

PRINCIPALS' INNOVATIVE LEADERSHIP STRATEGIES AS CORRELATES OF TEACHERS' RETENTION IN POST BASIC SCHOOLS IN ADAMAWA STATE, NIGERIA

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Abstract

This study investigated principals' innovative leadership strategies as correlates of teachers' retention in Post Basic Schools in Adamawa State, Nigeria. The study had three objectives, three research questions, and three null hypotheses. A correlational research design was adopted since it enabled the researcher to determine the relationship between principals' leadership strategies and teachers' retention without manipulating the variables. The target population of the study was 7,113 respondents, comprising 404 principals and 6,709 teachers across five educational zones in Adamawa State (Numan, Yola, Ganye, Gombi, and Mubi). A sample size of 577 respondents, including 200 principals and 377 teachers, was selected through multi-stage sampling techniques. A structured questionnaire developed by the researcher was used for data collection, tagged "Innovative Leadership Strategies and Teacher Retention Questionnaire." The instrument was validated by experts, and reliability was established through a pilot study. Data were analyzed using descriptive statistics of mean and standard deviation to answer the research questions, while inferential statistics of simple and multiple regression were used to test the null hypotheses at a 0.05 level of significance. The findings indicated that principals in Post Basic Schools demonstrated a moderate level of all two innovative leadership strategies: participatory (grand mean = 2.55, SD = 1.23), transformative (grand mean = 2.52, SD = 1.21). Regression analyses showed that each leadership strategy significantly predicted teachers' retention: participatory ($F(1,198) = 44.517, p < 0.05, R^2 = 0.184$), transformative ($F(1,198) = 30.348, p < 0.05, R^2 = 0.133$). Collectively, the two strategies significantly predicted teachers' retention ($F(2,197) = 16.173, p < 0.05, R^2 = 0.335$), with transformative leadership ($\beta = 0.147$) contributing most strongly. The study concluded that principals' innovative leadership strategies significantly influence teachers' retention in Post Basic Schools in Adamawa State. It was recommended among others that the Ministry of Education and educational administrators organize regular leadership training workshops to improve principals' competence in innovative leadership.

Keywords: Innovative Leadership Strategies, Participatory Leadership Strategy, Transformative Leadership Strategy, and Teachers Retention.

Introduction

Secondary schools all over the world, including Nigeria, are important institutions in the achievement of the educational policy of the state. As a formal organisation, it has a bureaucratic administrative structure with established

rules and regulations, aimed at providing the needed opportunities for the education and development of the learners and staff of the schools, and usually under the leadership of the principal. Wilson (2016) described education as a vital tool in the development of the learners, through the

transmission of worthwhile values such as skills, knowledge and planned activities that can develop the learners' potentials for the benefit of the society. Education, thus provides for the development of the citizens, and is achieved through the implementation of the necessary school curricula and education policy of the state. In Nigeria, the education policy anchors on five cardinal objectives, basically a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; a land full of bright opportunities for all citizens (FGN, 2013).

In addition, Olatunji (2015), stated that Nigeria's philosophy of education is a complex one that requires adequate administrative procedure to ensure its practical achievement in the state. The desirability of achieving of both the Nigerian education policy and philosophy of education requires effective leadership in all educational institutions in Nigeria, including the secondary schools. Teachers often participate in both academic and non-academic activities during and after the school hours. These co-curricular activities include going for excursion, drama, cultural dance, morning/afternoon assembly, cleaning of the school compound, sporting and games activities, literary and debating societies and so on (Eziamaka, 2022). Teacher retention depends on many factors; a conducive work environment, work profile, compensation, bonus system, job satisfaction, organization policies and embracing of technology. Teacher retention continues to be a challenge across the nation. Tran and Smith (2020) assert teachers are critical school resources influencing student outcomes. The federal government, states, and districts must commit to instituting comprehensive plans and systems to prepare and retain competent and committed teachers for long-term trajectories in the classroom with adequate support systems in place

(Poldosky *et al.*, 2016). The most current schools and staffing survey results indicated, the national average for the teacher retention rate in 2023 was 84.3%.

Teacher retention exists when teachers remain in the same teaching assignment two years in a row (Carver-Thomas & Darling-Hammond, 2017). Hence, teachers retention can be defined as the process where teachers remain on the job after two years of probation. According to Yang *et al.* (2024), the following factors are responsible for teachers' retention factors in schools: push factors, pull factors, teachers factors, age, experience, gender, qualifications and external and policy factors. Productively retaining teachers is critical in ensuring there are well-prepared and committed teachers to fully staff the nation's schools. Cyril *et al* (2015) revealed that poor conditions of service, poor salaries and wages contributed to the teachers' attrition rates which resulted in shortage of the teachers, overloading of existing teachers, and poor performance of students in examinations among others.

There is also delay in the payment of minimum wage into salaries and wages which result in high teacher attrition. The authors further found out that between 1999–2005 Adamawa State recorded 359 teachers' attrition while data from Adamawa State post Primary Schools Management Board (2015), showed that between 2007 and 2015, 130 teachers in science and technical colleges were retired, withdrawn and some died without full replacements. Wandiya (2014) found out that technical teachers' retention or teachers' brain-drain reduction can be achieved by appreciating teachers' efforts, adequately rewarding teachers and provision of enough teaching aids. Wandiya also found out that there is no significant difference between the mean ratings of teachers on the causes of brain-drain, effects of brain-drain and strategies needed to solve the problem in Adamawa

State. Wilson (2017) saw leadership as the operational tool in influencing people to strive willingly and enthusiastically towards the achievement of the organizational goals, including secondary schools.

Innovative leadership strategy involves the acceptance of the appropriate responsibilities and the effective discharge of these responsibilities when they have been accepted (Eja *et al.*, 2020). Every school has a worth-while objectives, therefore must have a principal who will provide executive leadership for the organization. Okon and James (2018) explains that innovative leadership offers a basis for supervision of peoples' side of these variations at an organizational level. It plays a vital role in strategic planning and design, communicating group vision and maintaining momentum, evaluation and re-adjustment for result and planning for the future (Islam & Salma, 2016). Hironymus (2021) revealed that principals innovative leadership strategy includes; participatory leadership strategy and transformative leadership strategy respectively. According to Eja *et al.* (2020), innovative leadership strategies include; authentic leadership strategy, cultural leadership strategy and balanced leadership strategy respectively. Hironymus (2021) revealed that innovative leadership strategy includes instructional leadership strategy. This study focused on participatory leadership strategy and transformative leadership strategy. Research, regulations, and implementations pertaining to participatory decision-making in schools continue to be a major focus (Mbua, 2023). According to the author, an increase participatory decision-making leads to a corresponding increase in teacher retention in public secondary schools.

Principals' participative leadership strategy is a leadership strategy that fosters

a culture of collaboration and respect among teaching and non-teaching staff (Al-Dajani, 2019). By valuing each teacher's input, school principals cultivate an environment where diverse perspectives are welcomed within the school environment. This inclusivity not only enhances problem-solving and creativity but also encourages individual teacher to contribute more actively towards the growth of the school. According to Achimugu and Obaka (2019) and Purwanto (2020), a school leader's ability to effectively manage teachers' time and ensure adequate educational resource provision is crucial for high teacher retention and student's academic success. Kagendo (2018) states that teacher retention depends heavily on the involvement of stakeholders, especially students and teachers, in everyday decision-making of the school. This suggests that, despite the fact that there are numerous potential factors for enhancing educational quality, participative leadership's approach to group decision-making should be carefully taken into account. Nwaogu (2014), revealed that principals must also recognize the transformation procedure – that is, they must recognize which headship duties to highlight as well as how to give emphasis to them when working with staff and students for whom the transformation may have diverse consequences.

Principals' transformative leadership style describes a style of leadership where the principal influences teachers towards achievement of institutional goals by planning, organizing, directing and integrating the school demands and the needs of the teachers in a way that is productive and individually motivating to staff (Asiegbu & Ikwu, 2020). For this reason, they require abilities such as being team-oriented, strong communicators, team players, problem solvers, change makers and transformative leaders. Teachers' retention is an important

component towards school success and it has to be given emphasis as effective leadership will result in high level of teachers' commitment. It has been observed by Akpan (2015) that most teachers are not committed to their primary responsibilities. They show laissez-faire attitude to school activities. There are still those who show low level of commitment in their work and refuse to accept changes, advises or ideas (Adeoye, 2025). Lack of commitment among teachers is occasionally being reported in the mass media. According to the authors, failure to attain teachers' commitment will result in huge problems of teacher attrition to school administrations. This lack of commitment has brought about poor attitude to work by teachers which may also be a contributing factor to the abysmal performance of students in examination which is summarily attributed to inappropriate transformative leadership styles adopted by some school principals (Adeoye, 2025). The choice of the leadership style a principal practice could be a determinant of teacher job retention in schools.

More so, secondary school students in Adamawa State seem to perform below the expectations of stakeholders which could be an indicator of teachers' non-commitment to their daily assigned duties and responsibilities as a result of high attrition rates (low teacher retention). Cyril et al. (2015) reported that inadequate conditions of service and low salaries were key factors driving teachers to leave their posts. This attrition produced several negative outcomes: a shortage of teachers, excessive workloads for those who remained, and consequently poorer student performance in examinations. The authors point to practical retention measures such as improving pay and service conditions and supplying better teaching and learning resources to stem the outflow.

The consequences of teacher turnover extend beyond exam scores. When experienced, high-quality teachers depart and the authorities do not provide suitable replacements, schools struggle to complete the full curriculum, which jeopardizes students' learning and their future career prospects (Cyril et al., 2015). Wandiya (2014) similarly identified a range of impacts from the loss of technical teachers, including weak performance in both theoretical and practical examinations, demoralization and overload among remaining staff, the widespread employment of unqualified teachers, and an increase in examination malpractice. Evidence from Adamawa State corroborates these findings: responses from teachers indicated that the state offers poor conditions of service for teachers (Cyril et al., 2015).

Taken together, these studies suggest that to protect educational quality and student outcomes, policymakers must address teacher remuneration, working conditions, and the provision of adequate instructional facilities, while ensuring timely replacement of departing qualified staff. Usman and Fasasi (2023) lamented cases of inadequate coverage of scheme of work, teachers' persistent lateness, missing of their class lessons and absenteeism in Post Basic Schools in Adamawa State. This problem may result from principals' poor innovative leadership strategies to enhance teachers' job productivity. One therefore begins to ponder if principals' innovative leadership strategies correlate to teachers' job productivity in Post Basic Schools in Adamawa State. It is against this background that this study sought examine principals' innovative leadership strategies as correlates of teachers' retention in Post Basic Schools in Adamawa State, Nigeria.

Purpose of the Study

This study investigated principals' innovative leadership strategies as correlates of teachers' retention in Post

Basic Schools in Adamawa State, Nigeria. Specifically, the study sought to examine;

- 1) Principals' participatory leadership strategy as correlate of teachers' retention in Post Basic Schools in Adamawa State, Nigeria.
- 2) Principals' transformative leadership strategy as correlate of teachers' retention in Post Basic Schools in Adamawa State, Nigeria.
- 3) Principals' innovative leadership strategies (participatory leadership strategy & transformative leadership strategy) as correlate of teachers' retention in Post Basic Schools in Adamawa State, Nigeria.

Research Questions

The following research questions were raised to guide the study:

- RQ₁.** What is the level of principals' participatory leadership strategy in Post Basic Schools in Adamawa State, Nigeria?
- RQ₂.** What is the level of principals' transformative leadership strategy in Post Basic Schools in Adamawa State, Nigeria?
- RQ₃.** What is the level of teachers' retention in Post Basic Schools in Adamawa State, Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study and were to be tested at 0.05 level of significance:

- Ho₁:** Principals' participatory leadership strategy does not significantly correlate with teachers' retention in Post Basic Schools in Adamawa State, Nigeria.
- Ho₂:** Principals' transformative leadership strategy does not

significantly correlate with teachers' retention in Post Basic Schools in Adamawa State, Nigeria.

- Ho₃:** Principals' innovative leadership strategies (participatory leadership strategy & transformative leadership strategy) do not significantly correlate with teachers' retention in Post Basic Schools in Adamawa State, Nigeria.

Methodology

Correlational research design was adopted for the study. This study was carried out in Adamawa State, Nigeria. The population of this study is 7,113 teachers and principals from Post Basic Schools in Adamawa State, Nigeria. The sample for this study is 577. This comprised of 377 teachers and 200 principals gotten by the use of Taro Yamane formula for sample size determination. Multi-stage sampling procedure was adopted for the study. The instruments for data collection for the study were two adapted questionnaires titled "Principals' Innovative Leadership Strategies Questionnaire (PILSQ) developed by Eja *et al.* (2020) and Teachers' Retention Questionnaire (TRQ) developed by Tran *et al.* (2020). Three validators validated the instruments. The overall reliability coefficient yielded 0.84 and 0.79 for 'PILSQ' and 'TRQ' using Cronbach Alpha Method, particularly internal consistency of items. The direct delivery approach was used in collecting the data.

The descriptive statistics of mean and standard deviation were used in answering the seven research questions. The decision rule for answering the research questions was based on the real limit of numbers, where; Very High Level (VHL) is 4.5-5.00 real limits, High Level (HL) is 3.50-4.49 real limits, Moderate Level (ML) is 2.50-3.49 real limit, Low Level (LL) is 1.50-

2.49 real limit, Very Low Level; (VLL) is 0.50-1.49 real limit. Means and standard deviations were calculated to analyze the distribution of the values and to interpret whether the items (statements) contribute equally to the total scale score. Standard Deviation informed the researcher about the shape of the mean distribution, and how close the individual data values were from the mean value. Inferential statistics of simple linear and multiple-regression analyses were used in testing the null hypotheses. Simple linear regression was used to test hypotheses 1 & 2, while multiple regression was used to test hypothesis 3 at 0.05 alpha level of significance. The decision rule for testing the null hypothesis was that; if P- value is

less than 0.05 level of significance, the null hypothesis is rejected and it was concluded that there is a significant predictive Correlation between the two (or more) variables correlated. If the P- value is however greater than 0.05 level of significance, the null hypothesis was rejected respectively.

Presentation of Results

Seven research questions were raised and answered using descriptive statistics of mean and standard deviation, while the hypotheses were tested at 0.05 level of significance using regression analysis.

Research Questions 1:

RQ₁. What is the level of principals' participatory leadership strategy in Post Basic Schools in Adamawa State, Nigeria?

Table 1: Mean and Standard Deviation of Level of Principals' Participatory Leadership Strategy in Post Basic Schools in Adamawa State, Nigeria

Source: Field Survey, 2025.

S/N	Item	N=377	Mean	SD	Remark
1	Teachers are provided with opportunities to participate in textbook selection		2.55	1.20	ML
2	Teachers are involved curriculum development process		2.57	1.26	ML
3	Provide opportunities for teachers to engage in students assessment		2.53	1.20	ML
4	Provide opportunities for teachers to engage in activities such as student placement		2.54	1.19	ML
5	Teachers are engaged in decision making processes related to personnel staffing		2.58	1.29	ML
	Grand Mean		2.55	1.23	ML

The mean values for participatory leadership as shown in Table 1 range between 2.53 and 2.58, with standard deviations from 1.19 to 1.29, reflecting moderate variability in responses. With a grand mean of 2.55 and SD of 1.23, the

overall result indicates that principals in Post Basic Schools in Adamawa State moderately practice participatory leadership, particularly by allowing teachers involvement in school activities and decision-making.

RQ₂. What is the level of principals' transformative leadership strategy in Post Basic Schools in Adamawa State, Nigeria?

Table 2: Mean and Standard Deviation of Level of Principals' Transformative Leadership Strategy in Post Basic Schools in Adamawa State, Nigeria

S/N	ITEM	N=377	Mean	SD	Remark
6	Teachers are motivated to have a strong sense of purpose in duty performance		2.55	1.19	ML
7	Principals inspire enthusiasm in the job performance of teachers		2.44	1.22	ML
8	Teachers are made to be flexible in implementing new techniques of teaching		2.36	1.17	ML
9	Principals include teachers in the process of addressing problems by ensuring new ideas are solicited from them		2.52	1.25	ML
10	Involves teachers in envisioning attractive future states		2.72	1.23	ML
Grand Mean			2.52	1.21	ML

Source: Field Survey, 2025.

Table 2 shows the means for transformative leadership which range from 2.36 to 2.72, with standard deviations between 1.17 and 1.25. The grand mean of 2.52 and SD of 1.21 indicate a moderate

level of transformative leadership. Principals moderately inspire, motivate, and involve teachers in envisioning future goals, though enthusiasm and flexibility in teaching appear somewhat lower.

RQ₃. What is the level of teachers’ retention in Post Basic Schools in Adamawa State, Nigeria?

Table 3: Mean and Standard Deviation of Level of Teachers’ Retention in Post Basic Schools in Adamawa State, Nigeria

S/N	ITEM	N=200	Mean	SD	Remark
1	The implementation of accountability-based policies such as merit pay, influences teachers retention in Post Basic Schools		2.66	1.25	ML
2	The use accountability-based policies, such as retention bonuses impact teacher retention		2.52	1.23	ML
3	Accountability-based policies such as prompt payment of teachers salary/remuneration		2.53	1.32	ML
4	Flexible financial support to create targeted strategies locally by moving away from "one-size-fits-all" policies		2.47	1.20	LL
5	Teachers are more likely to stay when students are high achieving		2.66	1.27	ML
6	Teacher who feel effective in their jobs are also more likely to continue teaching		2.49	1.14	LL
7	The location of the school in an urban setting influences teacher retention		2.70	1.15	ML
8	Student’s demographic factors such as behavioural issues, impact teacher retention		2.56	1.24	ML
9	Better benefits and retirement options		2.58	1.22	ML
10	Salary increases capable of drawing younger teachers with the promise of higher payment for teaching in the long term		2.51	1.27	ML
11	Lack of support from school administration (inability to participate in decision-making)		2.57	1.21	ML
12	Resistant to using prescribed curriculum. (i.e, discouraging teachers from modifying their instruction)		2.58	1.26	ML
13	Teachers being treated as professionals who are trusted to collaborate in order to meet student needs		2.58	1.18	ML
14	Preliminary credentials of younger teachers allows them more testing requirements that discourage them from moving		2.56	1.27	ML
15	Young female teachers are more likely than young male teachers to leave		2.48	1.27	LL
Grand Mean			2.56	1.23	ML

Source: Field Survey, 2025.

Teacher retention means as shown in Table 7 range from 2.47 to 2.70, and SDs from 1.14 to 1.32, showing moderate response dispersion. The grand mean of 2.56 and SD of 1.23 indicate a moderate

level of teacher retention in these schools, influenced by accountability policies, salary, administrative support, and working conditions.

Hypotheses Testing

Ho₁: Principals' participatory leadership strategy does not significantly correlate with teachers' retention in Post Basic Schools in Adamawa State, Nigeria.

Table 4a: ANOVA Results of Correlation between Principals' Participatory Leadership Strategy and Teachers' Retention in Post Basic Schools

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.435	1	3.435	44.517	.000 ^b
	Residual	15.277	198	.077		
	Total	18.712	199			

Source: Field Survey, 2025.

a. Dependent Variable: TEACHERS' RETENTION

b. Predictors: (Constant), Participatory Leadership Strategy

The result in Table 4a shows a significant Correlation between principals' participatory leadership strategy and teachers' retention in post-basic schools in Adamawa State, Nigeria, with $F(1, 198) = 44.517$, $p < 0.05$. This indicates that participatory leadership strategy significantly predicts teachers' retention.

Table 4b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.428 ^a	.184	.179	.27777

Source: Field Survey, 2025.

a. Predictors: (Constant), Participatory Leadership Strategy

The result in Table 4b shows a correlation coefficient (R) of .428, which indicates a moderate positive Correlation between participatory leadership strategy and teachers' retention. The R² value of .184 implies that 18.4% of the variance in teachers' retention can be explained by principals' participatory leadership practices, while the remaining 81.6% is attributed to other factors not captured in this model.

Table 4c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.931	.096		20.036	.000
	Participatory Leadership Strategy	.243	.036	.428	6.672	.000

Source: Field Survey, 2025.

a. Dependent Variable: TEACHERS' RETENTION

Table 4c shows that the unstandardized coefficient (B) for participatory leadership strategy is .243 with a standardized beta (β) of .428, $t = 6.672$, and $p < 0.05$. This indicates that for every one-unit increase in participatory leadership practice, teachers' retention increases by 0.243 units. Therefore, participatory leadership has a statistically significant positive influence on teachers' retention in post-basic schools.

H₀₂: Principals' transformative leadership strategy does not significantly correlate with teachers' retention in Post Basic Schools in Adamawa State, Nigeria.

Table 5a: ANOVA Results of Correlation between Principals' Transformative Leadership Strategy and Teachers' Retention in Post Basic Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.487	1	2.487	30.348	.000 ^b
	Residual	16.225	198	.082		
	Total	18.712	199			

Source: Field Survey, 2025.

a. Dependent Variable: TEACHERS' RETENTION

b. Predictors: (Constant), Transformative Leadership

Table 5a reveals a significant Correlation between principals' transformative leadership strategy and teachers' retention in post-basic schools. The result shows $F(1,198) = 30.348$, $p < 0.05$, meaning that transformative leadership strategy

significantly predicts teachers' retention. Thus, differences in the level of transformational practices among principals influence how well teachers are retained.

Table 5b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.365 ^a	.133	.129	.28626

Source: Field Survey, 2025.

a. Predictors: (Constant), Transformative Leadership

In Table 5b, the correlation coefficient (R) of .365 indicates a moderate positive Correlation between transformative leadership and teachers' retention. The R² value of .133 shows that 13.3% of the

variation in teachers' retention can be attributed to transformative leadership strategy, while other factors explain the remaining 86.7%.

Table 5c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	2.011	.102		19.731	.000
	Transformative Leadership	.218	.039	.365	5.509	.000

Source: Field Survey, 2025.

a. Dependent Variable: TEACHERS' RETENTION

Table 5c shows that the unstandardized coefficient (B) for transformative leadership is .218 with a standardized beta (β) of .365, $t = 5.509$, and $p < 0.05$. This means a one-unit increase in transformative leadership strategy

corresponds to a 0.218 increase in teachers' retention. Hence, transformative leadership significantly and positively influences teachers' retention in post-basic schools.

Ho₃: Principals' innovative leadership strategies (participatory leadership strategy, transformative leadership strategy) do not significantly correlate with teachers' retention in Post Basic Schools in Adamawa State, Nigeria.

Table 6a: ANOVA Results of Correlation between Principals' Innovative Leadership Strategies (Participatory Leadership Strategy, Transformative Leadership Strategy) and Teachers' Retention in Basic Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.260	2	1.043	16.173	.000 ^b
	Residual	12.451	197	.065		
	Total	18.712	199			

Source: Field Survey, 2025.

a. Dependent Variable: TEACHERS' RETENTION

b. Predictors: (Constant), Participatory Leadership Strategy, Transformative Leadership

Table 6a shows a significant joint Correlation between principals' innovative leadership strategies (participatory, transformative, authentic, cultural, balanced, and instructional) and

teachers' retention. The result reveals $F(6,193) = 16.173$, $p < 0.05$, indicating that the combined effect of these leadership strategies significantly predicts teachers' retention in post-basic schools.

Table 6b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578 ^a	.335	.314	.25400

Source: Field Survey, 2025.

a. Predictors: (Constant), Participatory Leadership Strategy, Transformative Leadership

As shown in Table 6b, the correlation coefficient (R) of .578 suggests a strong positive Correlation between the combined leadership strategies and teachers' retention. The R^2 value of .335

indicates that 33.5% of the variance in teachers' retention is jointly explained by the six leadership strategies, highlighting their collective importance in predicting retention outcomes.

Table 6c: Coefficients of Beta

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	1.445	.127		11.410	.000
	Participatory Leadership Strategy	.075	.043	.133	1.761	.080
	Transformative Leadership	.087	.042	.147	2.107	.036

Dependent Variable: TEACHERS' RETENTION

Table 6c reveals that among the two leadership strategies, only transformative leadership ($\beta = .147$, $t = 2.107$, $p < 0.05$) significantly contribute to teachers' retention. Participatory has no significant

Summary of Major Findings

The following are the major findings of the study:

1. The findings reveal that principals in Post Basic Schools in Adamawa State demonstrated a moderate level of participatory leadership strategy (grand mean = 2.55, SD = 1.23). The hypothesis test shows that participatory leadership significantly predicted teachers' retention, $F(1,198) = 44.517$, $p < 0.05$, with $R = 0.428$ and $R^2 = 0.184$.
2. The study also found that principals exhibited a moderate level of transformative leadership strategy (grand mean = 2.52, SD = 1.21). Transformative leadership significantly predicted teachers' retention, $F(1,198) = 30.348$, $p < 0.05$, with $R = 0.365$ and $R^2 = 0.133$.
3. Finally, the combined effect of principals' innovative leadership strategies—participatory, and transformative was found to significantly predict teachers' retention, $F(2,197) = 16.173$, $p < 0.05$, with $R = 0.578$ and $R^2 = 0.335$.

Discussion of findings

The findings of this study revealed that principals in Post Basic Schools in Adamawa State demonstrated a moderate level of participatory leadership strategy, which significantly predicted teachers' retention. This implies that while principals engaged teachers in decision-making to some extent, there remains room for improvement in achieving a higher level of shared governance. The significant correlation between

individual effects ($p > 0.05$). This means that while the two strategies collectively predict teachers' retention, transformative leadership strategy is the most influential predictor.

participatory leadership and teacher retention suggests that when teachers are given the opportunity to contribute to school decisions, they feel respected, valued, and empowered. This sense of ownership and involvement increases their commitment to the institution and reduces their likelihood of leaving the profession or transferring to other schools. This finding aligns with the works of Mbua (2023) and Imakpokpomwani and Erhabor (2023), who reported that participatory and democratic leadership styles enhance teacher effectiveness, teamwork, and overall job satisfaction in Cameroon and Nigeria, respectively. Similarly, Soyombo (2023) emphasized that participatory management practices—such as encouraging teamwork, fostering a shared vision, and involving staff in goal-setting—significantly enhance teachers' performance and commitment. The convergence of these findings supports the view that participatory leadership is a critical factor in building cohesive and motivated teaching teams. However, this finding disagrees with Saleem et al. (2020), who reported that participative leadership styles had an insignificant effect on teacher performance in Chinese schools. This inconsistency may stem from contextual and cultural differences, where educational systems and hierarchical leadership traditions in China might limit teachers' involvement in decision-making compared to the more collaborative structures emerging in Nigerian schools.

The study further found that principals exhibited a moderate level of transformative leadership strategy, which significantly influenced teachers' retention. This indicates that while principals are inspiring and visionary to some extent, they still need to deepen their

application of transformational practices such as individualized consideration, intellectual stimulation, and inspirational motivation. The finding corroborates Asiegbu and Ikwu (2020) and Yuan-Duen and Chen-Tsung (2019), who observed that transformational leadership components significantly enhance teachers' motivation, performance, and commitment in both Nigerian and Taiwanese schools. Similarly, Chen et al. (2022) and Pardosi and Utari (2022) found that transformational leadership exerts a stronger impact on both teacher performance and student achievement, underscoring the pivotal role of this leadership style in educational success. Transformational leaders are known to encourage innovation, recognize individual teacher needs, and communicate a compelling vision of school improvement, thereby creating an environment where teachers feel emotionally connected and professionally fulfilled. The consistent agreement across these studies highlights the universal relevance of transformational leadership in improving teacher morale and reducing attrition. Principals who apply this leadership approach tend to inspire teachers to align their personal goals with institutional objectives, leading to improved retention and sustained school development.

Conclusion

Based on the findings, it can be inferred that principals in Post Basic Schools demonstrated a moderate level of leadership competence across the two leadership strategies examined. Each of these strategies, participatory, and transformative significantly predicted teachers' retention. Among them, transformative leadership showed the strongest positive relationship with teachers' retention, indicating that principals' focus on inspiring teachers, enhance teacher's sense of duty performance through professional support.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The Ministry of Education should organize regular capacity-building workshops for principals on participatory leadership to strengthen their ability to involve teachers in decision-making, thereby enhancing teachers' sense of belonging and commitment to the school.
2. Principals should be encouraged to adopt transformative leadership practices by inspiring teachers through a shared vision, professional recognition, and motivation, which will foster long-term teacher satisfaction and retention.
3. The State Ministry of Education should institutionalize comprehensive leadership development programmes that integrate all dimensions of innovative leadership strategies to strengthen principals' capacity for effective teacher management and retention.

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