Implementation of personnel retention strategies: A focus on a case study of Cor Jesu College, Philippines

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Abstract
The purpose of the study was to determine the factors that influence retention of personnel at Cor Jesu College in the Philippines and establish guidelines for effective staff retention. The objectives of the study were to determine personnel retention strategies used by Cor Jesu College management; establish factors that influence staff to remain employed at Cor Jesu College and ascertain potential barriers to the retention of staff at Cor Jesu College. A qualitative research design involving descriptive sample survey method to collect data by means of self- administered semi-structured questionnaire was adopted. The sample consisted of 70 Cor Jesu personnel. The data were analyzed using thematic and content which were used for interpreting the findings of the study. Results showed that teachers were not satisfied with their job and that their retention was affected by several aspects of their work. Working conditions emerged as the major source of dissatisfaction while interpersonal relations were a principal retention factor. The study recommended that management of the college should involve educators in policy formulation, improve the working conditions for educators, provide incentives for educators, facilitate staff development programmes, appraise teacher performance and improve management style.

Keywords: retention, personnel retention, retention strategies, working conditions

1. Introduction: Background
Successful organizations realize that employee retention and talent management are integral to leadership sustenance and growth in the market place. Moreover, becoming an Employer of choice by retaining high caliber employees in today's labour market should be the highest priority. Regardless of type of an organization such as a community hospital, small business, major Corporation, an educational or a government establishment, employee retention is critical to success. Johnson (2007) [34] asserts that employee retention is heavily dependent upon two key factors; leadership skills of management and human resource strategy. Despite the status of an entity being classified as wonderful, people are less likely to stay especially where their front-line supervisor is an untrained person with poor managing skills. Training managers on coaching and mentoring can go a long way towards improving employee retention. It is now more important than ever before to harness and secure the available workforce within a given organization.

According to Levoy (2007) [38] people move faster, interact with more visible animation, communicate with more palpable emotion and enthusiasm, listen more intently and respond more vigorously in a happy environment. Providing team members with adequate job challenges is another way to keep them engaged considering the gap between employees' abilities and the demands of the task they are to accomplish. Skilful leaders understand the power of involving people in solving problems. When individuals and groups realize they truly have influence and the authority to make a plan and

execute it to reach the goal, engagement kicks into gear. Too little challenge leads to boredom, and too much challenge leads to job stress. Employees will go an extra mile if they feel responsible for the results of their work and believe their jobs are rewarding. This implies that everybody, at all levels of an organization, want to know that their efforts are recognized and appreciated.

However, Dolezaleck (2003:52) [21] points out that "employment market is going to change eventually. As a result retention of human resource remains the biggest need facing companies today". For example, Zenke (2002:24) [68] explains that "keeping skilful employees remains a major worry for many organizations". Therefore, there is need to understand the expectations and needs of the employees. Laff (2007:20) [37] states that, "in contrast with the gloom and doom forecasts about employee satisfaction, a recent survey revealed that a large majority of employees are contented in their current position. The irony, however, is that while employees cite a greater sense of satisfaction, their managers are either unaware or cannot identify a retention strategy within their own offices. Organizations can correct the imbalance by educating managers about the retention strategies and then taking a top-down approach to communicate all retention initiatives throughout the organization".

Guld (2007:19-21) [27] states that "while continual recruitment of skilled workers should be a company's top priority, it should still be argued that their retention should be even more important. At the top of the list should be employee retention

because while good people are hard to find, dependable people are much harder to replace. In a leadership role, it is vital to understand the unique needs, desires, expectations and goals of each staff member and make sure the organization becomes a place of self actualization where each can be realized". Karin (2008) [35] states that one of the important steps to putting in place a sound staff retention policy in any organization is to establish and understand the reasons why employees resign. Using staff retention as a key performance indicator for the management team would assist in tracking and monitoring initiatives to retain key personnel.

Similarly, Ruschak (2005) [57] notes that retention is a critical issue in many industries, including health care. While there is no magical formula for retaining top medical personnel, there are steps that medical practices can adopt to prevent job hopping and to create an environment that will encourage employees to prosper and remain loyal to the practice. Similarly, the teaching profession should be able to not only recruit capable and qualified members, but also retain them. This can be done by providing teachers with opportunities for educational advancement and professional growth by alleviating conditions in the schools that limit the realization of intrinsic rewards that are a major source of teacher job satisfaction (Engelking, 1986) [24].

According to Sarmiento (2002) [58]. schools in the Philippines have adopted a compensation policy by providing attractive salaries comparable to corresponding government departments in order to ensure a successful retention rate. The salary range is formulated in accordance with factors such as skill, length of service, past performance, qualifications and responsibilities. Besides, it is evident that those who stay longer are also more loyal to their institutions (Cor-Jesu College, 2006) [17]. However, alternative strategies for improving job performance and teacher retention will be based on individual impact on skills and other professional activities which will maximize an employee's professional growth and promotion in the service. Investment in education contributes to economic growth and development through improvement of the human factor in the organization which is essential to the sharpening of performance and the attainment of efficiency. For this reason, the recent indication of teachers opting to stay in the Philippines instead of aspiring to work abroad becomes an advantage for the country. On one hand, the economic benefits of migrant labour have enabled ordinary Filipinos to attain a better life. On the other hand, retaining those employed by offering them better incentives, through economic empowerment that guarantees decent and gainful employment, is the major concern for education (United States Department of Education, 2006) [65]. Obviously without proper retention measures, this idea can be elusive.

1.1 Problem Statement
Although quality teachers have an impact on improving student learning and performance, but teacher retention remains a significant problem in some schools. In the Philippines, teacher and personnel retention is a reality that has to be dealt with seriously. It is a common phenomenon in the Philippines that employers find it too difficult to find and retain the right people for the simple reason that the best ones are leaving for better paying jobs abroad (Philippines

Overseas Employment Administration, Annual Report 1993). [53] Employees, especially the skilled ones, are in constant search for better jobs, working environment, experience and training that could enhance their skills and sustain them in their jobs. Although staff turnover keeps increasing in the Philippines' educational institutions, it remains low at Cor Jesu College, where conditions appear not to support staff retention. It is on the basis of this observation that the study sought to investigate factors that influenced staff retention at Cor Jesu College.

1.2 Purpose of study
The purpose of the study was to investigate the factors that influence retention of personnel at Cor Jesu College in the Philippines.

1.3 Research objectives
The general objective of this research was to determine the factors influencing retention of personnel and establishing guidelines for effective staff retention at Cor Jesu College. The specific objectives were as follows:
1. To describe personnel retention strategies used by Cor Jesu College management.
2. To establish factors that influence staff to remain employed at Cor Jesu College.
3. To determine potential barriers to the retention of staff at Cor Jesu College.

1.4 Limitations of the study
The present study has a number of limitations. The results of this study must be interpreted and applied with several considerations in mind:
▪ First, the results of the present investigation only draw a picture of personnel retention strategies implemented in one College at a particular point in time. It is not known whether the current perceptions may change during the course of the academic year. However, this can be addressed by way of systematic longitudinal studies.
▪ Second, the study was geographically restricted to one city-Digos, and because it involved only one College, the perceptions and attitudes of College faculty in other Colleges will remain unknown in the Philippines.
▪ Third, the study was based entirely on self-report information. It is assumed that all personnel completing the questionnaire did so honestly and sincerely. The accuracy of the study was limited to the subjective perceptions and attitudes of the personnel who responded to the survey questionnaire, and was limited by the degree to which respondents expressed their true feelings. Consequently, it was assumed that the perceptions and attitudes of the respondents would closely reflect the perceptions and attitudes of those other teachers who were not involved in the study.

2. Research Methodology
According to Mouton (2002:35) [46] "methodology is a plan to apply a variety of standardized methods and techniques in the systematic pursuit of knowledge. It includes the data collection plan which sets out the detailed strategy for collecting data". That is, where, when, how and from whom

(Schulze 2002b) [60].

McMillan and Schumacher (2001) [44] state that the goal of a sound research design is to provide results that are judged to be credible. Credibility refers to the extent to which the results approximate reality and are judged to be trustworthy and reasonable. The research design is a general plan, blueprint and structure of the investigation which the researcher uses to obtain evidence to answer the research questions (De Vos *et al*, 1998; Booyse *et al*, 2002. in Dzivhani, 2000) [19, 8, 23]. It guides the manner in which the study is to be conducted and creates a framework for the research (Brink & Wood, 1983; Huysamen in De Vos *et al*., 1998) [10, 19].

This study adopted a descriptive design. The descriptive survey method was used in the present study because it is best for investigating an existing situation or current condition. The study uses descriptive survey method uses questionnaires to collect the necessary data. Despite the disadvantage of being somewhat artificial and superficial, the survey research method has advantages in terms of the data that can be collected. Data collected in this manner can be standardized (Babbie, 1990 in Hoberg, 1999)[2] as well as Glaser and Strauss (1965) [26], argue that the design is more closely aligned with inductive building of theory as opposed to deductive testing or extension of theory.

2.1 Study Sample
Schulze (2002a) [59] defines sample as an element that is a small group of a target population that is selected for inclusion in a study. As noted by Booyse *et al*. (2002) [8], it stands to reason that it is impracticable to mount surveys that include entire target population; hence a sample is drawn that is representative in that, those included in the sample display the same characteristics as the target population. The sample for the study consisted of one hundred and twenty (120) participants comprising 15 members from administration, 64 teaching staff, 29 professional non-teaching staff and 12 non-professional non-teaching staff.

2.2 Sampling Procedure
Schulze (2002a: 13) [59] defines sample as an element, that is a small group of a target population, that is selected for inclusion in a study. As noted by Booyse *et al* (2002: 53),[8] it stands to reason that it is impracticable to mount surveys that include entire target population; hence a sample is drawn that is representative in that, those included in the sample display the same characteristics as the target population. In this study, the universal sampling technique was employed by the researcher in selecting participants to participate in the study since the data magnitude of the study was manageable as it involved only one institution and a small number of participants.

2.3 Instruments and procedure for data collection
According to De Vos *et al*. (2005), [20] data collection involves the gathering of information about the variables in the study. Mouton (2002) [46] argues that data collection subsists in the use of a variety of methods and techniques of data collection in a single study. Schulze (2002b) [59] maintains that data should meet the requirements of a qualitative or quantitative research design or a design consisting of a combination of these approaches. The data collection methods in this study combined these two approaches. In an effort to acquire different facets of the same problem (symbolic reality) of the participants (Berg 1995) [6] and obtain more valid results in the research, the following three methods were used to collect data: document analysis, questionnaires and focus-group discussion.

2.4 Validity
Validity is the extent to which an instrument measures what it is supposed to measure (Borg & Gall, 1998) [9]. In recent years validity of qualitative data is addressed through the honesty, depth, richness, and scope of the data achieved, the participants approached and objectivity of the researcher, (Cockburn, 2000; Lewin, *et al*, 1990) [16, 39]. The researcher ensured that all the recorded information was well transcribed and all the responses from the participants were cross checked and coded appropriately. A pilot study was also conducted as way of testing the appropriateness of the research instruments which were used in the study.

2.5 Data Analysis
Qualitative data were analyzed using content and thematic analysis whole some elements of quantitative data were coded and analyzed within the excel environment in order to generate descriptive statistics which included frequencies, percentages, means, and standard deviations.

2.6 Ethical Considerations
Ethics refers to discussions around what is considered acceptable or justifiable behaviour in the practice of social research. It is concerned with what is considered to be fair ways for the researchers to proceed (Makhanya 2006; Bailey, 1987) [42]. Mauther *et al*. (2002) [43] point out that ethics is the application of general rules and principles, and the researcher's internalising of moral values

3. Findings and Discussions
3.1 Interpersonal relations and teacher retention
Results of the present study indicate that participants were satisfied with the College climate. The respondents reported that most derived their satisfaction from the working relationships with students, colleagues, parents as well as administrators which contributed to a positive College climate. According to Herzberg' two factor theory interpersonal relations is a maintenance factor (Herzberg, Maustner and Synderman, 1959; Glaser and Strauss, 1965) [29, 26]. Positive interpersonal relations increase the opportunities for teachers to interact with learners in the isolation of the classroom thus enhancing the teacher' retention and satisfaction, colleagues in this regard can be viewed as a source of support in times of difficulties and a source of strength when impositions are placed upon one (Cockburn, 2000) [16]. Social support from superiors is a major source of motivation, satisfaction and retention (Cockburn, 2000) [16]. Satisfied teachers appear to enjoy better relationships with superiors' (Ruhl-Smith & Smith, 1993, Sergiovanni and Starrat, 1998; Van Amelsvoort, *et al*, 2000) [56, 62, 66] hence they have higher levels of retention. The present study suggests that personnel's social needs at Cor Jesu College are

being met.

3.2 Job characteristics and teacher retention

The present study indicates that personnel are not satisfied with their jobs because they perceived it as lacking autonomy (lack of teacher input in decision making) and opportunity for real time teaching. This finding is inconsistent with findings from (Brunetti, 2001; Husband & Short, 1994; Kloep & Tarifa, 1994; Riseborough & Poppleton, 1991). [11, 33, 36, 55] Teachers in Brunetti's (2001) [11] study reported that they had classroom autonomy which they valued, offered a variety of ideas and different ways of teaching. Nhundu (1994) [47] found that 84.8% of the teachers in his survey were satisfied with the autonomy they had. The present study's finding that teachers do not have the freedom to decide how they do their work is, however, consistent with Cockburn's (2000) [16] finding that teachers hinted at lack of autonomy. The lack of autonomy maybe attributed to the lack of resources which hinders their freedom and flexibility in selecting teaching/learning activities and delivering content. Results of the present study also show that personnel were motivated and satisfied with other aspects of the job characteristics construct variable. Interactions with students were overwhelming a positive factor. This lends support to Bastick's (2000) [5] finding that most of respondents in his study chose teaching to make a worthwhile contribution to the school and academic development of others; to make positive difference in the lives of children. It would appear that the teachers in the present study are motivated by the feeling that they are doing significant and important work; giving service to the country and helping the young generation through education. The belief that they had a positive impact on the lives of their students generated a sense of satisfaction among teachers (Brunetti, 2001) [11].

3.3 Staff development and teacher retention

The present research reveals that the process of appointing personnel to undertake various trainings for positional advancement and participation in professional development programmes was not clear. The findings that teachers were not satisfied with positional advancement or promotion lends support to Fresko, Kfir and Nasser's (1997) [25] argument that advancement for teachers is generally limited, and Yong's (1999) [67] finding that teachers in his study were dissatisfied with promotion prospects. It was also observed in this present study that since few people were given chance for trainings promotion was slow and some ended up leaving for greener pastures' abroad which was a common trend in the Philippines. This is in line with Nhundu's (1994) [47] finding that 81.5% of the teachers in his survey expressed dissatisfaction with prospects for promotion and 74.8% of the respondents were dissatisfied with the method used in the promotion of teachers. Nhundu's (1994) [47] results support Nyagura and Reece's (1990) [49] finding that 69.6% of their respondents were not satisfied with promotion prospects.

In this present study, respondents ranked in-service training programmes that provide expertise through seminars and trainings the highest. Possible explanations for the satisfaction of teachers with in-service training programmes could be that teachers are intrinsically motivated to update their skills and grow professionally and this enhances retention (Scribner, 2000) [61], and in-service training could be considered an indirect incentive which can help the quality of teaching resulting in the improvement of students achievement levels, thus leading to retention and job satisfaction for teachers (Abdo, 2000) [1].

3.4 Incentives and teacher retention

Findings of this study suggest that personnel are not well enumerated. Increased salary and better fringe benefits were regularly mentioned as being too low. This is in line with Hoy and Miskel's (1996) [32] findings that teachers are motivated by the opportunity to earn more money, money matters, particularly to educators whose income falls short of meeting basic needs. A guaranteed salary meets the teachers physiological and security needs. While teachers are not necessarily motivated by money for retention purposes, they can be de-motivated by a lack of money when this is viewed as not reflecting their contribution to society and affect families (NUE comment 1999) [48]. Fringe benefits (bonuses) help attract teachers but the effect of these bonuses on the retention of teachers beyond a negotiated period remains elusive. Consistent with Herzberg (1959) [29], educators in Hofmeyr's study (1992) [30] did not see benefits such as housing subsidy as a retention factor; but, however, working hours and holidays were seen as a motivation to stay. In Herzberg's view, improving the fringe benefits is in itself not motivating but may reduce or eliminate the dissatisfaction of teachers and create conditions for retention (Owens, 1995) [52].

3.5 Mentoring and teacher retention

This research revealed that teachers had a strong preference of having close supervision and guidance in handling their duties. This is in line with the findings of Howe (2006) [31] that understanding how an induction programme works can lead to increasing capacity to improve new teacher retention and professional effectiveness. The present study further showed that there was need for on-going personnel assistance to both new and old teachers. These findings lend support to Ibid (2006) [30] who found that successful teacher induction programmes included opportunities for experts and neophytes to learn together in a supportive environment promoting time for collaboration, reflection and a gradual acculturation into the profession of teaching. The present study's findings that provision of spiritual and moral formation programmes through support seminars, professional training and other life skills to both beginning and experienced teachers should be implemented. This is supported by icit (2006) [30] who asserted that exemplary practices include comprehensive in-service training, extended internship programmes, mentoring and reduced teaching assignments for both beginning and old teachers. The present study suggests that there is need for a mentor or a support team for the beginning teachers and if they can get through the first three years with adequate support and mentor system then they would be real teachers. This is in line with (Little 1990) [40] who found that mentoring was a supportive strategy for the transition process experienced by first-year teachers as they enter the classroom. It was a mutually empowering strategy which provided leadership opportunities for veteran teachers, and created a collegial environment as the two groups work together in a professional capacity.

3.6 Retention levels and gender

Results show that the effect of gender on personnel retention made no significant difference in terms of retention because by having female (64.3%) respondents in the majority does not necessarily mean that they stay longer in the institution. This supports the findings that sex had little or no influence on teacher retention (Low & Marican, 1993) [41].

3.6.1 Retention levels and age

The present study shows that generally age of the respondents had no influence on the level of retention. However the present study is in conflict with some previous studies which have produced mixed results (Mertler, 2002; Nhundu, 1994). [45, 47] Mertler (2002) [45] reported that the age of the respondent made a significant difference in the motivation and retention of teachers. He found percentages of motivated teachers in the age range from 26-30 years (n=80 or 90%) and those in the range from 36-40 years (n=58 or 83%) substantially greater than the overall value of 77% and those in the range of 31-35years substantially lower. Nhundu (1994) [47] found that teachers in the range from 26-30 years were the most motivated and stayed, followed by those in the 31-35 years age group, and least motivated teachers were those in the 51 years plus age group. One interpretation of the age groups differences in previous studies is that older teachers are probably more complacent and frustrated by limited alternative employment opportunities, while younger teachers have higher self-expectation and have opportunities for alternative employment (Nhundu, 1994; Karin, 2008; Sim, 1990) [47, 35, 63].

In addition to the cited studies, Chaplain (1995) [14] reported that younger teachers" were generally more satisfied with their work than their older and more experienced colleagues. Contrary to cited studies, Ruhl-smith and Smith (1993) [56] reported that teachers between 25 and 35 years old tended to have low levels of retention and were least motivated. Other studies reported that teachers under 30 years old were rated low on retention while older teachers were found to be more motivated and exhibited higher levels of retention and job satisfaction (Low and Marican, 1993; Sim, 1990) [41, 63]. The differences in the age categories between previous studies and the present study make comparisons difficult. However, the present study has shown that personnel in the age range between 25 years and below (8-12%) and those in the age range 26-35 years (18.26%) were fewer compared to teachers in the age range 36-45 (13,19%) and those aged above 46 years (30.43%). Reasons to give account why the age groups from 36 years to 46 years were seemingly more could not be established.

3.6.2 Retention levels and academic qualifications

The results of the present study show that there was little difference between teachers with low and highest qualifications. The findings of no difference are in line with Low and Maricans (1993) [41] findings that educational qualifications did not affect teacher retention.

3.6.3 Retention levels and work experience

The present study has shown that retention does not relate to the length of work experience. This confirms Culver *et al.*'s (1990) [18] finding that length of teaching experience had little influence on levels of motivation and retention, insofar as the effect of teaching experience on retention was concerned, this was also the case on the present study. The finding of the present study that teaching experience did not influence retention however, contradicts other previous studies (Brunetti, 2001; Low and Marican, 1993; Mertler, 2002; Nhundu, 1994) [11, 41, 45, 47]. Mertler (2002) [45] established that length of teaching experience made statistically significant difference in the motivation and retention of teachers. He found a direct relationship between the length of teaching experience and retention, with the most experienced teachers being the most motivated. This is in line with the finding that teachers with longer teaching experience, and who have come to terms with the profession, were more motivated than those with fewer years of teaching experience (Low and Marican, 1993) [41]. and that experienced classroom teachers were highly motivated (Brunetti, 2001) [11]. In contraposition to other studies, Nhundu (1994) [47] and Riseborough and Poppleton (1991) [55] reported that the least satisfied group were the most experienced teachers.

The present study suggests that there is no reason why teachers with different years of teaching experience should differ in their retention levels if they are working in the same educational settings. The sources of their satisfaction or dissatisfaction are perceived to be the same. Both experienced and non-experienced teachers have to contend with the same difficult working conditions, and consider their economic status low in comparison with the status in other occupational fields that require equal level of education and experience. They are both frustrated by working conditions and satisfied with interpersonal relations.

4. Conclusion

The overall picture that emerged from the survey is of personnel who were not highly satisfied with several aspects of their working conditions. The study identified working conditions as a principal de-motivating factor. The de-motivating aspects of working conditions emerged as the physical environment (inadequate materials and practices) and inadequate salaries. Most aspects of working conditions such as lack of materials and physical conditions of classrooms appeared as de-motivators. With respect to the job characteristic factor, lack of involvement in decisions that affect them, and lack of autonomy were found to be de-motivating. The other aspect of job satisfaction which emerged as de-motivators included positional advancement or promotion and lack of opportunity for participation in professional development programmers.

Although the teachers in the present study were not highly satisfied with their jobs, there were several teachers who were motivated and satisfied with certain aspects of their work. The study identified interpersonal relations a principal retention factor. The teachers experienced very good interpersonal relations with students, colleagues, parents and administrators. Teachers appear to enjoy the opportunity to work with children and nurture their learning and they see colleagues as a source of friendships, a source of support in time of difficulty and source of strength when impositions are placed on one (Cockburn, 2000) [16]. One retention strategy which

was identified by this study which fosters personnel retention was College climate. The study revealed that there is need for close supervision and guidance to both new and old teachers in handling their duties. The study further reveals that age, academic qualifications, work experience in this present study did not significantly affect personnel retention.

As argued in the first chapter of this report, teacher retention remains a significant problem in some educational institutions. Yet, teacher retention is a fundamental resource in improving student learning and performance. Those involved in the management of teachers should recognize that teacher retention results from implementing strategies that will keep personnel remain in their institutions. If the problem of teacher attrition in developing countries like the Philippines is to be addressed, teacher retention should be an important concern for educational leaders and managers. As Ortigas (1997) [50] observes, successful retention is best achieved by a proactive human resource department that actively seeks out what employees want most, also by discovering the reasons behind the departure of former staff the organization has failed to keep, but wishes it had. Educational practitioners and researchers should draw their attention to factors influencing personnel retention identified in this report in an effort to seek practical solutions to the problem of staff turnover.

Generally, a reasonable degree of relationship was found between this study and other previous studies on personnel retention strategies in educational institutions. Several findings of previous research were confirmed by this study.

5. Recommendations
Based on the study findings, the following were recommended:

5.1 Recommendations for educational planers and policy makers
The manner in which personnel retention strategies are being implemented has been noted to impact negatively on teacher retention. Educational policy presents College principals with challenges in trying to carry out their administrative and managerial duties. The findings from literature and interviews suggest that the College management find it difficult to manage the implementation of personnel retention strategies meaningfully because of several challenges. In the light of the revelations obtained in this study, educational planners and policy makers can positively influence teacher retention through appropriate policy changes. Educational planners and policy makers could consider the following recommendations and suggestions.

5.2 Involve educators in policy formulation
Research and development should take a centre stage to bridge the gap between academicians and practitioners (Bailey, 1987) [3] Policies that affect the teacher's professional lives should not be formulated top-bottom but need to be inclusive with active participation of teachers (Sergiovanni and starrat, 1988).[62] Teachers should actively participate in the formulation of policies that affect them so that they experience a sense of belonging which will ultimately bring about a sense of self-esteem thus enhance their retention.

5.3 Improve the working conditions for educators
Policy should aim at improving the conditions for the professional practice of teachers. Proper working conditions must be ensured since these can serve as incentives or extensive motivators leading to better performance and retention (Abdo, 2000). [1] The teachers" general conditions of employment need to be improved. Teachers should be allowed to teach rather than requiring them to use instructional time to perform non-teaching duties (Ibid, 2000); [1] this will help in improving teachers working conditions. Educational planners should improve facilities and provide adequate supplies and materials in educational institutions.

5.4 Recognize teacher performance
There is need for educational policy makers to institute and implement programmes that honour excellence in teaching in the country (Bigler, 2000).[7] School teachers who are furthering excellence in education can be selected by an independent committee, on the basis of established criteria, for national awards. This will provide teachers with the praise and recognition they deserve thus enhancing their retention.

5.5 Provide incentives for educators
Implementations of effective incentives strategies should be considered as a priority by educational planners and policy analysts. This could be a way of improving their motivation, and accordingly improve their performance and ability to remain in the profession. Promotion for teachers should be clearly defined and let teachers participate in setting up these criteria. The remuneration for teachers should be competitive and attractive. Teachers should be rewarded for effective performance and provided with merit pay or bonuses, based on their performance. Educational policy makers should consider implementing teacher salary structures that provide pay increase on the basis of teacher knowledge and skills, as well as offering incentives for improved performance (Odden, 2000) [50], and implementing school-based performance award programmes which provide all teachers with pay bonuses when a school as a whole meets or exceeds its present targets for performance improvement (Chamberlin, *et al*., 20002; Odden, 2002; Raham, 2000; Tomlison, 2000) [13, 50, 54, 64]. Such policy innovations can have a significant positive impact on teacher retention, morale and job satisfaction as well as school performance.

5.6 Facilitate staff development programmes
Policy makers in education should strive to make professional development a legal requirement for all teachers including heads of schools. Continuous in-service training programmes should be designed and implemented for the purpose of updating and upgrading of teaching skills for teachers professional development. Programmes can help teachers and school heads actualize their personal and professional needs identified by Maslow. Professional development should include ways to broaden the repertoire of teaching strategies that promote learning as an active rather than a passive enterprise must be improved (Nyagura and Reece, 1990) [49]. Staff development programmes must be designed to help teachers extend, build and enrich their knowledge and skills

related to effective student learning. Education policy should ensure that all teachers and school heads are adequately trained thus increasing teachers efficiency, improving community perceptions of teachers and enhancing teachers performance, which may in turn result in personal reward, motivation, retention and job satisfaction (Abdo, 2000) [1].

5.7 Recommendations for College management
College management has a significant impact on improving teacher retention since they can provide teachers with the teaching environment, advancement and achievement they need for high productivity (Gullatt and Bennett, 1995) [28]. Consequently, it can argued that morale, job satisfaction and motivation are best able to be enhanced and improved at the institutional level. Results of this study suggest that action must be taken in College to address the problem of teacher retention, motivation and job satisfaction. From a management perspective, the following recommendations and suggestions represent some practical and realistic steps for administration to address the teachers concerns;

5.8 Create conducive work environment
School heads should make the teachers working conditions as tolerable as possible in order to satisfy their basic needs and by implication improve morale and teacher retention. Work place conditions that encourage of individuals and emphasize their worth contribute to retention such as:
- School climate and working conditions that include teacher decision making practices regarding both instruction
- school governance issues; enforce student discipline policies
- incorporate professional development opportunities
- strive for teaching assignment aligned with certification and background
- provide extra compensation for difficult and time consuming duties facilitate the sharing of knowledge and skills among new, midcareer and more experienced teachers should be encouraged,
- and the school head should meet demands for teachers by providing them with less school administrative duties, reduced number of students in class and other forms of extrusive motivators which may in turn lead to increased retention (Abdo, 2000) [1].

5.9 Provide resources
Create supportive environment that include tangible incentives such as adequate instructional materials and better school facilities. Although such management interventions require funding, it may be less expensive to raise motivation, job satisfaction and retention of current teachers than suffer the consequences of disillusioned, unhappy and unmotivated teachers in the classroom. School heads should play an active role as resource providers and should be able to design sustainable fund raising projects with the assistance of teachers and other stakeholders of the school (Budhal, 2000) [12]. Make sure resources are adequate for the job at hand.

5.10 Empower teachers
Empowerment is the controlled transfer of power from management to staff; it is about putting authority, responsibility, resources and rights at the most appropriate level for each task, encouraging and allowing individuals to take personal responsibility for improving the way they do their jobs and contribute to the organization's goals and creating the circumstances where people can use their faculties and abilities at maximum level in pursuit of common goals (Barnabe and Burns, 1994) [4]. Teacher empowerment occurs when teachers take responsibility for and are involved in the decision making process, affording them the ability to use the full range of skills and knowledge which they possess (Husband and Short, 1994) [33]. School heads should empower teachers by involving them in team work and team planning in as many broad aspects of the school as possible and allowing them to have professional autonomy and sincere, collegial involvement in decisions (Gullatt and Bennett, 1995) [28].

5.11 Foster good interpersonal relations
Teachers need environments that are emotionally safe and friendly; enhanced feelings of efficiency and immediate feedback and the reassurance that their efforts are appreciated and rewarded. The College principals should foster good interpersonal relations in the College and create opportunities, invitations and strategies for parent involvement in the life of the College. Administration policy should allocate time and resources to the development of cordial interpersonal relations in the College. The College principals should be seen in and around the College and be able to acknowledge the teachers efforts and offer constructive advice, feedback, direct assistance and access to information.

5.12 Facilitate professional and personal growth
Teachers should be offered opportunities for professional and personal educational growth. Effective College principals should advocate for staff professional development in their Colleges. They should device collegial workshops or in-service training (INSET) programmes for teachers in which peers teach specific skills, (Gullatt & Bennett, 1995) [28]. College principals must encourage teachers to acquire new skills, support them during the inevitable frustrations and drawbacks and recognize their efforts. Teachers need professional support which can be achieved through training opportunities, instructional materials, a quality instructional programme and the focus of teacher activities in the classroom (Ibid, 1995) [28] and through fair handling of job changes and promotions; giving everyone the feeling they are needed. School heads should provide one-on-one staff development programmes that are purposeful and research based to promote the individual teachers professional growth.

5.13 Improve management style
College principals should have democratic management styles and should eliminate or drastically reduce unnecessary bureaucracy, elicit input from staff and involve teachers in decision making and policy formulation. As non-democratic and bureaucratically organized College environment deserves teacher's autonomy and control in the workplace. An effective managerial style should adapt to changing needs of students and teachers in an effort to find success for all concerned. A democratic management and leadership style fosters and

maintains a school climate in which the majority of the staff is committed to their work. College principals should ensure that head teachers learn to be effective and reflective thinkers rather than just traditional professional bureaucrats.

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