of 230 people, and 169 participants were selected using simple random and purposive sampling techniques. The study showed a strong positive association between promotion, salary increment and recognition of employees and retention of workers in faith-based organization. Although the study by Tinka, Atukunda and Atwine were carried out in a faith-based institutions, it targeted workers in general. The current study is different in that it was specifically done in faith-based schools, and it targeted Catholic Primary School teachers, headteachers and Director of Education in the Catholic Diocese of Wau.

Mustafa, Omar, Alnair, Gesmalla, Ahmed, Elemam, Aziz, Altayeb, Nu, Yoss, Blount, Badawi and Alam-Elhuda (2022) conducted qualitative research to evaluate if training can enhance teaching skills of health science educators in Sudan. The study employed a cross-sectional design and collected data from Academy of Health Sciences, Midwifery schools and Continuous Professional Development Centres in the eight states of Sudan. The participants of the study were selected purposively. The authors used direct observation and conducted eight focus group discussions with students and semi-structured interview with eight managers of the teaching institutions. The results of the study reveal that those who attended training have improved their classroom practices. For example, they were able to engage students in learning and give them timely feedback. The study done in Sudan was purely qualitative and the sample used may be small to be a representative of the eight states to evaluate the effect of training on performance in those states. Moreover, the study was conducted to evaluate the role of training on performance. So, to fill this gap, the current study involves more participants, and the use of mixed methods approach enabled the author to explore a wider concern related to teacher retention in primary schools in Wau, South Sudan.

## **2.2 Headteachers' Role of Ensuring a Fair and Just Compensation on Retention**

Remuneration is all income in the form of money, direct or indirect goods received by employee in return for service provided to the institution (Ismail, 2020). According to Reddy (2020), remuneration is a compensation which can be in form of salaries, payment allowances, incentives, and bonus for achievements. Simply put, it is a wage or a benefit that an employee receives for the service done. Employees are compensated according to their qualification and talents (Abdullahi, Adeiza, Abdelfattah, Fatma, Fawehinmi, & Aigbogun, 2022). For example, a trained teacher who, with some years of experience delivers the content satisfactorily and offers other services apart from teaching will be compensated differently from a new teacher with no experience. That is, compensation is supposed to correspond to the work done by the employees. Compensation is an important element in retention of teachers (Wambede, 2020); compensation can either make teachers remain or quit their jobs. Compensation package provided by an institution is supposed to motivate, attract and retain employees to improve performance ( Muchai, Makokha & Namusonge, 2019). Unfortunately, many schools are unable to retain their employees due to poor compensation.

Studies related to the impact of compensation on teacher retention have been reviewed and the results manifest that there is association between compensation package and retention of teachers. Elraya and Semlali (2023) conducted an empirical study to explore the impact of total reward strategies on talented employees' sustainable performance, satisfaction and motivation in Switzerland using quantitative research approach. Survey was conducted and data was collected from inhabitants of 47 countries and economies; and 153,682 teachers participated in the study. The outcomes showed that there was a positive connection between total sustainable rewards and sustainable employee performance, satisfaction and motivation. The study by Elraya and Semlali was purely quantitative. It lacked a qualitative data that could have helped the authors to

understand in depth factors other than remuneration that may influence retention of teacher. To bridge this gap, the current research employed both quantitative and qualitative data in order to comprehend deeply the phenomenon under study. Besides, it also investigated whether fair and just compensation could influence retention of teachers in the Catholic Primary Schools in Wau, South Sudan.

Jean-Charles (2023) conducted a study on issues affecting teachers' retention in schools in Haiti. Predictors of retention that were considered in the study were: curriculum implementation, assessment, financial compensation, training and organizational culture. The study used a quantitative approach, and under quantitative, descriptive design was used. The target population consisted of 344 teachers of 17 selected primary schools. Teachers were selected conveniently to participate in the study; the author visited 17 schools and asked teachers to volunteer to participate in the study. The volunteers were 172 teachers. The findings reveal that assessment, financial compensation and organization culture were significant predictors of teacher retention.

The study by Jean-Charles focused its investigations on curriculum implementation, assessment, financial compensation, training and organizational culture on teachers' retention. However, these are not the only predictors that may influence retention in an educational institution. For this motive, there was a need to carry out similar study, but focusing on predictors such as provision of teachers' professional development opportunities, ensuring a fair and just compensation, creating a positive work environment and encouraging teacher autonomy and participation to determine if they have influence on retention of teachers.

Manieshfonseka (2019) carried out research on the influence of remuneration on retention in a leading construction industry in Sri Lanka to analyse how various remuneration methods in remuneration policy of Acwell Engineering are affecting the motivation of employees and

workers. A quantitative approach was adopted for the study where 50 participants were randomly selected to respond to the questionnaires. The data was then analysed through the aid of Statistical Package for Social Sciences (SPSS) and the findings revealed that employees' motivation of Acwell Engineering is dependent upon the remuneration methods. This study was conducted in a construction industry in Sri Lanka, a country in Asia with a small sample. This makes it challenging to generalize the finding to other settings. To bridge this gap, the current study was conducted in Wau, South Sudan and the researcher used a larger sample to study how remuneration could influence teachers' retention.

Adil, Rao and Ayaz (2020) carried out a quantitative study to find out the effect of reward system on job satisfaction and employees' retention in private universities in Afghanistan. The study employed descriptive survey. With the aid of close ended questionnaire data was collected. Administrators and teachers of the six private universities in Jalalabad city were selected conveniently. The target population of these universities was 512 and a sample of 275 participants were selected using Taro Yamane formula. The study established that reward system has significant positive association on job satisfaction and employees' retention in private universities. The authors proposed that reward system should be reviewed and updated as per the current labour market to entice, motivate and retain qualified employees for future success of academic institutions. The reviewed literature employed convenience sampling technique to select participants for the study. Convenience sampling can be subjected to biases since the researcher selects a population that can be accessed easily, and this can restrict the generalizability of the findings. The current study employed purposive sampling technique, stratified and simple random sampling to select the participants. This enabled the author to consider gender and other characteristics of the target population. The reviewed study was also conducted in universities in

Afghanistan, while the current one was carried out in primary schools in Wau, South Sudan.

Marozva, Barkhuizen and Mageza-Mokhethi (2024) conducted a study exploring the factors affecting the retention of millennial academics in South Africa. The study used a cross-sectional qualitative research approach using semi-structured interviews to collect data. For a sample, 14 millennial academics were chosen to represent various public high education institutions in South Africa. The findings revealed that five factors need to be considered for the retention millennial academics: career advancement, work environment, rewards, leadership and work-life balance. This research was purely qualitative, the study used a very small sample to explore factors affecting retention of teachers. The voice of 14 participants cannot represent various high education institutes in South Africa and cannot be generalized to other contexts. To bridge this gap, the current study used a bigger sample, and mixed methods approach was employed to study in depth the influence of remuneration on retention of teachers.

Ekpe and Ofeimun (2024) carried out a research to examine whether or not good reward systems could enhance job commitment at private secondary schools in South Nigeria. The authors adopted quantitative approach and collected data through structured questionnaire from a sample of 341 participants. The study established that adequate reward had significant influence on job commitment. The employees who are well compensated tended to show more commitment in their jobs unlike those who are not well compensated. The study by Ekpe and Ofeimun was conducted in Nigeria in private schools where one may assume that teachers are well-paid and compensated. The setting of the current study differs in that it is going to be conducted in church-based schools in Wau, South Sudan, where life is too expensive, and the school fees collected from the parents barely pays teachers' salaries till the end of scholastic year.

Owusu-Acheaw and Bakker-Edoh (2020) conducted a study on the influence of job

motivation on retention of teachers in basic school in Somany Circuit in Ghana. Teachers' turnover was so common that they did not remain in their job for more than three years despite the different interventions such as single salary spine and the best teacher award scheme put in place. The study therefore, set out to investigate if teachers were not encouraged adequately. The design adopted for this study was descriptive survey. A sample of 170 teachers were chosen for the study using stratified random sampling. The findings show that teachers in public basic school in Somanya were highly motivated however, they perceived their way of promotion and pay as low. When responding to questions, the respondents disagreed that salary and financial reward, leave remunerations, good retirement plans, promotion, job security, chances for extra pay among other concerns did not affect their level of motivation. The reviewed study lacked qualitative data that would have enabled the participants to express their views concerning their retention. Perhaps, there were other factors apart from the salary that made them to resign from their job. So, to bridge this gap, the current study used mixed methods approach to explore the impact of headteachers' role of ensuring a fair and just compensation on retention of teachers.

Kamau, Muathe and Wainaina (2021) conducted a study with the aim of investigating the effects of compensation, career management, performance appraisal and training on turnover intention in public secondary schools in Murang'a County. The study targeted 3,752 teachers from 304 public secondary schools from the County. The study employed multistage random sampling technique to select 400 teachers from 40 schools in the County. A sample of 15 principals were selected randomly from the 40 schools for interview. The findings revealed that teachers, predominantly those who are not in administration, were dissatisfied with their job. They were dissatisfied with compensation and employees' promotion policy hence, they, were thinking to leave their job. The study by Kamau, Muathe and Wainaina is similar to the current one in that it

looked at predictors of teacher retention from the perspective of compensation, training, and promotion. However, the study is different because it was conducted in Kenya, a country that is economically stable compared to South Sudan. The current study was conducted in South Sudan, a country that is economically unstable. It is also different because, besides professional development and remuneration, it also investigated on how the role creating a positive work environment, and encouraging teacher autonomy and participation impacted on retention.

Wambede, (2020) conducted a study on remuneration and staff retention in private secondary schools in Mbale municipality in Uganda. The aim of study was to find out if remuneration had any association with teacher retention in private secondary schools in Mbale Municipality. A cross-sectional survey design was used with both quantitative and qualitative data. Information was gathered from 190 teachers through a closed-ended questionnaire and 13 principals and 13 proprietors through an interview guide. The findings reveal that there exist a strong association between salary and teacher retention. The reviewed study was conducted in Uganda, in a country that is politically and economically stable and being conducted in private schools may indicate that the population of the study was made up of middle-class people. So, the concept of remuneration might vary according to the geographical location. The current study investigated on the effect of remuneration on teachers' retention in Catholic Primary Schools in Wau, South Sudan.

Lubembella and Mwila (2024) conducted a study in Lindi district in Tanzania to investigate the factors that influence retention in public secondary schools. The authors used a convergent design in mixed methods approach. The participants of the study were 60 students, 30 teachers and 3 principals. The authors found that several factors affected the retention of teachers in Lindi, among them was low salary and benefits, inadequate professional development opportunities, poor

work-life balance and harsh work environment. The study is similar to the current one in that the authors employed mixed methods approach. However, it differs in that this study used convergent design while the current study used embedded design in mixed methods with a larger sample. The participants were made up of teachers, headmasters and the director of education in the Diocese. So, students were excluded from the study.

Mabor (2018) conducted a study in Lake State, South Sudan to determine the impact of compensation on job satisfaction of teachers. The researcher employed a mixed method approach. The research was carried out in four Girls' Primary Schools within Rumbek town and 42 out of 47 teachers were purposively selected to take part in the study. One inspector, four headteachers and eight senior teachers were purposively selected for the interview. The findings reveal that teachers were dissatisfied because they were not being compensated appropriately. All the participants cited the issue of low salaries, irregular salary payment as well as failure by the government to increase the remuneration of teachers. Although the reviewed study was conducted in South Sudan, the finding might not be generalizable to Catholic Schools in Wau because the researcher sampled only four primary schools within Rumbek town and it is also conducted in public schools. The researcher also used purposive sampling technique which can be liable to being biased. To fill this gap, there was a need to conduct similar study in Catholic Primary Schools in Wau Diocese with a bigger sample of participants selected randomly and purposively to examine the influence of fair and just compensation on retention of teachers.

### **2.3 Headteachers' Role of Creating a Positive Work Environment on Retention**

Working condition refers to the physical and psychological environment in the workplace that affects the employee positively or negatively. Working condition includes all things that form part of institution's culture and employee's involvement with the work itself (Billingsley, Bettini,

Mathews, & McLeskey, 2020). When there is positive work environment, teachers feel good about coming to work and this becomes a source of motivation that sustains them throughout the work.

Donch (2024) conducted a study on teacher attrition in the United States West. The author sought to understand factors within educational institutions that made teachers to voluntarily change their professions. A quantitative descriptive and correlational study was conducted. An online survey was used to reach out to a sample of 150,354 participants. The findings revealed that one of the major challenges to teacher retention was administrative leadership style which made the working condition of teachers unpleasant, and for this reason, highly qualified teachers deserted their jobs and profession. United States is a developed country, and their problems of attrition may be quite diverse from that of South Sudan. The outcomes of the study showed that administrative style was a major threat to the work environment for teachers. The current study investigated on the influence of creating a positive work environment for teacher and how it affected retention. This was done by looking at factors such as classrooms size, provision of teaching and learning materials, well-maintained school environment and interpersonal relationships between the headteacher and the staff and relationship between staff themselves.

A study was done by Toropova, Myrberg and Johnson (2021) to investigate the relationships between teacher job satisfaction, school working conditions and teacher characteristics for eighth grade mathematics teachers. The study used the data of Trends in International Mathematics and Science Study of the year 2015 (TIMSS) from Sweden. The participants of the study were selected from 150 schools, where 200 teachers and 4,090 learners were selected for the study. The authors employed confirmatory factor analysis and structural equation modelling as main methods. The results showed a strong association between working condition and employee job satisfaction. The authors of this study collected data from teachers and

students and excluded the headmasters. The inclusion of the headteachers in this study was very important since they are the ones who deal with teachers on daily basis and know whether they are satisfied or not. Therefore, the participants of current study were teachers, headteachers and the director of education in primary schools in Wau Diocese.

A study was conducted in Malaysia by Owunna, Aziz, Musa and Ajobi (2023) to assess the impact of working conditions and interpersonal relationships on performance of non-teachers. The authors employed a quantitative approach. Simple random sampling was used to select 220 participants for the study. Information was gathered through questionnaire. Pearson Chi-square test of independence and Multiple Regression was used to analyse the data. The findings revealed a high level of staff performance and working conditions. However, the level of interpersonal relationships was average. The study in Malaysia was done to evaluate the effect of working condition on performance of non-teachers. To bridge this gap, the current study explored on the influence of creation of a positive work environment on teacher retention.

Similar study was also conducted in Bangladesh by Ashraf (2019) on the influence of working conditions on faculty retention and quality education in the private universities. The study was purely quantitative. Using random sampling procedure, data was collected from 516 lecturers in private universities across the country. Structural equation modelling technique was used to analyse data. The findings revealed that working condition has a direct significant influence on both faculty retention and quality education. In fact, when working condition is improved in a workplace it normally enhances staff psychological well-being as well as performance. This study was conducted in the institutions of higher learning in Bangladesh. There is a need to conduct a similar study in Catholic Primary Schools in Wau to see if the study would yield similar results.

Salau, Worlu, Osibanjo, Adeniji, Falola, Olokundun, Ogueyungbo (2020) carried out an

investigation on the impact of working environment on retention of teachers of public universities in the Southern part of Nigeria using a cross-sectional and descriptive design. The authors randomly and intentionally selected 384 participants. The authors employed an amended questionnaire to collect data. The quantitative data was analysed with the aid of Structural Equation Modelling. The findings revealed that the major issues in the sampled universities were inadequate and old infrastructural facilities. This study employed only quantitative data and so it lacks qualitative data. Therefore, there is a need to conduct another study using both quantitative and qualitative data to permit the researcher to delve deeper into the problem under study. It also differs from the current study in that it was carried out in the institutions of higher learning. The current study was carried out in primary schools.

Ngwenya (2021) conducted a study formed by grounded theory in Zimbabwean urban schools to investigate on teachers working conditions and how they affect job performance. A qualitative approach was adopted for this study and sixteen experienced teachers and three educational managers were purposively chosen for this study. The study found that educational institutions where teachers rated the living conditions as favourable enticed, developed and retained highly qualified, skilled and competent teachers. The opposite lead to low output, absenteeism and a high turnover. The study was purely qualitative. A sample of 20 participants may be considered too few to make a generalization. Therefore, there is a need to conduct similar study using both quantitative and qualitative approaches.

In Kenya, Munundu (2023) carried out a research to investigate the effect of institutional motivation practices on teacher retention in public secondary schools in Kamukunji Sub-county in Nairobi, Kenya using a mixed methods approach and 7 principals, and 67 teachers were selected to participate in the study. The study found that teachers remained in their job because of a strong

compensation systems put in place. Manundu also added that even if the provision of instructional materials did not enhance retention, it did create a positive work environment that enhanced job satisfaction. Lack of instructional materials may demotivate teachers to commit themselves and carry out their responsibilities efficiently and offer quality education. This study is similar to the current study in terms of methodology used and the sampling of teachers, and principals. However, it differs from the current study since it was carried out in public secondary schools in Kamukunji Sub-County in Kenya. The current one was done in Wau Catholic Primary schools in South Sudan.

Cornery and Mkulu (2022) carried out a study to investigate on the influence of working conditions on teachers' retention in rural public secondary schools in Sumbawanga District in Tanzania, using convergent parallel research design in mixed methods. Through the aid of questionnaire and interview guide data was collected from 93 participants; through stratified and simple random techniques 87 teachers were selected, 5 headteachers at rural public secondary schools and 1 education officer were purposively chosen. Quantitative data was analysed using Statistical Package for Social Science (SPSS) version 20 and presented using tables, percentage, figures and frequencies, while qualitative data was analysed through thematic analysis. The results showed that retention of teachers in Sumbawanga District was very near to the ground due to poor working conditions such as lack of professional development, high workload, poor accommodation along with safety and security of social services and lack of enough teaching and learning materials. This study is very similar to the current one in that it has adopted convergent parallel design in mixed methods approach. However, it is different in that the current employed embedded design in mixed methods. The study was conducted in rural public secondary schools in Tanzania, while the current was conducted in Catholic Primary School in Wau Diocese, South Sudan.

Mugenyi, Asiimwe and Apiku (2023) carried out a research on school working conditions and its impact on teacher motivation in private secondary schools of Wakiso District in Uganda. The study adopted a cross-sectional design approach in which both qualitative and quantitative data were used. A sample of 132 teachers were randomly selected, and 5 headteachers were purposively selected from private secondary schools of Wakiso District. The study established that there was a strong association between interpersonal relationships (teacher and administration, teacher and students and teachers among themselves) and teacher motivation in private secondary schools in Wakiso District. Whereas some school environmental factors such as nature of work, recognition, promotion opportunities, decision making were found insignificant. The study was conducted in private schools where one may assume that staff are paid adequately, and so one may conclude that factors such as promotion, recognition of staff, teacher welfare and involvement in decision making was not an issue. There is need to conduct similar study in a non-profit educational institution and see if factors such as accessibility of educational materials, school facilities, interpersonal relationships and teacher autonomy and participation could influence job satisfaction and retention of teachers in primary schools in Wau Diocese.

Alyaha and Mbogo (2017) conducted a study to examine the impact of working conditions on teachers' job satisfaction and performance in the private primary schools in Yei town, South Sudan. A survey design was used to find out how working conditions affects job satisfaction of teachers and performance in private primary schools. Simple random sampling method was used to choose 10 headteachers and 100 teachers from 10 private primary schools. Questionnaires were used to gather information from the participants. The authors found that the insufficiency of school facilities was the reason for teachers' discontent with their job. When teaching and learning materials are lacking, teachers cannot perform their duties and so this discourages them. For

smooth running of schools, teachers need to be provided with all the equipment required for teaching and learning. The study by Alyaha and Mbogo was purely quantitative and so data that would have been collected using qualitative approach is lacking. Hence, there was a need to conduct a similar study using both quantitative and qualitative data. The study was carried out in private primary schools in Yei town, the current study is different since it was conducted in Catholic Primary Schools in Wau.

#### **2.4 Headteachers' Role of Ensuring Teacher Autonomy and Participation on Retention**

Teacher autonomy and participation refer to the involvement of teachers in curriculum planning and decision making. It also refers to the freedom given to teachers to be innovative in their teaching methods and the ability of the headteachers to delegate responsibilities to the staff (Audrain, Ruiz, Maresso, Wyatt, Nailor and Weinberg, 2023). Ha, Pressley, and Marshall (2025) carried out a study in the United States to examine factors linked to teacher burnout at the close of the 2021–2022 school year and highlighted the mental health challenges teachers face related to psychological factors. The study employed cross-sectional design and through survey, data was gathered from 824 teachers across the country. Using a moderated mediation analytic model, the findings of this study revealed that teachers' autonomy had significant effects on job satisfaction and burnout, in relation to other variables in the study, such as administrative support influencing job satisfaction and job satisfaction impacting burnout. Teachers with more skill and higher job satisfaction showed lower burnout scores. The study by Ha, Pressley, and Marshall was purely quantitative. Though it employed a large sample of participants, it cannot bring out the voice of the teachers as it lacked qualitative data. The current study instead employed a mixed methods approach to investigate on the role of teacher autonomy and participation in the life of the school and its impact on retention in Catholic Primary Schools in Wau Diocese.

Suárez-Albanchez, Jimenez-Estevez, Blazquez-Resino, and Gutierrez-Broncano (2022) conducted a study in Spain with the aim of examining how workplace autonomy and organizational support for employees influence their well-being and, in turn, their dedication to their work and how employees' emotional intelligence acts as a mediator between these factors. A questionnaire was the main tool used for collecting data, and it was distributed to 1000 professionals from the main Spanish companies of Information Technology (IT). To analyse the data, Structural Equation Modeling (SEM), including Partial Least Squares SEM (PLS-SEM), was used which is an advanced multivariate data analysis technique used to assess complex relationships between variables. The study concluded that autonomy and support at work have direct positive effect on employee's well-being, and well-being in turn, directly enhances employees' performance and commitment. This study was done in IT companies in Spain among professionals. The current study is different in that it was conducted in primary schools in Wau to investigate on whether autonomy and participation could enhance retention of teachers.

Kusmawan, Rahman, Anis and Arifudin (2025) conducted a study in Indonesia on the relationship between teacher involvement in curriculum development and student outcomes. The study suggests that teacher involvement in curriculum development is crucial for shaping effective teaching methods and creating meaningful learning experiences. A correlational research design was used, 120 elementary school teachers and their respective student groups participated in the study. The results showed a strong positive correlation between teacher involvement in curriculum development and improved student learning outcomes. Teachers who were actively involved in designing curriculum components tailored to their students' needs were more effective in their teaching, leading to better academic performance and higher student engagement. The study concludes that increasing teacher participation in curriculum development is crucial for improving

student learning outcomes and suggests adopting collaborative curriculum design practices within schools.

The study by Kusmawan, Rahman, Anis and Arifudin established that there is a strong relationship between teacher involvement in curriculum development and student learning outcomes. It is evident in this study that when teachers are given the freedom to design curriculum according to the needs of their students, it led to better performance. The current study, instead investigated if there was relationship between teacher autonomy and participation in the life of the school in general and retention.

Kengatharan (2020) conducted a study in Sri Lanka with the aimed of exploring the relationship between teacher autonomy, student behaviour, student engagement and teacher job satisfaction by incorporating self-determination theory, the job demands-resource model, and the theory of student involvement. Data was collected from 703 teachers in state schools. Before testing the hypotheses using partial least squares structural equation modelling, a confirmatory factor analysis was conducted with Analysis of Moment Structures (AMOS). The findings indicate that teacher autonomy and student behaviour have a positive impact on teacher job satisfaction. Additionally, the study reveals that student engagement partially mediates the relationship between student behaviour and teacher job satisfaction. Furthermore, higher levels of teacher autonomy enhance the positive connection between student behavior and teacher job satisfaction. The study by Kengatharan is similar to the existing study in that it intends to establish relationship between teacher autonomy and job satisfaction. However, it defers in that it was conducted in Sri Lanka, a country in Asia. The current study therefore investigated whether autonomy and participation of teachers could stimulate teachers to remain in their job in the Catholic Primary Schools in Wau Diocese.

Pineda, Garra, and Ching (2024) set out to systematically examine the connection between distributed leadership and teacher empowerment in educational settings in the Philippines. The authors adopted a quantitative research approach. A sample of 80 participants who had direct understanding of distributed leadership techniques were chosen using simple random sampling technique. An online survey was conducted through a safe system. The study found that distributed leadership practices enhance teacher autonomy, leading to increased empowerment and job satisfaction, which are very crucial for teacher retention. The study by Pineda, Garra, and Ching was purely quantitative, hence, it lacked qualitative data that could have helped the author to explore more on the topic under study. Besides, it sought to establish relationship between distributed leadership on teacher empowerment. The current study instead sought to find out whether headteachers' role of encouraging teacher autonomy and participation in the decision making, curriculum designing and delegation of responsibilities to teachers by the headteacher could enhance retention.

Nikisi, Mashologu, Bwowe and Masha (2025) conducted a study on the influence of autonomy and decision making on enthusiasm and motivation of technical and vocational education and training (TVET) colleges in Eastern Cape Province in South Africa. The study sampled 40 participants between ages 26-60 while considering gender. They were selected from the two randomly drawn colleges. The authors used a mixed methods approach, thus, giving the authors the possibility of analysing both qualitative and quantitative data. The findings reveal that autonomy and decision making had negative impact on the morale and motivation of lecturers. Factors contributing to the challenges of autonomy and decision-making include restrictions on participation, limitations on leadership roles, and a decrease in self-reliance at work.

The study by Nikisi, Mashologu, Bwowe and Masha is limited in that the authors drew the

small sample from two TVET colleges only. This may restrict the generalizability of the findings. Two Collages may not be a representation of the whole of South Africa. So, to bridge this gap, there was a need to conduct a similar study with a larger sample in Catholic Primary Schools in Wau Diocese, to investigate if autonomy and decision making could boost the morale and motivation of teachers, thus, enhancing retention.

Autonomy in higher education institutions refers to the authority and independence granted to these institutions to manage their operations, make decisions, and allocate resources. Idris, Umar, Majidadi, Saidu and Ahmed (2024) carried out research on the impact of tertiary institutions' autonomy proposed by the federal government of Nigeria on financial management and resource allocation. The study sought to investigate the potential effects, advantages, and challenges associated with autonomy in Nigerian tertiary institutions. It also explored the implications for governance, academic freedom, quality assurance, financial management, as well as the rights and responsibilities of students and faculty. The research adopted a mixed-methods approach, combining a systematic literature review and semi-structured interviews, to assess the impact of the autonomy model for tertiary institutions proposed by the Nigerian federal government. A qualitative research method was used, analysing 36 relevant articles on tertiary institutions' autonomy published between 2017 and 2023, sourced from six academic databases: Google Scholar, Research Gate, Academia, Science Direct, Emerald Insight, and Taylor and Francis. The findings of the study reveal that greater autonomy give institutions more control over their finances and resource distribution, enabling them to focus on areas that align with their strategic goals.

The study by Majidadi, Saidu and Ahmed is indeed rich in methodology. The authors found out that the more teachers were given freedom to manage their operations, make decisions, and

allocate resources, the more they were responsible and effectively managed their finances. The study looked at autonomy in relation to financial management of the school. However, there was a need to conduct a similar study and to focus on retention. The current study examined whether teacher autonomy and participation could be a source of motivation for teacher to remain in their job in the Catholic Primary Schools in Wau Diocese.

Ahakwa (2024) carried out a study in Ghana on the impact of teachers' autonomy and learning on their commitment, while also considering the influence of the work environment. The author sampled 1,163 full-time teachers in basic schools across Ghana's Ashanti region. Questionnaire as a tool was used for collecting data. The study used structural equation modelling to ensure precise and reliable results. The findings show that both teacher autonomy and learning have a positive and significant effect on their commitment. Additionally, the work environment plays a significant moderating role, strengthening the connection between teacher autonomy and commitment, as well as between teacher learning and commitment. The study concludes with discussions on both theoretical and practical implications. The study by Ahakwa was purely quantitative and lacked qualitative data that would have given the participants the possibility of express themselves concerning the impact of autonomy on teacher commitment. The current study employed a mixed method approach to have an in-depth understanding on whether teacher autonomy could motivate teachers not only to be committed but to remain in their jobs.

Participatory leadership styles, where teachers are actively involved in decision-making processes, have been linked to increased job commitment. A study by Tuhumwire, Katooro and Muhammad (2024) aimed to explore the connection between participatory leadership styles and teachers' job commitment in government-supported primary schools in Sheema Municipality, Uganda. The study used a cross-sectional design in a mixed-methods approach, involving a sample

of 103 participants. A sample of 93 teachers were selected randomly and 10 headteachers were purposively selected. The findings indicated that teachers' participation in decision-making and representation significantly contributed to their job commitment, suggesting that such involvement can enhance retention rates. It is therefore recommended that headteachers in public primary schools in Central Division, Sheema Municipality, Sheema District, should prioritize involving teachers in decision-making and delegate responsibilities. This would help teachers take ownership of key decisions made by the school while also allowing them to develop some management skills.

The study Tuhumwire, Katooro and Muhammad though it used mixed methods, it is still different from the current study. The sampling techniques employed by the authors are simple random and purposive sampling techniques. This implies that the authors considered only homogeneous group. The current study, apart from the sampling techniques mentioned also included stratified random sampling to consider gender and it also employed proportionate random sampling technique to ensure that the sample size from each stratum is proportionate to its size in the total population. This ensured that each subgroup is represented accurately in the sample. And finally, the study by Tuhumwire, Katooro and Muhammad was on participative leadership styles on job commitment. The current study instead investigated if teacher autonomy and participation in the life of the school could influence retention.

Researchers have increasingly focused on the role of teacher involvement in decision-making and its impact on job satisfaction. Chala (2025) conducted a study on secondary school teachers' participation in school level decision-making processes and its contribution to their job satisfaction in East Wallaga Zone in Ethiopia. This study aimed at exploring the relationship between teachers' participation in decision-making and their levels of job satisfaction. A correlational research design was adopted, using a questionnaire that gathered data on

demographic details, involvement in decision-making, and job satisfaction. The study sample included 340 teachers. Data were analysed using descriptive statistics (percentages, means, and standard deviations), along with correlation and regression analyses. Results indicated that teachers had limited participation in decision-making processes. Additionally, the findings showed that the teachers experienced low job satisfaction. A significant correlation was found between the low levels of decision-making involvement and reduced job satisfaction. The study by Chala was purely quantitative, it lacked qualitative data that would have given the participants voice to air out factors other than participation in decision making that might be affecting job satisfaction as well. The current study employed both quantitative and qualitative data to investigate whether participation in decision making by the teachers could influence job satisfaction and hence, retention of teachers in Catholic Primary Schools in Wau Diocese.

Emmanuel and Amos (2025) conducted a study on the Influence of participative leadership practices in promoting teacher's job commitment in public secondary schools in Morogoro Municipal, Tanzania. The study intended to explore the connection between participative leadership and teacher commitment. The study employed convergent design in mixed methods. A sample of 60 teachers were chosen randomly and 3 headteachers were selected purposively to participate in the study. Using a mixed-methods approach, the research is grounded in Path-Goal theory and participative leadership theory. Surveys were used to collect quantitative data on leadership practices and levels of teacher commitment, while interviews provide deeper qualitative insights. The findings indicate a strong positive correlation between participative leadership and teacher commitment. Teachers who were actively involved in decision-making processes showed higher levels of job dedication. Additionally, participative leadership contributed to improved communication, greater trust, and a stronger sense of autonomy among teachers. This study is

similar to the current study in the use of mixed methods approach. However, it differs in that instead of using the convergent design, the current study employed embedded design which will enable the author to use both quantitative and qualitative data, and qualitative will serve to shed more light on the quantitative data. It is also different because Emmanuel and Amos grounded their study on Path-Goal and Democratic leadership theories in order to study the influence of participative leadership on teacher job commitment, the current study will be anchored on Herzberg theory of motivation to study headteachers' leadership role on retention of teachers.

Arman (2021) conducted an investigation of faculty motivation and turnover intention in the Sudanese Public higher education institutions by Using the Self-Determination Theory. Participants in this qualitative study were chosen from two different institutions: one public higher education institution and one private university. Eight participants were actively teaching at Institution, while the other six were former faculty members who had left and were now employed in other institutions. The author personally conducted the interview and later transcribed for analysis. The interviews revealed several key themes: limited autonomy, inadequate compensation, and insufficient opportunities for professional development, teaching viewed as a vocation and a form of societal contribution, the importance of collegial relationships and job stability, a sub-theme highlighting a sense of disconnection or lack of relatedness; and minimal involvement in decision-making processes was identified as a factor negatively impacting staff retention.

The study by Arman was purely qualitative. A sample of 16 participants were chosen from two universities; public and private universities. Due to the small sample and the non-random sampling technique used, the findings may not be a representation of a larger population. Consequently, this makes it challenging to generalize the study to another context. So, to bridge

this gap, the current study employed a mixed methods approach with a larger sample to investigate if teacher autonomy and participation in decision making and exercise of power could influence retention in Catholic Schools in Wau Diocese.

## **2.5 The Summary of Literature and Research Gap**

The current study is focused on headteacher's leadership role on teachers' retention. The justification behind this study is that although many studies have been conducted on headteachers' leadership role on teachers' retention across the globe, the literature reviewed reveal that very few studies have been conducted in South Sudan on the topic. Moreover, in the literature examined it is evident that there exist limited studies on retention of teachers in the Diocese of Wau. So, to fill this gap, the study assessed the influence of headteacher's leadership role on retention of teachers.

The 21<sup>st</sup> century is marked by rapid changes that pose a challenge to teachers who must keep on updating themselves in order to be efficient in their job. The more knowledge employees acquire, the better they perform their duties to meet the global challenges in education (Kyaw, 2024). The studies reviewed revealed that there was a strong correlation between professional development opportunities offered in an institution and sustainable employee retention (Luesse, Luesse, Lawson & Camp, 2022; Nguyen & Duong, 2020; Chukwu, Iremeka, Aneke, Ozioka, Mohammad & Nweke, 2021; Jha, Paandey & Parihar, 2020; Mapuru, Mokoena, & Isabirrye, 2024). Professional development does not only make teachers confident in their work, but it does in fact help them to fulfil their needs of self-actualization by growing in their career.

Fair and just compensation of teachers has been a big challenge globally and more specifically in Africa. For example, Muchai, Makokha and Namusonge (2019) point out that most public sector organizations are found to poorly remunerate employees and as a result, it has affected job satisfaction, employees' relations and productivity. Literature has revealed that many

teachers around the globe abandon their jobs annually in search of greener pastures (Kamau, Muathe & Wainaina, 2021; Owusu-Achea & Bakker-Edoh, 2020 ;). This shows that compensation package poses a big challenge to many institutions across the globe. Studies have revealed that there is a strong positive relationship between remuneration and retention (Adil, Rao & Ayaz, 2020; Wambede, 2020). That is why headteachers need to consider how they pay their teachers to retain them. In the literature reviewed, it was evident that there exist few studies on the influence of compensation on retention of teachers.

Creation of a positive Work environment in a workplace is an essential element for retention. Schools where working environment is conducive is perceived as favourable and tend to have low rate of attrition (Ngwenay, 2021). The literature reviewed shows that there is a strong positive relationship between working environment and job performance, job satisfaction, motivation and retention (Owunna, Aziz, Musa & Ajobi, 2023). That means working environment is linked to quality education since it affects performance, motivation and retention of teachers. Some of the factors that make work environment to be unfavorable are high workload, inadequate and old infrastructural facilities, poor accommodation, lack of adequate teaching and learning resources, poor salary and poor interpersonal relationships (Salau, Worlu, Osibanjo, Adeniji, Falola, Olokumdun & Agueyungbo, 2020; Cornery & Mkulu, 2022). For this reason, headteachers need to be keen on the kind of educative environment they promote in schools.

Teacher autonomy and participation in decision-making and leadership play a huge role in their job satisfaction, engagement, and ultimately, retention. From the literature reviewed it is evident that there exists a strong relationship between teacher autonomy and participation in decision making, leadership and retention (Ha, Pressley and Marshall, 2025; Pineda, Garra, and Ching, 2024; Nikisi, Mashologu, Bwowe and Masha, 2025; Suárez-Albanchez, Jimenez-Estevez,

Blazquez-Resino, and Gutierrez-Broncano; 2022). When teachers are given freedom in their classrooms, in curriculum choices or broader decision making, they feel trusted as professionals, and this sense of ownership leads to higher motivation, innovation in teaching and stronger investment in the school community.

In short, most of the reviewed literature manifest research gaps that will be filled by the current study. According to the literature reviewed, most scholars have used quantitative approach. For instance, scholars such as Nguyen and Duong (2020), Tinka, Atukunda and Atwine (2022), Jean-Charles (2023), Adil, Rao and Ayaz (2020) and Owusu-Acheaw and Bakker-Edoh (2020) have used purely quantitative approach. While few researchers have employed either qualitative approaches or mixed methods. For example, Mustafa, Omar, Alnair, Gesmalla, Ahmed, Elemam, Aziz, Altayeb, Nu, Yoss, Blount, Badawi and Alam-Elhuda (2022), Ngwenay, (2021) have used qualitative, and mixed methods is used by (Luesse, Luesse, Lawson and Camp (2022), Kamundi (2021), and Wambede (2020) to study motivation and retention of teachers. Quantitative approach uses questionnaires that are structured and for this reason it restricts the responses of the participants and qualitative approach uses small sample, so using a single approach makes generalization of the results challenging. Consequently, to reconcile this difference the current study used mixed methods approach to benefit from the strengths of both methods in order to have a broader perspective of the study.

Additionally, some of the reviewed literature focused on various geographical regions. These studies revealed geographical disparities, as they were carried out in countries with different contexts from South Sudan. Furthermore, some of the research was conducted at different educational levels such as secondary schools, vocational institutions, and higher education which differ from the Catholic Primary Schools in Wau Diocese examined in the current study.

Moreover, the few studies conducted in South Sudan have primarily focused on identifying the causes of teacher attrition, yet they have largely overlooked the issue from a leadership perspective. To bridge this gap, the present study seeks to examine teacher retention in relation to the leadership role of headteachers.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter encompasses the research design, location of the study, target population, sampling technique and sample size, description of research instruments, validity of research

instruments, pilot testing, reliability of quantitative instruments, credibility and dependability of qualitative instrument, data collection procedures, data analysis procedures and ethical considerations.

### **3.1 Research Design**

Research design is the comprehensive blueprint that one selects to carry out study. It defines a brief and logical plan to tackle established research questions through the collection, interpretation, analysis and discussion of the data (Thakur, 2021). The proposed study employed embedded design in the mix-method approach which enabled the author to gather both quantitative and qualitative data simultaneously, but the qualitative data was embedded within the quantitative data. This design was appropriate because the qualitative data helped to interpret the quantitative data to give a comprehensive understanding of headteachers' leadership role on retention of teachers in Catholic Primary Schools in Wau Diocese. Under quantitative approach, descriptive survey design was used. Descriptive survey design is suitable since it enabled the author to merge both quantitative and qualitative data to offer relevant and accurate facts for the study. Under the qualitative approach, phenomenological research design was used. This design enabled the author to describe the lived experiences of individuals about the phenomenon as described by the participants (Creswell, 2014). It also facilitated a thorough study of significant variables in order to define the current condition. Both quantitative and qualitative data was gathered simultaneously and both data were used to arrive at the final results and conclusions.

### **3.2 Location of the study**

This research is going to be narrowed down to twenty-two primary schools in Wau Diocese. The Diocese occupies an area of 134,572km<sup>2</sup> in 19 parishes and it covers four towns namely: Wau, Kwajok, Awil and Raga. The Diocese of Wau was chosen for this study because the

retention of teachers has been a challenge for many years leaving schools in the hands of untrained teachers. According to the survey done in Catholic Primary Schools by the Education Office in the Diocese, 90% of teachers teaching in primary schools in the diocese holds senior four certificate, 3% diploma holders, 3% degree holders in education and 3% hold general degrees (Education office, 2023) despite the fact that every year, students graduate from the college of education from Bahr-el Gazal University which is located in Wau town. The shortage of trained teachers has made the quality of education to go low not only in the Catholic Schools, but also in Wau in general.

### **3.3 Target population**

The target population of a study is the whole group, items, objects, elements that have common characteristics, cases or events that a study intends to look at (Kombo & Tromp, 2016). The target population for this study comprised of 22 primary schools, 22 headteachers, 366 teachers and one Director of Education.

**Table 1**

***Target Population***

| <b>Category</b>       | <b>Target population</b> |
|-----------------------|--------------------------|
| Primary Schools       | 22                       |
| Headteachers          | 22                       |
| Teachers              | 366                      |
| Director of education | 1                        |

### **3.4 Description of Sample and Sampling Procedure**

Sampling technique is the selection of a suitable representative part of a population for the purpose of determining the parameters or characteristics of the whole population (Haute, 2021). A sample is defined by Verma, Gautam, Pandey and Misra (2017) as a subset of a larger group called population. According to Cresswell (2014) a sample of size of 30% of the entire population is fair enough to represent a group. So, the sample of teachers who participated in this study was 30% of 366; therefore, 110 teachers participated in the study. Ten headteachers were purposively selected from the 10 sampled schools.

#### **3.4.1 Sampling Schools**

Probability sampling method, specifically stratified sampling method and simple random technique was used to choose 10 out of the 22 schools to participate in the study. Stratified sampling technique is employed when target population is divided into groups based on one or more characteristics (Haute, 2021). The schools were grouped into rural and urban. Then simple random sampling technique was employed from within the subgroup to select schools to participate in the study. This sampling technique was preferred in this study since it gave all the 22 schools an equal chance of being selected in the study.

#### **3.4.2 Sampling of Headteachers**

Campbell, Greenwood, Prior, Shearer, Walkem, Young and Walker (2020) sustain that purposive sampling involves finding and choosing individuals or group of persons that are well-informed about or experienced with a phenomenon of concern. Non-probability sampling technique, particularly purposive sampling, was employed to select headmasters to participate in the study because they are the ones who deal with teachers on daily basis. Hence, they are able to detect elements of discouragement and non-retention levels.

### 3.4.3 Director of Education

The Director of Education for Wau Diocese was purposively selected for the study because this individual receives annual reports on teacher retention and turnover. It was assumed that the Director's broad understanding of these issues would provide valuable insights into the factors influencing teacher retention within the Diocese.

### 3.4.4 Sampling of Teachers

Probability sampling method, specifically stratified sampling method was used to choose teachers from the sampled schools to participate in the study. Stratified random technique is employed when target population is divided into groups based on one or more characteristics (Haute, 2021). For example, in this study teachers were grouped based on gender. Stratified sampling technique is preferred in this research because it ensures that each individual in the selected schools stands a chance of being included in the sample. Teachers were grouped into a stratum based on gender; this enabled the author to include both male and female teachers in the study. Then proportionate sampling was employed; the sample size from each stratum is proportionate to its size in the total population. This ensures that each subgroup is represented accurately in the sample.

**Table 2**

***Target Population, Sampling Procedure and Sample***

| <b>Category</b>       | <b>Target population</b> | <b>Sampling Procedure</b>              | <b>Sample</b> |
|-----------------------|--------------------------|--|---------------|
| Schools               | 22                       | Stratified & Simple<br>Random Sampling | 10            |
| Headteachers          | 22                       | Purposive                              | 10            |
| Teachers              | 366                      | Stratified Sampling &<br>Proportionate | 110           |
| Director of education | 1                        | Purposive                              | 1             |

### **3.5 Description of Research Instruments**

Research instruments are tools used to collect data. Data collection tools are the devices used to gather information (Goyal, 2022). The questionnaires were used to gather information from a large number of participants whereas interview guides were used to gather information from headteachers and Director of Education. This study used questionnaires to gather information from 110 teachers and a comprehensive interview guide to collect data from 10 headteachers and from one Director of Education.

#### **3.5.1 Questionnaire for Teachers**

A questionnaire is a series of questions asked to persons to obtain a statistically useful information about a given subject (Yaddanapudi, and Yaddanapudi, 2019). Questionnaire for teachers was both closed and open-ended questions. To gather information from the teachers a questionnaire on headteachers' leadership role on teachers' retention was prepared in the form of a Likert scale. It enabled teachers to express different levels of agreement or disagreement in reply to the statements provided on headteachers' leadership role on retention of teachers. Open-ended questions were also given to enable teachers to express their views on the subject. The questionnaire was made up of five sections: A, B, C, D, and E. Section A sought to find out the demographic information of the participants. Section B sought for information on headteachers' role of providing professional development opportunities on retention of teachers. Section C gathered information on the influence of headteachers' role of ensuring a fair and just compensation on retention of teachers, and section D gathered information on the effect of headteachers' role of creating a positive work environment on retention of teachers. Finally, section E gathered information on headteachers' role of encouraging teacher autonomy and participation on retention of teachers.

### **3.5.2 In-depth Interview Guide for Headteachers**

Monday (2020) sees interview as a verbal dialogue between two individuals with the aim of getting information for the purpose of research. In-depth interview guide was used to collect data from headteachers. These individuals were considered because they are key informants and experts on the problem under study. The use of in-depth interview guide is appropriate in this study because it offers the participants the opportunity to express themselves freely, and hence, provide the needed rich data for the study. The author conducted a face-to-face interview that lasted for about 20 minutes with the participants. Both closed and open-ended interview guides were used. The interview guide for headteachers contained two sections. Section A had demographic information. It inquired about gender, level of education, and years of service as a headteacher. Section B focused on headteachers' leadership role and how they impact on retention of teachers in their schools. All the interview records were kept for coding and interpretation, and they were written into themes.

### **3.5.3 In-depth Interview Guide for Director of Education**

An in-depth interview guide was developed by the researcher to collect qualitative data from the Director of Education. The Director of Education was selected for inclusion in the study because this individual receives annual reports from headteachers regarding teacher attrition and is directly informed of teacher concerns during school supervision. The use of an in-depth interview guide was considered appropriate, as it would have allowed the participant to express their views freely and provide rich, detailed information relevant to the study. However, the planned interview with the Director of Education could not be conducted because the participant was not accessible during the data collection period. As a result, no data were obtained from this category of

respondent. The instrument, nevertheless, was prepared and kept for potential future use if access became possible.

### **3.6 Validity of Quantitative Instruments**

Validity denotes the extent to which the tool measures what it supposed to measure. Sürücü and Maslakci (2020) point out that construction of content validity of research tool is usually realized by a sensible scrutiny of the tool by experts that are familiar with the concept of interest on the subject of research. The author ensured that the research instruments were revised for validity by research experts in the area of educational leadership from Tangaza University. Their comments and suggestions were included in the final draft of the instruments. Their suggestions concerning content and structure were considered to improve the instruments.

#### **3.6.1 Pilot Testing**

Pilot study is the pre-testing of the research instrument. Wadood, Akbar and Ullah (2021) noted that the purpose of piloting the instruments is to test the appropriateness of the instruments before they could be used to collect data for the actual study. The pilot study was carried out in two Catholic Primary Schools. The primary schools chosen for the piloting were not included in the study. Ten teachers were randomly selected from the two primary schools to answer the questionnaires. Two headteachers were purposively selected from the two schools. Based on the feedback received from the participants, the instruments were revised before administering the final copy to participants in the sampled schools.

#### **3.6.2 Reliability of Quantitative Instruments**

Kubai (2019) defined reliability as the degree to which the measure of a concept is consistent and trustworthy. The techniques for testing reliability are split-half reliability, test-retest reliability, equivalent-forms or alternate-forms reliability, among others. To measure the reliability

of the study tools, the author used test-retest. The questionnaire was administered to the participants from two primary schools during pilot testing. The data from the two sets of questionnaires were correlated using Cronbach's Alpha, which was generated by Statistical Package for Social Science (SPSS) version 27. As recommended by Vilarinho, Amorim, Gomes, Teixeira, Alves da Silva, and Jácome (2025), Cronbach's Alpha ranged between zero and one, with a value of 1 indicating perfect correlation and a reliability coefficient of 0.7 and above is considered appropriate. A reliability coefficient score of 0.903 was obtained, allowing the author to conclude that the questionnaires were reliable and could be used for data collection.

### **3.6.3 Credibility and Dependability of Qualitative Instruments**

According to Closa (2021), credibility deals with how the study reflects the reality of the people being studied and whether the results can be trusted. For these reasons, the author maintained an Audit Trail. The author did this by keeping a detailed record of the process of the research, including procedures for collecting data and the analysis steps. This audit trail was done to ascertain transparency, allow for confirmation of the research process, and enhance the credibility of the instrument. Member Checking was also done, which involved sharing research outcomes or interpretations with participants to confirm their accurateness and dependability. By involving participants in the analysis process, the researcher enhanced the credibility of the instrument and ensured that their perspectives were correctly represented. Feedback was also sought from participants and their suggestions were incorporated into the analysis to validate the findings. Enough time was given to the participants during the interview to make sure that they had enough time to explain what they wanted to say. This has helped to ensure that the information collected reflected the participants' ideas. Regarding consistency, the author reviewed the data, which helped to check if there was any inconsistency.

### **3.7 Description of Data Collection Procedures**

Prior to the collection of information the author got clearance letter from the Director of Postgraduate and Research in Tangaza University, School of Education. This letter and signed research proposal allowed the author to go to the Ministry of Education in Wau and get a letter of authorization to conduct research in the selected schools. Using the letter of authorization, the author officially requested the Education Office of the Catholic Diocese of Wau to grant permission to access the sampled schools. The author visited the sampled schools to request for authorization from administrators to collect data. Before inviting teachers to fill the questionnaires, the author clarified the purpose of the study and requested them to sign the informed consent form to show that they were willing to take part in the study. The author then administered the questionnaire and collected data from the teachers. After administering questionnaires to the teachers in each of the sampled school, the author interviewed the headteacher of that school. Although the researcher scheduled an appointment with the Director of Education, the interview could not be conducted due to the Director's busy schedule.

### **3.8 Description of Data Analysis Procedures**

Data analysis involves summarizing the collected information and organizing in such a manner yielding answers to the research questions (Dumuid, Pedišić, Palarea-Albaladejo, Martín-Fernández, Hron, & Olds, 2020). For data analysis the author used both quantitative and qualitative methods. Using Statistical Package for Social Sciences (SPSS) version 27, the author analysed the quantitative data using the descriptive statistical techniques comprising of numerical measures of frequency counts and percentages portrayed in pie charts, bar graphs, and tables to describe the demographic data of the respondents.

Qualitative data obtained from interviews was systematically analysed using the six steps proposed by Creswell (2014). The first step was the preparation of the data for analysis; this consisted of writing down interviews, skimming the material, typing field notes and classifying all the information into categories. Secondly, the author read all the information to get the general idea it contained. This helped to understand the underlying meaning. Thirdly, the author coded the data, and this involved organizing the information by bracketing out chunks and noting words representing categories in the sidelines. The author used this process to make a description of context or individuals as well as categories or themes for analysis. The descriptions and themes were then reported in a narrative and direct quotations. Finally, the author interpreted the findings and compare it to the past studies and show whether the findings confirm the past studies or diverged from it.

### **3.9 Ethical Considerations**

Mirza, Bellalem and Mirza (2023) refer to ethics as an examination into what is right and wrong, and what scholars need to do when conducting research. Plainly speaking, Mirza, Bellalem and Mirza put it as the standards and morals that guide choices authors' make regarding data collection and analysis, as well as the diffusion of the results. One of the things that researchers should continually think of when conducting research is to ensure that participants are safe from harm and are always protected from unnecessary stress (Pietilä et al., 2020) that means research is considered ethical when it does no harm to anyone and gives informed consent and respects the rights of individuals. Ethics was observed before, during and after the collection of data. Authorization letter was sought from Director of Postgraduate studies and Research at Tangaza University, and study authorization from the Ministry of Education, in Wau, South Sudan, to get an introduction letter that was presented to headteachers of the sampled schools. During the collection

of data, the participants were formally informed on the purpose of the research and asked if they would like to take part in the study.

The participants were requested to sign informed consent form. There was no force or threat whatsoever for those who were unwilling to participate. There was no use of sensitive words or gestures that would disturb the participant physically or psychologically. They were informed that the data gathered would only be used for the purpose of this study. They were assured of confidentiality since their names was not indicated in the questionnaires and the interview report. The participants were informed of their rights to withdraw from the study at any time when they felt to do so. The author carefully reported information as it was gathered from the participants. The same care was taken in the reporting and disseminating the data by presenting authentic data and findings without fabricating them.

Throughout the dissemination of the research report and presentation process the author treated the audience and acknowledge their contributions with all the respect due to them. For the purpose of academic integrity, and to avoid plagiarism, the researcher further acknowledged all sources of information in writing and referencing using APA 7<sup>th</sup> edition (American Psychological Association, 2020). This was also in line with the recommendation from Tangaza University that encouraged the use of APA 7<sup>th</sup> edition in writing and referencing of any source of data. In analysing the data, the researcher reported the data as they appeared and ensured accuracy.

## **CHAPTER FOUR**

### **PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS**

#### **4.1 Introduction**

This chapter presents the findings, interpretations, and discussions on how principals' leadership role influences retention of teachers in primary schools associated with Wau Diocese,

South Sudan. These include an analysis of the study’s response rate, a presentation of the participants’ demographic data, and the interpretation and discussion of the findings relating to the research objectives. The findings are presented in alignment with the research questions, ensuring a comprehensive understanding of the influence of leadership role on retention of teachers. The chapter also contains the inferential statistical analysis, that is, the test of the research hypothesis.

#### 4.2 The Response Rate of the Study Participants

The researcher administered the research instruments, that is, the questionnaire, and in-depth interviews, to teachers and headteachers, respectively. The questionnaires were mainly used to collect quantitative data from the larger group of research participants, that is, teachers, while interview guides were used to collect qualitative data from the sampled headteachers drawn from a sample of 10 primary schools associated with Wau Diocese in South Sudan. Table 3 shows the response rates of the study participants.

**Table 3**  
**Response Rate**

| <b>Participants</b> | <b>Sampled participants</b> | <b>Actual Participants</b> | <b>Response Rate</b> |
|---------------------|-----------------------------|----------------------------|----------------------|
| Teachers            | 110                         | 102                        | 93%                  |
| Headteachers        | 10                          | 6                          | 60%                  |

**Source: *Field Data, 2025***

To collect data from respondents, the researcher distributed 110 questionnaires to teachers in primary schools that operate under the Wau Diocese of South Sudan. Out of the target sample of 110 teachers, 102 completed and returned the questionnaires, resulting in a response rate of 93% which is considered excellent for gathering sufficient quantitative data to shed light on the issues under investigation. Additionally, interview guides were used to collect qualitative data from six sampled headteachers from a target sample of 10 headteachers, achieving a response rate of 60%.

This was done to gather in-depth insights and a comprehensive understanding of the headteachers' perspectives of the influence of leadership role on retention of teachers.

According to Javali and Javali (2024), a response rate of 50% is considered adequate for analysis and reporting, while a rate between 60%-69% is classified as good, and a rate above 70% is regarded as excellent for the population representation that can lead to a generalization of the study results. Based on such assertions, these return rates were considered to be excellent and satisfactory to contribute to informative study conclusions.

### **4.3 Demographic Information of the Participants**

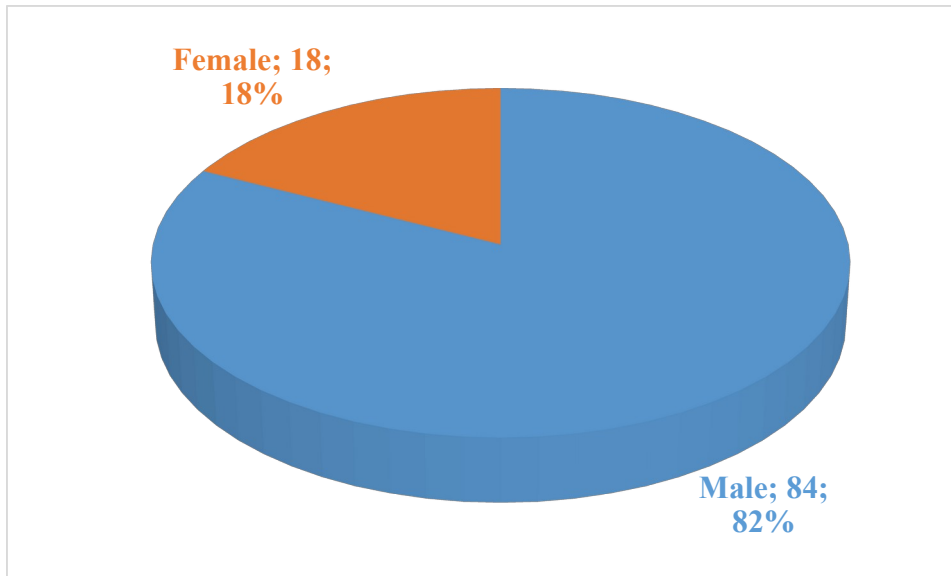
The study sought to establish participants' personal characteristics, such as gender, professional qualification levels for teachers and headteachers, number of years of teaching in the school or the number of years served as a headmaster/headmistress, and the average size of the classes taught by the teachers. In doing this, the researcher sought to find out how the personal characteristics of the participants could be intertwined with influence of the headteachers' leadership role on retention of teachers in primary schools operating under Wau Diocese, in South Sudan.

#### **4.3.1 Distribution of Teachers by Gender**

The study sought to find out the gender of the teachers in order to establish whether there was a difference between male and female participation in the delivery of education services in primary schools operating under Wau Diocese, South Sudan. The findings are presented in Figure

#### **Figure 2**

#### ***Distribution of Teachers by Gender***



**Source:** *Field Data, 2025*

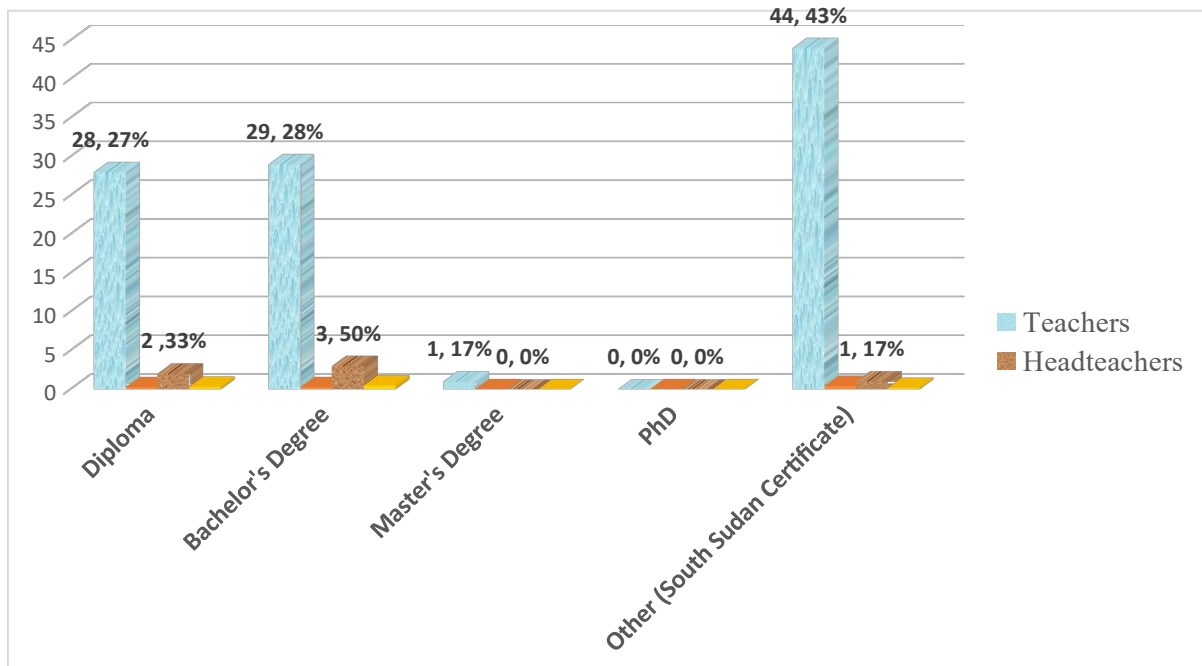
According to Figure 2, the gender distribution among the 102 teachers in the sample reveals a highly unbalanced representation, with female teachers comprising 18% (18), while male teachers make up 82% (84). This uneven distribution suggests that it is males who are overwhelmingly represented in the teaching staff of the primary schools run by Wau Diocese in South Sudan. One of the interpretations of this scenario is that with a large region of the target area of study (Wau, Kwajok, Awil and Raga) experiencing a harsh socioeconomic environment, coupled with cultural influences and incidents of insecurity, men are likely to be considered to take on roles that include travelling to teach after acquiring some training as compared to women who may be required to focus on homestead duties. However, the infusion in the sample of some gender balance by the few women who were part of the study also meant that research findings would not miss out on issues that could be specifically gender-related (female in this case) and have an impact on the research objectives that are under investigation.

### 4.3.2 Distribution of Teachers and Headteachers by Academic Qualifications

In presenting the distribution of respondents' academic qualifications, the researcher provides a concise overview of the participants' educational backgrounds. This overview helps contextualize the study by showcasing the respondents' level of expertise, ensuring that the data is both valid and relevant. Additionally, it facilitates the analysis of potential patterns between academic qualifications and other study variables, such as retention of teachers or leadership role effectiveness. The information is crucial in verifying the credibility and accuracy of the research findings. Data relating to academic qualifications was accessed from 102 teachers and 6 headteachers, and a summary of the collected data is presented in Figure 3.

**Figure 3**

*Distribution of Teachers and Headteachers by Academic Qualifications*



**Source:** *Field Data, 2025*

From Figure 3, for the 102 teachers that participated in the research, 28 (27%) had a diploma level of education, while an almost equal number, that is 29(28%), had a Bachelor's degree. Only 1(17%) of the teachers had a Master's degree, while none (0%) had a PhD

qualification. However, a large number of teachers, comprising 44 (43%), indicated that they had possessed a different qualification (other) that was neither a diploma nor a degree, and which in most cases was described as the South Sudan Certificate (untrained teacher with secondary school qualification). From the 6 headteachers who were involved in the research, 3(50%) had a Bachelor's degree, none (0%) had a Master's or PhD degree, and 1 (17%) indicated 'other' by stating that he was a student at the university, therefore essentially being considered as a holder of a secondary school qualification (South Sudan Certificate).

The findings of the research that indicate that a good number of teachers in primary schools under Wau Diocese of South Sudan are holders of certificate level of education has been supported by a survey done in Catholic Primary Schools by the Education Office in the Diocese, where 90% of teachers teaching in primary schools in the diocese were found to hold senior four certificate, 3% were diploma holders, 3% were degree holders in education, and 3% held general degrees (Education office, 2023). The finding, therefore, indicates that there is a severe shortage of trained or qualified teachers who are required to deliver quality education in primary schools that operate under the Wau Diocese in South Sudan. The few teachers available are often overworked, leading to burnout and further decline in the quality of instruction.

#### **4.3.3 Length of Service of Teachers and Headteachers in Primary Schools under Wau Diocese, South Sudan**

By inquiring about the respondents' working experience, the researcher assumed that this factor could influence the study's results. Additionally, the researcher sought to determine the teachers' years of teaching experience and the headteachers' length of time that they had held the position of a headmaster/headmistress, in order to understand how varying levels of experience might affect the research outcomes. Teachers with different years of experience contribute diverse

perspectives to the study, where, for instance, older teachers may have different views on headteachers' leadership role and its impact on teachers' retention as compared to newer teachers. In addition, the length of time that the research participant had served as a headteacher will determine the experience he or she has in matters relating to teacher retention. Table 4 provides a summary of this data.

**Table 4**

**Length of Service of Teachers and Headteachers in Primary Schools under Wau Diocese, South Sudan**

|                    | Teachers |      | Headteachers |      |
|--------------------|----------|------|--------------|------|
|                    | f        | %    | f            | %    |
| 0 - 4              | 61       | 60%  | 6            | 100% |
| 5 - 10             | 31       | 30%  | 0            | 0%   |
| 11 - 15            | 4        | 4%   | 0            | 0%   |
| 16 - 20            | 5        | 5%   | 0            | 0%   |
| 21 years and above | 1        | 1%   | 0            | 0%   |
| Total              | 102      | 100% | 6            | 100% |

**Source: *Field Data 2025***

The data in Table 4 provides insights into the length of time that teachers and headteachers had worked in the primary schools under investigation in the study. It indicates that most of the teachers, that is 61(60%) had not worked in the schools for a long time, that is, had been there for no more than 4 years (0 – 4). Thirty-one (30%) of the teachers had worked in the schools for a period ranging from 5 to 10 years, while a comparatively fewer number of teachers, that is, 4(4%), 5(5%) and 1(1%) had worked at the schools they taught for periods ranging from to 15 years, 16 to 20 years, and 21 years and above, respectively. Regarding the headteachers' length of stay in their respective schools of work, all the 6 headteachers (100%) indicated that they had been in the school for a period not exceeding 5 years (0 - 4). Given that the majority of the research participants, that's is 91 (92%) of the teachers and 6 (100%) of the headteachers had not stayed in their respective

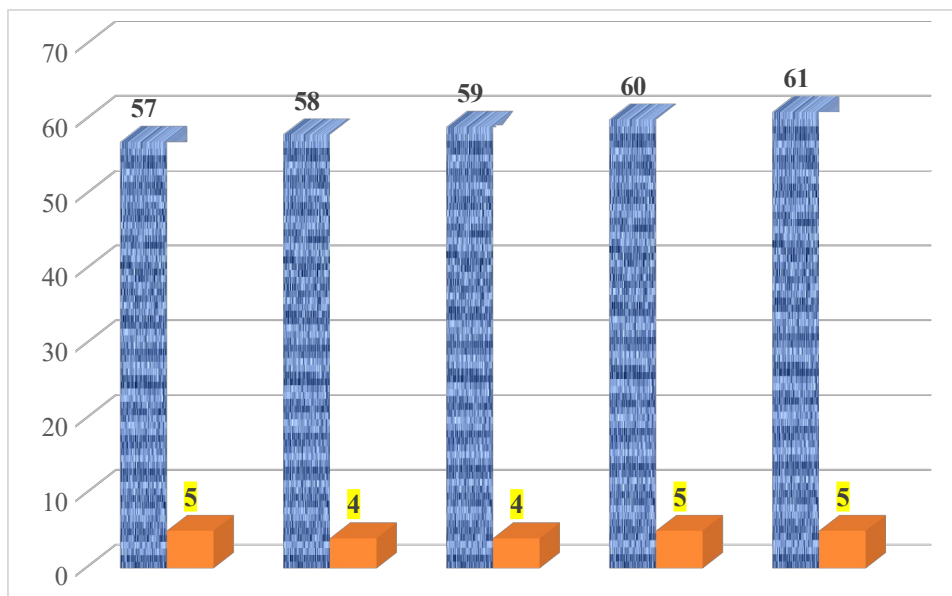
schools of work for ranging no more than 10 years, while very few, that is 10% (9) of the teachers and 0% (none) of the headteachers, had stayed for more than 10 years, may be an indication of high turnover of academicians (teachers and headteachers) in primary schools in the area of study (primary schools run by Wau Diocese, South Sudan). This interpretation is supported by the survey carried out in Catholic Primary Schools by the Education Office in the Diocese (Education Office, 2023) that concluded that retention of teachers has been a challenge for many years leaving schools in the hands of untrained teachers in primary schools in the target area of study. So, having 60% of teachers in the schools for less than four years not only hinders delivery of quality education, but it also means that many students may not receive the level of support they need to thrive academically.

#### **4.3.4 The Size of Classes Taught by Teachers**

The size of the class that teachers handle is directly associated with how effectively the teacher can deliver lessons to learners. Large classes impede the teachers' individual attention to students and are normally difficult to manage in terms of control and discipline, apart from the workload that it places on teachers. In addition, large classes can demotivate teachers to the extent that they choose to leave the school or the teaching profession. Therefore, given that the current research was aimed at investigating retention of teachers in primary schools' operation under Wau Diocese, it was important to look at the sizes of classes taught. Figure 4 has a summary of the data.

#### **Figure 4**

##### ***The Size of Classes Taught by Teachers***



**Source: *Field Data, 2025***

The summary data in Figure 4 indicates that a half of the sampled teachers, that is 51(50%), taught classes with over 60 students. From the other half of the teachers who participated in the research, 22(22%) handled classes having students ranging in number from 51 to 60, while 15 % (15) of the teachers had classes with 41 to 50 students. Twelve (12%) of the teachers had classes with 30 to 40 students, while only 2(2%) of the teachers had classes that had 30 or less students. This finding indicated that the majority of teachers, that is (50%) handle classes that have an excessive number of learners (above 60), and indeed some of the respondents did indicate that the number of learners can reach 100 in a single class, such that effective delivery of learning is affected and there is immense workload on the teachers. Overwhelmed teachers are more likely to experience burnout, absenteeism or even leave their profession altogether. Frequent teacher turnover disrupts the continuity of learning and reduces students' sense of stability, further, harming retention.

#### **4.4 Role of the Provision of Professional Development Opportunities on the Retention of Teachers**

The first objective of the study aimed to determine how headteachers' provision of professional development opportunities influences the retention of teachers in Catholic Primary Schools in Wau Diocese. To achieve this, the author administered questionnaires to teachers and conducted interviews with principals. Using a five-point Likert scale, Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA), teachers indicated their level of agreement with statements reflecting their beliefs about professional development and staff retention. The results are presented in Table 5.

**Table 5**  
*Professional Development Opportunities on the Retention of Teachers*

| Statement   | SD |      | D  |      | U |     | A  |      | SA |      |
|---|----|------|----|------|---|-----|----|------|----|------|
|   | f  | %    | f  | %    | f | %   | f  | %    | f  | %    |
| Teachers (n = 102)  |    |      |    |      |   |     |    |      |    |      |
| The headteacher offers different kinds of training yearly to enhance the skills of teachers and so retain them.       | 30 | 29.4 | 17 | 16.7 | 1 | 1.0 | 31 | 30.4 | 23 | 22.5 |
| Induction is done for new teachers yearly to make them fit in the new environment.                                    | 23 | 22.5 | 16 | 15.7 | 1 | 1.0 | 43 | 42.2 | 19 | 18.6 |
| When a new teacher joins the school, they are assigned a teacher to introduce them to the school system.              | 34 | 33.3 | 16 | 15.7 | - | -   | 34 | 33.3 | 18 | 17.6 |
| The teachers who are new in the job are given senior teachers to journey with them until they feel secure in the job. | 26 | 25.5 | 24 | 23.5 | - | -   | 37 | 36.3 | 15 | 14.7 |
| The professional development program offered in the school motivate me to remain in the school.                       | 30 | 29.4 | 21 | 20.6 | 1 | 1.0 | 34 | 33.3 | 16 | 15.7 |

**Source: Field Data, 2025**

As seen in Table 5, the results show that 30.4% of teachers agreed and 22.5% strongly agreed that headteachers offer different kinds of training yearly to enhance teachers' skills and

retention. Similarly, 29.4% strongly disagreed and 16.7% disagreed. This indicates a mixed perception, suggesting that while some schools prioritize continuous training, others may lack consistent professional development initiatives. The results align with the findings of Chukwu et al. (2021), who stated that professional development is a crucial factor influencing teachers' job performance, satisfaction, and retention.

According to Aleem and Bowra (2020), one of the best advantages of professional development is that it enhances employees' retention, especially those who are ambitious and seek to climb career ladder in their work. Lack of professional development opportunities on the other end may force teachers to quit their job. The results confirm that although efforts exist to promote teacher development, such programs tend to be short-term and irregular. The finding aligns with the quantitative data, showing that professional development is recognized as valuable but not uniformly implemented across schools. Headteachers were interviewed and one of them said:

As a headteacher, I ensure that new teachers receive refresher training and other job-related professional development through workshops, seminars and one-on-one mentoring. We also organize in-service training sessions to help them improve their classroom practices and adapt to school standards. However, limited financial resources and teachers' workload sometimes make it difficult to implement these programs regularly and effectively (Interview, 15<sup>th</sup> May 2025).

On answering the same question, one headteacher noted:

In my school, we provide training for teachers through workshops. These workshops are usually facilitated by the diocese or external education partners and focus on teaching methods, curriculum updates, and classroom management. However, the frequency of these workshops is limited due to financial constraints and scheduling challenges, which affect consistent teacher development. (Interview, 18<sup>th</sup> May 2025).

Another headteacher explained:

As a headteacher, we conduct ongoing training to support teachers' continuous

growth. Apart from internal workshops and seminars, some teachers are sent for in-service training courses at Solidarity College, which helps them gain new skills and confidence. These programs have been instrumental in enhancing their professional competence and commitment. However, limited funding and staff shortages sometimes hinder our ability to send more teachers for such programs regularly (Interview, 19th May 2025).

Another headteacher explained:

In my school, previously, teachers used to be taken for two-year training programs, but unfortunately, low pay has discouraged many from continuing such opportunities. This has affected retention and the overall professional development culture in schools (Interview, 20<sup>th</sup> May 2025).

In Table 5, regarding the induction of new teachers, 42.2% agreed and 18.6% strongly agreed that induction is conducted yearly to help new teachers adapt to the environment. However, 22.5% strongly disagreed and 15.7% disagreed, showing that not all schools implement structured induction programs. Furthermore, concerning the statement whether new teachers are assigned a mentor to introduce them to the school system, 33.3% agreed and 17.6% strongly agreed, whereas 33.3% strongly disagreed and 15.7% disagreed. This implies that mentoring practices exist in some schools but are inconsistently applied across the schools in the diocese.

These results align with the findings of Mustafa et al. (2022), who revealed that schools conducting structured induction and mentoring programs experienced significant improvements in teachers' classroom practices. Such programs helped teachers to better engage students in learning, manage classrooms effectively, and provide timely feedback. The findings suggest that consistent induction and mentoring not only support teachers' adaptation to new environments but also enhance their instructional competence and long-term professional growth. Headteachers were interviewed and one of them said:

As a headteacher, I ensure that new teachers receive orientation and introductory

training at the beginning of every scholastic year. These induction sessions are usually organized through diocesan initiatives, and refresher courses are provided to help new teachers adapt quickly to the school environment. However, the frequency and depth of these trainings often depend on available diocesan support and funding, which sometimes limits their consistency (Interview, 21<sup>st</sup> May 2025).

On answering the same question, one headteacher noted:

I also make it a practice to assign experienced teachers to mentor new ones so they can better understand the school system and culture. However, this mentoring process is not always formalized and depends largely on teacher availability and workload, making it difficult to ensure that every new teacher receives adequate guidance (Interview, 22<sup>nd</sup> May 2025).

Another headteacher explained:

Through classroom observation, I identify areas where teachers struggle and organize targeted training to enhance their skills and confidence. However, due to time constraints and a heavy administrative workload, it is not always possible to conduct regular follow-up sessions after these observations (Interview, 15<sup>th</sup> May 2025).

Another headteacher explained:

I ensure that induction and mentoring programs are in place in my school to support new teachers. However, the lack of standardized frameworks and limited financial support make it challenging to sustain these initiatives and provide equal professional growth opportunities for all teachers. (Interview, 18<sup>th</sup> May 2025)

Results in Table 5 show that 36.3% agreed and 14.7% strongly agreed, while 25.5% strongly disagreed and 23.5% disagreed with the statement that new teachers are given senior teachers to journey with them until they feel secure in their jobs. This suggests that peer or senior support is available in some schools but not institutionalized in all. This implies that while mentorship and peer support play an important role in helping new teachers adjust and gain confidence, the practice is not consistently structured or implemented across all schools. As a

result, some new teachers may miss out on the guidance and support needed for effective integration and long-term retention.

In addition, the results shows that 33.3% agreed and 15.7% strongly agreed that professional development programs motivate them to remain in the school, while 29.4% strongly disagreed and 20.6% disagreed. These findings align with a study by Kamundi (2021), who revealed that most teachers are more likely to remain in schools where management is supportive, recognizes their efforts, treats them with dignity, and fosters an environment of professional growth and respect. This indicates that where professional development opportunities are offered, they have a positive influence on staff retention. Headteachers were interviewed and one of them said:

As a headteacher, I ensure that new teachers are supported by experienced colleagues who help them adjust and build confidence in their roles. I identify teacher needs through lesson observation, qualification review, and annual performance reports, which guide our training decisions. However, this mentoring process is not yet formalized across all schools, making its effectiveness vary depending on available resources and leadership commitment (Interview, 18<sup>th</sup> May 2025).

On answering the same question, one headteacher noted:

I closely monitor how teachers carry out their duties and identify areas of weakness, which I then communicate to the diocese for further support and training. This helps in improving teaching quality and ensuring accountability. However, limited follow-up and resource constraints sometimes hinder the full implementation of recommended professional development plans (Interview, 19<sup>th</sup> May 2025).

Another headteacher explained:

I have seen how professional development programs directly improve teacher motivation and performance. For instance, one teacher who could only teach in Arabic was trained to teach in English and now performs exceptionally well;

another attended a computer course that greatly boosted morale. However, not all teachers get equal access to such training opportunities due to financial and logistical challenges (Interview, 20th May 2025)

Based on the findings presented in Table 5 and the views gathered from teachers and headteachers, it is evident that professional development significantly influences teacher retention in Catholic Primary Schools in Wau Diocese. The results revealed generally positive but divided perceptions among teachers, indicating that while some schools prioritize professional growth through induction, mentorship, and continuous training, others lack consistent implementation. The inconsistency in teacher training reflects deeper systematic challenges, including inadequate policy enforcement, limited funding, and weak institutional coordination. Such gaps hinder the Diocese's efforts to build a competent and motivating teaching force.

The findings further showed that headteachers actively support teacher development through workshops, in-service training, and observation-based mentoring, though these efforts are often constrained by limited resources and the absence of standardized policies. The study underscores the need for the diocese to institutionalize and standardize professional development programs, conduct regular training needs assessments, and align such initiatives with both school objectives and teachers' career aspirations. Strengthening these measures would promote teacher motivation, improve instructional quality, and enhance staff retention across Catholic Primary Schools in Wau Diocese.

#### **4.5 Role of Ensuring Fair and Just Compensation and Teachers Retention**

The second objective of the study sought to answer the question: how does the headteachers' role of ensuring a fair and just compensation influence retention of teachers in

Catholic Primary Schools in Wau Diocese? To achieve this, the author administered questionnaires to teachers and conducted interviews with principals. Using a five-point Likert scale, Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA), teachers indicated their level of agreement with statements reflecting their beliefs about professional development and staff retention. The results are presented in Table 6.

**Table 6**

***Role in Ensuring Fair and Just Compensation and Teachers Retention***

| Statement   | SD |      | D  |      | U |     | A  |      | SA |      |
|---|----|------|----|------|---|-----|----|------|----|------|
|   | f  | %    | f  | %    | f | %   | f  | %    | f  | %    |
| Teachers (n = 102)  |    |      |    |      |   |     |    |      |    |      |
| Fair and just compensation of teachers is one of the key factor in teacher retention.   | 17 | 16.7 | 35 | 34.3 | - | -   | 40 | 39.2 | 10 | 9.8  |
| My salary is paid on time and it meets my basic needs (housing, feeding, medication, clothing and education of my children) and this motivates me to continue with my work. | 13 | 12.7 | 30 | 29.4 | - | -   | 49 | 48.0 | 10 | 9.8  |
| When I compare my salary with other employees who are of the same grade like me, I feel that my employer is fairly paying me.   | 17 | 16.7 | 30 | 29.4 | 2 | 2.0 | 33 | 32.4 | 20 | 19.6 |
| We are given an incentive based on performance and at Christmas and Easter (Eid for the Muslims) we are given a bonus on top of our salary.                                 | 14 | 13.7 | 30 | 29.4 | - | -   | 43 | 42.2 | 15 | 14.7 |
| I am convinced that good compensation can influence the intention of teacher to remain in the institution.  | 14 | 13.7 | 19 | 18.6 | 1 | 1.0 | 28 | 27.5 | 40 | 39.2 |

**Source: *Field Data, 2025***

Table 6 indicates that 39.2% of teachers agreed and 9.8% strongly agreed that fair and just compensation is a key factor in teacher retention, while 16.7% strongly disagreed and 34.3% disagreed. This suggests that most teachers acknowledge compensation as a key factor in retention,

even though a significant proportion feel it is not adequately practiced in their schools. These results are supported by studies by Lubembella and Mwila (2024), and Wambede (2020), who revealed strong associations between fair compensation and teacher retention. It further pointed that teachers who receive competitive and timely salaries and compensation are more likely to remain in their jobs, demonstrate higher levels of commitment, and perform better in their teaching roles.

Regarding timely payment and adequacy of salaries to meet basic needs, 48.0% agreed and 9.8% strongly agreed, whereas 12.7% strongly disagreed and 29.4% disagreed. This indicates that while many teachers receive their salaries on time and find them somewhat sufficient, a notable minority still experience dissatisfaction, which could affect their motivation and commitment. These results align with studies by Ekpe and Ofeimui (2024), which stated that inadequate or irregular salaries lead to dissatisfaction and teacher turnover. In addition, when comparing their salaries with employees of similar grades elsewhere, 32.4% agreed and 19.6% strongly agreed that their pay is fair, while 16.7% strongly disagreed and 29.4% disagreed. This shows that perceptions of fairness in pay vary considerably among teachers, suggesting that salary competitiveness remains an issue for some schools. Headteachers were interviewed and one of them said:

As a headteacher, I believe that fair and just compensation is essential for retaining teachers. Many of my colleagues and I have seen how low salaries discourage teachers from staying in the profession. Some teachers struggle to meet basic needs like food, clothing, and medical care. However, despite recognizing this challenge, limited funding and economic instability make it difficult to provide fair and competitive pay (Interview, 15th May 2025).

On answering the same question, one headteacher noted:

In my school, salaries are paid on time, and teachers appreciate this consistency because it helps them plan better. Timely payment creates a sense of reliability and trust between the school administration and teachers. However, even though

salaries are punctual, they remain insufficient to cover the rising cost of living, which continues to affect teachers' morale and overall commitment (Interview, 18th May 2025).

Another headteacher explained:

When I compare our teachers' salaries with those of employees in similar positions elsewhere, I realize that our pay structure is still low. Many teachers feel that their earnings do not reflect their qualifications, workload, and responsibilities. However, due to the high inflation and fluctuating value of the South Sudanese Pound, adjusting salaries regularly to match market rates has become increasingly difficult (Interview, 19th May 2025).

Another headteacher explained:

As a headteacher, I have observed that while teachers appreciate regular salary payments and occasional allowances, they still face financial stress that affects their motivation. The economic challenges in the country have made it hard for the diocese to maintain competitive compensation packages. However, we continue to advocate for salary reviews and better incentives to ensure teachers feel valued and motivated to stay in their schools (Interview, 18th August 2025)

Results in table 6, regarding on incentives and bonuses, 42.2% agreed and 14.7% strongly agreed that they receive performance-based rewards or bonuses during festive periods, while 13.7% strongly disagreed and 29.4% disagreed. This implies that while some schools provide incentives to boost morale, such practices are not uniformly applied across all institutions. On the other hand, the results show that 27.5% agreed and 39.2% strongly agreed that good compensation can influence teachers' intention to remain in the institution, while 13.7% strongly disagreed and 18.6% disagreed.

These findings align with a study by Wambede (2020), who stated that remuneration had a strong association with teacher retention. The study further pointed out that well-compensated teachers tend to demonstrate higher job satisfaction, stronger commitment, and a reduced

likelihood of leaving the profession. This strongly affirms that fair and motivating remuneration contributes significantly to teacher retention. Conversely, inadequate incentives and bonuses or remuneration often led to frustration, low morale, and high turnover rates, particularly in faith-based and low-resource schools. Headteachers were interviewed and one of them said:

As a headteacher, I have noticed that some schools provide performance-based incentives and bonuses to motivate teachers. These rewards help boost morale and encourage commitment among staff. However, such incentives are not consistent, and many teachers in my school still complain about the absence of transport allowances or medical coverage, which affects their overall motivation (Interview, 15<sup>th</sup> May 2025).

On answering the same question, one headteacher noted:

In my experience, structured and transparent incentive systems are key to improving teacher satisfaction. Where these exist, teachers tend to work harder and stay longer in their positions. However, the lack of a standardized policy across schools means that some teachers feel neglected or unfairly treated, reducing the overall impact of incentives on retention (Interview, 18<sup>th</sup> May 2025).

Another headteacher explained:

I strongly believe that good compensation has a direct influence on teachers' willingness to remain in their schools. Teachers often tell me that if their salaries were increased, they would not consider leaving the profession. However, budget limitations and delayed funding from the education authorities make it difficult to implement such increments consistently (Interview, 19<sup>th</sup> May 2025).

Another headteacher explained:

I have observed, teachers value not only salary but also other forms of support, such as help during personal challenges, training opportunities, and responsibility allowances. These create a sense of care and belonging within the school community. However, without sufficient financial resources and policy backing, sustaining such support systems becomes a major challenge for many headteachers like me (Interview, 20<sup>th</sup> May 2025)

Based on the findings, the results show that fair, timely, and competitive compensation supplemented with performance-based incentives significantly influences teacher retention in Catholic Primary Schools in Wau Diocese. The results revealed that while a considerable proportion of teachers acknowledged the importance of fair remuneration, however, many expressed dissatisfactions with current pay levels and the inconsistency of incentive provision across schools. This indicates that compensation practices vary widely, with some schools maintaining fair and timely payments, while others struggle to provide adequate and motivating remuneration.

The findings further showed that headteachers recognize the critical role of good compensation, timely payment, and supportive allowances in retaining staff. However, they emphasized that inadequate salaries, lack of standardized incentives, and limited financial resources constrain their ability to motivate teachers effectively. The findings reveal that teachers within the Diocese are inadequately compensated, a situation that has a significant implications for staff morale and retention. This lack of fair compensation not only affect teachers' commitment to their duties but also undermines the overall quality of education delivered. It is there for essential for the Diocese to re-evaluate its remuneration policies to ensure teachers are fairly rewarded. The Diocese need to standardize and institutionalize fair and transparent compensation systems, integrate performance-based incentives, and ensure consistent and timely salary payments. Strengthening these measures would enhance teacher motivation, satisfaction, and long-term retention, thereby improving the stability and quality of education across Catholic Primary Schools in Wau Diocese.

#### **4.6 Role of Creating a Positive Working Environment on Retention of Teachers**

The third objective of the study was to evaluate how headteachers' role of creating a positive working environment influences retention of teachers in Catholic Primary Schools in Wau Diocese. To achieve this, the researcher administered questionnaires to teachers and conducted interviews with principals. Using a five-point Likert scale, Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA), teachers indicated their level of agreement with statements reflecting their beliefs about professional development and staff retention. The results are presented in Table 7.

**Table 7**

***How Headteacher's Role of Creating a Positive Work Environment on Retention***

| <b>Statement</b>  | <b>SD</b> |          | <b>D</b> |          | <b>U</b> |          | <b>A</b> |          | <b>SA</b> |          |
|---|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|
|   | <b>f</b>  | <b>%</b> | <b>f</b> | <b>%</b> | <b>f</b> | <b>%</b> | <b>f</b> | <b>%</b> | <b>f</b>  | <b>%</b> |
| Teachers (n = 102)  |           |          |          |          |          |          |          |          |           |          |
| The headteacher creates an atmosphere where the teachers feel respected and valued.                     | 10        | 9.8      | 35       | 34.3     | -        | -        | 40       | 39.2     | 17        | 16.7     |
| The school provides adequate resources and support to help me succeed in my role.                       | 13        | 12.7     | 49       | 48.0     | -        | -        | 30       | 29.4     | 10        | 9.8      |
| The classroom size is manageable and this makes teaching enjoyable.                                     | 20        | 19.6     | 33       | 32.4     | 2        | 2.0      | 30       | 29.4     | 17        | 16.7     |
| The school environment is well maintained.  | 14        | 13.7     | 43       | 42.2     | -        | -        | 30       | 29.4     | 15        | 14.7     |
| A positive work environment is a major factor in my decision to remain in my current teaching position. | 14        | 13.7     | 19       | 18.6     | 1        | 1.0      | 28       | 27.5     | 40        | 39.2     |

**Source: Field Data, 2025**

As seen in Table 7, the results show that 39.2% of teachers agreed and 16.7% strongly agreed that the headteacher creates an atmosphere where teachers feel respected and valued. On the same, some teachers of 34.3% disagreed and 9.8% strongly disagreed. This indicates that although many teachers feel appreciated and respected in their schools, a notable portion still perceive a lack

of recognition or respect from leadership, which could negatively affect morale and retention. The results align with studies by Toropova, Myrberg, and Johnson (2021), who stated that teachers' sense of respect and recognition from school leadership plays a vital role in enhancing job satisfaction, motivation, and commitment to the institution. They further emphasized that when teachers feel valued and their contributions are acknowledged, it fosters a positive school climate, which in turn enhances teacher retention and overall school performance.

This finding also aligns with a study by Ngwenya (2021), which established that educational institutions where teachers rated living conditions as favorable were more successful in attracting, developing, and retaining highly qualified, skilled, and competent teachers.

Regarding the statement whether the school provides adequate resources and support to help teachers succeed in their roles, the results show that 48.0% of the teachers disagreed and 12.7% strongly disagreed with the assertion. Conversely, 29.4% of teachers agreed, and 9.8% strongly agreed. This implies that most teachers indicate inadequate support with the necessary resources, which could negatively impact teachers retention in schools. These findings align with the studies of Billingsley et al. (2020), who established that when teachers work in a positive and resourceful environment, they feel motivated and satisfied with their roles. A supportive environment enhances their sense of purpose and commitment, which in turn contributes to higher retention rates among teachers. Headteachers were interviewed and one of them said:

As a headteacher, I always make it a point to appreciate my teachers publicly during staff meetings and school assemblies. I believe recognition motivates them. When teachers feel respected and valued, they tend to give their best and stay committed to the school's mission. However, limited resources and workload pressures sometimes make it difficult to acknowledge everyone's efforts consistently, which can affect morale over time (Interview, 15<sup>th</sup> May 2025).

On answering the same question, one headteacher noted:

I encourage open communication. Teachers are free to express their ideas or concerns without fear. I make sure their contributions are acknowledged, especially when we make collective decisions. That sense of inclusion builds trust and respect. However, not all teachers take the initiative to share openly, and sometimes external pressures or misunderstandings can hinder full collaboration among staff (Interview, 18<sup>th</sup> May 2025).

Another headteacher explained:

As a headteacher, I always strive to treat every teacher as a professional partner in the school. I make it a point to visit their classes, provide constructive feedback, and personally express my gratitude. This approach has fostered a friendly and respectful working relationship, making teachers feel valued. However, I have found that it can be challenging to give every teacher equal attention and follow-up support due to the demands of my workload and meetings (Interview, 19<sup>th</sup> May 2025).

Another headteacher mentioned:

I always try my best to provide teaching materials, though sometimes resources are limited. I prioritize sharing what we have fairly and look for support from the Diocese or partners. When teachers see the effort, they appreciate the support and remain motivated. However, inadequate funding and delays in supply often make it difficult to meet all teachers' needs consistently (Interview, 20<sup>th</sup> May 2025).

On the same, another headteacher noted:

As a headteacher, I regularly engage with the education office to ensure we get textbooks, chalk, and basic teaching aids. I also encourage teachers to be innovative with locally available materials. My goal is to create a supportive environment even with the limited resources we have. However, sometimes the delay in supply and lack of adequate funds hinder the smooth implementation of teaching activities (Interview, 21<sup>st</sup> May 2025).

In Table 7, the results indicate that 32.4% of teachers disagreed and 19.6% strongly disagreed that their class sizes are manageable and make teaching enjoyable, whereas 29.4%

agreed and 16.7% strongly agreed. This reveals that overcrowded classrooms remain a significant challenge in some schools, affecting teaching effectiveness and overall work satisfaction. These results align with the study by Alyaha and Mbogo (2017), who revealed that large class sizes negatively affect teacher motivation and classroom management. They further noted that manageable classes enhance performance and retention by allowing quality instruction and meaningful teacher–student interaction. However, overcrowding in some schools continues to hinder effective teaching and lower morale.

Furthermore, the results indicate that 42.2% teachers disagreed and 13.7% strongly disagreed with the statement that the school environment is well maintained. On the same, some teachers of 29.4% agreed and 14.7% strongly agreed with the statement. These findings indicate that while some schools maintain conducive learning environments, many still face infrastructural and maintenance issues that negatively impact teachers’ working conditions. In addition, the results show that 27.5% of teachers agreed and 39.2% strongly agreed that a positive work environment is a major factor in their decision to remain in their current teaching position.

Conversely, the results indicate that 13.7% of teachers strongly disagreed and 18.6% disagreed. This indicates that fostering a supportive and encouraging work atmosphere is a strong determinant of teacher retention. The results align with studies by Mugenyi, Asiimwe, and Apiku (2023), which stated that a well-maintained and supportive school environment enhances teachers’ job satisfaction, commitment, and willingness to remain in the profession. They emphasized that when teachers feel physically and emotionally comfortable in their workplace, their productivity and loyalty increase significantly. However, in schools where facilities are poorly maintained or support systems are weak, teacher morale and retention tend to decline, resulting in higher turnover rates. Headteachers were interviewed and one of them said:

As a headteacher, I ensure regular maintenance of classrooms and school compounds. We organize cleaning days involving both teachers and pupils. A clean and organized environment creates pride and shows respect for the learning space. However, limited funds sometimes delay repairs and maintenance, making it difficult to sustain the desired standards (Interview, 15<sup>th</sup> May 2025).

On answering the same question, one headteacher noted:

Our school environment reflects our Catholic values, and I encourage both teachers and students to keep it tidy and safe. I believe that a well-maintained environment motivates everyone to take their work seriously (Interview, 18<sup>th</sup> May 2025).

Another headteacher explained:

As a headteacher, I face financial limitations, but I request the parents' association or the Diocese to support small repairs and improvements. This teamwork not only improves the physical environment but also strengthens teachers' sense of belonging and satisfaction. However, when parents' association contributions are delayed or insufficient, maintenance activities are slowed down, affecting the school's overall appearance and comfort (Interview, 19<sup>th</sup> May 2025).

Another headteacher mentioned:

As a headteacher, I believe that when teachers feel comfortable, respected, and supported, they develop a sense of belonging that keeps them committed to the school. However, if the environment becomes hostile or stressful, even good teachers may choose to leave (Interview, 20<sup>th</sup> May 2025).

On the same, another headteacher said:

I have experienced that a positive work environment builds unity and mutual respect among teachers. When teachers feel supported by the administration and their colleagues, they are more likely to remain in the school. However, if there is conflict or poor communication, retention becomes difficult (Interview, 21<sup>st</sup> May 2025).

Another headteacher stated:

When the environment is good, the teacher feels encouraged, and this motivates the teacher to stay even when the salary is low. A peaceful and cooperative

atmosphere often outweighs financial challenges and helps teachers focus on their calling to educate. However, persistent tension or lack of collaboration can reduce morale (Interview, 22<sup>nd</sup> May 2025).

Based on the findings, the study found that, to some extent, the headteacher’s leadership role greatly influences teacher retention in Catholic Primary Schools in Wau Diocese, South Sudan. The results further indicated that respectful leadership, adequate resources, manageable class sizes, and well-maintained facilities all contribute to a positive work environment that encourages teachers to stay. However, almost half of the schools’ face challenges such as inadequate resources, overcrowded classrooms, and poor facilities reduce teacher motivation and effectiveness. These disparities across schools suggest the need for more consistent leadership practices and investment in improving school environments to enhance teacher satisfaction and retention.

#### 4.7 Role of Encouraging Teacher Autonomy and Participation in Retention of Teachers

The fourth objective of the study sought to determine how headteachers’ roles of encouraging teacher autonomy and participation influence retention of teachers in Catholic Primary Schools in Wau Diocese. To achieve this, the researcher administered questionnaires to teachers and conducted interviews with principals. Using a five-point Likert scale, Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA), teachers indicated their level of agreement with statements reflecting their beliefs about professional development and staff retention. The results are presented in Table 8.

**Table 8**

***Role of Encouraging Teacher Autonomy and Participation in Retention of Teachers***

| Statement   | SD |      | D  |      | U |   | A  |      | SA |      |
|---|----|------|----|------|---|---|----|------|----|------|
|   | f  | %    | f  | %    | f | % | f  | %    | f  | %    |
| Teachers (n = 102)  |    |      |    |      |   |   |    |      |    |      |
| I feel that I have sufficient autonomy in my teaching practice. | 30 | 29.4 | 17 | 16.7 | - | - | 31 | 30.4 | 23 | 22.5 |

|   |    |      |    |      |   |     |    |      |    |      |
|---|----|------|----|------|---|-----|----|------|----|------|
| The headteacher supports my decision on teaching strategies and curriculum.                                 | 23 | 22.5 | 19 | 18.6 | 1 | 1.0 | 43 | 42.2 | 16 | 15.7 |
| I feel that my opinion and input are valued when decisions are made about school-wide practices and change. | 34 | 33.3 | 16 | 15.7 | 1 | 1.0 | 34 | 33.3 | 18 | 17.6 |
| Teacher autonomy and participation contribute to my decision to stay at the current school.                 | 26 | 25.5 | 24 | 23.5 | - | -   | 37 | 36.3 | 15 | 14.7 |
| A supportive leadership team that encourages autonomy and participation helps retain teachers in school     | 16 | 15.7 | 21 | 20.6 | 1 | 1.0 | 34 | 33.3 | 30 | 29.4 |

**Source: *Field Data, 2025***

From Table 8, the results reveal that 30.4% of teachers agreed and 22.5% strongly agreed that they have sufficient autonomy in their teaching practice, while 29.4% strongly disagreed and 16.7% disagreed. This indicates that although many teachers experience a reasonable level of professional freedom in their instructional approaches, a significant proportion still feel restricted or limited in making independent decisions. Limited autonomy may affect teacher motivation and their overall commitment to the school. This indicates a connection between teacher autonomy, job satisfaction, and retention of teachers. These results are supported by Kengatharan (2020), who found that teacher autonomy and student behaviour had a positive impact on teacher satisfaction. Pineda, Garra, and Ching (2024), who confirmed that distributed leadership practices enhanced teacher autonomy, leading to increased empowerment and job satisfaction, which was crucial for teacher retention. This is also seen in Suárez-Albanchez et al. (2022), who stated that teacher autonomy significantly influences job satisfaction, creativity, and long-term retention, as it empowers teachers to make professional decisions that enhance instructional quality and foster a stronger sense of ownership in the teaching process.

Similarly, Ha, Pressley, and Marshall (2025) stated that autonomy and support at work

have a direct positive effect on teachers' well-being, and well-being in turn, directly enhances teachers' performance and commitment. Regarding whether the headteacher supports teachers' decisions on teaching strategies and curriculum, 42.2% of teachers agreed and 15.7% strongly agreed, while 22.5% strongly disagreed and 18.6% disagreed. This implies that most teachers recognize the headteacher's supportive role in encouraging diverse teaching strategies and promoting professional creativity. However, a notable minority still feels their instructional decisions are not fully supported, which may limit innovation and reduce job satisfaction. The results are supported by Kusmawan, Rahman, Anis, and Arifudin (2025), who stated that increasing teacher participation in curriculum teaching strategies is crucial for improving student learning outcomes and suggested adopting collaborative curriculum design practices within schools. Headteachers were interviewed and one of them said:

As a headteacher, I empower my teachers by allowing them to plan lessons, assess students, and manage their classrooms independently. This trust has improved their morale and innovation. However, limited teaching materials sometimes restrict how much they can fully exercise that freedom (Interview, 15<sup>th</sup> May 2025).

On answering the same question, one headteacher noted:

In my experience, when you give autonomy to teachers, they are likely to explore different teaching methods that suit their learners. This freedom allows teachers to make classroom decisions, and they take ownership of their work. This autonomy has contributed to their job satisfaction and decision to stay in their current schools that included However, some teachers still rely too much on traditional methods and need guidance to fully utilize their autonomy (Interview, 18<sup>th</sup> May 2025).

Another headteacher explained:

I encouraged teachers to share their suggestions on how to improve lesson delivery and curriculum implementation. I also provide guidance and resources where possible. However, some proposals require approval from the Diocese or the education office, which can delay implementation (Interview, 19<sup>th</sup> May 2025).

On the same, another headteacher noted:

I believe in collaborative decision-making. When teachers suggest new teaching approaches, I discuss them during staff meetings to ensure they fit the curriculum and learners' needs. This has built mutual respect and ownership of the teaching process. However, not all teachers are proactive in sharing their ideas (Interview, 20<sup>th</sup> May 2025).

Table 8 also shows that 33.3% of teachers agreed and 17.6% strongly agreed with the statement that teachers' opinions and input are valued when decisions are made about school-wide practices and changes. On the same, some teachers 33.3% strongly disagreed and 15.7% disagreed with the assertion. This suggests a divided perception among teachers, while some feel included and appreciated in decision-making processes, others believe their voices are not adequately considered. A lack of participation in school-wide decisions could negatively impact teachers' sense of belonging and retention. These results align with Nikisi et al. (2025), who revealed that teachers' involvement in decision-making promotes a sense of ownership, accountability, and commitment to school goals, which in turn enhances motivation and retention. They further emphasized that when teachers' input is ignored, it leads to dissatisfaction and weakens their attachment to the institution.

Furthermore, the results reveal that 36.3% of teachers agreed and 14.7% strongly agreed that autonomy and participation contribute to their decision to stay in their current school, while 25.5% strongly disagreed and 23.5% disagreed. This indicates that teacher autonomy and inclusion in school decision-making are strong motivators for retention. Conversely, where teachers feel excluded or micromanaged, the likelihood of turnover increases. The results align with a study by Chala (2025), which revealed that teachers' participation in school-level decision-making processes increases job satisfaction and retention. This indicates that low levels of participation in decision-making may reduce teachers' motivation, commitment and retention in the school.

On the other hand, the results show that 33.3% of teachers agreed and 29.4% strongly agreed that a supportive leadership team encouraging autonomy and participation helps retain teachers, while 15.7% strongly disagreed and 20.6% disagreed. This clearly demonstrates that participatory leadership that respects teachers' professional judgment and input significantly enhances teacher morale and loyalty to the school. Headteachers were interviewed and one of them said:

As a headteacher, I always invite teachers to share views during staff meetings, especially when important changes are being made in the school. For instance, when we discussed introducing a new timetable, everyone's opinion was considered before the final decision. This makes them feel that their inputs are respected and valued. However, sometimes not all suggestions can be implemented due to diocesan or policy constraints (Interview, 15<sup>th</sup> May 2025).

On answering the same question, one headteacher noted:

In my experience, teachers' opinions are highly valued in our school. Whenever we have discussions about new programs or policies, their input shapes what we finally agree upon. However, there are moments when time or administrative priorities limit how much we can incorporate from every teacher (Interview, 18<sup>th</sup> May 2025).

Another headteacher explained:

I have seen that when teachers are allowed to make decisions in their classrooms and are trusted with responsibilities, they feel ownership of their work. I've seen that those who are given such freedom are more likely to stay because they feel recognized and supported. However, when supervision becomes too rigid or top-down, some teachers start feeling frustrated and consider leaving (Interview, 19<sup>th</sup> May 2025).

On the same, another headteacher noted:

In my experience, allowing teachers to participate in decision-making gives them a sense of belonging. It helps them see that their contributions matter to the success of the school, and this makes them more committed to staying and working harder.

However, if their ideas are consistently ignored, it can discourage them and affect their commitment (Interview, 20<sup>th</sup> May 2025).

Another headteacher mentioned:

As a headteacher, I have experience that a supportive leadership environment motivates teachers. I always try to work with teachers as a team by listening to their challenges, guiding them, and recognizing their efforts. When teachers feel supported, they rarely think of leaving the school. However, if leadership fails to listen or support them, even the most dedicated teachers may lose morale (Interview, 21<sup>st</sup> May 2025).

On the same, another headteacher noted:

I believe that when teachers are encouraged to share ideas and are trusted with responsibilities, they feel valued. Our leadership approach is participatory, and this has helped in retaining teachers because they know their voices count. However, maintaining that level of openness requires constant effort and good communication (Interview, 22<sup>nd</sup> May 2025).

Based on the findings, the study suggests that teachers in Catholic Primary Schools in Wau Diocese value professional autonomy and participatory decision-making as key factors influencing their job satisfaction and retention. However, the variations in perceptions indicate that not all schools have fully embraced collaborative and empowering leadership practices. Strengthening inclusive leadership and promoting teacher involvement in school decisions can enhance motivation, reduce turnover, and foster a stronger commitment to the school's mission.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter gives a summary of the findings and the conclusion of the study. The chapter also highlights the recommendations about the principal's leadership role on teachers' retention. Further, the chapter highlights the suggestions for areas for further study.

## **5.2 Summary of the Research Findings**

The summary of the findings of the study is presented in keeping with the research objectives, where the objective was to determine how headteachers' leadership role of providing professional development opportunities, ensuring a fair and just compensation, creating a positive work environment and encouraging teacher autonomy and participation influence retention of teachers in Catholic Primary Schools in Wau Diocese, South Sudan.

The first objective sought to answer the question; to what extent does principals' role of training and development of teachers influence retention of teachers in Catholic Schools in Wau Diocese. Findings reveal that most teachers agreed that providing professional development opportunities to teachers positively influenced job satisfaction and hence, retention. For instance, in the Diocese of Wau, teachers have obtained individual skills that make them deliver services more effectively in their respective schools. However, the Diocese was not able to retain some of its teachers due to inadequate salaries.

In addition, most teachers indicated mixed perceptions about the availability and consistency of training opportunities. While some schools actively promote workshops and mentoring, others lack structured professional development initiatives. Interviews with headteachers revealed that efforts to provide refresher courses and induction programs are often limited by funding, time constraints, and heavy workloads. Additionally, mentoring and induction practices are not standardized, leading to unequal access to professional growth opportunities.

The study found that professional development initiatives positively impact teacher motivation, competence, and retention. However, inconsistent implementation weakens their overall effectiveness. It emphasized the importance of headteachers' leadership support and resource allocation in sustaining these initiatives. To improve teacher retention, the study recommends that the Diocese institutionalize regular, well-funded professional development programs, formalize mentoring and induction processes, and ensure equitable access for all teachers, fostering continuous growth and enhancing teaching quality.

The second objective sought to analyze how the headteachers' role of ensuring a fair and just compensation influences the retention of teachers in Catholic Primary Schools in Wau Diocese. Under this objective, the findings revealed that although headteachers are involved in discussions regarding teachers' salaries and remuneration, the final decision lies with the Diocesan management, which often operates under limited financial resources sourced mainly from school fees. Both teachers and headteachers acknowledged that salaries were generally inadequate and insufficient to meet basic needs, which negatively affects teacher morale and commitment.

Furthermore, the findings indicated that most teachers acknowledged that fair remuneration and timely salary payments are essential factors in their decision to remain in their current schools. However, many expressed dissatisfaction with their current pay, noting that it was often insufficient to meet basic needs. Headteachers also confirmed that, while they recognize the importance of competitive salaries, their ability to offer fair compensation is limited by financial constraints and dependence on diocesan funding. Although all schools manage to pay salaries consistently, the amount remains inadequate given the high cost of living, which negatively affects teacher morale, motivation, and long-term commitment.

The results further indicated that performance-based incentives and bonuses, where available, contribute significantly to improving teacher motivation and commitment. Nonetheless, such rewards are inconsistently implemented across schools, leading to disparities in teacher satisfaction. Headteachers emphasized that both monetary and non-monetary incentives, such as allowances, recognition, and support during personal challenges, foster a sense of value and belonging among teachers. However, limited resources and the absence of standardized compensation frameworks restrict their capacity to sustain such initiatives. Overall, the findings highlight the need for the diocese to establish equitable and transparent compensation systems, ensure regular and fair salary reviews, and integrate consistent performance-based incentives to enhance teacher motivation, satisfaction, and retention.

The third objective of the research sought to evaluate how headteachers' role of creating a positive work environment influences retention of teachers in Catholic Primary Schools in Wau Diocese. The findings noted that headteachers who respect and value teachers' contributions, encourage open communication, and promote teamwork foster a culture of trust and collaboration, motivating teachers to stay committed. However, many still face challenges such as limited recognition, inadequate teaching materials, and insufficient institutional support, which lower morale and satisfaction. The study also highlighted that the physical and social conditions within schools significantly affect teacher motivation and retention. The findings also showed that some headteachers maintain classrooms and promote cleanliness, while others struggle with overcrowded conditions and poor infrastructure, which hinders effective teaching and contributes to dissatisfaction. The study results noted that a positive work environment, characterized by respect, adequate resources, manageable class sizes, and well-maintained facilities, encourages teacher retention. Conversely, poor conditions and inconsistent leadership support discourage

long-term commitment. Strengthening leadership practices, improving resource allocation, and enhancing school infrastructure are essential for promoting teacher motivation, satisfaction, and retention across Catholic Primary Schools in Wau Diocese.

The fourth objective of the study sought to determine how headteachers' role of encouraging teacher autonomy and participation influence retention of teachers in Catholic Primary Schools in Wau Diocese. The findings revealed that most teachers agree that encouraging teacher autonomy and participation positively influences the decision of the teacher to remain in the current school. It further indicated that almost half of the teachers enjoy a reasonable level of professional freedom, particularly in lesson planning, classroom management, and assessment. Headteachers also confirmed that granting teachers' autonomy promotes creativity, ownership, and motivation. However, some teachers still felt restricted by limited resources and administrative constraints, which sometimes prevent them from exercising full independence. Similarly, while some headteachers actively encourage collaborative decision-making and respect teachers' professional input, others struggle to provide consistent support due to diocesan policies or structural limitations.

The findings further suggested that a participatory leadership approach, where teachers are involved in key decisions and trusted to use their professional judgment, significantly enhances their morale, job satisfaction, and retention. Schools that foster open communication, teamwork, and mutual respect tend to have more committed teachers who identify strongly with the school's mission. However, when teachers feel excluded or their ideas are disregarded, it diminishes their motivation and can lead to turnover. Strengthening teacher involvement in school decision-making and maintaining a supportive leadership culture are therefore essential strategies for retaining teachers in Catholic Primary Schools in Wau Diocese.

### **5.3 Conclusion of the Study**

The study concluded that the headteachers' role in providing professional development opportunities significantly influences the retention of teachers in Catholic Primary Schools in Wau Diocese. Teachers who participated in training, workshops, and mentoring programs reported higher levels of motivation, competence, and job satisfaction, which contributed to their decision to remain in their schools. However, the study also concluded that inconsistencies in the availability and frequency of these opportunities, coupled with limited funding and lack of structured programs, weakened the overall impact of professional development on retention. It was therefore concluded that institutionalizing regular, well-funded, and equitable professional development programs would strengthen teacher capacity, enhance satisfaction, and improve staff retention in the Diocese.

In terms of fair and just compensation and staff retention, the study concluded that fair and just compensation plays a central role in influencing teacher retention in Catholic Primary Schools in Wau Diocese. The study further concluded that while headteachers recognize the importance of fair remuneration, their ability to implement it is limited by financial constraints and diocesan control over salary structures. Teachers expressed dissatisfaction with inadequate pay, which undermines morale, commitment, and job satisfaction. The study also concluded that both monetary and non-monetary incentives such as recognition, allowances, and timely payments contribute to higher teacher motivation and retention when fairly implemented. Therefore, it was concluded that establishing equitable and transparent compensation systems, incorporating regular salary reviews, and introducing consistent incentive schemes are essential for improving teacher morale and long-term retention.

Regarding the positive work environment and staff retention, the study concluded that

creating a positive working environment is crucial for enhancing teacher satisfaction and retention in Catholic Primary Schools in Wau Diocese. Headteachers who foster open communication, teamwork, and respect were found to build stronger trust and collaboration among teachers, encouraging long-term commitment. However, poor infrastructure, overcrowded classrooms, inadequate teaching materials, and limited institutional support were identified as major challenges that reduce teacher motivation and effectiveness. The study therefore concluded that improving physical facilities, ensuring adequate teaching resources, and maintaining supportive leadership practices are key to promoting a conducive work environment that enhances teacher morale and retention.

Concerning teacher autonomy, participation, and staff retention, the study concluded that encouraging teacher autonomy and participation positively influences teachers retention in Catholic Primary Schools in Wau Diocese. Teachers who are allowed to make professional decisions in lesson planning, classroom management, and curriculum implementation experience greater motivation, creativity, and ownership of their work. The study further concluded that participatory leadership where teachers' opinions are valued in decision-making enhances their sense of belonging and commitment to the school. However, administrative constraints and limited resources sometimes restrict the full exercise of autonomy. It was therefore concluded that strengthening collaborative leadership practices and promoting teacher involvement in key decisions are essential strategies for improving job satisfaction and retaining qualified teachers.

## **5.4 Recommendations**

Based on the study's findings, the researcher provided recommendations for policy, theory, practice, and suggested directions for future research.

### **5.4.1 Recommendations for Policy**

Based on the findings, it was revealed that headteachers in Catholic Primary Schools in Wau Diocese do not consistently implement professional development, fair compensation, positive work environments, or teacher autonomy, which in turn affects teacher motivation, job satisfaction, and retention. It is recommended that the Diocese institutionalize regular and well-funded professional development programs, ensuring equitable access to workshops, mentoring, and induction processes for all teachers to strengthen their skills and enhance retention.

Furthermore, the Diocese should establish clear and transparent compensation systems that include timely salary payments, competitive pay, and consistent performance-based incentives to improve teacher morale and commitment. School leadership should also focus on creating positive work environments by providing adequate teaching resources, maintaining classrooms and facilities, promoting respect and recognition, and managing class sizes effectively. Additionally, promoting teacher autonomy and participatory decision-making is essential; teachers should be empowered to make professional decisions, contribute to school-wide practices, and feel valued in their roles. Strengthening these leadership practices collectively will enhance teacher satisfaction, motivation, and long-term retention, ultimately improving the quality of education across Catholic Primary Schools in Wau Diocese.

#### **5.4.2 Recommendations for Theory**

The Motivation-Hygiene Theory, developed by Herzberg (1959), distinguishes between motivators, which lead to job satisfaction, and hygiene factors, which prevent dissatisfaction. Motivators include elements such as achievement, recognition, responsibility, and opportunities for growth, while hygiene factors encompass salary, working conditions, supervision, and organizational policies. According to this theory, employee motivation and retention improve when both motivators and hygiene factors are adequately addressed.

In the context of the current study, the theory was partially realized, as findings revealed that teachers' motivation and retention were influenced by both professional development opportunities, fair compensation, positive work environments, and autonomy. However, inconsistencies in training, inadequate salaries, limited incentives, poor resource provision, and restricted teacher participation indicate that both motivators and hygiene factors are not consistently met across schools.

Therefore, it is recommended that the Diocese and headteacher address hygiene factors by ensuring timely and fair remuneration, consistent provision of teaching resources, well-maintained facilities, and supportive working conditions. Additionally, motivators should be enhanced by institutionalizing professional development programs, recognizing and appreciating teachers' contributions, promoting participatory decision-making, and granting autonomy in instructional practices. By systematically addressing both motivators and hygiene factors, as advocated by the Motivation-Hygiene Theory, schools can improve teacher satisfaction, commitment, and retention, ultimately contributing to higher teaching quality and better learner outcomes.

### **5.4.3 Recommendations for Practice**

The study recommends that headteachers of Catholic Primary Schools in Wau Diocese should prioritize teacher motivation and retention by ensuring timely and fair remuneration, providing adequate teaching resources, maintaining well-functioning school facilities, and creating supportive working conditions to prevent dissatisfaction among teachers.

Additionally, headteachers should implement structured programs that enhance teacher satisfaction, such as institutionalized professional development opportunities, recognition of teachers' contributions, participatory decision-making, and granting autonomy in instructional practices. By fostering a balanced approach that addresses both basic needs and professional

growth, headteachers can improve teacher commitment and retention, ultimately enhancing the quality of education and learners' academic outcomes.

#### **5.4.4 Recommendations for Further Studies**

The study suggests that similar research on the influence of headteachers' leadership role on teacher retention should be conducted in other dioceses and regions in South Sudan. Comparing these findings with the current study could provide education authorities and policymakers with valuable insights on effective leadership practices that enhance teacher satisfaction, retention, and overall school performance across Catholic Primary Schools in the country.

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## APPENDICES

### Appendix I: Letter of Consent

Sr. Betty Amos Obol

Salesian Sisters of Don Bosco  
Bakhita Educational Centre  
Warap State-Jonj, South Sudan  
Tel: 0925625510

Dear respondent,

I am a student at Tangaza University, I am carrying out a research on Headteachers' leadership role on retention of teachers in Catholic Primary Schools in Wau Diocese. I kindly request you to assist me by responding to the attached questionnaire. I humbly request you to answer questions correctly and honestly. Please note that this information will be confidential and will be used for the purpose of this study only. Please do not write your name anywhere in this questionnaire.

Kindly sign this letter if you desire to be part of this study.

Date.....

Signature.....

Yours sincerely,

Betty Amos Obol

## **Appendix II: Questionnaire for Teachers**

### **Section A: Respondent's Demographic Information**

**Instruction: Place a tick (✓) in the appropriate box. Where an explanation is required use the space provided.**

1. Please tick (✓) your gender in the appropriate box

Male

Female

2. Highest level of education: Please tick ( ✓ ) appropriately

Diploma

Bachelor

Masters

PhD level

Other (specify) .....

3. For how many years have you worked in this school?

0-4

5-10

11-15

16-20

21 years and above

4. How many learners do you teach in a class?

Below 30

30 - 40

41 – 50

51 – 60

Above 60

### Section B: Provision of Professional Development Opportunities on Retention

The following questions are aimed at finding out how headteacher's role of provision of professional development opportunities for teachers affect their retention. Kindly tick (✓) the most appropriate option that shows the level of agreement with the statement.

**Key for the number is indicated as follows:**

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

| Statement  | Strongly Disagree | Disagree | Undecided | Agree | Strongly Disagree |
|--|-------------------|----------|-----------|-------|-------------------|
| 5. The headteacher offers different kinds of training yearly to enhance the skills of teachers and so retain them.       |                   |          |           |       |                   |
| 6. Induction is done for new teachers yearly to make them fit in the new environment.                                    |                   |          |           |       |                   |
| 7. When a new teacher joins the school, they are assigned a teacher to introduce them to the school system.              |                   |          |           |       |                   |
| 8. The teachers who are new in the job are given senior teachers to journey with them until they feel secure in the job. |                   |          |           |       |                   |
| 9. The professional development program offered in the school motivate me to remain in the school.                       |                   |          |           |       |                   |

10. How are teachers who want to study and grow in their career assisted by the school?

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11. What are the challenges of professional development of teachers in your school?

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**Section C: Headteacher’s Role of Ensuring a Fair and Just Compensation and Retention**

The following questions are aimed at finding out how headteacher's role of ensuring a fair and just compensation affect retention of teacher. Kindly tick (✓) the most appropriate option that shows the level of agreement with the statement.

**Key for the number is indicated as follows:**

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

| Statement   | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|---|-------------------|----------|-----------|-------|----------------|
| 12. Fair and just compensation of teachers is one of the key factor in teacher retention.   |                   |          |           |       |                |
| 13. My salary is paid on time and it meets my basic needs (housing, feeding, medication, clothing and education of my children) and this motivates me to continue with my work. |                   |          |           |       |                |
| 14. When I compare my salary with other employees who are of the same grade like me, I feel that my employer is fairly paying me.   |                   |          |           |       |                |
| 15. We are given an incentive based on performance and at Christmas and Easter (Eid for the Muslims) we are given a bonus on top of our salary.                                 |                   |          |           |       |                |
| 16. I am convinced that good compensation can influence the intention of teacher to remain in the institution.  |                   |          |           |       |                |

17. What are some of the non-monetary rewards used to enhance teacher retention?

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18. According to your own experience, what are the challenges of compensation in your school?

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**Section D: Creation of Positive Work Environment on Teacher Retention**

The following questions are aimed at finding out how headteacher's role of creating a positive work environment affect teacher retention. Kindly tick (✓) the most appropriate option that shows level of agreement with the statement.

**Key for the number is indicated as follows:**

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

| Statement   | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
|---|-------------------|----------|-----------|-------|----------------|
| 19. The headteacher creates an atmosphere where teachers feel respected and valued.                         |                   |          |           |       |                |
| 20. The school provides adequate resources and support to help me succeed in my role.                       |                   |          |           |       |                |
| 21. The classroom size is manageable and this makes teaching enjoyable.                                     |                   |          |           |       |                |
| 22. The school environment is well-maintained.  |                   |          |           |       |                |
| 23. A positive work environment is a major factor in my decision to remain in my current teaching position. |                   |          |           |       |                |

24. What does the headteacher do in order to promote a positive work environment in the school?

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25. What are some of the factors that affect teachers' work environment in your school?

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**Section E: Headteacher’s Role of Encouraging Teacher Autonomy and Participation on Retention**

The following questions are aimed at finding out how headteacher’s role of encouraging teacher autonomy and participation affect retention. Kindly tick (✓) the most appropriate option that shows level of agreement with the statement.

**Key for the number is indicated as follows:**

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

| Statement   | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|-------------------|----------|-----------|-------|----------------|
| 26. I feel that I have sufficient autonomy in my teaching practice.   |                   |          |           |       |                |
| 27. The headteacher supports my decision on teaching strategies and curriculum.                                 |                   |          |           |       |                |
| 28. I feel that my opinion and input are valued when decisions are made about school wide practices and change. |                   |          |           |       |                |
| 29. Teacher autonomy and participation contribute to my decision to stay at the current school.                 |                   |          |           |       |                |
| 30. A supportive leadership team that encourages autonomy and participation helps retain teachers in school.    |                   |          |           |       |                |

31. How does the level of autonomy you have in your teaching affect your job satisfaction and decision to stay at your current school?

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32. Can you describe specific instances where having more or less participation in school decisions has impacted your desire to remain at your current teaching position?

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33. In your opinion, what other factors do you consider vital for the retention of teachers in your school?

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Thanks for taking your time to respond to these questions.

**Appendix III: In-depth Interview Guide for Headteachers**  
**Introduction**

Thank you for agreeing to participate in this interview. The aim of this conversation is to understand your leadership practices in relation to retaining teachers at your school. The interview will explore four key areas: professional development, work environment, compensation, and

teacher autonomy and participation. Your responses will help inform how leadership impacts staff retention.

Please feel free to share your thoughts, experiences, and any examples that can provide deeper insights.

**Section A: Personal Information**

1. Kindly, may you tell me your qualification?

Diploma

Bachelor Degree

Master's degree

PhD level

Other (specify) \_\_\_\_\_

2. How long have you served as a headteacher in this school? (Probes: give the option in the box)

From 0-5

6-10

11 and above

**Section B: Professional Development Opportunities on Retention**

3. Can you describe the professional development opportunities available to teachers in your school? \_\_\_\_\_

\_\_\_\_\_

4. How do you identify the needs of your teachers for professional development? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What types of programs do you typically offer, and how often do they take place?

\_\_\_\_\_

\_\_\_\_\_

6. How do you ensure that professional development is aligned with teachers' career goals and school objectives? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Can you provide an example of a teacher whose professional growth has been supported through these programs? \_\_\_\_\_

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8. In your view, how does the availability of professional development opportunities contribute to staff retention?

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**Section C: Ensuring Fair and Just Compensation on Retention**

9. How do you ensure that compensation is aligned with the teachers' workload, experience, and contributions?

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10. Can you discuss how you communicate the compensation structure to your staff?

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11. How do you reward your teachers for the extra work they do?

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12. What role do you think fair and just compensation plays in retaining staff? \_\_\_\_\_

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13. What challenges do you experience in regard to compensation of teachers?

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**Section D: Creating a Positive Work Environment on Teacher Retention**

14. What do you do to create a conducive teaching and learning environment in your school?

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15. What do you do to foster a supportive and collaborative work environment among the teaching staff?

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16. What feedback have you received from teachers regarding the challenges they go through in class?

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17. What strategies do you employ to foster good relationships within the school?

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18. In your opinion, how does the creation of a positive work environment impact on the decision of a teacher to remain in the job?

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**Section E: Encouraging Teacher Autonomy and Participation on Retention**

19. How do you encourage teachers to take ownership of their teaching methods and classroom management?

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20. Can you provide examples of how teachers are involved in decision-making processes at the school?

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21. In what ways do you encourage teachers to participate in school leadership activities or committees?

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22. How do you ensure that teachers' voices are heard when making decisions that affect them directly?

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23. Have any of your teachers made significant contributions to school policy or practice?

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24. In your opinion, how does teacher autonomy and participation affect retention?

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25. What would you say are the most important factors in retaining teachers in your school?

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Thank you so much for your time and again be informed that the information gathered will only be used for the purpose of this study and will be treated with confidentiality.

**Appendix IV: In-depth Interview Guide for Director of Education**

**Section A: Personal Information**

1. Kindly may you tell me your qualification?

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2. How long have you served as the Director of Education in the Catholic Diocese of Wau?  
\_\_\_\_\_

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**Section B: Professional Development Opportunities on Retention**

1. What types of professional development opportunities are offered to teachers in the schools within the Wau Diocese? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How do you identify the needs of your teachers for professional development? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What types of programs do you typically offer, and how often do they take place?  
\_\_\_\_\_  
\_\_\_\_\_
4. Can you provide an example of a teacher whose professional growth has been supported through these programs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What feedback have you received from teachers regarding the professional development programs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. In your view, how does the availability of professional development opportunities contribute to staff retention? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section C: Ensuring a Fair and Just Compensation on Retention**

7. What is your approach to ensuring fair and competitive compensation for your teachers?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. How do you make sure that compensation is aligned with the teachers' workload, experience, and contributions? \_\_\_\_\_

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9. Can you discuss how you communicate the compensation structure to your staff? \_\_\_\_\_

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10. What other non-monetary benefits that you provide for your teachers to boost their morale?

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11. What role do you think fair and just compensation plays in retaining staff? \_\_\_\_\_

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12. Have you received any feedback from teachers on how compensation influences their decision to stay or leave the school? \_\_\_\_\_

**Section D: Creating a Positive Work Environment on Retention**

13. What do you do to promote conducive work environment in your schools?

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14. What do you do to foster a supportive and collaborative work environment among the teaching staff? \_\_\_\_\_

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15. What feedback have you received from teachers regarding the challenges they go through in classroom? \_\_\_\_\_

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16. What strategies do you employ to foster good relationships among staff and headteachers?

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17. In your opinion, how does the creation of a positive work environment impact on the decision of a teacher to remain in the job? \_\_\_\_\_

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**Section E: Encouraging Teacher Autonomy and Participation on Retention**

18. How do you encourage teachers to take ownership of their teaching methods and classroom management? \_\_\_\_\_

\_\_\_\_\_

19. How do you ensure that power and responsibilities are shared among the teachers? \_\_\_\_\_

\_\_\_\_\_

20. Can you provide examples of how teachers are involved in decision-making processes at the school? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21. Have any of your teachers made significant contributions to school policy or practice? \_\_\_\_\_

\_\_\_\_\_

22. In your opinion, how can teacher autonomy and participation influence retention?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you very much for your time and again be informed that the information gathered will only be used for the purpose of this study and will be treated with confidentiality.

**APPENDIX V: Reliability Analysis - Cronbach's Alpha**

**Reliability Statistics**

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| <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|-------------------------|-------------------|
|-------------------------|-------------------|

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**Appendix VI: Tangaza Research Permit**



**TANGAZA UNIVERSITY**

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

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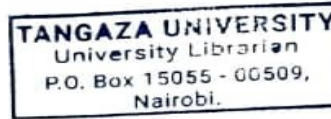
**Appendix VII: Plagiarism Report**

## 10% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

### Filtered from the Report

- Bibliography
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- Cited Text
- Small Matches (less than 8 words)



### Match Groups

- 137 Not Cited or Quoted 10%  
Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%  
Matches that are still very similar to source material
- 0 Missing Citation 0%  
Matches that have quotation marks, but no in-text citation
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- 9% Internet sources
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Ministry of General Education -Wau  
Director General Office

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Number: SMoGE&I/WBGS/DGO/50/A/1


Date: 5th May, 2025

To: **Whom it may concern**

This is to confirm that **Betty Amos Obol** is a principal investigator (PI) in a research protocol that involves her visiting various schools in the state. Her research is crucial for understanding educational practices and challenges. We kindly request your cooperation in granting her the necessary permits and access to the schools she intends to visit.

We appreciate your support in facilitating this important research

Best Regards

  
Juma Suleiman Ramadan  
Director General  
State Ministry of Education  
WBGS-Wau

**Appendix IX: Wau Diocese Map**

Area of Study

