

Headteachers' Administrative Support in Enhancing Teacher Retention: A qualitative Case Study of Public Secondary Schools in Nyagatare District, Rwanda

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DOI: <https://doi.org/10.5281/zenodo.18667580>

Published Date: 11-February-2026, Amendment Date: 17-February-2026

Abstract: Teacher retention is an enduring difficulty in public secondary schools, especially in rural and resource-constrained situations. This research evaluated the contribution of school head teachers' administrative support to teacher retention, focusing on a case study of a public secondary school in Rwanda. With Herzberg's Two-Factor Theory, motivation, instruction, profession, and environment support approaches were evaluated to assess their contribution to retaining teachers in schools. A qualitative research strategy was followed, employing purposeful sampling of three head teachers and nine teachers in Nyagatare, Rwanda. Data collection through interviews revealed the findings, which noted that head teachers' administrative support is an essential factor for teacher retention in public secondary schools. Instructional support via supervision, mentoring, and positive feedback helped build teachers' self-confidence and competence in different settings in Nyagatare. There was also the provision of motivational and emotional support, which boosted the morale and sense of belonging among the teachers. However, some of the challenges that were identified, which posed threats to effective administrative support, included inadequate financial resources, inadequate teaching materials, and excessive administrative work for the head teachers, among others. **Conclusion:** The main conclusion of this study is that enhancing support for head teachers in terms of administrative support would be essential in enhancing the retention of teachers in public secondary schools.

Keywords: Teacher retention, Administrative support, School leadership.

I. INTRODUCTION

Administrative Support in Schools

By definition, administrative support involves the practices and actions of school heads aimed at supporting the teachers' professional lives. These practices encompass communication, job allocation, supply of resources, decision-making participation, emotional support of the professionals, and support aimed at enhancing professional development (Bush, 2018; Leithwood et al., 2020). In the context of the school setting, the mechanism of administrative support of teachers presents itself as a leadership practice that enables the school heads to shape the long-term commitment of teachers in various institutions.

Consistent empirical studies have demonstrated that head teachers in schools are essential in molding teacher perceptions about organizational support. For instance, when teachers feel that there is adequate and effective administration support, they will feel appreciated and secure in terms of professional development, thus positively influencing their intentions to

stay in the organization (Ingersoll & Strong, 2011). However, inadequate administration support may lead to stress, teacher dissatisfaction, and high intentions to turnover among teachers. This section will focus on a review of several empirical studies related to administration support and teacher retention, highlighted in terms of key thematic areas relevant to this research.

Retention of Teachers

The retention of teachers is demonstrated as an important issue confronted in the education sector across the world, especially for public secondary schools in developing countries. Having qualified and professional teachers is crucial to maintaining the continuity of the teaching-learning processes and enhancing the quality of student academic outcomes, as well as the stability of schools. The constant loss of teachers compromises the teaching-learning process and hinders stability (Ingersoll & Strong, 2011; Tosun & Bostancı, 2024). Furthermore, the exploration of the reasons why teachers stay or remain in schools is an emerging issue among educational researchers and administrators. Rwandan setting, the theme of teacher retention is predominantly in Nyagatare public secondary schools. Nonetheless, the national interventions towards enhancing quality and increasing access to education have ensured that public secondary schools are continually dealing with the challenge of teacher turnover related to poor working conditions and professional growth opportunities, and some characteristics related to head teachers (MINEDUC, 2021; Mukamana & Uwamahoro, 2020). Research carried out in Rwanda has demonstrated that leaders' practices in school administration play a major role in teacher motivation, job satisfaction, and loyalty to the institution (Nsengimana, 2022; Ndayambaje, 2019). Nonetheless, the evidence on the effect of the head teachers' administration support on teacher retention is still limited, especially in schools.

In addition, the school head teachers are in a key position through which the professional working conditions for the teachers can be influenced positively. This can be done through the provision of professional administrative support that includes instruction, favorable supervision, motivation, provision of resources, and professional development opportunities. In the process, the attitudes and commitment of the teachers to remain in these schools can be positively influenced (Bush & Glover, 2014; Ismail & David, 2024). According to all global studies, school leadership supports the job satisfaction of the teachers and reduces the intentions for leaving the school (Leithwood et al., 2020; Finley, 2024). However, the effectiveness of such leadership practices varies contextually, and it is thus necessary to provide localized evidence, one that suits the contextual realities of public secondary schools in Rwanda.

The method of inquiry in this research is qualitatively oriented and exploratory, and is concerned with an in-depth understanding of headteachers' administrative support practices and their implications for retaining teachers. Nyagatare Public Secondary School has been used as the target case for this research; this study aims to capture the lived realities of the teachers and their perspectives on leadership support through a realistic field setting.

The overall objective is to explore the contribution of the administrative support of the school head teachers in retaining teachers in Nyagatare Public Secondary School in Rwanda. The objective is also to determine the nature of support provided by the head teachers and teachers' perception of the practices and the related challenges associated with supporting teachers. Applying Herzberg's Two Factor Theory will provide a relationship between teachers' retention and their hygiene and motivation factors. Research Objectives

The objectives of this study are to:

- 1.To identify the types of administrative support provided to teachers by the school head teacher
- 2.To determine the types of administrative support teachers, consider most valuable for improving teacher retention.
- 3.To explain how the administrative support from the school head teacher affects teachers' decisions to remain at school.
4. To investigate the challenges associated with the provision of effective administrative support to teachers

Research Questions

- 1.What kinds of administrative support are offered by the school head teacher to the teachers?
- 2.What forms of administrative support are recognized as being the most important in retaining teachers?
- 3.How does head teachers' support in administration affect teachers' decisions to stay in the school?
- 4.What challenges do the headteachers face in offering effective administrative support to the teachers?

II. LITERATURE REVIEW

Introduction

Retention of teachers

Retention of teachers is considered a significant issue that has dominated educational research literature due to its strong linkage to the quality of teaching, student outcomes, and school effectiveness. All empirical research indicates that the attrition of teachers at a high level affects the continuity of teaching, culture of the school, and disproportionately raises the cost of administration (Ingersoll & Strong, 2011; Leithwood et al., 2020). The researchers have focused their study on school leaders, among other factors, such as headteachers' administrative support, which plays a major role as a determinant of retention of teachers. Some aspects of the literature review, according to the thematic areas of relevance to the research study, are discussed below.

Administrative Support and Teacher Retention

Different educational specialists have conducted empirical studies to illustrate that administrative support plays an important part in boosting teacher retention. Various studies conducted in the United States of America and Europe show that teachers are more likely to stay in schools that offer teacher support through leadership that is full of support, clear communication, and support from their supervisors (Ingersoll, 2001; Boyd et al., 2011). Apart from that, Finley (2024) conducted a case study establishing that teachers who found support from their school principals experienced high job satisfaction. Compiled data show that administrative support not only boosts teacher retention but also improves teachers' emotional and professional well-being.

The same study, by Tosun and Bostancı (2024), revealed that teachers who benefited from administrative support perceived this support as having positively influenced their intention to stay through enhancing workplace morale and reducing occupational stress. The said study, in particular, stressed that head leaders engage in leadership practices such as equitable distribution of workload and collaborative decision-making, creating feelings of belongingness among teachers. Thus, the aforementioned compiled studies underscore the role of head teachers as administrators in making decisions affecting teachers' retention intentions.

Instructional and Professional Development Support

Instructional and professional development support is another significant issue discovered from empirical research studies on teacher retention. Instructional leadership, such as classroom observation, mentorship, and feedback, helps boost both teachers' and teaching confidence and competence (Bush & Glover, 2014). Leithwood et al. (2020) attributed that instructional support boosts teachers' perceptions of professional growth, which directly decreases teacher turnover intentions. The above relationship is also confirmed by the empirical studies done in developing countries. The study as conducted in Kenya for Nguni et al. (2006) showed that teachers who benefited from steady instructional guidance were more committed to their respective schools. The study done in Rwanda by Nsengimana (2022) reported that a lack of professional development opportunities was a major cause of dissatisfaction and turnover of teachers in public secondary schools.

Motivational and Emotional Support

Motivational support from school leadership has been identified universally as a predictor of teacher retention. Research has proven that teachers receive encouragement and emotional support from principals that increase their morale and work satisfaction (Herzberg et al., 1959; Ismail & David, 2024). A qualitative study done by Ismail and David (2024) about teachers' organizational commitment showed that teachers who felt appreciated and supported by principals reported greater organizational commitment and were less likely to leave their schools voluntarily.

In the African region, research highlights the role of relational leadership. In their study conducted in Rwanda, Mukamana and Uwamahoro (2020) indicated that supportive leadership approaches in schools helped to produce trust-based relationships among the teachers, which improved their retention. In fact, a study done in Uganda focused on the key reasons for the turnover of teachers from their stations. The findings by Oketch and Ngware (2018) indicated that a lack of motivation plus emotional support from the administration was key among the factors. In this regard, the pronouncement that motivational support is vital to enhancing retention makes more sense.

School Environment and Working Conditions

The school environment and working conditions provided by the heads also play a significant role in the retention decision of teachers. Empirical research suggests that when the school environment and working conditions are favorable, as depicted by the concepts of communication, fairness, and cooperation, teachers are likely to be satisfied and thus reduce turnover. Boyd et al. (2011) discovered that teachers tend to exit environments where the working conditions are unfavorable and where administrative support is lacking.

In the Rwandese context, working conditions proved to be a problem, mainly within the rural areas. Ndayambaje (2019) found that teachers working within rural public secondary schools, particularly in rural areas, had heavy workloads, insufficient teaching aids, and poor administrative support, all these factors contributing to turnover. It is, therefore, in this context that the ability of head teachers to take charge of the environments plays a vital role, mainly within areas such as Nyagatare District.

Challenges in Providing Administrative Support

Although the need for administration support is well understood and recognized, available literature also shows the challenges different headteachers have faced in delivering support. Among the main challenges include less financial support, policy barriers, and more administrative support (Bush, 2018). However, in Sub-Saharan African countries, headteachers are required to lead centralized administration systems. This is a barrier to supporting teachers (UNESCO, 2021).

In Rwanda, for instance, studies have shown that headteachers often experience difficulties in managing a union between leadership through instruction and management (MINEDUC, 2021). This could have an impact on the overall effectivity of administrative support, which might, in return, influence matters related to teacher retention.

Research Gap and Theoretical Perspective

There is a significant gap, despite the extensive worldwide scholarly literature on school leadership and teacher retention, concerning empirical research in Rwanda focusing on headteachers' provision of administrative support in rural public secondary schools. While most of the scholarly research undertaken in the past on the topic in Rwanda is quantitative orientated and generic concerning leadership and teacher retention, little evidence of qualitative research has been undertaken to investigate the impact of specific administrative support on teachers' retention.

In this regard, the present study bridges the gap by utilizing a qualitative approach to the research process, with the purpose of carrying out a qualitative case study about the administrative support headteachers provide in the context of the Nyagatare Public Secondary School. As such, the study's theoretical underpinning is based on Herzberg's Two-Factor Theory, which offers a framework with which to understand the factors that influence employee retention, with administrative support falling under the categories of both the motivational factors as well as the hygiene factors.

III. METHODOLOGY

Research Design

The current study used a qualitative design as a means to develop an in-depth and comprehensive understanding of the impact of head teachers' support in administration on teacher retention. The need for a qualitative design in the study was informed by the perspective that a qualitative study is most appropriate when one needs to explore the experiences, perceptions, and meanings associated with a specific phenomenon, in this case, support in administration. As a study, a qualitative approach facilitated the holistic investigation of the phenomenon of administration support in selected public secondary schools in Nyagatare District in Rwanda.

Research Setting and Participants

The research was conducted in public secondary schools located in Nyagatare District of Eastern Province in Rwanda. The research setting was appropriate given the observed challenges concerning teacher retention within the district. The participants of this study comprised three headteachers and nine teachers, who were chosen through a sampling technique referred to as purposive sampling. The headteachers chosen for this study participated based on their administrative position and experience, while teachers participated on the basis of teaching experience and willingness to share some of their insights.

Data Collection Methods

Data collection was done through semi-structured interviews, as they offer room for freedom of expression of views that allowed for consistency across interviews, thus offering room for different views from various respondents, such as headteachers and teachers, to express themselves about administrative support, reasons for employee retention, and challenges faced by leaders. Such an approach allowed for detailed data to be gathered. The semi-structured interviews, an interview guide with open-ended questions was prepared, closely aligned with the research questions. With participants' consent, the interviews were audio-recorded and later transcribed for detailed analysis.

Data Analysis Procedures

The collected data were analyzed using thematic analysis. A method well-suited for identifying patterns and meanings within qualitative data. The process began with familiarization, where the researcher read and re-read the interview transcripts to gain an in-depth understanding of participants' responses. This was followed by coding, in which the data were organized into meaningful categories that reflect recurring ideas and concepts. From these codes, the researcher identified themes that captured administrative support in enhancing teacher retention, their views on these supports, and the challenges they encountered in relation to providing administrative support. Finally, these themes were interpreted in relation to the research objectives, ensuring that the analysis not only reflects participants' lived experiences but also provides insights directly aligned with the purpose of the study.

Trustworthiness of the Study

To ensure the trustworthiness of the research, the study relied on the strategies of credibility, dependability, and confirmability. The study ensured credibility through the triangulation of data collected from the headteachers and the teachers. To promote dependability, the study ensured that there was documentation of the entire research process. Finally, the study promoted confirmability by depending on the respondents' own words.

IV. FINDINGS

This section discusses the findings of the research through the analysis of the interview data collected from three headteachers and nine teachers of public secondary schools within Nyagatare District. To ensure anonymity for the respondents, the participants are referred to with different code numbers, such as Headteacher A, Headteacher B, Headteacher C, and Teacher D, Teacher E, Teacher F, Teacher G, Teacher H, Teacher I, Teacher J, Teacher K, and Teacher L. The findings are discussed under the overall headings of the themes.

Theme 1: Instructional support provided by Headteacher

Both headteachers and teachers rated instructional support as a leadership factor that affects teacher retention. Instructional support mainly refers to mentoring and feedback to teachers with regard to their classes or the curriculum.

The headteacher, A, explained that instructional supervision was an integral part of his headship:

"I observe teachers in their classrooms regularly, not to discipline them, but to assist them. And then together we would discuss how to improve teaching methods after the observation."

Similarly, Headteacher B observed that mentoring was essential for teachers newly recruited to the school:

"New teachers need close follow-up. When they feel supported professionally, they gain confidence and are more likely to stay in the school."

From the teachers' point of view, the instructional support was perceived to be positive. This was based on what Teacher D

"When the headteacher comes to observe my lesson and offers me constructive feedback, I feel motivated as a teacher."

Teacher F stated that the instructional guidance also reduced stress, which sometimes arises from challenges in the profession:

"Sometimes, we face difficulties in covering the syllabus, but the advice from the headteacher helps us manage our work better."

Therefore, overall, the participants agreed that support for instructions helped improve teachers' competence and confidence, which made them willing to stay at school.

Theme 2: Motivational & Emotional Support

Motivational support stood out as a significant theme for its potential to impact teachers' morale and retention. The importance of recognition, encouragement, and effective communication by leaders was underscored by the participants.

Head teacher C emphasized the importance of appreciation:

"Teachers work better if they feel valued. Even simple words of encouragement can have a major impact."

Teachers also attested to the fact that their motivation from the school leaders positively impacted their job satisfaction. In the case of teacher G, she

"I feel proud of my work and motivated to carry on teaching when the headteacher appreciates my contributions during school meetings."

A teacher I shared my view with believed that

"Sometimes salaries are low, but moral support from the administration encourages us to stay despite the challenges."

From this, it can be established that emotional and motivational support were vital factors that influenced teachers' feelings of belonging.

Theme 3: Provision of Teaching Resources and Working Conditions

Another theme that emerged as significant was technical and environmental support, and this included the provision of teaching aids and a conducive work environment.

Headteacher B recognized the limitations in the resources but stressed the importance of fairness in terms of allocation:

"We do not have enough materials, but I try to distribute what is available equally so that no teacher feels neglected."

Teachers valued efforts made by the principal despite limitations. Teacher E disclosed that:

"In spite of the limitation of the resources, the administration is helping us to do our work with the available resources."

Teacher J added that a positive school climate was just as important as the school's physical resources in ensuring student motivation and performance.

"Good communication and cooperation among staff make the school a comfortable place to work."

This implies that the management of resources and the positive school setting played a crucial role in the teachers' satisfaction and retention.

Theme 4: Professional Development Opportunities

Support for professional developmental activities was also regarded as an essential contributory factor to teachers' engagement levels within schools. This comprised workshops, training, and peer learning.

The headteacher, A,

"I encourage teachers to attend training and workshops because professional growth keeps them motivated."

Similarly, these teachers recognized the importance of these experiences, as evidenced by their comments to the 3

"Training is important to me as it helps me improve my skills. When the school supports me in developing my skills, it makes me committed to continuing to work here."

Teacher L's emphasis on the advantages of an extended

"Professional development makes us feel that the school cares about our future, not only current performance."

Therefore, the level of professional development support helped enhance the teachers' career satisfaction.

Theme 5: Challenges in Providing Administrative Support

Even as positive leadership practices were identified, participants also identified challenges that impeded effective administrative support.

Headteacher C pointed out:

'Limited funds impact our capacity to fully support our teachers, especially in providing materials and incentives.'

Likewise, teachers also recognized these problems. Teacher K said:

"The head tries to support us, but sometimes it is hard due to the lack of resources."

This theme demonstrates that support from those at the administrative level was valued, even if challenges affected its implementation.

V. DISCUSSION

This study sought to establish how head teachers' administrative support is related to teacher retention in public secondary schools, with a focus on Nyagatare Public Secondary School. The research grounded itself in Herzberg's Two-Factor Theory and focused on the perceptions of instructional, motivational, professional, and environmental support among teachers and head teachers, and how these leadership practices define whether to choose to stay with their schools or not. The interpretations below make sense of the findings with reference to the theory that guided the research and empirical literature.

Headteachers' Administrative Support and Teacher Retention

The findings in this study have proven that the administration support provided by headteachers is the key in promoting teacher retention. The teachers who were interviewed confirmed that an improvement in teacher leaders' supportive practices always resulted in increased job satisfaction, teacher commitment, and the willingness to stay in work. This aligns with the assumption in Herzberg's Two-Factor Theory that states that the retention of employees is affected by motivational factors as well as hygiene factors (Herzberg et al., 1959).

This finding confirms earlier studies that proposed that leadership determines the teaching professional's life and decision to stay within institutions (Ingersoll & Strong, 2011; Leithwood et al., 2020). In addition, for Rwanda, where public secondary schools are facing resource and staffing issues, administrative support from head teachers may bear greater weight.

Instructional support as motivators

Specifically, the study revealed that instructional support, through class observation, mentorship, and positive feedback, helped teachers' professional confidence and teaching competence. Teachers perceived instructional supervision as not punitive, but rather as a support system for their teachers; thus, it helped teachers professionally.

Opportunities to grow and achieve, as prescribed in Herzberg's Two-Factor Theory, are motivation factors that result in job satisfaction, according to Herzberg et al. (1959). In our study, the instructional support served as a motivator by providing cognitive involvement in the teachers' feelings of competency and personal value as professionals. The more the teachers felt supported in their work, the more they tended to linger at the school. This result corroborates the postulation by Bush and Glover (2014) that effective instructional leadership leads to improved performance and retention of teachers. In the lack of instructional guidance, it is in the findings of Finley (2024) and Leithwood et al. (2020) that teacher dedication to their school is significantly increased in an environment where instructional leadership is emphasized. The opposite, in the Rwandese context, is also in the findings of Nsengimana (2022) that the absence of instructional guidance leads to dissatisfaction in teachers.

Motivational and Emotional Support for Enhancing Commitment

Another major finding was the significance of motivational and emotional support given by the school heads. The significance of this had been particularly emphasized by the teachers, who stated that it had contributed to strengthening their morale and feelings of belongingness, even without the existence of further financial rewards.

In Herzberg's model, recognition and relations with other people are considered motivational aspects which boost job satisfaction (Herzberg et al., 1959). The results indicate how the capacity to emotionally motivate teachers may offset certain difficulties like low wages and an excessive workload for headteachers.

These findings support those of Ismail & David (2024), which showed that receiving emotional support from school leaders contributes to teachers' organizational commitment. Mukamana & Uwamahoro (2020) also showed that teachers in Rwandese schools who received supportive leadership relationships experienced decreased turnover intentions. The findings of this research support the idea that relational leadership has a significant effect on retaining teachers, especially in resource-scarce situations

Working Conditions, Resources, and Hygiene Factors

The study also showed that fair management of resources, open communication, and a good school climate were factors for teacher satisfaction. The teachers acknowledged that resources were limited, but teachers appreciated their headteachers' effort towards fairness and transparency.

In Herzberg's Two-Factor Theory, working conditions and supervision are categorized as hygiene factors. Although these do not automatically provide teachers with motivation, failure in these areas would cause teachers to be dissatisfied, contributing to turnover. These findings, however, show that the methods employed by the headteachers in administering school minimized teachers' dissatisfaction through enhanced climate and efficient utilization of available resources.

These findings are consistent with those of Boyd et al. (2011), which found that unfavorable working conditions are a contributor to teacher attrition. Moreover, Johnson et al. (2012) reached similar conclusions. In the Rwandan case, Ndayambaje (2019) found poor working conditions to be one of the primary contributors to teacher turnover in schools that are rurally located. This study builds on the previous research by presenting qualitative findings suggesting that teachers can become less dissatisfied under supportive administration, regardless of the availability of sufficient resources

Professional Development and Retention

Opportunities for professional development were found to have a positive influence on teachers' long-term commitment to their schools. Teachers felt that the administration cared about their professional development by holding workshops to provide training for them.

Professional development matches Herzberg's motivators, such as advancement and growth. When teachers see chances for professional development, they are more satisfied in their jobs and loyal to the organization (Herzberg et al., 1959).

This is supported by the work of Leithwood et al. (2020), which highlights the importance of professional learning as a strategy in retaining teachers. The studies carried out in developing countries have also shown the relationship between the two aspects. Professional development and its impact on teachers' commitment have been found to have a positive relationship in Kenyan secondary schools (Nguni et al., 2006), while a similar relationship was established in Rwanda by Nsengimana (2022). This study lends further weight to the argument for the importance of professional development as a retention strategy in public secondary schools.

Even though the benefits of administrative support are apparent, the study found that there were many challenges that had to be addressed, including limited resources, a scarcity of teaching materials, as well as the heavy work burden of headteachers.

From the theory point of view, the issue can be linked to the lack of hygiene factors, which, according to Herzberg et al. (1959), causes higher levels of dissatisfaction despite the availability of motivational factors. The findings are in agreement with Bush (2018) and UNESCO (2021), indicating that leaders in Sub-Saharan Schools are subject to several systemic constraints. In Rwanda, MINEDUC (2021) observed that the policy and financial constraints limit the autonomy of school leaders.

Challenges and Structural Constraints

Despite the positive influences of the support from the administration, challenges were identified. The challenges included a lack of financial resources, deficits of teaching materials, and excessive work for the administration. These factors affected the headteachers.

In theory, these issues correlate with the presence of deficient hygiene factors, which contribute to increased levels of dissatisfaction, despite the presence of motivators (Herzberg et al., 1959). These results support those of Bush (2018), and UNESCO (2021), who agree that school management in Sub-Saharan Africa face considerable systemic challenges. In Rwanda, MINEDUC (2021) found that policymakers and financial limitations limit school management autonomy.

Implications of the Study

The findings imply that effective administrative support for headteachers can greatly contribute to retaining teachers. Instructional supervision, motivation, and professional development should be prioritized by a headteacher as retention tools for teachers. The policy should be able to resolve structural issues by improving resource allocation and supporting headteachers to effectively serve the institution without interference from administrative responsibilities.

To this end, a quantitative research focus could be employed to establish a relationship between administrative support and teacher retention, and could include multiple school districts. Comparison between rural and urban school districts could also be a focus area for future research. To broaden this research, policymakers' opinions could also be explored.

VI. RECOMMENDATIONS

However, grounded in the research findings of this study, which established that headteachers' administrative support is a key influence on enhancing teacher retention, a spate of recommendations emanating from this report are proposed for the Ministry of Education (MINEDUC) and all its related departments, particularly the Rwanda Basic Education Board (REB) and the National Examination and School Inspection Authority (NESA).

Ministry of Education (MINEDUC)

The Ministry Education (MINEDUC) should prioritize the retention of teachers as an important policy objective through strengthening school leadership and systemic support to head teachers. First, MINEDUC should establish and implement national policies that link practices in school leadership to the outcomes in teacher retention, as well as recognizing the significance of administrative support, including supervision, motivation, and training of teachers, in effective school management.

Second, MINEDUC can boost its support, both financially and materially, to public secondary schools, especially in rural and hard-to-reach areas, such as Nyagatare District. This will empower the headteachers to be in a position to provide their teachers and teaching materials, thus enhancing their working environment. According to Herzberg's Theory of Two-Factor, hygiene factors are key in ensuring that teachers are not dissatisfied.

Third, MINEDUC should explore strategies for alleviating the high workload that headteachers currently maintain by decentralizing some of the reporting activities carried out in the school administration process. This has been attributed to having a positive effect on teacher retention.

Rwanda Basic Education Board (REB)

As the agency responsible for teacher management and professional development, REB should consolidate continuous professional development programs for both teachers and headteachers. The programs should address not only subject content issues but also pedagogical skills, classroom management, and instructional innovation. Such regular and accessible training will enhance teachers' motivation in their professional growth and career advancement, which are other motivational factors for retention.

REB should also initiate induction and mentorship programs that are structured for newly recruited teachers. It would be easier for new teachers to cope with different school settings if they are assigned experienced teachers and school leaders as their mentors, thus preventing early-career attrition. This would ensure strong professional support at schools.

Moreover, REB should review teacher deployment and transfer policies. It is necessary to ensure that the practices are nondiscriminatory and transparent, especially in rural schools. Stability in teacher placement can enhance teachers' sense of security and belonging, thereby encouraging long-term commitment to their schools.

National Examination and School Inspection Authority (NESA)

NESA can better develop its school inspection process to focus more on developmental rather than just evaluative supervisions. School inspection consists of checking how the head of the school supports teachers instructionally, emotionally, and professionally, and how it provides feedback to improve performance rather than for punitive purposes.

Moreover, NESA should add measures relating to teacher support and retention to school inspection tools. By monitoring aspects relating to teacher satisfaction and retention, which depend on school leadership, NESA can assist in identifying schools that need leadership support and/or intervention.

Moreover, NESAs can work in partnership with MINEDUC and REB to provide school inspectors with capacity-building programs that will support them in delivering supportive leadership behaviors that are in line with national goals for retention.

VII. CONCLUSION

This study aimed to assess the role of headteachers' administrative support in fostering teacher retention in public secondary schools. The study was conducted at Nyagatare Public Secondary School. The key aim of the research was to evaluate the support of teachers by the school head through the application of Herzberg Two Factor Theory. The findings of the study reveal that the headteachers' administrative support is a factor that hugely influences teacher retention.

The conclusion arrived at is that the instructional support, supervision, mentorship, and feedback received by the teachers boost their professional competency and confidence, which in turn translates to higher motivation and commitment to the school.

Motivational and emotional support such as acknowledgement and encouragement was also seen to boost teachers' morale and sense of belonging despite the lack of substantial financial rewards. Furthermore, fair management of working conditions and the development of a good school environment have all contributed to the reduction of discontent. Professional development opportunities helped strengthen teachers' commitment to their profession and institutions.

However, the study also indicates that effectiveness in these areas, as well as the challenges related to sufficient financial resources, teaching materials, and a high level of administrative work, limit the headteachers' support effectiveness, as seen in the systemic challenges. Hence, a balanced approach needs to be considered when seeking teacher retention through an improvement in both motivational and hygiene factors, as well as support from the school authorities, in order to ensure a stable and committed workforce to advance the quality of education in public secondary schools.

ACKNOWLEDGMENT

I would like to express my sincere appreciation and gratitude to all the individuals and organizations that facilitated this study with their support and contributions.

First and foremost, I would like to express my sincerest thanks to my wife, for her invaluable support and guidance throughout the entire research process. Her academic insights and support were immense in the preparation and improvement of this paper.

I am also sincerely grateful to the Ministry of Commerce in the People's Republic of China (MOFCOM) for the scholarship opportunity and support to pursue my master's studies. Moreover, my appreciation goes to the Government of Rwanda for its commitment to the education development sector in Rwanda and for the conducive environment to facilitate research and academic career advancement. Special thanks go to all the participants of the research, including headteachers and teachers, who were very willing in sharing their time, experiences, and valuable insights. Their willingness was very crucial in accomplishing the research.

Finally, I would like to give thanks to all the individuals and institutions that in one way or another may have contributed to the completion of this work without being specifically mentioned. Your support is greatly appreciated.

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