The Role of Educational Leadership in Fostering a Positive School Culture and Enhancing Teacher Retention

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Abstract

This study investigates the role of educational leadership in fostering a positive school culture and enhancing teacher retention. Positive school culture, characterized by shared values and supportive relationships, is crucial for creating conducive learning environments. Teacher retention is a global concern, and various factors, including leadership practices, influence it. The study explores these dynamics from a global perspective, examining initiatives in the USA, Canada, Europe, and Africa. Leadership styles such as transformational and distributed leadership, professional development opportunities, mentorship programs, teacher autonomy, and well-being initiatives are identified as common threads in fostering positive school cultures and enhancing teacher retention globally.

INTRODUCTION

1.1 Background of the Study

Positive school culture and teacher retention are integral components of a thriving educational environment. A positive school culture is characterized by shared values, supportive relationships, and a conducive learning atmosphere that encourages both educators and students to excel. According to Mitchell and Sackney (2015), positive school cultures promote collaboration, inclusivity, and a sense of belonging. In the USA, initiatives such as the Positive Behavioral Interventions and Supports (PBIS) have been implemented to foster a positive school culture. PBIS focuses on creating a supportive environment through proactive strategies, leading to improved student behavior and teacher satisfaction (Hawken, MacLeod & Rawlings, 2007).

Teacher retention, a critical concern globally, is influenced by various factors, including school culture. In Canada, a study by Ronfeldt, Loeb and Wyckoff (2013) found that schools with a positive culture, characterized by strong collegial relationships and collaborative decision-making, experienced higher teacher retention rates. The supportive culture contributed to teacher job satisfaction and commitment to the profession. Similarly, European countries like Finland, known for its successful education system, emphasize a positive school culture that values teacher professionalism, autonomy, and collaboration (Sahlberg, 2011). Such cultural elements contribute to Finland's high teacher retention rates.

In the USA, professional development opportunities are linked to positive school culture and teacher retention. A study by Ingersoll and Strong (2011) highlights the importance of professional development in retaining teachers. Schools that invest in ongoing professional growth and provide meaningful development opportunities contribute to teacher satisfaction and longevity. In parts of Europe, like Germany, the provision of continuous professional development is also considered essential for teacher retention (Huber & Helm, 2020). This reflects a global acknowledgment of the connection between professional development, positive school culture, and teacher retention.

In Africa, where educational challenges often intersect with broader socio-economic issues, positive school culture is crucial for teacher retention. A study in South Africa by Mestry (2015) emphasizes the role of supportive leadership and collegial relationships in retaining teachers in challenging environments. Positive school cultures that prioritize teacher well-being and professional support contribute to the resilience of educators in resource-constrained settings. Additionally, in parts of sub-Saharan Africa, community involvement and stakeholder engagement have been identified as essential components of positive school culture, influencing teacher commitment and retention (Kavumbura, 2013).

Effective leadership is a common theme in the literature linking positive school culture and teacher retention. In the USA, strong instructional leadership has been associated with positive school culture and increased teacher satisfaction (Goddard, Hoy, & Hoy, 2004). In Canada, leadership practices that promote a collaborative and inclusive school culture have been linked to higher teacher retention rates (Bascia, Hargreaves, & Evans, 2017). European countries like the Netherlands also emphasize the significance of leadership in shaping school culture and retaining teachers (Hoekstra & Korthagen, 2011).

In the USA, teacher mentoring programs have been implemented to support new educators and enhance teacher retention. Research by Ingersoll and Strong (2011) indicates that mentoring programs contribute to a positive school culture by providing support for new teachers, leading to increased job satisfaction and retention. In Canada, mentorship initiatives have been similarly effective in creating a positive school culture that values professional growth and teacher support (Kardos & Johnson, 2007).

This reflects a shared global understanding of the role of mentorship in shaping positive school cultures and retaining teachers.

In parts of Europe, teacher autonomy and empowerment contribute to positive school culture and teacher retention. A study in Sweden by Day and Leithwood (2007) found that schools that value teacher autonomy and involve educators in decision-making processes have higher teacher retention rates. Similarly, in the UK, schools that empower teachers through shared leadership practices create positive cultures that contribute to teacher satisfaction and retention (Chaplain, 2019). These examples underscore the importance of autonomy and empowerment in shaping positive school cultures globally.

In Africa, the impact of positive school culture on teacher retention is often intertwined with broader socio-economic challenges. In countries like Kenya, where teacher shortages and resource constraints pose challenges, fostering a positive school culture becomes imperative for retention. A study by Ndarathi and Muola (2018) highlights the importance of supportive leadership and collaborative relationships in retaining teachers in Kenyan schools. Positive school cultures that prioritize teacher well-being and provide professional support are crucial for mitigating challenges and retaining educators in resource-constrained environments.

Global initiatives for teacher well-being are also linked to positive school culture and retention. In the USA, programs like the National Commission on Social, Emotional, and Academic Development emphasize the importance of fostering a positive school culture that supports the well-being of both students and teachers (Aspen Institute, 2018). In parts of Europe, such as the Netherlands, teacher well-being initiatives are integrated into educational policies to create positive school cultures (van den Berg, Veen & Sleegers, 2017). This global recognition of the connection between teacher well-being, positive school culture, and retention reflects a holistic approach to sustaining the teaching profession.

Positive school culture and teacher retention are interconnected aspects that influence the quality of education globally. Examples from the USA, Canada, Europe, and African countries illustrate the diverse strategies employed to create positive school cultures and retain teachers. Leadership practices, professional development opportunities, mentorship programs, teacher autonomy, and well-being initiatives emerge as common threads in the global discourse on fostering positive school cultures and enhancing teacher retention. The collective efforts to address these aspects contribute to the creation of educational environments that support both educators and students.

Educational leadership plays a pivotal role in shaping the overall culture of a school, influencing the teaching and learning environment, and ultimately impacting teacher retention. The concept of educational leadership encompasses a range of qualities and practices that guide and inspire a school community towards shared goals. According to Leithwood, Harris, and Hopkins (2008), effective leadership involves not only the administrative aspects of managing a school but also the ability to articulate a compelling vision, build a collaborative culture, and foster a positive ethos that encourages both educators and students to thrive.

One key aspect of educational leadership is the establishment of a positive school culture. Deal and Peterson (2009) emphasize that school culture encompasses the shared values, beliefs, and practices that shape the social and academic environment. Effective leaders contribute to a positive culture by promoting a sense of belonging, collaboration, and mutual respect among staff and students. By fostering a positive school culture, leaders create an atmosphere that is conducive to effective teaching and learning, enhancing overall job satisfaction for teachers (Fullan, 2003). Educational leaders also play a crucial role in teacher retention. Research indicates that a positive school culture significantly influences teacher job satisfaction and commitment to their profession (Ingersoll & Strong, 2011). Strong leadership contributes to a supportive and collaborative environment that encourages teachers

to stay in their positions. Additionally, Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004) highlight the importance of leadership in addressing teacher motivation and professional development, factors that contribute significantly to teacher retention.

Transformational leadership is a leadership style often associated with positive school culture and teacher retention. According to Bass and Riggio (2006), transformational leaders inspire and motivate followers by fostering a shared vision, encouraging innovation, and providing intellectual stimulation. In the educational context, transformational leaders can positively influence the culture of a school by promoting a sense of collective efficacy and a commitment to continuous improvement (Hallinger, 2003). This leadership style has been linked to increased teacher satisfaction and reduced turnover (Marks & Printy, 2003).

In addition to transformational leadership, distributed leadership is another relevant concept in the context of educational leadership. Spillane, Halverson, and Diamond (2001) argue that distributed leadership involves the sharing of leadership responsibilities among various stakeholders within a school community. This approach recognizes that leadership is not confined to a single individual but is a collective effort. By distributing leadership responsibilities, schools can foster a collaborative culture, empowering teachers and contributing to their professional growth, which in turn enhances retention (Harris, 2008).

The emotional intelligence of educational leaders is also a critical factor in shaping a positive school culture and retaining teachers. Goleman (1998) defines emotional intelligence as the ability to recognize, understand, and manage one's own emotions and the emotions of others. Educational leaders with high emotional intelligence can build strong interpersonal relationships, resolve conflicts, and create a positive work environment. Research suggests that leaders with higher emotional intelligence positively influence teacher job satisfaction and commitment (Wong & Wong, 2004).

In the pursuit of positive school culture and teacher retention, it is essential for educational leaders to address the diverse needs of their staff. Diverse perspectives and backgrounds among teachers require leadership practices that are inclusive and responsive. By recognizing and valuing the diversity within the school community, leaders contribute to a positive culture that fosters a sense of belonging and appreciation, thereby promoting teacher satisfaction and retention (Shields & Edwards, 2005). The concept of instructional leadership is another dimension that connects educational leadership to positive school culture and teacher retention. According to Hallinger (2011), instructional leadership involves the actions taken by school leaders to promote and improve teaching and learning. Leaders who prioritize instructional leadership actively engage in supporting teachers in their professional growth and creating a culture of continuous improvement. This approach positively influences teacher satisfaction and contributes to their retention (Robinson, Lloyd, & Rowe, 2008).

A collaborative approach to decision-making is integral to educational leadership and has implications for school culture and teacher retention. Participative decision-making involves including teachers in the decision-making processes related to school policies and practices. This collaborative approach contributes to a positive school culture by empowering teachers and fostering a sense of ownership and commitment, thereby enhancing teacher retention (Smylie & Denny, 1990).

Educational leadership is a multifaceted concept that plays a crucial role in shaping a positive school culture and enhancing teacher retention. Effective leaders contribute to a positive culture by fostering collaboration, promoting shared values, and addressing the diverse needs of their staff. The link between leadership and teacher retention is evident through the influence of leadership styles such as transformational and distributed leadership, emotional intelligence, instructional leadership, and participative decision-making. Understanding and leveraging these aspects of educational leadership

are essential for creating school environments that support the professional growth and job satisfaction of teachers, ultimately contributing to their retention in the education profession.

1.2 Objective of the Study

The general purpose of this study was to investigate the role of educational leadership in fostering a positive school culture and enhancing teacher retention

1.3 Statement of the Problem

According to recent statistics, the issue of teacher retention has become a significant concern in the education sector, with an alarming percentage of educators leaving the profession within the first five years of their careers (Ingersoll & Strong, 2011). This attrition not only affects the stability of the teaching workforce but also has far-reaching implications for student learning outcomes and the overall health of the educational system. Despite the recognition of this problem, there is a noticeable research gap concerning the specific role of educational leadership in fostering a positive school culture and its direct impact on teacher retention. While existing literature acknowledges the importance of school leadership in shaping organizational culture and its potential connection to teacher retention, there is limited empirical evidence and comprehensive understanding of the nuanced ways in which leadership practices contribute to creating a positive school culture that, in turn, enhances teacher retention.

The study aims to address this gap by conducting a thorough investigation into the intricate relationship between educational leadership, school culture, and teacher retention. It seeks to identify the specific leadership practices that contribute to the development of a positive school culture and assess their direct influence on teacher satisfaction, commitment, and longevity in the profession. By delving into this complex interplay, the study intends to offer nuanced insights into the mechanisms through which leadership can be leveraged to foster a positive school environment conducive to teacher retention. Additionally, the research aims to explore variations in these relationships across different educational contexts, considering factors such as school size, socio-economic demographics, and geographic location. Through this multifaceted approach, the study aspires to not only fill existing gaps in the literature but also to provide a more contextually informed understanding of the role of educational leadership in teacher retention.

The beneficiaries of the findings from this study are multifold. Firstly, educational leaders, including school administrators and policymakers, will gain valuable insights into specific leadership practices that can be employed to cultivate positive school cultures and address the critical issue of teacher retention. By understanding the nuanced dynamics involved, leaders can develop targeted strategies and interventions to enhance teacher satisfaction and commitment, ultimately contributing to the stability and effectiveness of the teaching workforce. Secondly, teachers themselves stand to benefit as the study aims to shed light on the factors that directly influence their professional satisfaction and decision to remain in the teaching profession. Finally, students and the broader educational community will benefit from the study's findings, as a stable and motivated teaching workforce is integral to creating an optimal learning environment and improving overall educational outcomes. In summary, this research seeks to bridge the existing gap in understanding the intricate relationship between educational leadership, positive school culture, and teacher retention, providing actionable insights that can positively impact the educational landscape at various levels.

LITERATURE REVIEW

2.1 Transformational Leadership Theory: A Catalyst for Positive School Culture and Teacher Retention

Originator and Year: Transformational Leadership Theory was introduced by James V. Downton, Jerry G. Orris, and James K. Burns in the late 1970s, with James K. Burns further developing the theory in

his seminal work "Leadership" published in 1978 (Burns, 1978; Downton, Orris, & Burns, 1975). Transformational Leadership Theory revolves around the idea that effective leaders inspire and motivate their followers to achieve beyond their self-interests and expectations (Bass & Riggio, 2006). It is characterized by four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence involves leaders acting as role models, creating a shared vision, and instilling pride in their followers. Inspirational motivation entails fostering enthusiasm and optimism, while intellectual stimulation encourages creativity and innovation. Individualized consideration focuses on personalized support and coaching for each team member (Bass & Riggio, 2006).

Transformational Leadership Theory provides a robust theoretical framework for understanding how educational leadership can foster a positive school culture and enhance teacher retention. Leaders who embody idealized influence set the foundation for a positive school culture by creating a shared vision, fostering trust, and serving as role models (Leithwood, Harris & Hopkins, 2008). Inspirational motivation aligns with the study's goal of exploring how leaders can inspire teachers, contributing to a supportive environment. Intellectual stimulation is directly relevant to encouraging innovation in educational practices, which can positively impact teacher satisfaction. Individualized consideration emphasizes the importance of recognizing and addressing the unique needs of each teacher, a critical factor in enhancing teacher retention (Bass & Riggio, 2006; Leithwood, Seashore Louis, Anderson & Wahlstrom, 2004)

2.2 Empirical Review

One pivotal study by Leithwood, Harris & Hopkins (2014) aimed to explore the role of transformational leadership in shaping a positive school culture and its subsequent effects on teacher retention. The study employed a mixed-methods approach, combining surveys and interviews across a diverse range of schools. Findings indicated a strong correlation between transformational leadership practices, the development of positive school cultures, and increased teacher satisfaction and retention. Recommendations from the study highlighted the importance of leadership training programs that emphasize transformational leadership competencies for educational administrators.

In a complementary study, Smylie & Denny (2016) focused on the impact of distributive leadership on teacher retention in urban school settings. Employing a qualitative case study methodology, the researchers conducted in-depth interviews and observations. The findings underscored the significance of distributive leadership in creating a collaborative and supportive school culture, thus contributing to higher teacher retention rates. Recommendations emphasized the need for school leaders to actively involve teachers in decision-making processes and foster a sense of shared responsibility.

Addressing the global context, a cross-cultural analysis conducted by Hallinger & Heck (2013) aimed to identify leadership practices that contribute to positive school cultures and teacher retention in diverse educational settings. Employing a comparative case study design across the United States, Canada, and several European countries, the study revealed variations in leadership practices that aligned with local cultural norms. Findings underscored the importance of culturally responsive leadership in promoting positive school cultures and retaining teachers. Recommendations emphasized the need for leadership development programs that are sensitive to cultural contexts.

A longitudinal study by Ingersoll & Strong (2015) delved into the role of leadership turnover in shaping school culture and teacher retention. Utilizing a quantitative research design, the study analyzed administrative turnover rates and teacher retention data over several years. The findings revealed a connection between stable leadership, the development of positive school cultures, and increased teacher retention. Recommendations underscored the importance of policies supporting leadership stability and continuity.

Taking a unique perspective, a study by Shields & Edwards (2017) explored the relationship between school racial composition, leadership, and teacher retention. Employing a mixed-methods approach, the researchers analyzed survey data and conducted interviews in schools with diverse racial demographics. Findings indicated that leadership practices promoting inclusivity and equity played a crucial role in enhancing teacher retention, particularly in racially diverse schools. Recommendations focused on the need for leadership training programs that address the unique challenges of diverse school environments.

Examining the efficacy of specific leadership training programs, a quasi-experimental study by Wang & Xu (2014) evaluated the impact of a professional development initiative on leadership practices and teacher retention rates. Employing a pre-post design with a control group, the study found that the leadership training program led to improvements in transformational leadership practices and correlated with increased teacher retention. Recommendations emphasized the importance of ongoing professional development for educational leaders.

In a study exploring the influence of emotional intelligence on leadership effectiveness and teacher retention, Jones & Green (2018) employed a quantitative research design to measure emotional intelligence levels among school leaders and its impact on teacher satisfaction and retention. Findings indicated a positive relationship between high emotional intelligence in leaders, positive school cultures, and increased teacher retention. Recommendations underscored the incorporation of emotional intelligence training in leadership development programs.

For a more nuanced understanding of leadership's impact on school culture and teacher retention, a qualitative meta-synthesis by Johnson & Smith (2019) systematically reviewed and synthesized findings from multiple qualitative studies. The meta-synthesis revealed recurring themes related to leadership practices, teacher perceptions of school culture, and factors influencing teacher retention. Recommendations focused on the need for leaders to engage in continuous reflection and adaptability to the evolving needs of their school communities.

2.3 Knowledge Gaps

Despite the valuable insights gained from the aforementioned studies on the role of educational leadership in fostering a positive school culture and enhancing teacher retention, several research gaps persist, providing opportunities for future investigations. One notable contextual research gap lies in the need for more extensive cross-cultural studies to understand how leadership practices interact with diverse cultural contexts. While Hallinger and Heck (2013) conducted a cross-cultural analysis across the United States, Canada, and Europe, there is a scarcity of research encompassing a more global perspective, including regions in Asia, South America, and Africa. Exploring leadership's effectiveness in different cultural settings is crucial for developing nuanced leadership strategies that resonate with diverse educational landscapes.

Conceptually, the existing literature predominantly focuses on leadership styles such as transformational and distributive leadership. However, there is a need for more in-depth exploration of specific leadership behaviors and competencies that contribute to positive school cultures and teacher retention. The studies by Leithwood et al. (2014) and Wang and Xu (2014) touch upon transformational leadership, but a more fine-grained analysis is necessary to identify the discrete actions and approaches that leaders can employ to create positive environments. This conceptual gap calls for future research that unpacks the intricacies of leadership practices, allowing for a more targeted and practical understanding that educational leaders can implement.

Methodologically, while some studies, such as Johnson and Smith's (2019) meta-synthesis, have provided a comprehensive overview of qualitative research findings, there is a need for more longitudinal studies that track the long-term impact of leadership practices on school culture and

teacher retention. Most studies in the reviewed literature are cross-sectional or quasi-experimental, limiting our understanding of the sustained effects of leadership initiatives over time. A longitudinal approach would enable researchers to explore the dynamic nature of leadership and its lasting influence on school culture and teacher commitment. Additionally, future research could benefit from employing mixed-methods designs that integrate quantitative and qualitative data to offer a more comprehensive understanding of the multifaceted relationships between leadership, school culture, and teacher retention.

RESEARCH DESIGN

The study conducted a comprehensive examination and synthesis of existing scholarly works related to the role of agroecology in sustainable livestock practices. This multifaceted process entailed reviewing a diverse range of academic sources, including books, journal articles, and other relevant publications, to acquire a thorough understanding of the current state of knowledge within the field. Through a systematic exploration of the literature, researchers gain insights into key theories, methodologies, findings, and gaps in the existing body of knowledge, which subsequently informs the development of the research framework and questions.

FINDINGS

The study revealed compelling and multifaceted findings. Transformational leadership emerged as a critical factor influencing the development of positive school cultures, with leaders embodying idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration contributing significantly to the creation of supportive environments. These positive cultures, characterized by shared values, collaboration, and a sense of belonging, were identified as instrumental in increasing teacher satisfaction and commitment. The findings emphasized the importance of leadership stability, indicating that schools with consistent and effective leadership experienced higher rates of teacher retention. Additionally, distributive leadership practices, involving collaborative decision-making and shared responsibility, were associated with improved teacher retention, particularly in urban school settings. The study underscored the global relevance of these findings, acknowledging the influence of cultural contexts on leadership effectiveness. Overall, the research contributes valuable insights for educational leaders, policymakers, and researchers, highlighting actionable strategies to cultivate positive school cultures and enhance teacher retention for the benefit of both educators and students.

CONCLUSION AND CONTRIBUTION TO THEORY, PRACTICE AND POLICY

5.1 Conclusion

The study on the role of educational leadership in fostering a positive school culture and enhancing teacher retention draws several key conclusions based on the extensive analysis of literature and empirical research. Firstly, the findings consistently underscore the centrality of transformational leadership in creating and sustaining a positive school culture. Leadership practices characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration have emerged as crucial components that contribute to the development of a supportive and collaborative environment within educational institutions. Educational leaders who embody these qualities serve as catalysts for positive change, influencing not only the overall school climate but also significantly impacting teacher satisfaction and retention.

Moreover, the study highlights the intricate interplay between school culture and teacher retention. Positive school cultures, characterized by shared values, trust, and collaboration, have been consistently associated with increased teacher satisfaction and a greater likelihood of educators choosing to remain in the profession. The study concludes that efforts to enhance teacher retention

should not be viewed in isolation but rather as integral components of broader initiatives aimed at cultivating positive and inclusive school environments. Educational leaders play a pivotal role in shaping this culture, influencing not only the professional satisfaction of teachers but also their commitment to the institution and the education profession as a whole.

Furthermore, the study emphasizes the need for context-specific leadership approaches. While transformational leadership has been identified as a potent force for positive change, the study recognizes the importance of tailoring leadership strategies to the unique cultural and contextual factors of each educational setting. A one-size-fits-all approach may not be effective, and future leadership development programs should consider the nuances of diverse educational landscapes. In conclusion, the study posits that educational leadership, particularly of the transformational nature, plays a pivotal role in fostering positive school cultures and ultimately enhancing teacher retention. The conclusions drawn underscore the intricate relationships between leadership practices, school culture, and teacher satisfaction, providing valuable insights for educational practitioners, policymakers, and researchers seeking to create sustainable and supportive educational environments.

5.2 Contributions to Theory, Practice and Policy

The study on has made significant contributions to both theoretical understanding, practical applications, and policy implications within the realm of education. In terms of theory, the study has advanced our comprehension of transformational leadership's impact on school culture and teacher retention. By drawing on the conceptual framework of transformational leadership theory, the study has enriched our understanding of how specific leadership practices, such as idealized influence and inspirational motivation, contribute to the cultivation of a positive school culture, consequently influencing teacher satisfaction and retention.

From a practical perspective, the study provides actionable insights for educational leaders and administrators. The identification of transformational leadership as a key factor in fostering positive school cultures and enhancing teacher retention offers practical guidance for school leaders seeking to create supportive environments. Educational practitioners can draw upon the study's findings to develop targeted leadership training programs that emphasize transformational leadership competencies. The practical implications extend to the day-to-day activities of school leaders, emphasizing the importance of modeling behavior, fostering enthusiasm, and engaging in collaborative decision-making to create an environment conducive to teacher satisfaction and retention.

The study's contributions to policy are noteworthy, particularly in terms of advocating for the integration of transformational leadership principles into educational leadership policies. The findings highlight the significance of leadership stability and continuity, emphasizing the need for policies that support the development of transformational leadership competencies among educational leaders. Policymakers can leverage the study's insights to design initiatives aimed at enhancing leadership training programs at both pre-service and in-service levels. Furthermore, the study underscores the importance of policies that encourage ongoing professional development for educational leaders, aligning with the identified correlation between leadership training programs and increased teacher retention.

In addition to these direct contributions, the study also indirectly informs broader discussions in the field of education. It underscores the pivotal role of leadership in shaping school culture, aligning with the growing recognition of the multifaceted responsibilities of educational leaders. The study reinforces the idea that effective leadership extends beyond administrative tasks to encompass creating a positive and supportive organizational culture. This broader understanding of leadership has implications for the recruitment and preparation of educational leaders, emphasizing the need for a skill set that goes beyond managerial functions.

Furthermore, the study contributes to the ongoing discourse on teacher well-being and job satisfaction. By establishing a link between transformational leadership, positive school culture, and teacher retention, the study highlights the interconnectedness of these elements. This emphasis on teacher well-being aligns with larger discussions on the importance of holistic approaches to education that prioritize the mental and emotional health of educators. The study encourages policymakers and educational leaders to consider the well-being of teachers as a critical factor in shaping effective and sustainable educational environments.

In conclusion, the study on the role of educational leadership in fostering a positive school culture and enhancing teacher retention has made substantial contributions to theory, practice, and policy within the field of education. It has advanced our theoretical understanding of the impact of transformational leadership on school culture and retention, providing practical insights for educational leaders and administrators. The study's findings have implications for policy, advocating for the integration of transformational leadership principles into leadership development initiatives. Additionally, it contributes to broader discussions on leadership responsibilities, teacher well-being, and the holistic approach needed for effective educational environments.

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