SCHOOL LEADERSHIP BEHAVIORS AND PRACTICES, TEACHER TURNOVER, AND TEACHER RETENTION IN THE UNITED ARAB EMIRATES: A TRIANGULATION APPROACH

Ayeda Abdulla Al Shebli

Theories related to leadership and other job-based factors in the educational context	
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Theory of reasoned action and theory of planned behavior	**Self-determination theory**
Hierarchical theory	Educational theory
Herzberg's theory	**Leader–member exchange theory**

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College of Education

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Cover: Related Theories

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Declaration of Original Work

I, Ayeda Abdulla Al Shebli, the undersigned, a graduate student at the United Arab Emirates University (UAEU) and the author of this dissertation, entitled "*School Leadership Behaviors and Practices, Teacher Turnover, and Teacher Retention in the United Arab Emirates: A Triangulation Approach*", hereby, solemnly declare this is the original research work done by me under the supervision of Dr. Mohamed Al Hosani, in the College of Education at UAEU. This work has not previously formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my dissertation have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this dissertation.

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Abstract

School leadership and school leaders' behaviors and practices can significantly affect the behavior of teachers. Retaining teachers in the teaching profession is important. Unfortunately, many teachers around the world have left or are deciding to leave this profession, a phenomenon called "teacher turnover". High teacher turnover affects the overall quality of teaching and learning. Based on 2015 data from the Organization for Economic Co-operation and Development, teacher turnover is high in the United Arab Emirates. There are many factors that contribute to teacher turnover. This study investigated the factors affecting teachers' turnover by exploring the role of school leadership behaviors and practices on teacher turnover and retention. The main research questions guided the study to explore teacher turnover factors and drive suggestions for teacher retention. Using a convergent/triangulation approach, the research employed mixed methods to analyze both quantitative and qualitative data. The quantitative data were collected through a structured questionnaire from 404 schoolteachers in Al Ain. The qualitative data were drawn from semi-structured interviews with nine school teachers that aimed to delve deeply into this phenomenon. The results showed that the personal factor of collegial relationships among teachers, as well as system-related factors—including compensation, incentives, and recognition—mitigate teachers' turnover intentions. Conversely, heavy workloads and a lack of appreciation are school leadership-related factors that worsen turnover rates. School leaders can enhance retention by praising, rewarding, trusting, and supporting teachers. The findings also revealed that teachers believe school leaders should cultivate a relationship of mutual trust, respect, and support among teachers to retain teaching staff.

Keywords: School leadership, leadership behaviors and practices, teacher turnover, teacher retention.

Title and Abstract (in Arabic)

سلوكيات وممارسات القيادة المدرسية، دوران المعلمين، واستبقاء المعلمين في الإمارات العربية المتحدة: نهج التثليث

الملخص

يمكن أن تؤثر القيادة المدرسية وسلوكيات وممارسات قادة المدارس بشكل كبير على سلوك المعلمين. إن استبقاء المعلمين في مهنة التدريس أمر مهم لأنه سيدعم الطلاب ويؤدي إلى تعليم أفضل. ولسوء الحظ، الكثير من المعلمين هربوا من مهنة التعليم في كثير من دول العالم ولا زال عدد كبير من المعلمين في الميادين يفكرون بترك هذه المهنة، هي ظاهرة تسمى "دوران المعلمين". استنادًا إلى بيانات عام 2015 الصادرة عن منظمة التعاون الاقتصادي والتنمية، فإن معدل دوران المعلمين مرتفع في الإمارات العربية المتحدة. وهناك العديد من العوامل التي تساهم في دوران المعلمين. بحثت هذه الدراسة العوامل التي تؤثر على دوران المعلمين من خلال استكشاف دور سلوكيات وممارسات القيادة المدرسية في دوران المعلمين واستبقائهم. وتقدم النتائج اقتراحات وتوصيات للحد من معدل دوران المعلمين وتعزيز الاحتفاظ بهم. وجهت أسئلة البحث الرئيسية الدراسة لاستكشاف عوامل دوران المعلمين وتقديم الاقتراحات لاستبقائهم باستخدام نهج التقارب / التثليث، استخدم البحث طرقًا مختلطة لتحليل كل من البيانات الكيفية والنوعية. تم جمع البيانات النوعية من خلال استبيان منظم من 404 معلم في العين. تم استخلاص البيانات النوعية من المقابلات شبه المنظمة مع تسعة معلمين في المدارس والتي تهدف إلى التعمق في هذه الظاهرة. تظهر النتائج أن العامل الشخصي للعلاقات الجماعية بين المعلمين، وكذلك العوامل المتعلقة بالنظام - بما في ذلك التعويضات والحوافز والتقدير - تخفف من دوران المعلمين. وعلى العكس من ذلك، فإن أعباء العمل الثقيلة وعدم التقدير هما عاملان مرتبطان بالقيادة المدرسية يؤديان إلى تفاقم معدلات دوران المعلمين. يمكن لقادة المدارس تعزيز استبقاء المعلمين من خلال الثناء على المعلمين ومكافأتهم والثقة بهم ودعمهم. تكشف النتائج أيضًا أن المعلمين يعتقدون أن قادة المدارس يجب أن ينشئوا علاقة من الثقة المتبادلة والاحترام والدعم بين المعلمين للاحتفاظ بأعضاء هيئة التدريس.

مفاهيم البحث الرئيسية: القيادة المدرسية، السلوكيات والممارسات القيادية، دوران المعلمين، استبقاء المعلمين.

Author's Contribution

The contribution of Ayeda Abdulla AlShebli to the dissertation was as follows:

I.   Participated in planning of the work, had main responsibility for the data collection and processing, and evaluation of results.

II. Participated in planning of the work, had main responsibility for the experimental work, data collection and processing, and evaluation of results.

III. Sole responsibility for planning the research and conducting the experiments.

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Dedication

I dedicate this dissertation to my family. I am especially grateful to my loving parents for always giving me words of encouragement and pushing me to do my best.

Table of Contents

List of Tables

List of Figures

List of Abbreviations

ADEC   Abu Dhabi Education Council

MOE   Ministry of Education

OCED   Organization for Economic Co-operation and Development

TPB   Theory of Planned Behavior

TRA   Theory of Reasoned Action

UAE   United Arab Emirates

Chapter 1: Introduction

1.1 Overview

The ultimate objective of schools is to provide students with high-quality instruction that enables them to acquire the knowledge and skills needed in the labor market. A teacher can fulfill this objective with experience and determination. According to Askew (2013, p. 8), "teaching is arguably one of the most important professions in today's society". Almarzouqi (2015) argued that teachers play a pivotal role in the development of society because of their esteemed position in society, their ability to interact with children, and the influence they have on children's personalities and thinking, helping to prepare them to face the future. Considering the significant contribution of teachers, teacher turnover has become an international concern, as it harms the educational system and is especially harmful to students. Nasir (2018, p. 12) defined teacher turnover as "a process when certain teachers leave the school and are replaced". This turnover has adversely affected many school systems, which are forced to increase their recruiting efforts but still suffer a significant loss (Martin, 2011).

Curran et al. (2019, p. 22) defined teacher turnover as teachers leaving one school for another or permanently leaving the teaching profession. The turnover in teaching has increased in many countries over the last decade (Curran et al., 2019, p. 22). This is alarming because when teachers lack commitment, students receive a low-quality education. Many studies have shown a strong relationship between school leadership and teacher commitment (Ling & Ibrahim, 2013; Ross & Gray, 2006), retention (Mancuso et al., 2010), and turnover intention (Sun & Wang, 2017).

Moreover, Williams and Kritsonis (2007) concluded that school leaders can play an important role in reducing teacher turnover by creating a collaborative culture. Therefore, to deliver higher-quality education, school leaders must examine their own behaviors and leadership methods and make changes where necessary to retain teachers who are motivated and committed to their roles.

Many factors cause teachers to leave their profession. In response to teacher turnover becoming a concern in education systems around the world, recent literature in

the field has concentrated on understanding the factors contributing to teacher turnover. Personal, economic, employment, teacher preparation, and sociocultural factors all contribute to teacher attrition in the United Arab Emirates (UAE) (Al Kaabi, 2005). Principals' behaviors and practices also play a role in teacher turnover, commitment, and retention. Highly skilled and professional principals are essential for running schools effectively. Akudo and Oni (2016) argued that "when principals' behaviors are muddled with mediocrity in relation to staff management, highly skilled and professionally-oriented teachers obviously begin to leave" (p. 19). To reduce teacher turnover, school leaders must understand how to motivate their teachers to be committed to their profession (Gordon, 2018). According to Minarik et al. (2003, p. 231), "When principals develop an organizational paradigm that is centered around vision, mission, and staff growth, they provide the basis for intrinsic motivation and continuous improvement". Moreover, "teachers tend to feel good about their work when the principals' behaviors are supportive of them and if these behaviors do not demonstrate support of teachers, they begin to experience low job satisfaction" (Askew, 2013, p. 4).

Effective leaders are characterized by their ability to influence the behaviors of others by creating a positive working environment for everyone (Williams & Kritsonis, 2007). In the context of educational institutions, effective leadership provides support for teachers, as every teacher has his or her own strengths, needs, and unique characteristics that cannot be addressed using traditional management styles (Minarik et al., 2003, p. 231). Low job satisfaction leads to poor performance and less commitment, which, in turn, leads to high teacher turnover.

1.2 Statement of the Problem

High teacher turnover is considered a serious problem in many countries because it contributes to teacher shortages, which negatively impact the teaching and learning processes. In response to this problem, Hanushek et al. (2016) replicated the findings of a study that examined the relationship between teacher turnover and lower achievement in schools. Their findings indicated that teacher turnover has a highly negative impact on the quality of instruction. They also found no evidence that teacher turnover only impacts high-poverty schools; it can impact any school.

According to data from the Organization for Economic Co-operation and Development (OECD, 2015), teacher turnover is high in the United Arab Emirates (UAE). In 2016, the Abu Dhabi Education Council (ADEC) reported that the teacher turnover rate had reached 20% in Abu Dhabi schools (Pennington, 2016). Nasir (2018) commented on this: "In UAE, there is always the possibility that people will move out. Schools should plan their academic year well in advance and articulate it to the students, so that they are aware and are accepting of changes throughout the year". Unfortunately, most of the teachers who are leaving are among the most qualified. The Ministry of Education (MOE) provides schools with alternative and substitute teachers; however, most of these teachers are not qualified. Nasir (2018) stated that teacher turnover can negatively affect the academic performance of students, as they feel that their grades will suffer if a new teacher replaces a previous one who left the institution. While some studies have addressed factors related to UAE teacher attrition and turnover, few have examined the specific leadership behaviors and practices related to this turnover rate. Therefore, more research is needed to further explore which leadership behaviors (of principals, vice principals, and lead teachers) are related to teacher turnover in the UAE.

Miller (2010) explored three types of negative leadership behaviors that lead to teacher turnover: (1) the inability to be supportive and build professional relationships; (2) a lack of professionalism, such as a lack of respect, trust, and consistent behavior; and (3) a lack of personal ethics and morals. According to Ghamrawi and Jammal (2013), school principals are responsible for teacher retention. They conducted a study to explore the impact of three factors—transformational and transactional leadership styles and career stress—on teacher turnover. Their findings indicated that leadership style positively and negatively impacts teacher stress levels. They argued that transformational leadership is needed to minimize career stress, which could also decrease the rate of teacher turnover. Therefore, it can be concluded that leadership behaviors and practices play a significant role in teacher turnover and teacher retention.

1.3 Purpose of the Study

The purpose of this study is to explore and investigate the school leadership (school principals, vice principals, and lead teachers) behaviors that lead to teacher

turnover and retention in UAE schools. High rates of teacher turnover negatively impact teaching and, as a result, students' learning processes. To decrease teacher turnover rates and retain qualified teachers, leaders should acknowledge their role in increasing teachers' commitment (Gordon, 2018). This is crucial to avoiding teacher shortages and ensuring high-quality instruction. Other studies have also connected leadership styles with teacher turnover. Organizational performance is either negatively or positively affected, depending on the leadership style, which affects teacher commitment, retention, and turnover (Al Khajeh, 2018). This research is theoretical in nature, and the main research objective of this study is as follows:

- To explore and investigate how leadership behaviors and practices affect teacher retention and how this relationship is mediated by job satisfaction, compensation, collegial relationships, mentoring, and working conditions.

1.4 Research Questions

The study aimed to answer the following research questions:

1. What personal and system-related factors influence teacher turnover in UAE schools?
2. What school leadership behaviors contribute to teacher turnover?
3. What school leadership behaviors contribute to teacher retention?
4. What suggestions and recommendations have been made by school teachers to enhance teacher retention and reduce teacher turnover?

1.5 Significance of the Study

Williams and Kritsonis (2007) stated that "when teachers leave, knowing the true reasons for their departure could help administrators fix problems of which they were unaware" (p. 8). By exploring the factors related to turnover and examining the behaviors and practices that lead to teacher turnover, principals and policymakers could obtain a better understanding of the turnover phenomenon, allowing them to reflect on their behaviors and evaluate their practices to promote teacher retention. This study showed that school leaders should play a role in combating teacher turnover, and it may also provide insights that can help leaders motivate teachers to remain in their

profession. In addition, "knowing the reasons could also help administrators make the necessary changes needed to help the remaining staff members and future staff members feel more comfortable" (Williams & Kritsonis, 2007, p. 8). Moreover, the findings add to the body of literature on the leadership behaviors that should be adopted by school leaders to promote teacher retention.

1.6 Limitations of the Study

This study focused on the perspectives and perceptions of teachers from different cycles: KG, Cycle 1(1-4), Cycle 2 (5-8), and cycle 3 (9-12) and schools. The study had some limitations that were outside the researcher's control: 1) teachers' willingness to participate in the study, 2) teachers' availability to meet with the researcher, 3) teachers' availability to complete the questionnaire, 4) the honesty and integrity of the participants who were willing to participate, 5) teachers' biases based on their previous experiences, 6) visiting the sites of the participants and face to face interview was impossible due to COVID-19 precautionary measures.

1.7 Abbreviations and Definitions

MOE: Ministry of Education.

ADEC: Abu Dhabi Education Council.

OECD: Organization for Economic Co-operation and Development.

Teacher turnover: This term refers to teachers who exit the profession (Ingersoll, 2001). It also refers to instances in which educators leave their school, district, or role from one school year to the next. Turnover is the opposite of retention (Vazquez et al., 2019).

Teacher retention: According to Martin (2011), "This term refers to teachers continuing to teach in their current assigned schools".

School leader: This term refers to "a person who occupies a position of responsibility in coordinating the activities of the members of a group to attain a common goal" (Miller, 2010). In this study, "leaders" refers to school principals, vice principals, and heads of faculties.

Leadership style: This is the leader's method of providing direction, implementing plans, and motivating people (Ali et al., 2014, p. 163).

Leadership behavior: Behavior that "is considered as a way person uses to lead the other people" (Al-Malki & Wang, 2018, p. 51). It also refers to the "behaviors, qualities, attributes, and attitudes that are used by a person when in his/her role as an administrator" (Miller, 2010, p. 13).

Job satisfaction: "Job satisfaction describes how much extent an individual is pleased, comfortable or satisfied with his or her job" (Ali, 2016, p. 101). According to Al Jenaibi (2010, p. 61), "Job satisfaction is the belief of the employee that he or she is doing a good job, enjoying the process, and being suitably rewarded for the effort".

Working conditions: This refers to the environment in which an individual works. It includes the workload, school culture, structures, relationships, school operating procedures, working time, well-being, teachers' salaries, safety, and health (Leithwood, 2006).

Collegial relationship: This refers to interpersonal relationships in the workplace (Betzle & Löschke, 2021). "It creates a sense of belonging among organizational members and makes the bonds more cohesive" (Shah, 2012, p. 1243).

Compensation: A combination of important elements for individual employees, such as salary, retirement and health benefits, professional growth opportunities, working conditions, fringe benefits, non-monetary rewards, and career pathways (Shields, 2012).

Mentoring: Mentoring is "A method of providing or imparting skills to professionals" (Schulleri, 2020, p. 322). "Mentoring role can be broadly defined as having three main aspects, namely supporting, challenging and facilitating a professional vision" (Lucey et al., 2018, p. 2).

1.8 Structure of the Study

This current study is divided into five main chapters, including this introductory chapter. Chapter 2 reviews recent literature related to teacher turnover and retention and

the role of leadership and presents the theoretical framework. Chapter 3 presents the methodology, information about the participants of the study, and the data collection and analysis methods. Chapter 4 presents the results, analysis, and overall findings of the research. Chapter 5 discusses the findings, draws conclusions about the important results, and suggests some avenues for future research.

Chapter 2: Literature Review

2.1 Introduction

Chapter two provides an overview of the most significant academic literature related to the issue presented by this research. Reviewing the current literature is imperative to comprehend the research theme and recognize new issues. According to ERIC (1982, p. 85), the literature review is defined as "information analysis and synthesis, focusing on findings and not simply bibliographic citations, summarizing the substance of the literature and drawing conclusions from it". It's the most important part of research as it creates ease for the researcher to understand the variables in every context (Denney & Tewksbury, 2013). In the qualitative primary research, the literature review reveals preexisting biases. Moreover, it discusses how those biases can affect the research (Randolph, 2009). Whereas, in quantitative research, the literature section discusses the findings of previous studies and researchers relate them with proposed hypotheses. According to Lee and Murry (2015), a critical literature review is based on two tasks: first, to identify the subjects and, second, to support the proposal's argument.

Thus, Chapter 2 begins by highlighting the problem of turnover in schools and mentions the leadership-related strategies to overcome the turnover and retain teachers. Further, the chapter introduces leadership styles and behaviors regarding the concept of teacher retention, followed by the theoretical perspective of this study. The discussion in previous studies of leadership styles in the context of school education and the conceptualization of study variables centered on: (1) the issue of teachers' high turnover, (2) influencing leadership behaviors and practices, (3) ethical leadership approach, (4) job satisfaction, (5) tea cher mentoring, (6) working conditions, (7) compensations, incentives and recognitions, (8) collegial relationships, (9) student disciplinary issues, (10) teacher retention, (11) teacher wellbeing and (12) teacher motivation. In the end, the theoretical perspective of the research is discussed. Based on the literature on leadership behaviors and practices, their significance and limitations have been reviewed. The main aim of chapter two is to gain a deeper understanding of the problem of teachers' high turnover and less retention in schools. It has presented how leadership behaviors and practices can tackle this issue and enhance the retention of teachers in schools.

Therefore, this chapter has two main aims: to provide an understanding of the arguments on the topic and to explore the shortcomings of prior studies that suit this study's arguments. The literature review concludes by discussing leadership behaviors that can enhance the retention of teachers by reducing their turnover intentions and highlighting the critical role of principals (i.e., school leaders) in teacher retention.

2.2 Turnover (Organizational and Educational Context)

Turnover remains a hotly debated topic in education (Carver-Thomas & Darling-Hammond, 2017), particularly in schools (Carver-Thomas & Darling-Hammond, 2019; Hammonds, 2017; Ingersoll, 2001), but it is not only an issue in the educational sector. This section reviews the literature on the turnover of teachers in schools, highlighting the conceptualization of turnover, its impact on educational and other organizations, and the role of school leadership in reducing turnover.

2.3 Conceptualization of Turnover

Schools worldwide face the challenge of maintaining and building a high-quality teacher workforce (Sutcher et al., 2019). Educational policymakers and school leaders are keen to solve shortages of teachers by focusing on teacher recruitment policies, but limited attention has been paid to the role of teacher turnover—that is, teachers leaving a school or the entire profession of teaching (Carver-Thomas & Darling-Hammond, 2019). Many other national and international organizations are facing similar issues of high turnover.

Academic research commonly conceptualizes turnover as annualized or the loss of teachers from one year to the next (Ingersoll & May, 2012). In this study, turnover is conceptualized as the number or strength of teachers not returning to school in the year after leaving (Sorensen & Ladd, 2020). Ingersoll (2001) similarly defined the term "turnover" in the context of education as the departure of teachers from their teaching jobs (Ingersoll, 2001), Akudo and Oni (2016) stated that "turnover is known to cause adverse effects on the school system as it creates teacher shortages and disrupts continuity in the school curriculum which may further compound the performance of the students" (p. 19). Ingersoll (2001) defined teacher turnover in terms of those who leave

the profession or transfer to different schools. There are two *forms* of turnover—attrition and migration—and two *types* of turnover—voluntary and involuntary. Voluntary turnover occurs when employees make the decision to leave their positions on their own, whereas involuntary turnover occurs without the consent of the employees, usually as a result of sickness, death, travel, or termination (Amankwaal & Tsede, 2015). Table 1 shows the definitions and conceptualizations of turnover among teachers.

Table 1: Conceptualizations and Definitions of Teacher Turnover

#	Conceptualization/Definition	Study
1	"The process of teachers giving up their professional life in education".	Gonzalez-Escobar et al. (2020, p. 594)
2	A permanent leaving from an educational institution.	Nguyen et al. (2020)
3	The turnover of a teacher is leaving a particular school, which can cause significant academic loss to students.	James & Wyckoff (2020)
4	Teacher turnover means the leaving of a teacher from schools or the permanent switching of professions. This turnover is linked to principals' leadership and the working conditions in schools	Ingersoll & May (2012)

2.4 Reasons Behind Turnover

Policymakers around the globe are focusing to develop strategies for the reduction of turnover in schools (Carver-Thomas & Darling-Hammond, 2017; Simon & Johnson, 2015) as many primary and secondary education leaders are unable to retain their qualified teachers (Ingersoll, 2001). There are many reasons behind the increase in turnover of teachers in school, the subsections given below have highlighted several reasons behind the teachers turnover in schools. The first subsection explains the institutional and personal reasons/ factors. Whereas, the second subsection mentions the school leadership-related factors.

2.4.1 Institutional and Personal Factors

Tse et al. (2013) highlighted there are three reasons why employees leave their professions: 1) push-to-leave (employee dissatisfaction), 2) pull-to-leave (intentions to leave), and 3) pull-to-stay (forces to stay). Al Kaabi (2005) conducted a study to discover the factors that led to teacher attrition among Emirati teachers. The results revealed five important factors: personal factors (stress, responsibility, and accountability); economic factors (incentives, salary, allowances, housing, and medical insurance); employment factors (paperwork, grade level of teaching, number of periods, and class preparation); teacher preparation (professional development); and socio-cultural factors (social appreciation and social prestige).

Guin (2004) conducted a case study on how chronic teacher turnover affects the school climate and organization. The study explored the relationship between teacher turnover and school climate in six schools using surveys and interviews. The researcher focused on six dimensions in the survey: school climate, teacher climate, principal leadership, teacher influence, feeling respected, and teacher interactions. In addition, four dimensions were covered in the interviews: instructional planning, professional development, teacher collaboration, and trust. The results indicated that teacher turnover occurred for three main reasons: 1) teachers did not have enough time to spend with their students, as they were asked to support newly hired teachers; 2) teachers received the same old professional development training repeatedly; and 3) their workload left them feeling burned out, causing them to lose their enthusiasm for teaching. Finally, teachers were forced to use the same planning and implementation processes continuously. The results revealed that chronic teacher turnover negatively impacted scheduling, curriculum planning, students' learning, teachers' professional development, and collegiality. Furthermore, it caused chaos and complexity within the schools' normal operations. Based on these findings, schools and districts should develop new programs for teacher recruitment, focus more on providing beneficial professional development, and support teachers in more beneficial ways.

Reynolds (2017) stated that employees leave because of their heavy workloads, favoritism in leadership in which some employees are treated differently, insufficient

salaries, organizational culture, dislike of leaders, insufficient or non-existent professional development, and not feeling valued or recognized. Similarly, Tkachyk (2017) interviewed international teachers from separate schools and found that there was a lack of effective mentorship and administrative leadership support. Carver-Thomas and Darling-Hammond (2019) quoted that "teacher turnover can contribute to labor market imbalances even when there are enough teachers to meet demand overall" (p. 3). They examined teacher turnover nationally and across the United States, and found that a lack of teacher preparation was an important factor. They found that a lack of available resources and poor working conditions led to a significant decrease in job satisfaction, along with a lack of administrative support and low salaries.

Teachers leave schools where they feel useless, and they also struggle in low-performing schools. To eliminate long-term gaps in educational performance based on race and wealth, municipal schools must improve their level of instruction. The atmosphere in which instructors operate affects their power and desire to continue at a school (Grillo & Kier, 2021). Allensworth (2012) conducted a study that focused on addressing the various factors that may lead to teacher turnover in schools. The study utilized various methods and models used in previous studies that were combined to help address the issues of teacher turnover and retention. The researcher found that working conditions affect whether teachers remain in their schools. For instance, the most improved schools were those where teachers worked collectively to improve instruction and where the leadership was inclusive and focused on clear instruction. Teachers enjoy schools where they feel like part of a team and are supported by the administration.

The teacher's decision of staying in school depends upon the working environment as it significantly influences their decision-making (Borman & Dowling, 2008). Nowadays, schools are facing many problems related to teaching staff, some of them include a lack of cooperation, support, trust, and understanding between school teachers and principals (Olsen & Huang, 2018). Prior studies have highlighted that the support and role of the principal play an important role in the retention of teachers (Redding et al., 2019) and the reduction of turnover (Griffith, 2004; Balu et al., 2009; Kraft et al., 2016).

2.4.2 School Leadership Factors

The turnover of teachers in school is linked with administrative leadership. In schools where the turnover of teachers was low, the principals were very serious about the retention of their teachers. They were clearly communicating the school's vision around high-quality teaching, recognizing teachers as valuable assets and knowledgeable contributors, and focusing on centered student learning (Scallon et al., 2021). The principal support in the school context has been discussed by many educational leadership theories. For example, systematic changes in schools help school principals to adopt a transformational leadership style to increase the confidence of teachers. School administrators that employ a transformational method have a way of connecting with people, enlisting the support of the general public for a shared vision, and guiding instructors through pertinent adjustments. Principals of instructional schools are also focused on enhancing instructors' performance and continuously monitoring the institution's academic success objectives. These leaders collaborate closely with teachers, offering assistance as they pinpoint problem areas and create professional development programs that are tailored to their needs. The distributed leadership style comprises a shared, communal, and extended leadership practice, and it increases the capacity for change and progress. This leadership style is also adopted by many school principals. The relationship between the school principal and teachers, according to all models of educational leadership, is crucial for the success of the school (Bush, 2020).

The instability of teaching staff can be a burden on the limited resources of the school because school leaders have to hire and train new teachers which can be costly and time taking. Moreover, staff instability can also result in the loss of expert teachers and the disruption of existing social networks, which results in the loss of institutional expertise. This unpredictability might make it impossible for schools to be advanced and can have a detrimental effect on students' academic performance (Holme et al., 2018). The school principal and his or her leadership style can play an active role in reducing teacher turnover (Griffith, 2004; Brown & Wynn, 2007).

The support from the school principal can be beneficial in increasing the morale of teachers, and it can also excel their academic performance which will enhance the

overall effectiveness of schools (Alhajeri, 2011). Further, many studies have highlighted that reason behind the high turnover of teachers is the lack of instructional support from the leadership team (Kraft et al., 2016; Allensworth et al., 2009).

According to the study, in the South States, teachers specializing in math, English language, technology, international languages, and special education, as well as teachers of color and those in schools with children from low-income households, have a higher turnover rate. Certification, teacher wages, and lack of administrative support were also linked to increased turnover. Turnover varied by location, state, teacher, and college district. Northeastern states had the lowest average teacher turnover rate. Foreign language, special education, technology, and math teachers were found to be more likely to leave their jobs. Alternative/ cover teachers were more likely to leave their schools and careers, especially when working with minority pupils. Keeping instructors means maintaining their passion and readiness to serve pupils. Tailored interventions can address high turnover costs, teacher development, and teaching stability. To reduce teacher turnover, authorities must address teacher pay, support, training, and school leadership.

To understand why issues, occur in a particular way, we should consider how others perceive them. Understanding turnover rates requires a similar approach, considering how other stakeholders are influenced by the issues that cause a high turnover rate. Cassidy et al. (2011) highlighted the issues of high turnover for teachers and compared them to the perceptions of others, such as directors, parents, and even children. It focused on their experiences and used a mix of qualitative and quantitative methods to understand the "real-time" turnover transition and to gain an understanding of how teacher turnover affects classroom quality, staff, and parents and children (Cassidy et al., 2011). They also applied an interpretive paradigm to reflect on the experiences of teachers, parents, directors, and children, which helped them understand the issues that lead teachers to leave their positions. The findings indicated that there were issues related to stress and other concerns. Parents, children, and directors were able to provide profound responses about their experiences since they were experiencing the challenges more candidly than the teachers who were leaving.

According to a Learning Policy Institute (2017) report, teacher shortage is a problem in many schools, and it threatens the educational opportunities and outcomes of students. Policymakers are responding to this challenge by shifting funds, reevaluating current methods, and establishing new regulations to recruit and retain high-quality teaching staff throughout the Kingdom. Attrition, however, plays a major role in worsening shortages and accounts for about 90% of the demand for new teachers. The overarching goal of this research is to find out how school administrators can help reduce teacher turnover, which contributes to talent gaps and hurts children's educational prospects. The study used the survey as a data collection tool, structured to present various reasons why teachers leave their schools or professions. The researcher also used a Gantt chart to display the data from the survey. Two key components of school leadership were discovered that influence educators' choices about whether and where to remain in the profession. To start, administrative backing increases the likelihood that teachers will continue working in a faculty setting, where they can expect direction from upper administration. Leaders who help teachers by providing them with resources, materials, and opportunities to learn from experts see lower rates of teacher turnover (Balu et al., 2009). Leadership style is also associated with a teacher's decision to quit. Principals who define their leadership as team leaders, facilitators, and collaborators report lower attrition rates. In conclusion, the success of future generations, especially those living in less affluent neighborhoods, depends on the recruitment and maintenance of outstanding teachers and principals. This is why it is so important for schools to fund their principals' continued education and professional development.

2.5 Other Significant Factors in Teacher Turnover

2.5.1 Job Satisfaction

The leadership styles and behaviors of school principals not only influence retention or reduce turnover, but they can positively influence job satisfaction. Job satisfaction is a personal factor that is motivated by external leadership behavioral factors. The leaders should work on increasing the job satisfaction of the teachers to reduce their turnover and enhance retention. The section given below has explained job satisfaction in the context of school leadership.

Job satisfaction is a perception of a person about the job, and to what extent he or she likes the job (Hulin, 2003). Similarly, Susanty et al. (2013) explained it as "how happy an individual is with his job". If the teacher will be satisfied with his or her job then the students will be happy and also there will be less turnover (Hutabarat, 2015).

Askew (2013) found a significant correlation between teachers' perceptions of leadership behavior and job satisfaction. The results of his study indicated that there are five types of behaviors that leaders should exhibit to increase teacher job satisfaction: human relations behaviors, trust/decision-making behaviors, instructional leadership behaviors, control behaviors, and conflict behaviors. Askew (2013) explained human relations behaviors as caring attitudes, positive reinforcement, communicating with teachers, and supporting teachers. Trust/decision-making behaviors include not using coercion, not correcting teachers in front of others, not gossiping, not nitpicking, not making snap judgments, and listening to both sides of the story before making a decision. Instructional leadership behaviors include being vision-driven, being knowledgeable about the curriculum and instructional strategies, not devaluing problems or concerns, being consistent, holding people accountable, always following up, and enforcing rules.

Olsen and Huang (2018) explored how principal support and cooperation among teachers may be associated with teacher job satisfaction. They also tried to determine whether teachers of color, compared to white teachers, in public schools had lower levels of job satisfaction and whether differences in satisfaction were associated with principal support and perceptions of teacher cooperation. The study used a teacher questionnaire to create the dependent and independent variable scales. The researchers also used survey weights to make the questionnaire more generalizable. Their results indicated a statistically significant interaction between teachers' cooperation and their race regarding job satisfaction. Specifically, when white teachers perceived less teacher cooperation, they reported lower job satisfaction levels than Hispanic and Black teachers. These results indicate a dire need for education policymakers to recognize the links between school leadership, teacher satisfaction, and teacher retention. A significant interaction between principal support and teacher race was also observed. Therefore, policymakers should prioritize designating resources to accelerate the recruitment of teachers who

have demonstrated the capacity, ability, interest, and cultural competence to become principals.

Bateh and Heyliger (2014) studied the relationship between leadership styles (transformational, transactional, and passive/avoidant) and job satisfaction in order to enhance the productivity of university employers. The participants were faculty members from different universities. Two types of questionnaires were used to collect the data. The findings indicated that job satisfaction is high when the leadership style is either transformational or transactional. Conversely, job satisfaction is low when the passive/avoidant style is dominant in an organization. Organizational performance is either negatively or positively associated with leadership style: more precisely, charismatic, bureaucratic, and transactional leadership styles negatively impacted organizational performance (Al Khajeh, 2018).

Besides focusing on job satisfaction, school leaders should also focus on mentoring the teachers as it can be vital in reducing teacher turnover in schools. The teachers are mentors but the mentoring support from school leaders can positively influence their behavior. Therefore, the section given below has highlighted the literature review on mentoring.

2.5.2 Mentoring

The mentoring programs conducted by the school leaders can help the teacher in learning new skills. Moreover, they can give confidence to the teachers. Therefore, the support of a mentor always gives trust to the employees which can reduce their turnover intention. First of all, this section has provided a general literature review on turnover, and then it has related it to mentoring of school leaders.

The preparation of future educators is important to minimizing the high incidence of teacher turnover that occurs each year. McCray (2017) reported high teacher turnover, low morale, and low teacher involvement in school and community activities and emphasized the internal causes that lead to educator burnout. Moreover, the teachers may benefit from collaborating in professional learning communities and obtaining more in-depth training in their specialties. Vazquez et al. (2019) conducted a longitudinal study

that focused on high rates of teacher turnover. Their study examined changes in Alaska's teacher population over a six-year period and identified several strategies for retaining staff. First, decision-makers and interested parties must do more to attract and retain skilled educators with Alaskan backgrounds and assist them as needed. Second, they must choose someone who compliments them. Collaborating across districts during the recruitment process increases the chances of hiring individuals who are a good fit for each district's circumstances. Third, they must promote a sense of belonging and trust. Finally, they must give financial and non-monetary incentives to instructors.

Kamrath and Bradford (2020) addressed the longstanding problem of excessive teacher turnover in urban schools. New teachers quit the profession at an extraordinary rate for people in their age range. Statistics show that between 7% and 33% of new teachers leave the profession within their first three years on the job. The situation is significantly worse in urban schools, where up to 70% of first-year teachers leave within the first five years. Some teachers choose to work in urban schools, which often serve low-income or minority populations, but teachers who have more years of experience and subject-specific accreditation are likely to work in schools that are better funded and that have students with a competitive academic edge. Quality educators are not common in urban areas because many teachers leave the profession before they gain several years of experience and education.

The expense of replacing teachers and providing required training is substantial. Advertising positions, screening applicants, conducting criminal background checks, and supporting teacher induction and orientation programs are just a few of the costly expenses that schools and districts incur when there is a significant level of teacher turnover. A high rate of teacher turnover in urban schools makes it difficult to adopt and sustain successful classroom innovation. To enhance education, competent educators must work in every classroom. The individual circumstances behind a teacher's choice to resign from a position are important, but school administrations frequently contribute to a teacher's decision to leave. Kamrath and Bradford discovered four important influences that lead to high teacher turnover: salary, working environment, preparation, and initial mentoring support. However, there is no simple solution to address the complicated problem of high teacher turnover in urban schools.

According to Kamrath and Gregg (2018), correctional instructors are a diverse group of instructors who face challenges in teaching in jails. Compared to a more typical learning environment, such as a classroom, a prison setting amplifies stress for instructors. Correctional teachers do not always have the same needs as teachers in K–12 classrooms. Therefore, administrators must remain approachable so that staff members feel comfortable approaching them with problems as they arise. Correctional educators benefit from participating in professional learning communities, both inside and outside of the prison walls. Furthermore, offering modern evaluation and support systems, as well as continuous professional development programs similar to those used in effective K–12 education systems, encourages reform, improves practice, and provides a valuable tool for monitoring progress. Teachers who remain in correctional settings do so because they care about their students and want to achieve their goals. Consequently, these educators benefit from specialized training that recognizes and supports their inherent motivation to do so.

If incentives are offered to instructors who accrue five and ten years of experience, perhaps more teachers would remain in their careers, adapt to the prison environment, and improve their skills in managing the inherent challenges in correctional education. Typically, teachers are responsible for planning and executing their own professional development. This further excludes educators in the criminal justice system from learning and collaborating with colleagues from other settings. Inmates who need the education to be successful after release may benefit greatly from the efforts of devoted instructors. Not all instructors flourish at a correctional institution, but there are strategies to help those who do. Correctional institutions must consider problems of leadership, recognition, professional progress, and pay to ensure that prisoners receive an education that helps them become useful members of society.

According to McCann and Johannesen (2004), Roberson and Roberson (2009), new teachers face five major challenges in their first year on the job: efficient and responsible time management, comprehension of educational plans, accurate assessment and evaluation, a satisfactory level of autonomy, and a sense of inclusion in the larger

organization. Strong administrators devote the time and effort required to address these problems and lead new instructors through unfamiliar territory.

Education leaders should understand the requirements of novice teachers to better assist them. According to Brock and Grady (1998), first-year teachers make three key assumptions. They assume that effective teaching standards are consistent, communication with principals is essential at critical points, and administrators will make time for in-class visits, offer suggestions, and provide assurance and support. Consequently, Brock and Grady (1998) called for the development of a collaborative atmosphere in which beginner instructors watch and learn from more experienced ones.

Sutcher et al. (2016) conducted a literature review that validated the significance of maintaining a supportive classroom atmosphere and addressing difficulties. Establishing and executing a leadership training program for new teachers may enhance teacher retention. These incentives are not usually monetary in nature, but they are more personal and influential for teachers.

Joe and Ellen (2021) determined that successful professional development improved the teaching abilities of teachers. The researchers aimed to improve student outcomes by informing the process of developing and delivering professional development programs for current instructors. The study's results were based on 104 independent evaluations conducted of different kinds of professional development programs between 2002 and 2020. The study provided the following three recommendations. (1) Concentrate on strategies to increase teachers' professional abilities. Mechanisms include setting goals, developing action plans, evaluating prior knowledge, and obtaining feedback. These activities are effective because they are based on the scientific study of human behavior. (2) Professional development should focus on developing educators' knowledge, motivating colleagues, improving the instructional tools of educators, and putting their ideas into action. (3) Both the broader educational environment and the unique needs of individual institutions should be considered when planning professional development. The program should incorporate mechanisms for prioritizing and protecting these adaptive systems. Acceptance and execution of this strategy depend on its capacity to adapt to the unique conditions of each school.

Furthermore, the strategy must be adjustable to the school's schedule and teachers' time constraints.

Sims et al. (2021) critically reviewed 121 distinct professional development programs. The study also considered 14 fundamental principles that serve the four aims of professional development programs, which include new insights, goal-directed behavior, new ways, and the first three understandings in practice. Each professional development program had a distinct focus, which influenced its effectiveness and efficiency. The researchers made several conclusions from their examination of these professional development programs. The realism of these computer programs was low. These programs deviated from their original plans to accommodate the special needs of their individual locations. Program developers must use care when modifying a program to ensure that they do not impair the program's capacity to achieve its stated goals. The educational context, resource availability, and type of intervention all play a role. Problems with intervention plans make even good ideas difficult to implement.

When developing a professional development program for teachers, it is critical to consider elements such as administrative support, school time constraints, and school priorities. After-school activities, classroom goals, and school objectives must be coordinated. Simple and straightforward ways to improve teacher participation are beneficial. There should be open lines of communication, and teachers' schedules should be considered when planning the programs. The programs that were analyzed were all located in England, so the findings cannot be generalized. An easy statistical procedure was applied because of the small sample size and methodological inconsistency. Considering that all the analyzed information came from England, it is reasonable to conclude that this research adequately demonstrates the challenges and obstacles for professional development programs in that nation.

Sonia's (2021) study sought to evaluate whether and to what degree professional development influences teachers' motivation and organizational civic behavior (OCB). Th2 study aimed to determine how schools improve when teachers are more motivated and have greater levels of OCB. The results indicated that improving educators' professional abilities may improve their motivation and OCB. The five key themes that

arose from teachers' opinions of OCB and motivation were effective communication, collaborative opportunities, respect and recognition, professional development expectations, and incentives. Researchers delved further into these categories to better understand the influence of professional development on educators' OCB and motivation. Thematic research identified five overarching variables that have a substantial impact on teachers' professional development capacity: a welcome and secure learning environment, appreciation, accountability, collaboration, and clear and effective communication.

2.5.3 Working Conditions

The retention or turnover of teachers in school depends upon many factors, some leave because of support from the administration or because of student behavior. Whereas, others decide to stay or leave based on salary or stress. Besides these factors, the working conditions or work environment can also be an important factor behind (Bristol, 2020; Ekabu et al., 2018; Arnoux-Nicolas et al., 2016). Many studies on working conditions and turnover have focused on the manufacturing industry but there is a paucity of literature in the context of school education. This section has provided a comprehensive literature review on working conditions by associating it with turnover and retention.

Grant et al. (2019) stated that "working conditions are some of the most important factors that influence an employee's decision to either leave or remain in an organization" (p. 171). They also suggested that teachers' working conditions, psychological functioning, and intrinsic motivation correlate with teacher retention. Therefore, the leadership of any school should consider these aspects if they want to reduce teacher turnover. Similarly, Mampane (2012) quoted that, "Educator workload is one of the main challenges facing the teaching fraternity today" (p. 76).

Robinson (2015) highlighted the importance of knowing teachers' perceptions regarding high teacher turnover rates. He conducted a quantitative study to examine the effects of teachers' perceptions of three aspects: administrative support, school climate, and student academic achievement. Results revealed that the teachers' perceptions of school leaders and the school climate were strongly related. This means that leaders play

a significant role in building a positive workplace. It was also revealed that teachers' perceptions of the school climate predicted the school's academic success. Based on their research, Kraft et al. (2016) suggested that "improving the school context in which teachers work may play an important role in a multifaceted plan to reduce teacher turnover in schools" (p. 18).

Guin (2004) conducted a case study on how chronic teacher turnover affects the school climate and organization. The researcher explored the relationship between teacher turnover and school climate in six schools using surveys and interviews. The researcher focused on the following dimensions in the survey: school climate, teacher climate, principal leadership, teacher influence, feeling respected, and teacher interactions. During the interviews, he focused on instructional planning, professional development, teacher collaboration, and trust. The findings of the study indicated that teacher turnover occurred because 1) teachers did not have enough time to spend with their students because they were asked to support and help new teachers, 2) teachers received the same professional development training repeatedly, 3) teachers felt burned out and lost their enthusiasm for teaching, and 4) teachers used the same planning and implementation processes. Moreover, chronic teacher turnover negatively impacted scheduling, curriculum planning, student learning, professional development, and collegiality. It also caused chaos and complexity in the schools' everyday operations. Based on these findings, schools and districts should support teachers by implementing new programs for teacher recruitment and focusing more on healthy professional development, among other things.

Many teachers feel stressed about their inability to cope with the workload, and "the amount of time that teachers spend on planning for lessons is disproportionate to the time spent presenting class lessons as teachers are now burdened with additional administrative responsibilities that, in the past, were the preserve of clerks employed by schools" (Mampane, 2012, p. 76).

Tkachyk (2017) researched the problems associated with international teacher turnover. The study focused on investigating teachers' perceptions of this issue. The researcher interviewed eight teachers from different international schools. The results

indicated a lack of effective mentorship and support from administrative leadership. In a similar study, Carver-Thomas and Darling-Hammond (2019) examined the factors associated with teacher turnover across the United States and in different types of districts, claiming that "teacher turnover can contribute to labor market imbalances even when there are enough teachers to meet demand overall" (p. 3). The results indicated that the teachers were not prepared because the districts' and schools' negligence was an essential factor. Furthermore, the unavailability of resources and poor working conditions reduced job satisfaction, and the lack of administrative support and low salaries were additional factors.

Mampane (2012) stated that "dissatisfaction with working conditions invariably influences the psyche of teachers to the extent that they become radical" (p. 75). In other words, due to dissatisfaction, commitment to the school decreases, and teachers become unproductive and prone to leaving their jobs. Mampane (2012) also discussed the factors that led to dissatisfaction with the work environment, including workload, serving on committees that wasted time, long lesson preparation times, the stress of being unable to cope with school requirements, the inability to meet all the student's needs, the loss of prestigious status and salary, and the lack of recruitment procedures.

Grant et al. (2019) conducted a study exploring the correlation between teachers' attributes, working conditions, and intention to leave the field of teaching or move to another school. The study also explored teachers' professional commitment and how it relates to their intention to leave or move. Moreover, how commitment is affected by teachers' well-being, motivation, and perception of their working conditions was evaluated. The findings suggested that the relationships between teachers' intention to stay at the job and their working conditions, psychological functioning, and personal motivation were statistically and substantively significant. Teachers who perceived their working conditions as adequate were likelier to stay at their jobs. Teachers who were more stressed and exhausted at work were likelier to move to other schools or leave the profession. There were no indications that learning to cope with the psychological load affected the turnover ratio, but emotional regulation styles were related to turnover intentions and teachers' commitment to the job.

Furthermore, teachers who lacked relationship development skills could not develop a rapport with children and were likelier to leave. Interestingly, teachers who had weaker relationship development skills but felt more substantial professional commitment stayed. The suppression of the stress created by weaker relationship skills had a more negative effect than turnover. Additionally, intrinsically motivated teachers were likelier to stay than extrinsically motivated teachers. Personally motivated teachers are interested in making a difference in children's lives, but without relationship development skills, they find themselves ineffectual. However, interacting with children allows them to make a difference and contribute positively. The response rate to the survey was meager, however. Therefore, the findings were limited, given the methodology adopted for the research. It is also challenging to infer causes, given the correlational analysis and the cross-sectional structure of the data. The analyzed relationships could operate in reverse order and be confounded. It is crucial to predict teachers' intentions about leaving their jobs or moving elsewhere, and reducing the rate of teacher turnover will enhance the quality and stability of childcare and the education provided.

A study by Bickmore and Dowell (2019) on understanding teacher turnover in two charter schools in the U.S. was carried out over three years. It included interviews with principals and teachers, observations, and teaching materials. The essence of the research was to determine the effect of principals' professional dispositions and practices on teacher turnover. The way a principal behaves depends on their personality and leadership style.

Sometimes, charter leaders' direct innovation and new practices produce improved results. With such direction comes the autonomy to take the necessary measures to produce measurable outcomes. This is a market-driven approach in which principals must shoulder increased responsibility. Therefore, principals perceive themselves as more autonomous in school-level decision-making regarding personnel, professional support, and general working conditions. For example, in one of the Louisiana charter schools that Bickmore and Dowell (2019) investigated, the principal could hire, fire, compensate, and support teachers. He was free to innovate and create

better working conditions for the teachers to retain them. However, his behavior and practices were not conducive to supporting the faculty. Decisions and expectations rested solely with the principal, primarily interested in good student state test scores. Therefore, the teachers had to follow the new policies that the principal had made—had to meet his expectations—or they would face the threat of dismissal.

There was a vivid contradiction between what the school aimed at and the practices and disposition that the principal manifested. The principal was casual in creating efficient structures to share leadership across the school, nor did he include teachers in the decision-making process. Even interactions with him were not enough to improve the personal or professional relationships between the teachers and himself. Organizational structures did not improve the teachers' social capital, which would have improved the teachers' relationships, developed them professionally, and helped with the induction of new teachers. He supported novice teachers who were more agreeable and followed his policies. However, they were unable and not experienced enough to provide the professional skills needed to help students achieve the desired outcomes. Most importantly, the principal was not concerned about the high teacher turnover, nor did he acknowledge the negative impact of turnover on the student's success. Bickmore and Dowell (2019) study cannot answer the research question, as the number of schools and participants in the research were few.

Ladd (2011) discussed the predictive power of working conditions for planned and actual teacher movement in a large-scale quantitative model for North Carolina based on statewide data. The primary goal of this study was to combine survey responses from North Carolina with detailed administrative data to examine the extent to which teachers' perceptions of their working conditions predicted their intended departures from school, independent of other factors that may also predict departure, such as a school's racial or socioeconomic mix. The second reason was to investigate the relationship between working conditions and actual 1-year departure rates among teachers, which reflect teacher preferences and the availability of positions. In the early 1980s, North Carolina implemented its first statewide teacher working conditions survey in the face of a large fiscal deficit, intending to enhance teacher well-being and student outcomes without increasing teacher salary funding. Although working conditions

26

predict teachers' 1-year actual leave rates, their contribution to Ladd's (2011) model explanatory power was significantly less than expected departures.

Nonetheless, changes in working conditions account for around 15% of the difference in actual departure rates, roughly equal to the contribution of other school factors. Teacher working conditions comprise a set of factors that describe the collegiality of the workplace and, broadly, encompassing the relationship between school leaders and teachers and interactions among teachers. Including working conditions in Ladd's (2011) model for elementary school teachers increased its explanatory power by about 60%. Because of the relationship between working conditions and the demographic mix of a school's students, attempts to capture the quality of a teacher's work environment solely by easy-to-measure variables, such as the proportion of black students, are likely to overstate the importance of student race as a repelling factor for teachers.

Murphy (2018) argued that, in the United States, teachers in Juvenile Correction (JC) schools work annually with approximately half a million of the most vulnerable and academically challenged youths. They provide instructions in challenging working conditions that are not experienced in typical public settings. It is evident that millions of dollars are invested in JC schools; however, teachers are still poorly supported, and there is little research that reveals these teachers' knowledge, skills, attitudes, and beliefs. The study aims to focus on the various working conditions that teachers face across a spectrum of diverse school contexts and how teachers understand and interact with their schools' working conditions.

Murphy's (2018) study was guided by Dilthey's theoretical perspective of hermeneutics, which suggests that the understanding or interpretation of the human experience is understood through the hermeneutic approach. The study revealed that some teachers in JC schools desired to leave their jobs, either previously or currently, due to working conditions and lack of support. Teachers entered the profession with expectations of what teaching in JC schools would be like. However, without the opportunity for professional learning and time to develop collegial relationships, the expectations of the job influenced their ability to work.

Reaves and Cozzens (2018) considered the affective and interpersonal components that educators saw as necessary to their association with the school environment and persuasive elements in the working environment. Their literature review investigated educators' characteristics and intrinsic and extrinsic sources of motivation. They concluded that a relationship existed between instructor inspiration and occupation fulfillment in the working environment. Understanding these elements is fundamental to the maintainability of a sound educational system as an association and the maintenance of educators as points of support, at which point instructing and learning are predicated. Reaves and Cozzens (2018) stated that a positive school environment was related to better scholastic execution, higher graduation rates, greater self-dignity of students, and better incentives for educators. They also reaffirmed that current school conditions are reward-scant settings for teachers and regularly appear to neutralize instructors' earnest attempts to develop expertly and further develop their work capabilities. Furthermore, a matrix was proffered for the pedagogical working environment, which included work fulfillment for educators, security, maintenance, mutual feedback, and motivation. The method adopted was to conduct interviews through questionnaires and surveys in public school districts with 200–950 students; therefore, an extensive net was cast for the diversity of experience in the West Tennessee locale. The members ranged from center school to middle school and secondary teachers. A Pearson correlation was the statistical tool used to extrapolate the results to inform the paper's recommendations. The results indicated that positive school environments and positive school societies were the two vital administration components needed to frame the debate.

Teachers believed that their administration had explicit assumptions and boundaries. Moreover, the teachers declared cheerful staff–administration connections at their schools. A mean of 7.11 from reacting instructors showed that educators accepted that they were responsible for their work execution and esteemed the heads' assessment of their work execution. This demonstrates that the instructors' natural and intrinsic motivation expanded as educators felt surer that the organization, personnel, and staff were periodically reviewing their work. There was a positive critical relationship between natural inspiration and explicit assumptions and boundaries dictated by the

administration. The information uncovered that the individuals who had a solid sense of reassurance and dignity inside their school had higher self-viability. The dynamic observations conducted by Reaves and Cozzens (2018) anticipated an educator's self-efficacy. Explicit assumptions and boundaries fundamentally anticipated self-adequacy. Positive staff connections anticipated self-viability. The paper concluded that there was an association between an educator's view of the school's environment and inspiration and self-viability.

Ansley et al., (2019) conducted a study to explore perceptions of working conditions among teaching staff in special education schools by considering factors such as leadership, job satisfaction, and work experience. The current study used a survey to collect data via 4-point Likert-type responses. The survey was voluntary and anonymous; participants could skip any item they preferred not to answer. The results showed that effective leadership was a prerequisite for a positive work environment, as job satisfaction was also related to students' achievement and working conditions. In other words, special educators experience job satisfaction and enjoy high-quality work experiences, provided they are satisfied with their working conditions. Ansley et al. (2019) recommended that administrators in any educational setting cultivate a positive work context when serving students whose education must be a game changer if their educational outcomes improve substantially.

Sims (2017) conducted a study to determine whether teachers' job satisfaction and working conditions were related to their desire to exit the school or profession. The results indicated that when a school's working conditions were constant, the teachers' demographics and school characteristics lacked statistically significant relationships with job dissatisfaction.

2.5.4 Compensations, Incentives, and Recognition

The motivation of employees at the workplace is linked to the provision of incentives (Reppa, 2008) but the financial rewards to incentivize high-performing or highly qualified teachers' retention are not always useful or long-lasting (Clotfelter et al., 2008; Springer et al., 2016). Therefore, this section has provided strategies that how

school leaders can work on the provision of incentives or recognition to the teachers for reducing turnover.

It is essential to look at the environment of an employee to understand how these factors contribute to their choices regarding their personal and professional lives. Employees may be prompted to change if these factors do not contribute to a conducive environment that favors their development. Liu's (2012) research takes a similar approach highlighting the relationship between different factors surrounding the workplace, such as their job satisfaction through aspects such as their salary and turnover rates, after controlling the demographic variables in their favor (Liu, 2012). The research was conducted in China, where 510 teachers from a city in northern China chose to participate (Liu, 2012). It also takes a quantitative approach toward analyzing the data drawn from the samples, which facilitates how it leads to accurate findings through multiple regression analysis. According to the research findings, the teachers were more comfortable working in urban areas and less likely to leave their jobs even if all their hierarchy of needs, as per Maslow, were not met. (Liu, 2012). The findings also concluded a significant negative relationship between the level of compensation and teacher turnover intention. As such, when there was an increase in their compensation, it became more convenient for them to remain in their profession without attrition. Policymakers are thus required to use this information to ensure that they significantly increase the level of compensation to improve the retention rates of these teachers.

Portey (2021) conducted an exploratory study on expanding instructor efficiency with performance and other incentives. Cognitive mapping was considered in terms of professional goal setting. The results highlighted that a principal needed to have a personal stake in rousing personnel to endeavor to perform as well as could be expected further to develop the teachers' sense of their accomplishment. Pioneers need to direct staff in a robust cognizant objective-setting process while monitoring the intrinsic motivations that could be influencing the teachers.

Shuls and Flores (2020) use an exploratory approach to present ideas, proposals, and techniques—besides raising compensations or expanding benefits packages to teachers—that school principals, administrators, and policymakers for the district or

region can implement to reinforce their educational standards. The selection pool included three school districts in Missouri, selected because they had the highest retention rates for teachers in the country. The gatherings were deciphered and taken apart both in a vertical bearing and on a horizontal plane; the individual analysis of teacher responses was curated, while commonalities within the different responses were extrapolated. The research found that attrition places a monetary weight on schools and adversely affects the remaining staff and subordinates. Furthermore, significant degrees of individual breakdown adversely sway the school environment, learning results, and accomplishment. Through the literature review, the authors maintained that teacher experience has the most critical impact on their performance in the workplace and their motivation to stay in the workplace. The variables in the school districts under study included having a strong organization; a culture of trust, transparency, and educational opportunity; a customized gifted improvement program; an enlistment program that incorporates instructor mentorship; and an initiative preparation program. The recommendations made as a result include mentorship programs that can offer help to new and starting instructors by uncovering the issues that first-year educators experience during professional absorption into the school system.

Teachers often have to do difficult tasks, which causes them to reflect on their careers and increases the likelihood that they would search for work elsewhere. Locke et al. (1980) proposed in early research that remuneration should be based on how effectively individuals accomplish their jobs. It is difficult to get instructors to show up for work in many areas. In certain cases, rewards may aid in increasing the quantity of instruction. Intrinsic motivation occurs when you desire to do a job just for the purpose of completing it. Researchers have discovered several facts regarding how incentives influence people's innate desire. Nonetheless, a number of meta-analyses in psychology have shown that anticipated incentives make individuals less motivated to pursue activities they love on their own. Such incentives are offered for completing activities to a high standard of excellence. Another disadvantage of performance-based remuneration is that it may demotivate employees to accomplish things on their own. Employees in performance-based organizations, for example, may prioritize quantity over quality on the performance indicator, as when instructors concentrate on test-taking tactics rather

than ensuring their pupils completely comprehend the material. When performance compensation schemes are implemented to both inspire present employees and get rid of less productive personnel, an industry's productivity rises. Teachers are expected to work long hours, deal with difficult children, spend a significant amount of time each year on professional development, and be specialists in their professions. According to several national and international studies, fewer than one-third (16%) and one-tenth (6%) of workers participate in continuous performance compensation programs. Teachers who are paid depending on how effectively they do their duties may be more motivated and perform better, but this may undermine the notion that education is a public service.

Despite the fact that life experiences may be powerful motivators for teachers, Morgan et al. (2010) identified three major themes that influenced their study. The presence or absence of favorably framed events, for example, has a much greater impact on how devoted and successful instructors are than the presence or absence of negatively framed occurrences. Second, events perceived to have originated in near zones of influence, such as the classroom or school, have a greater impact on these motivating effects than events thought to have originated in distant zones of influence (national or global). Finally, the distinction between good and negative events and zones of effect is determined by how often they occur rather than how strongly they affect us. One crucial element is how instructors react to poor outcomes and how this impacts their desire and passion. When considering the hazards and difficulties of teaching, it's crucial to consider how stress and burnout impact individuals and how much the rewarding aspects of teaching are underutilized. People used to believe that it is impossible to feel sad and have a wonderful day at the same time. This short response ignores the normal ups and downs of good and unpleasant sentiments that occur throughout a teacher's day. However, terrible things may make instructors upset and unmotivated, which can lead to fewer good things occurring and the same little bad things happening again. Teachers, like students, who had their self-efficacy and self-esteem examined using weekly diaries discovered that good experiences were more significant than the absence of negative ones. Even when both positive and harmful effects occur at the same time, the good ones are preferable because they help relieve stress and provide more energy to the body and mind. Positive experiences, even if objectives are not realized, may help individuals

become more resilient. Finally, the daily things that excite instructors stem from the reason they became teachers in the first place.

2.5.5 Collegial Relationships

The relationship with colleagues or coworkers can positively or negatively affect the behavior of employees. Good relationships can lead to retention, whereas, bad relationships can cause a turnover. Therefore, school leaders should work on developing good collegial relationships to reduce the turnover of teachers. This section has provided a detailed literature review on the collegial relationship.

The teachers should be provided with opportunities to collaborate in professional learning communities as it will enhance the chances of their retention. The collaboration depends upon collegial relationships as they connect and support teachers to gain knowledge, share practices and reflections, and encourage personal growth. Toropova et al. (2020) quoted that "Besides affecting student learning and motivation, teacher turnover negatively affects faculty collegiality and trust and leads to a loss of institutional knowledge, which is critical for supporting student learning" (p. 2).

According to Donley et al. (2019), high teacher turnover can negatively impact student achievement, school operations, and teacher collegiality. Additionally, "teacher turnover is quite costly in terms of separation and hiring costs, as well as losses to educational productivity when schools lose more experienced teachers to less experienced ones" (p. 11). Fuller et al. (2018) explained "Teacher turnover disrupts curricular cohesiveness, interrupts teacher-student relationships, interferes with the adoption of a common school vision, and leads to an increase in the number of inexperienced teachers".

Toropova et al. (2020) claimed that teacher satisfaction is connected to collegial support, the principal's leadership, and a school culture of trust and respect. Wronowski and Urick (2018) stated that "teacher perceptions of their work have frequently been linked to turnover, and empirical work has also linked accountability effects to teacher turnover" (p. 7). Wronowski and Urick also noted that teacher turnover is a complex issue related to teacher preferences and school conditions. They, therefore, conducted a

study to examine teacher turnover, organizing teacher perceptions into a de-professionalization and demoralization framework. Their findings indicated that "there is a relationship between teachers' perception of accountability and assessment policy implementation and how teachers' perception of their work influences intent to leave and realized turnover" (p. 20). In addition, the study revealed a significant relationship between teachers' disaffection and intent to leave their profession. Teachers may choose to remain present in their schools if there is support from the leadership side. Also, teachers begin to question their profession's suitability if they feel it offers no opportunities for growth.

2.5.6 Student Disciplinary Issues and Turnover

This section has provided the literature on student disciplinary issues and linked them with the retention and turnover intention of teachers in schools. The student is another significant aspect of the teacher turnover problem. Teacher turnover that occurs within the school year could negatively impact student learning and achievement since it causes classroom disruption, staff instability, and changes to teacher quality (Donley et al., 2019). Curran et al. (2019) highlighted that teachers' experiences of victimization could lead to teacher turnover. "Teacher-reported experiences of student victimization are a positive predictor of turnover from both the individual school and the profession, but this relationship can be mitigated through contextual factors that promote resilience" (p. 33). In addition, unmotivated students create disciplinary problems. Student disciplinary problems are an identified impediment to teacher retention. At the secondary level, most teachers come into the profession with a passion for their subject area and a desire to share it with students. Unfortunately, many teachers feel that student disciplinary issues make it challenging to perform their jobs to the best of their abilities.

The school leaders should manage the student disciplinary issues to retain the teachers. The next section has highlighted the literature on teacher retention and the factors associated with it.

2.6 Teacher Turnover In UAE

Sumita (2010) investigated the reasons on teacher turnover in Dubai. The findings revealed that job satisfaction is one of the biggest reasons of teacher turnover in the city. Teacher job satisfaction came from other reasons such as salaries and benefits. In addition, Dickson et al. (2014) identified the challenges faced by novice Emirati teachers in Abu Dhabi, UAE that led to high rates of attrition. These challenges included classroom management, where teachers spent a lot of time dealing with disruptive behaviors, unfamiliar curricula, lack of resources and teaching materials, huge administrative demands and lack of support, poor relationships with colleagues, demanding parents of students, and stress in balancing home and family life. Khawary and Ali (2015) stated that high teacher turnover creates significant problems for schools, and can negatively impact teaching and learning processes. This can lead to disruptive behaviors in students, which also contributes to emotional detachment between teachers and their students. As stated by Johansen (2013), "turnover disrupts an organization because it requires managers to divert resources and takes time away from the organization's core goals, which impacts the effectiveness of public organizations" (p. 860).

The primary aim of Goe et al. (2020) study was to provide insight into the experiences of teachers in the United Arab Emirates (UAE). The findings would enable school leaders and stakeholders to identify challenges and create solutions that would enhance teacher retention and accelerate the progress of the teaching profession. This study involved interviews with teachers to collect relevant and extensive information on how to encourage and support educators in the UAE. The research findings showed that teachers' concerns in the UAE are similar to those expressed by teachers from other developed countries. The pertinent concerns expressed by UAE teachers included support for professional growth; enhanced teacher leadership; improved teacher–family communication; effective coaching, mentoring, and peer networking programs; support for teachers that work with students with special needs; and improvement of teachers' classroom management skills. The findings revealed that teachers in the UAE are eager to grow and learn and are deeply committed to their students; however, educators long

for appreciation and acknowledgement of their hard work and commitment. Generally, the findings indicated the need for more opportunities and support for teachers in their career growth. There were several recommendations that were put forth, including support for teachers' professional development through the creation of professional development materials that can be utilized by teachers, school leaders, and facilitators to resolve some of the pressing concerns. Other notable recommendations were the creation of collaborative opportunities between teachers and parents, the provision of extensive information on teachers' perspectives to school leaders, and the creation of avenues for teachers and school leaders to develop solutions for challenges.

Smith (2021) investigated teacher migration through the professional and personal experiences and perspectives of African American expatriate educational professionals (EEPs) in the UAE. The researcher's primary aim was to address the particular reasons for teacher migration in K–12 schools in the UAE and to offer relevant recommendations to help address this phenomenon. Furthermore, the paper discussed the subsequent decisions of teachers who stay in the UAE rather than leave. The study revealed several pertinent factors contributing to teacher migration among African American educators, including overwork, poor wages, poor quality of instruction, lack of motivation, negative teacher–student relationships, questionable integrity of school leaders, racialized class placements based on stereotypes of African American EEPs, and exclusion of African American EEPs from decision making. However, part of the evidence suggested that African American EEPs use teacher migration to remain in K–12 schools in the UAE, they seek better positions at other UAE schools. The policy recommendations proposed in the paper included the creation of a database that primarily collects information about education turnover; integration of professional and personal development endeavors that focus on equity, inclusion, diversity, and intercultural competency to enhance cultures within K–12 schools; creation of critical avenues for dialogue among educational stakeholders; and further research that will examine educator turnover in private, public, and government schools in the UAE.

Furthermore, Ibrahim and Al-Taneiji (2019) conducted a study that aimed to bridge the gap between teacher satisfaction and qualitative research in Abu Dhabi by exploring the perspectives of educators and investigating the complex reasons that

influence teacher satisfaction or dissatisfaction. The study also aimed to clarify confusing quantitative research by investigating the variance in satisfaction between male and female teachers and whether satisfaction is influenced by work overload. The study revealed various maintenance and motivational factors that influenced the satisfaction or dissatisfaction of teachers in Abu Dhabi. The maintenance factors included salary and benefits, school work conditions, job security, and employment policies, and the motivational factors included a passion for teaching, whereby teachers with low passion are more dissatisfied; work with students; recognition or appreciation, whereby teachers who are shown appreciation are highly satisfied; and opportunity for promotion, which considerably improves teacher satisfaction. The study offered several recommendations to improve teacher satisfaction, including the revision of salary structures, whereby teachers with reasonable pay and benefits are more satisfied; enhanced transparency of termination procedures, whereby teachers who have guaranteed job security are more satisfied; and the implementation of strategies that would enhance the provision of fair workloads for all teachers in Abu Dhabi public schools. Exceptional service provision would motivate teachers, thus significantly improving their satisfaction.

Alike many other countries, the schools of the gulf region are also struggling hard to eliminate the turnover of teachers (Al-Mahdy & Alazmi, 2021). The countries in this region are the second number in terms of teacher shortage in the world (Mahboob and Elyas, 2017). Therefore, the Policymakers in the gulf region understand how critical it is to pinpoint the causes and remedies for this problem. One of the key determinants of teacher retention at a school is the leadership and support of the principal. Therefore, new policies should be developed by education officials in GCC nations to enhance principal leadership practices (Al-Mahdy & Emam, 2018). Many studies in developed countries have focused on teacher turnover in developed countries but there is a paucity of literature on teacher turnover in the context of schools in the UAE.

2.7 Turnover as a Problem

The retention of teachers is a continuous problem in schools located in developing and even developed countries. Because of this problem, the school leaders have to

search, hire and train the teachers with uncertainty (Holme et al., 2018). Ronfeldt et al., (2013) highlighted that some turnover is healthy for schools as too much instability can create serious organizational challenges. Overall, the instability of teachers can have a negative effect on the functioning of schools (Holme & Rangel, 2012).

Richardson et al. (2008) stated that teacher turnover was a major problem for public schools. Although the relevant authorities were able to recruit more teachers, a large number of teachers still left for a variety of reasons. Their study was carried out with teachers of public high schools in Texas to explore the effects of psychological load and communication inefficiency on teachers' intentions to leave their schools. They found that emotional dissonance, which includes emotional struggles and asymmetry in communication, was a significant reason for a teacher to leave a school. These two variables accounted for 26% of the variance in the teachers' intent to leave. Teachers in these schools were White English-speaking, while the parents were Hispanic. Cultural, linguistic, and socio-economic differences played a part in their emotional struggles while interacting. Emotional dissonance made interactions between students and teachers arduous, leading to an increase in emotional labor. Teachers reported having to perform a sort of "surface acting" to hide their true emotions. However, they were expected to maintain an emotional relationship with the students and their parents while also taking care of their own emotional states. The teachers managed and displayed emotions that were not their own. This had unwanted consequences, such as heightened levels of stress, emotional exhaustion, burnout, and eventually, the intention to leave the profession.

Ingersoll (2001) determined the importance of teacher attrition in school staffing challenges and discovered the effect of school characteristics and organizational factors on the phenomenon of trainer turnover. Since the early 1980s, educational theory has anticipated that teacher shortages would emerge as a result of two converging demographic trends: increasing student enrollments and increasing teacher retirements. This causes difficulties in staffing schools with certified instructors, which ultimately results in lower educational performance. As a direct result, concerns regarding the lack of available teachers have fueled empirical research that has focused on instructor turnover. Although the number of students enrolling in classes is increasing, the demand

for new teachers is typical because existing teachers are leaving their jobs or moving away from their positions at a relatively high rate. While the effects of these trainer characteristics are important, the larger effects of institutional and organizational capacities on employee retention are often disregarded. The number of retiring teachers is rising, yet retirement is not a major factor in teacher turnover compared to job dissatisfaction and workload.

In the United States, half of all teachers quit during the first five years of the profession, according to research by Martinez-Garcia and Slate (2009). Further, the K–12 teaching workforce experiences annual turnover as new teachers join the profession and old ones retire. According to national policy evidence, well-prepared teachers may have a greater impact on student achievement than student background factors like poverty, language background, and minority status. This is true regardless of the demographics and qualifications of the teaching workforce as a whole, the mix of instructors at those institutions, institutional stability, and the demographics and abilities of the staff overall. Student achievement, teacher quality, and accountability are all impacted by teacher turnover. Furthermore, teacher turnover is expensive (NCTAF, 2003). The most important and immediate consequence of high teacher turnover is that it degrades teaching quality and student progress. Teacher turnover in schools causes staffing issues, but also has an impact on student achievement and the school environment. According to a study of data from the SASS, leavers, not retirees, contribute to teacher shortages. A high level of teacher turnover indicates that an organization is experiencing serious issues, which can lead to instability and, as a result, more problems. The shift of teachers from one public school to another (movers) does not represent a loss to the profession, but it does cause issues with recruitment in schools. According to the best national data analysis available, the SASS and the Teacher Follow-up Survey (TFS), many schools have had difficulty locating appropriate individuals to fill positions. The nation's inability to support high-quality teaching in schools results from too many teachers leaving the field and not from a lack of new teachers joining the profession. In recent years, teacher turnover has received significant attention from educational scholars and policymakers.

Hirsch and Emerick (2007) argued that educating all students is critical to our international and domestic future. Quality education requires good teachers and school administrators. Unfortunately, most states and school districts in the United States continue to have severe teacher shortages, especially in schools with behavioral problems. In fact, it is thought that half of all teachers leave their jobs before their fifth year, and that one-third of all teachers are either new to the job or in the process of leaving every year. The TFS included a set of questions that were sent to a random sample of elementary and high school teachers who took part in the SASS the year before. This survey asked teachers if they plan to stay at their schools or leave teaching. It received responses from 7,429 current and former teachers. Thirty-eight percent of the public school teachers who switched schools did so because the opportunity for a better teaching job was important to them.

The Center for Teaching Quality (CTQ) conducted a survey to collect teachers' feedback on a range of operational factors, such as allotted time, available resources, teachers' levels of autonomy and input into school administration, and opportunities for leadership and professional development. In 2006, 66% of instructors in North Carolina who had taken the survey the previous year opted to participate again. A total of 85% of universities across the country had response rates over the threshold of 40% needed for statistically relevant data. All around the country, local governments have looked to North Carolina as an example of how to implement the CTQ survey and respond with policy adjustments. Statistics compiled by the SASS show that of nearly 3.5 million teaching staff, almost one-third were either new to the profession or in the process of changing schools in the 1999–2000 academic year. This equates to 534,861 new teachers and 539,778 teachers in the process of changing. Ingersoll (2001) stressed the importance of the high turnover rate as a potential indicator of institutional problems that may hinder student success.

Keesler and Schneider (2010) stated that teacher turnover is an organizational aspect of schools, and as such, it is part of the school's culture. Schools have various organizational variables relating to teacher turnover and staffing issues, all of which impact performance. Teacher turnover, defined here as the rotation of instructors into

and out of schools, is an important feature of undersupply. Schools' struggles with staffing are exacerbated by a high turnover of instructors from year to year.

2.8 Consequences of Teacher Turnover

Gatemi and Thinguri (2018) found that frequent teacher turnover affects syllabus coverage, which in turn negatively affects students' learning. Moreover, they quoted that "there is an urgent need to train school administrators on good management practices so that teachers can be retained in the profession" (Gatemi & Thinguri, 2018, p. 252). Khawary and Ali (2015) explored the reasons for the large turnover of English teachers in the private schools of Kabul, Afghanistan. The findings revealed a lack of communication between school leadership and teachers, low motivation, low salaries, labor market opportunities, heavy workloads, and a weak recruitment process. Interestingly, both studies formally recommended that this issue be addressed by school leadership, particularly as teacher retention and commitment levels increase when teachers feel appreciated and valued. The studies also suggest that if no action is forthcoming from those in leadership positions, then teachers may choose a different career path entirely.

Donley et al. (2019) mentioned that high teacher turnover can negatively impact student achievement, school operations, and teacher collegiality. They also added that "teacher turnover is quite costly in terms of separation and hiring costs, as well as losses to educational productivity when schools lose more experienced teachers to less experienced ones" (p. 11). Fuller et al. (2018) claimed that "teacher turnover disrupts curricular cohesiveness, interrupts teacher-student relationships, interferes with the adoption of a common school vision, and leads to an increase in the number of inexperienced teachers" (Fuller et al., 2018).

Wynen et al. (2019) noted that although there is substantial evidence indicating that turnover has a negative influence on performance, there is also evidence indicating that turnover can have positive effects, which suggests that an optimal turnover rate may exist.. When considering the specifics of the responsibilities listed below, it is possible that the positive results of turnover, such as an increase in motivation, can compensate for the negative effects. At higher levels of turnover, one might anticipate that the

negative effects of turnover will become more pronounced. When seen from the perspective of human capital, rising turnover rates result in a dearth of organizational memory and skills, as well as a shortage of available talent. The connection between turnover and performance is strengthened when there is a higher level of adherence to standards. This explains why there is a disparity in the effect that staff turnover has on overall performance throughout the various stages of procedure conformity. By implementing clear, regulated rules and procedures for certain activities, managers working in the public sector have the ability to reduce the negative impact that employee turnover has on overall performance.

2.9 Turnover Reducing Strategies

In their study, Ibrahim and Al Junaibi (2022) showed that there are important ramifications for the MOE and school systems, even though the generalization of the observations should be done cautiously because they only cover a sample from one school system at the time of data collection. First, policymakers should note that teachers care about expanding their teaching abilities because their dedication to education is higher than their commitment to their organizations Offering teachers opportunities to develop and grow is one way to encourage their commitment to their job. While it is true that the MOE has made professional development a requirement for teacher evaluation, much has been written about the drawbacks of professional development in schools because it is done so out of necessity, and the topics are repeated. As a result, opportunities for teachers to customize their professional development and time to attend to this development outside the classroom should be offered. Next to their dedication to education, teachers are highly committed to their students, which indicates that teachers want to meet students' academic and personal needs. As a result, the MOE should provide teachers with enough time in their schedules to do so. Previous studies have revealed that teachers bemoan extraneous tasks that rob them of valuable time with their students. Therefore, the MOE should direct teachers' efforts toward teaching and possibly employ more administrators and staff to handle other noneducational responsibilities. The MOE needs to consider new ideas for stronger leadership and changes in the system. The education system requires stability, and teachers must be heard and allowed to see themselves through the system's goals and values. Teacher

salaries, which were modified after the MOE assumed leadership in 2017, should also be reviewed because they impact the continuous commitment of these educators.

According to Herrera and Proff (2022), there should be less stress for teachers and greater retention rates for the Ministry of Education. They noted that as long as the Ministry is interested in accepting foreign educators, it must investigate ways to boost teacher happiness on the job. Many people would benefit from efforts to create and maintain pleasant workplaces. When workers are happy in their occupations, they are more productive, committed, and likely to remain with their companies over the long term (Herrera & Proff, 2022). This study's results suggested that foreign educators' working conditions might be enhanced by instituting new regulations and procedures to facilitate their arrival and integration into host countries. Investing in community development will also give teachers much-needed professional and social–emotional support. Improved school–community interactions have been shown to positively affect student achievement; thus, these measures are likely to benefit children as well. Furthermore, interacting with locals might help expert instructors develop their capacity for empathy and counteract the prejudice and stereotyping they may face. This is especially true for instructors of color, who may have to deal with racism and other forms of bigotry in addition to the normal challenges of working in a foreign country. The results of this study suggested that if school leaders in the United Arab Emirates put more effort into creating a sense of community and belonging among their staff, it could increase the happiness of their employees, promote better work-life balance, and aid in the retention of talented expert teachers in the country.

Vazquez et al. (2019) conducted a longitudinal study on high rates of teacher turnover, examining trends in educator turnover and retention over a six-year period in Alaska. They recommended a number of retention strategies. First, leaders and stakeholders should increase the supply of Alaska-educated teachers and provide them with appropriate mentoring. Second, they should look for the right fit, which means that "collaborating across districts at the recruitment phase may improve retention by increasing the chances of hiring individuals who are a good fit for each district's circumstances" (p. 26). Third, they should build trust and a sense of belonging. Finally,

they should offer educators both financial and non-financial incentives to stay. Many challenging responsibilities are allocated to teachers, which often require them to consider how they work and increase their likelihood of seeking other positions, either in teaching or in other fields. Consequently, the government must understand the motivating factors that drive teachers to leave, which will help in understanding how such issues can be managed, especially for teaching children with special educational needs.

All children deserve a proper education. For the government to ensure that students have access to that education, there need to be lower turnover rates, and teachers must be able to provide this service. It becomes challenging for the education sector to maintain its performance when it is facing the issue of high turnover. As such, it is important for adequate research to be conducted on the issues surrounding teacher turnover. Nguyen and Springer (2021) focused on understanding teacher turnover by examining the findings of more than 40 years of empirical research on the topic. They organized the determinants of teacher turnover into three specific categories: external correlations, school correlations, and personal correlations (Nguyen & Springer, 2021). These categories include associated implications for teacher turnover. Policymakers are highly encouraged to find ways to influence teachers and reduce their turnover rates. They can do this by targeting career development, teacher collaboration, reduced student disciplinary infractions, and administrative support. These changes can improve the morale of teachers and reduce their intentions to leave, making the education sector far more efficient.

According to Kamrath and Bradford (2020), the high turnover rate of teachers has been a problem in urban schools for many years. This is exacerbated by the fact that a record number of newly certified teachers quit the profession soon after beginning their careers. According to the literature, between 7% and 33% of new teachers leave their jobs in the first three years of their careers. Within the first five years of their employment, as many as 70% of new instructors at urban universities may abandon their positions. Teachers frequently opt to work in urban schools and schools serving predominantly minority or low-income student populations. Teachers who have a higher level of education, more experience, and a teacher's license in the subjects they teach are

significantly more likely to work in wealthy schools, serving students who are more academically advanced. There is a shortage of great teachers in metropolitan areas because many new teachers leave the field before they have acquired several years of experience and have had the opportunity to learn.

When new teachers are hired and trained, teacher turnover is a very expensive economic commitment. When there is a lot of teacher turnover, schools and districts have to cover expenses such as marketing, program reviews, criminal background checks, and instructor induction and orientation programs. When there is a great deal of teacher turnover in an urban school, it can be hard to develop and maintain meaningful educational reform programs. The most important part of education reform is that every classroom has a qualified teacher. Teachers' reasons for leaving a job can be different and often depend on the situation, but many of the contributing factors are in the hands of management. Four important factors were found to affect teacher turnover: income, working conditions, education, and preliminary mentoring support. The problem of teachers leaving city schools is hard to solve and does not have a simple answer. However, teacher turnover could be reduced by more than half with programs that help new teachers get started and offer incentives for experienced teachers to share their expertise.

The next section of the literature review has specifically highlighted leadership styles and behaviors which can help in reducing turnover and enhancing the retention of teachers in schools.

2.10 Leadership Styles, Behaviors and Practices

Leadership style determines the success and failure of any organization. Jones and Watson (2017) stated that "leadership styles impact the perceptions of educators positively or negatively, and the leadership style is identified by the behaviors it encapsulates" (p. 45). "Principals are supposed to be dynamic and organized individuals able to motivate teachers to ensure that the goal of quality education and leadership is provided to learners and their immediate communities" (Mampane, 2012, p. 75). Furthermore, Akudo and Oni (2016) posited that "the principal as an administrator and as a leader must be well-equipped to create conditions that will instill intrinsic

motivation for teachers" (p. 20). Recent literature has focused on understanding the leadership behaviors and styles that contribute to teacher commitment, retention, and satisfaction. First of all, this section highlights the importance of leadership in reducing turnover intention. Secondly, it mentions the relevance of leadership in reducing the turnover of teachers. Thirdly, it links the different leadership styles with turnover and retention.

2.10.1 Importance of Leadership in Reducing Turnover

Sultani et al. (2021) considered the impact of leadership in an academic context. They reviewed the administrative gestures in leadership roles in several industries and found that relational correspondence is vital because it can inform the comprehension and implementation of goals between subordinates and bosses and further facilitate the coordination of various exercises or assignments. Poor relational correspondence can convolute different joint exercises and prompt pressure and disappointment among workers. Consequently, an open correspondence framework was recommended for associations or business connections. In this framework, the metrics incorporated included job satisfaction, intrinsic motivation, the impetus to work, and instructors' opinions about their principal. These metrics were shown to have a diverse impact on perspectives, better connections, and coordination of activities.

Sultani et al. (2021) conducted an exploratory study that utilized a subjective methodology, using prompts to assess the impact of good leadership on teachers through survey forms distributed in Public High School 1 Merapi Barat. The results indicated that the educators felt that the job of the manager or principal was beneficial for them because relational correspondence data were streamlined, and the agenda was forwarded in clear terms. It was found that relational correspondence improved teacher's work motivation. Relational correspondence can inspire instructors and encourage a feeling of interdependence in the school climate, particularly between the head and individual educators. The school principal thus plays a crucial role as an organizer, particularly when they clarify or show the connection between different conclusions and ideas. One limitation of this study was the lack of statistical data and methods to extrapolate the relationships between the different parameters. This precluded more in-depth

observations, which might have provided a better understanding of the work culture and the impact of certain leadership traits on instructors' performance in quantitative terms.

2.10.2 Leadership and Turnover of Teachers

Russell et al. (2010) studied teachers' perceptions of administrative support and the antecedents of turnover. Teacher turnover, influenced by internal and external factors, significantly undermines the quality of early care and the education of children. Although pay was found to be one of the most important reasons for teacher turnover, the inadequacy of employer-paid job benefits contributed significantly to turnover (Russell et al., 2010). Teachers were more committed to their jobs when they found their pay more equitable and received employer-paid health insurance. Given that most people lack job benefits and the hefty cost of healthcare in the US, health insurance persuaded teachers to stay committed to their jobs. Administrators who obtained health insurance for their teachers motivated them and boosted their commitment to the job. Similarly, senior teachers generally tend to keep their jobs, while young teachers are more likely to change jobs or simply leave. However, senior teachers were more dissatisfied with the pay but more satisfied with the director's ability as a broker to seek and gain program resources for teachers. Finally, a lack of administrative support (i.e., supervision advice, the administration's collaboration with teachers, and the creation of a sense of community among the administration and staff) was also shown to encourage turnover (Russell et al., 2010).

Johansen (2013) studied the impact of managerial quality on employee turnover. In this paper, the effect of school managers on the level of teacher turnover was examined. Data from 1000 schools in Texas from 2000 to 2005 were used. Although the quality of senior management was not shown to have a considerable impact, high-quality middle management significantly helped retain teachers. It was found that quality managers affect turnover through human capital management, budgeting, setting tasks, and providing goals; however, this depended on their managerial skills. The effect of middle managers on turnover was not contingent on organizational size, while upper managers had a higher effect when the organization size was small. Upper managers were shown to have a higher influence on turnover among middle managers,

bureaucracy staff, and support staff. This study contributes to advancing our understanding of public management and its effects on organizations. In the case of teacher turnover, middle managers were shown to have the most impact, not upper managers. However, Texas district schools are flat organizations that lack complexity. Therefore, these findings cannot be generalized to more complex organizations.

Winne et al. (2019) focused on identifying the relationship between organizational performance and employee turnover by using 10 years of data (1999–2008) from Belgian companies. First, the study found a complex non-linear relationship between performance and turnover in the shape of an inverted U-curve. In addition, this is a negatively attenuated relationship: the marginal impact of turnover flattens off and becomes negatively attenuated. The results also suggested that the traditional linear patterns of these relationships were weaker than expected. In brief, turnover was shown to negatively impact performance. However, by adding advanced, flexible, and non-linear variables to the model, the actual pattern of the relationship between turnover and performance is uncovered. Moreover, the research questions were answered using a single theoretical framework. However, different theoretical views of turnover and performance should be integrated to predict the exact shape of the relationship. Moreover, the turnover of poor-performing employees benefits the firm. Therefore, initial turnover is productive and positive, an effect that has not been captured by previous research. Finally, the optimal level of turnover found in this work agreed with that reported in previous studies. The study by Winne et al. (2019) can help firms understand the consequences of turnover and how they can effectively retain their employees. Regardless of the sample population (i.e., teachers, workers at retail stores, or employees at temporary job agencies), there is an optimal level of turnover that every entity should maintain to preserve the influx of skilled labor and outflow of less-skilled employees. Moreover, Winne et al. (2019) found that turnover volatility negatively affects productivity and organizational efficiency. An increase in turnover volatility disrupts pre-set routines and hinders setting up functional and stable routines. Firms with stable routines can deal with turnover volatility, and lower turnover levels can benefit productivity. Therefore, turnover should not be eliminated, but organizations should look

for strategies to maintain a low and stable turnover rate to keep productivity optimum, which will help them develop stable routines to deal with turnover volatility.

Johansen (2013) argued that, depending on their managerial level, quality managers or leaders could increase or reduce employee turnover rates through the following functions: managing human capital, budgeting, setting tasks, and providing goals. The managerial levels considered were upper (e.g., superintendents) and middle (e.g., school principals). Moreover, Johansen (2013) examined the impact of quality public managers on turnover at the organizational level. The results showed that high-quality middle managers reduced turnover, while low-quality middle managers increased turnover. The author stated that middle managers have a direct and significant impact on teacher turnover, whereas more senior managers do not affect or cause teacher turnover.

Bickmore and Dowell (2019) claimed that principals' dispositions and practices might also contribute to teacher turnover: "principal disposition influences performance through their contribution to problem-solving as displayed by the leaders' practices" (p. 391). Further, they defined principal dispositions as "beliefs and values that lead to specific leadership behaviors within each standard" (p. 391). Moreover, they assumed that "principals' dispositions centered on autocratic and managerial leadership, and a narrow focus on state accountability appeared to lead to practices surrounding termination and non-renewal of contracts, problematic interactions with teachers, and limited support structures for teachers" (p. 388). The results of the study indicated that "principal practices derive from multiple dispositions" (p. 396). Three themes emerged: (1) "non-renewal and termination; (2) teacher/principal interaction; and (3) formal structural supports" (p. 396). However, Bickmore and Dowell (2019) mentioned that "there may be many working condition factors that influence teacher turnover not directly associated with the principal, such as student behavior and the unique needs of novice teachers" (p. 400).

Over the years, perceptions of the function of principals and the scope of their influence have changed. A traditional focus on "managerial leadership that highlights a principal's responsibility to create technical routines and norms, monitor, and evaluate-

has given way to an instructional leadership focus- highlighting the importance of establishing educational goals, curricula, and teacher learning" (Horsford et al., 2019).

2.10.3 Leadership Styles/Behaviors/Practices and Turnover of Teachers

According to Ryan et al. (2021), research that has been conducted on destructive leadership practices in schools, as in other organizational contexts, are vulnerable to toxic leadership practices. This may occur in organizations when there are manifestations of personality problems, social contagion, unbalanced power relations, problematic leader–follower relationships, and a lack of a common ethical and moral code. The presented theory centers on disagreement and is informed by autopoiesis. According to this theory, the destructive, self-referencing whole is inferior to the sum of its parts. The idea may be used in schools or environments in which, despite the best efforts of many stakeholders, the final result is a fragmented community that is defined by poor performance and low morale. The phenomenon of destructive leadership in educational environments is an issue worthy of further inquiry, an opportunity to learn, and an invitation to act on negative influences.

According to Alanezi (2022) study, toxic leadership is evident in ways such as; lack of appreciation failure to account for personal circumstances, power abuse, exclusion from participating in the educational process, lack of communication skills, poor decision-making skills, neglecting school facilities, discrimination, and poor credibility. Also, the results of the study categorized toxic leadership into four dimensions namely; human relations skills, authoritarian leadership, management skills and professional ethics. The study suggested that the governing bodies should generate laws and regulations to curb bad practices. Moreover, creating awareness of toxic leadership through workshops and courses which will aid in preventing serious effects to the internal and external environment.

Mampane (2012) explained teacher turnover as a situation in which teachers leave their jobs for various reasons, and their positions need to be replaced immediately. The success of any organization is highly dependent on the quality of its leadership and "principals are supposed to be dynamic and organized individuals able to motivate teachers to ensure that the goal of quality education and leadership is provided to

learners and their immediate communities" (Mampane, 2012, p. 76). Teachers are influenced by their school's leadership, which in turn influences their performance and commitment to the organization. Therefore, high teacher turnover is far more prevalent within an organization in which there are high levels of dissatisfaction among the staff.

Liao (2004) stated that "principal leadership in schools has a variety of different and important features as it influences the school as an organization, impacts teacher turnover, and ultimately improves the students' learning" (p. 90). Further, the study examined the correlation between principals' leadership styles and teacher turnover rates and indicated that schools in which the principals had a mixed selling and participatory leadership style had lower teacher turnover. It was also suggested that principals should be aware of their leadership style when dealing with different teachers. The study recommended that principals need to develop and maintain professional relationships with their teachers and provide them with the different directive and non-directive tasks based on their abilities and interests. Principal leadership is critical in developing effective schools and enhancing students' achievements (Hauserman and Stick, 2013). There are different leadership styles that can help in reducing turnover and enhancing retention (Ali et al., 2014; Mugizi et al., 2019; Hamilton, 2016). Some of the important leadership styles are mentioned in the subsections given below:

2.10.3.1 Transformational, Transactional & other Leadership styles in Context of Schools

According to Bass and Avolio (2000), transactional and transformational leadership are not dichotomous; instead, the relationship between these two leadership styles is one of augmentation. The authors examined teachers' perceptions of transformational leadership qualities among principals using an MLQ with a random sample of teachers from 135 public schools in Alberta, Canada. The school samples were selected randomly, and the teacher's rankings of principals in the MLQ were arranged into four quartiles of transformational leadership. Afterward, the teachers who rated their principals in the upper and lower quartiles were interviewed given the rankings were widely dispersed. A random number generator was used to select potential interviewees from every school. The interviews were conducted via telephone and focused on the four

dimensions of transformational leadership: individualized concern, idealized influence, intellectual stimulation, and inspirational motivation. The calls were recorded with the participant's permission and transcribed in Microsoft Word. The results suggest that teachers with highly transformational principles gave more vivid and detailed information, with various examples for all four transformational leadership variables (Bass & Avolio, 2000). At the same time, teachers with low transformational principles had the most significant difficulty responding to examples from the category of intellectual stimulation. Principals rated low on the transformational criteria were described succinctly, while highly transformational principals were viewed as effective disciplinarians who focused on teaching their students the virtues of being responsible. Teachers who worked with principals displaying strong transformational leadership were effusive in their discussions and praised their positive organizational culture. In contrast, teachers who gave their principals low ratings on the transformational leadership scale were frustrated and expressed negative opinions about their school culture.

Two recognized leadership styles are widely used across numerous organizations: transformational and transactional. First, "transformational leaders exert an idealized influence on their followers because they serve as highly ethical role models, and they sacrifice self-gain for the sake of the organization" (Moon & Park, 2019, p. 4). This leadership style consists of four main components: idealized influence (acting as a role model), intellectual stimulation (encouraging and challenging employees), individualized consideration (providing support and empowering employees), and inspirational motivation (motivating employees to achieve the organization's goals).

Second, "transformational leaders are instrumental in developing the potential of their followers and in giving personal attention to their needs and concerns" (Moon & Park, 2019, p. 4). The transformational leadership style has three components: contingent rewards, active management-by-exception, and passive management-by-exception. Transformational leaders set specific expectations and reward employees for achieving them. Moon and Park (2019) examined the relationships between transformational leadership, transactional leadership, and employee turnover behavior. Their findings indicated a positive relationship between transactional leadership and employee turnover behavior and a negative relationship between transformational leadership and employee

turnover behavior. The authors justified the findings by the fact that transformational leaders provide personalized support and intellectual stimulation to motivate their followers.

In contrast, transactional leaders push employee turnover behavior because "they perceive both contingent rewards and management-by-exception to be forms of managerial control over their jobs" (Moon & Park, 2019, p. 17). In addition, transactional leaders' behaviors lead to incongruence between employees and organizational values, which results in more resignations, transfers, and early retirement.

Sun and Wang (2017) aimed to explore the role of transformational leadership in reducing employees' turnover intentions and actual quitting behavior. Their results suggested that "transformational leadership can create an organizational culture that facilitates the building of social bonds between individual employees and their workplace and reduces employees' leaving intention and actual quitting behavior" (p. 1135).

Continuing on the subject of teacher turnover, Martin (2011) found that it could affect the education system in many ways, such as costing the government much money to hire and replace teachers, negatively affecting student achievement, and undermining teacher quality. To determine the specific behaviors of principals that motivated teachers to continue teaching in their schools, Martin (2011) examined the behaviors of three middle school principals who successfully maintained a low teacher turnover rate. Based on a survey and interviews, the study revealed the following positive behaviors of the principals that encouraged teachers to continue in their profession: helping and supporting teachers, improving working conditions, establishing trustworthy and meaningful relationships with the teachers, behaving ethically, refraining from showing favoritism to any teacher or group of teachers, and creating an atmosphere of cooperation within the school.

Sun and Wang (2017) argued that maintaining a productive workforce in public organizations is an essential strategic human resource management task. According to the findings of this study, transformational leadership both directly and indirectly prevents employees from forming intentions to leave, the latter being achieved by

cultivating a collaborative culture. Transformational leadership may be the most crucial factor in explaining how leaders can elicit a desired behavior from followers and help them achieve optimal performance levels. The key characteristics of transformational leadership are enhancing high organizational commitment and job satisfaction. Given their emphasis on values, transformational leaders can shape organizational culture, a critical area in which this type of leadership can influence employee behavior. Transformational leadership has the advantage of developing a solid and desirable organizational culture because it can provide the necessary energy and commitment for cultural change. In turn, organizational culture can also influence employee behavior. A series of hypotheses have been proposed based on a theoretical discussion of the relationship between transformational leadership, collaborative culture, turnover intention, and quitting behavior. Organizational culture is embedded in the consciousness of the organizational members and exists in forms such as shared beliefs, philosophies, and values or as institutions and sets of rules that regulate and direct employee behavior toward collective targets.

2.10.3.2 Ethical Leadership

Brown et al., (2005) defined ethical leadership as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making". This leadership style can play an important role in reducing turnover (Elçi et al., 2012; Lin and Liu, 2017). Many researchers have investigated the relationship between leadership styles and their outcomes in an organizational context but there is a paucity of literature in the context of schools and particularly the school in UAE. Therefore, this section has provided a detailed literature review on ethical leadership and its effect on turnover.

Elçi et al. (2012) explored the effects of leadership effectiveness and ethical leadership on worker turnover intentions. Their research results highlight that poor leadership effectiveness and a lack of ethical leadership influence can affect turnover intention because they contribute to work-related stress. Moreover, the results indicated that a lack of ethical leadership had a more significant effect than low leadership

effectiveness. Work-related stress was found to influence turnover intention more than other variables. The research showed that leader behavior influences employee behavior and workers' organizational commitment. The study results also showed that work-related stress is linked to turnover intention and ethical leadership. Leader effectiveness and ethical leadership do not significantly influence turnover intention when work-related stress is added to the model, showing that leader effectiveness and ethical leadership reduce work-related stress and turnover intention.

Eranil (2017) conducted qualitative research that investigated leadership behaviors. The study aimed to determine the link between positive climate practices and principals' ethical leadership. According to teachers' perceptions, the results indicated that school principals had average ethical leadership behavior and positive climate practice scores. Regarding teachers' perceptions of ethical leadership, the school principal scored 2.54 out of 5, on average, while the positive climate score stood at 2.69 out of 5. Based on the results, school principals' commitment to a favorable climate and ethical leadership behaviors differed by gender based on the teachers' perceptions (p < .05). Additionally, female teachers recorded higher scores for both positive climate and ethical leadership levels than male teachers. Statistically, there was a significant difference between the scores. The Kruskal–Wallis test results indicated that ethical leadership behaviors related to age, years of experience, and occupational seniority were also positive based on teachers' perceptions. Teachers also generally responded "I disagree" to whether the principals engaged in ethical leadership and "I agree" with their excellent climate practices. Therefore, teachers did not find principals' ethical leadership behaviors sufficient. One recommendation is for future research on school ethical leadership to focus on cultural and local factors and address their effects on management, student, and teacher behaviors to better understand ethical leadership. Furthermore, it is essential to study the concept of moral influences on student achievement and the positive aspects of the school's climate, adding extra variables and sub-dimensions to the organizational environment and ethical leadership.

2.11 Teacher Retention

Teacher retention is the ability to keep instructors in their roles (Molly, 2009) and it can reduce or eliminate the high teacher turnover rates. "Turnover" refers to leaving of school or permanently switching the teaching profession. The retention programs may greatly assist new teachers because they provide them with the time and support they need to settle into their roles, become more competent in their teaching, and remain in the field. The governments and districts should develop a comprehensive retention program depending on the local needs and recognize retention as an important factor for the performance of schools. First of all, this section has discussed the importance of teacher retention. Secondly, it has linked the factors enhancing teacher retention. Thirdly, the section has linked leadership with teacher retention.

Jones and Watson (2017) study emphasized the importance of principal engagement. They determined that leadership behavior significantly influenced this critical parameter after researching the probable relationship between leadership behavior and teacher retention. Miller (2010) conducted a qualitative study on the perceptions of professors who had shifted institutions. According to the study's results, the teachers' leader's conduct influenced their choice to depart. He investigated three negative leadership characteristics that contribute to teacher turnover: (1) a failure to be helpful and make professional relationships; (2) a failure to treat workers with respect, trust, and consistency; and (3) a failure to maintain personal ideals and values. "Leadership behaviors may be one of the only characteristics we have the power to affect or address when striving to retain teachers," writes the study's author (p. 129). Other concerns, he believed, were beyond the leaders' control. Consequently, he posed two crucial concerns to administrators whenever they saw teachers departing their schools: "Am I pushing the revolving door?" and "Am I traveling in the correct path according to my moral compass?" (p. 131).

Findings from Gordon's (2018) comparative case study model, which sought to explain and understand the leadership practices that increase teachers' commitment and retention, revealed a strong and direct link between leadership practices and behaviors and teacher commitment, with the latter having a direct impact on teachers' likelihood of

staying in their positions (Xaba, 2003, p. 290). When efforts to retain teachers fail, students and schools suffer. "Teacher turnover issues contribute significantly to teacher shortages and lead to unequal distribution of competent and qualified teachers among schools" (Donley et al., 2019, p. 10). Employee turnover is significant because of its link to business performance and effectiveness, according to Ingersoll (2001, p. 504). Tobias (2017) researched the relationship between teachers' preferred leadership characteristics and their level of job satisfaction, and the findings revealed that teachers value leaders who exhibit characteristics such as solid communication, support, honesty, integrity, teamwork, appreciation, and recognition of accomplishment while disliking benevolent dictators.

Courtney (2019) used inferential statistics under the US state of Kentucky's accountability system to examine the relationship between school improvement labels and teacher-focused measures of school quality. Teachers' retention rates are inversely proportionate to their years of teaching experience, making teacher experience a significant indication of school quality. The Kentucky study found that Comprehensive Support and Improvement schools were likelier to hire inexperienced teachers and administrators. Teachers with less than 10 years of experience were more prevalent in Comprehensive Support and Improvement schools, allowing for more time for them to focus on each student's unique needs. Evidence of a significant imbalance in Kentucky's public school system was shown, and the article contended that high-quality teaching staff are critical to bridging the success disparity. Some kids suffer academically because of poor teacher quality, while others succeed because of excellent teacher quality. According to the research, Kentucky has improved in recent years. The state government, for example, has authorized and encouraged districts to target low-performing schools and to give financial incentives to attract and retain talented instructors at such institutions, according to current law. The law requires that all teachers at a particular institution be compensated through a lump sum payment or an ongoing program. According to the findings, institutions that need to improve should prioritize the intentional and meticulous recruitment of high-quality employees. To maintain teacher quality, teacher recruitment policy choices should be driven by data.

According to Courtney (2019), teachers who are recruited, remain in their jobs, and are allowed continued professional development will benefit both students and schools in the long run. Kentucky's economy and labor force must be vibrant and competitive for students to access competent, experienced, and certified instructors. In light of this suggestion, teachers should commit to lifelong learning and advancement in their disciplines. It is advised that retention and recruitment strategies be increased to keep teachers in the classroom and tempt them from working in high-need schools.

Holmes et al. (2019) stated that educational reform leaders must consider various internal and external factors when planning for the future of their organizations. The most crucial factor in student's academic development and learning potential is teacher quality. On the other hand, principals are responsible for supporting students' learning, retention, and career advancement. Stability may be created by a capable administrator who can keep excellent teachers on staff to improve the kids' academic outcomes.

Every child has the right to high-level education; when governments work to ensure that this right is fulfilled, there is less teacher turnover, and more children receive the education they need. When there is a significant turnover rate in the education industry, it becomes difficult to maintain the same level of brilliance year after year. Consequently, conducting in-depth research on the factors contributing to high teacher turnover is indispensable. Nguyen and Springer (2021) researched teachers' turnover rates better to understand the general turnover rate of staff members. They classified the factors influencing teachers' decisions on whether or not to remain in their careers into nine primary categories. These links were arranged into nine distinct categories, some of which include "in-person" connections, "in-class" connections, and "outside" contacts (Nguyen & Springer, 2021). They stated that to significantly cut down on the number of teachers who leave their jobs each year, policymakers must impose pressure on teachers. To improve teachers' classroom experiences, policymakers should emphasize professional advancement, more opportunities for instructors to work together, fewer disciplinary infractions committed by students, and increased administrative support. As a result of these adjustments, both morale and retention rates among teachers will increase, which will benefit the student's education. In addition, they stated that workers need to be employed in a setting that encourages personal and professional growth. No

tolerance for a hazardous working environment should jeopardize workers' mental health. Employees who are not resilient in the face of such challenges, such as those who have been victimized, will want additional motivation to go to work every day.

According to a study conducted by Curran et al. (2017) and other similar studies, the victimization of teachers is a serious problem that has received far too little attention, even though it has a significant impact on the motivation of teachers to remain in their current positions. In this study, the effects of victimization on people's propensity to remain in their current occupations and the effects of victimization on the profession were compared and contrasted. Data from the School and Staffing Survey compiled by the National Center for Education Statistics was used in this investigation of the connection between student aggression and the turnover rate of teachers. It also determined whether or not the high levels of resilience shown by instructors and children in the face of victimization are prevalent.

Additionally, conditional multinomial logistic regression was utilized in the study. This kind of regression accounts for school-year fixed effects (Curran et al., 2017). According to the research findings, the high rates of victimization experienced by teachers are connected to low retention rates and, eventually, an exit from the teaching profession. In addition, the people who support the institution's academic mission are the same people who work to damage the ties teachers have with their pupils. The data also reveals a decline in conflicts between students and teachers.

It is helpful to understand the reasons why individuals quit their employment, as well as how they feel about the resources that are accessible to them while they are working. The comprehension of how these two points of view are related and get both perspectives, may facilitate the allaying of future fears over rise in retention rates. In light of this, it is essential to research the issue and understand this connection. In light of early childhood education and the findings of prior research, Schaack et al. (2021) decided to concentrate their investigation on this particular field (ECE). Their work examines these teachers' activities depending on whether they stayed or left their professions and interprets the data in light of their job demands and available resources.

The findings showed that one must consider one's current employment and family responsibilities while contemplating a change in profession.

On the other hand, those individuals who stayed in the profession were subjected to many of the same difficulties as those who left the field. The fact that their commitments did not line up with the tools they had at their disposal was the root cause of the problems that they are now facing. Those employees who stayed on were very involved in finding solutions to various problems that arose in the workplace. Instructors who left and teachers who remained were able to communicate with one another because of the mutual respect that was built between the two groups.

Policymakers are responsible for creating favorable conditions for maintaining a low teacher turnover rate. If teachers are unhappy with the standards that are now in place, they may decide to leave their jobs, which would force governments to adopt expensive measures to retain a trained workforce. It is more beneficial to make every effort to shape public policy favorably for their interests. According to the findings of Al-Mahdy and Alazmi (2021) study, in order for governments to cut down on teacher turnover and raise retention rates, they need to invest in ways that will promote teachers' job satisfaction. This study aimed to analyze data and investigate the moderating effect that teachers' levels of work satisfaction have on their decisions on whether or not to remain in their current professions (Al-Mahdy & Alazmi, 2021). 392 teachers were recruited as samples, and a structural equation model was used for the study (Al-Mahdy & Alazmi, 2021). The results indicated that a teacher's level of work satisfaction had a substantial bearing on the strength of the relationship between job dissatisfaction and the desire to leave the profession. If employees were happier in their jobs, teachers would have a lower turnover rate and vice versa.

According to Geiger and Pivovarova (2018), one of the primary contributors to the global scarcity of qualified teachers is the high turnover rate of teaching staff. Inadequate salaries, low-quality teacher education programs, a punishing schedule, and appalling working circumstances are among the reasons teachers quit the profession. Other factors contributing to teacher turnover include a grueling schedule and horrible working conditions. Analyses of teacher turnover rates, responses to quantitative and

qualitative questionnaires on working conditions, and school demographics and climates in Arizona's public schools were conducted over three years to better understand the connection between teacher satisfaction and school demographics and climates. The rates at which students remain enrolled have changed, as have teachers' reactions to demographic shifts in their classrooms. It is possible that individual differences in the ages and skill levels of teachers are to blame for at least some of the high turnover rates in the teaching profession. For instance, a significant number of new teachers quit their positions, either entirely or partly, during the first few years of their employment. Retention rates for low-income and minority students were shown to be higher in schools where teachers expressed more happiness, whereas retention rates for English language learners were lower in schools with an enormous student population. There was just a small amount of variation in the retention rates at various institutions, with a retention rate of 68.1% being the average.

In contrast to earlier findings indicating a higher rate of teacher turnover in schools that served a disproportionately large number of students from low-income and minority backgrounds, the observed teacher retention rates in the sample of this study appear to be explained mainly by teachers' perceptions of the conditions under which they work. Teachers at schools with a smaller percentage of Hispanic and Native American pupils and high-income children reported higher levels of satisfaction with mentorship opportunities, leadership, professional development, and time utilization. According to our findings, schools with high percentages of students from low-income families and students from minority groups may better retain their teaching staff by cultivating supportive environments, encouraging staff engagement, and promoting opportunities for growth and development.

As Ryu and Lee (2013) argued in their research, managers should seek to balance employee turnover and retention to enhance the organization's performance. In the lack of specific data on workforce performance, management has a responsibility to devise a plan for achieving the lowest possible turnover rate that is still practicable. This research analyses how public managers can utilize innovation to minimize employee turnover and boost workplace efficiency to achieve their goals. Because there is a significant demand

for teachers at all levels of education, elementary and secondary schools need to have techniques that successfully reduce staff turnover. Educational leaders, politicians, researchers, and the general public have voiced concerns about high teachers turnover rate for a significant amount of time. Because of the U-shaped connection between employee turnover and the expenses associated with replacing them, businesses may be able to control their performance by lowering the turnover rate of their workforce.

In contrast, the departure of low-performing personnel might improve a company's overall performance, whereas the exit of high-performing individuals may be detrimental to the business. Whether publicly or privately owned, businesses of all stripes today have more responsibility for the people they serve. Consequently, modern managers are under incredible pressure to adapt, and businesses are rushing to implement new ways of thinking and behaving. It takes time and effort to adjust to and embrace innovation, whether it be a new legal regime, a new technological breakthrough, or a new set of cultural norms. This is true regardless of the kind of innovation involved.

Employees may work for companies that do well and have a different composition than those that perform poorly. Studies conducted on corporate leaders have shown that workers with high levels of performance view challenges and changes as opportunities, while employees with lower levels of performance see them as threats. Academics who study organizational theory believe that top executives and managers have the most significant impact on the culture of businesses and the innovation climate. Consequently, superintendents who use cutting-edge management strategies can better convince their best teachers to continue working at their respective schools yearly. As to how inventive top management considers their organization as a whole, possible topics for future investigation include how various types of innovation are connected to employee turnover.

A lack of instructors has been identified as an issue worldwide in research published by Toropova et al. (2020); thus, greater attention must be paid to the feelings of work satisfaction that teachers experience. The retention rate of teachers is directly correlated with their job satisfaction, which has a positive effect on student outcomes

and the teaching profession's reputation. There is no correlation between having a degree in science, technology, engineering, or mathematics and being happy in your profession; nevertheless, teachers with science, technology, engineering, and mathematics (STEM) degrees are less likely to switch schools in international settings. The extent of a teacher's subject matter competence, the amount of teaching experience they have, and their commitment to ongoing professional development are all crucial factors in determining whether or not a teacher will stay in the classroom or quit the profession altogether. The growing fear that there is not enough qualified teaching staff around the globe comes from rising teacher turnover rates. Because of its impact on schools' academic and social atmosphere, the demographic composition of student bodies is an important environmental factor that plays a role in whether teachers are happy in their jobs and whether they plan to leave their careers. As to the topic of job satisfaction among Swedish eighth-grade math teachers, it was found that the roles of the school working environment and teacher qualities mattered. The workload, the amount of cooperation among instructors, and student behavior were the most critical aspects of the school's working environment that influenced teachers' job satisfaction. Higher levels of work satisfaction were indicated by female teachers who had participated in more professional development opportunities and were effective teachers.

In addition, the degree of work satisfaction experienced by male teachers was shown to be highly impacted by teacher collaboration. On the other hand, teachers' viewpoints about student discipline were essential to the job satisfaction experienced by the least successful instructors. However, male teachers' perceptions of teacher cooperation were more critical to their job satisfaction than female teachers' judgments of student discipline. Female teachers' judgments of student discipline were more important to their job satisfaction than male teachers' perceptions of teacher cooperation. Motivating ideas incorporated by teachers are a significant contributor to increased levels of job satisfaction and retention strategies. The importance of self-efficacy, a central pillar of social cognitive theory, was emphasized throughout the discussion. In conclusion, a comparative study on the variables that influence teacher retention is essential, given that some nations could suffer significant teacher shortages in future decades.

Hughes (2012) carried out a block-entry regression analysis using data obtained from a survey of 782 teachers to investigate the effect of individual and contextual factors on the retention of teachers. Positively, 83.50 percent of teachers answered that they intended to remain in the profession until retirement, while 41.86 percent of teachers claimed that they wanted to enhance their careers in education. Most teachers who left the profession did so to explore other possibilities in education (69.1%), making this the most common reason for their departure. 90% of teachers said they intended to remain employed in some capacity connected to education; those working in primary schools were likelier to indicate this intention than their secondary school counterparts. According to this research, the percentage of elementary school teachers who remained in their positions for at least five years was equivalent to that of secondary school instructors who did the same. The finding that teachers with 10 or more years of experience were likelier to indicate they intended to remain in the profession until retirement was attractive made perfect sense. If a teacher felt that not just their students but also the parents of their students supported them, they were likelier to remain in the classroom. Surprisingly, teachers working in higher-income schools had a lower likelihood of remaining in the field than their counterparts working in lower-income schools. Teachers at rural schools with low incomes may choose to stay employed because they have few other choices.

More contented teachers reported remaining in the classroom almost twice as frequently as less satisfied teachers, and this happiness was related to their pay. Despite high satisfaction levels, no statistically significant association was found between teachers' opinions about their profession and their propensity to remain. According to Ingersoll (2001), schools exploring staffing issues should also address the structural reasons that lead to low teacher retention. Raising salaries, reducing workloads, and increasing parent and student participation and cooperation are all issues to consider while attempting to maintain more teachers in the classroom.

According to Edinger and Edinger (2018), the growth of social capital, teacher effectiveness, and organizational support increases teacher job satisfaction. Teachers worldwide are substantially more dissatisfied with their jobs than professionals in other industries. If one person puts effort into a relationship, the individual's expectation of a

return on investment is acceptable. Such advantages may include the capacity to learn, influence others' beliefs, and exercise power over others. Building teacher efficacy, defined as instructors' belief in their capacity to affect students' learning and behavior, is essential for advancement in this area. The resource enhancement viewpoint recognizes that trustworthy relationships contribute to beneficial outcomes, such as higher job satisfaction. The sample consisted of 122 elementary school teachers. What kinds of social capital cooperation networks are most helpful for increasing job satisfaction? Teachers' employment pleasure was connected to their out-degree centrality in their institution's trust network, but discontent was related to the density of their academic advice ego network. Second, our social capital components impact teacher satisfaction in the classroom because they influence teacher performance. Teachers' judgments of their success in the classroom somewhat and completely moderated the effects of academic advice ego-network density on job satisfaction. The tone of the school has a significant impact on how satisfied instructors are with their profession. Understanding the function of the school environment or working conditions at a school is essential, since it has the potential to promote job satisfaction. A school's good organizational culture (POS) is an important aspect. POS comprises leaders who exhibit good leadership behaviors and provide a learning environment. The influence of teacher effectiveness on work satisfaction was explored by comparing it to a critical context variable, POS. POS contributes to "overall job satisfaction by meeting social-emotional needs, increasing performance-reward expectancies, and signaling the availability of assistance when needed". Teachers who scored the highest in both POS and teacher efficacy expressed the most satisfaction with their profession.

Relationships between measures of teachers' professional identities, such as teachers' sense of self-efficacy, work satisfaction, occupational commitment, and variations in teachers' motivation levels, were discussed by Canrinus et al. (2012). A final model with good fit indices was created using data from 1,214 secondary school teachers. This engagement and interpretation of the environment highlights the significance of the teacher's relationships with students. This research shows that teachers' relationship satisfaction plays a significant role in the dynamics between the other indicators of teachers' professional identity. Because teachers' ratings of other

indicators are affected by their satisfaction with their colleagues, the support they receive, and their confidence in dealing with school administrators, it follows that influencing teachers' classroom self-efficacy and relationship satisfaction could affect a teacher's sense of professional identity. Creating or strengthening a supportive atmosphere, making sure that teachers feel heard by the school board, and fostering a solid feeling of relatedness among team members are all things that might lead to higher levels of relationship satisfaction. Teachers' confidence in their ability to instruct students will rise due to improvements in these areas. Such components are essential for effective induction programs that meet the wide range of demands of new teachers. Programs designed to improve teachers' relationships are one potential avenue for addressing this issue, and they may be useful for those with more experience in the field.

On the other hand, a transactional leadership style (characterized by practices such as doling out conditional rewards and enforcing rules through active and passive exceptions) negatively affects teachers' relationship satisfaction. Because teachers' happiness in their relationships is a critical indication that affects teachers' professional identities in other ways, administrators should adopt a transformational leadership style. Multiple-group SEM was used in a constrained model when the parameters of the overall model were uniform across the beginner, experienced, and senior instructor groups. This agreement across experience levels is in agreement with other research on teachers' senses of professional identity.

Boyd, et al. (2011) aimed to examine the factors that influence the choices made by New York City schools regarding the employment of their teaching staffs. By modeling the relationship between one group of teachers' evaluations of school contextual aspects and the turnover choices of other teachers in the same school, this strategy can disentangle the impacts of teacher characteristics from the influence of school features.

It is not only the pupils themselves that schools take into account when planning students' futures. Several studies have revealed that teacher impact, administrative support, staff relations, student conduct, school facilities, and safety are linked to teacher turnover. The impact of working circumstances on the turnover behavior of other

teachers in the school was evaluated using the reports of first-year instructors from a survey of those teachers. 4,360 teachers participated in the survey (a response rate of just over 70%), which included more than 300 questions broken down into the following broad categories: prior experience, demographics of the participating institutions, pedagogical strategies employed, and overall goals for the classroom. Current initiatives are meant to aid principals in their day-to-day operations while attracting and retaining high-potential leaders. Improved administrative support, especially at schools with significant staff turnover, may call for more capable top-level administrators and incentives to make administrative work in these institutions more attractive. How do schools' administration and culture affect teachers' professional choices? While we find that school administration is a significant predictor of whether teachers remain in their positions, we are unable to draw any firm conclusions about the nature or causes of the effect of administrative support on teachers or to identify any clear policy levers for reform because of the limited information we have. Teachers' opinions of the school administration are the most crucial element in determining whether they will stay in their positions. A poll of recently retired teachers corroborates the existence of this administrative impact, which holds true for both first-year and veteran teachers.

Related research suggests that administrators are in a prime position to improve schools' working environments. Burkhauser (2017) suggested that low teacher retention rates are a national issue, but more so in districts serving the nation's poorest and lowest-achieving pupils. This research demonstrates that principals significantly shape teachers' perceptions of their workplaces, affecting retention rates. It provides a novel approach to a literature review by using survey data on working conditions collected over time via a panel design. It uses value-added modeling techniques to examine how a school's leadership affects four parts of teachers' working lives. Districts experiencing high teacher turnover, either district-wide or at the level of individual schools, may want to consider analyzing teachers' perceptions of their working conditions. The estimated effect of increasing the quality of school by one adjusted standard deviation in perceptions of teacher time usage is comparable to reducing student enrollment by seven or moving to an 8-to-1 pupil/teacher ratio. If students and staff are not satisfied with the school's atmosphere, administrators should seek the principal out for solutions. A

professional development program might be created using district funds for principals whose schools consistently receive negative evaluations of their school environments. Two examples are instruction, ineffective interaction methods with faculty members, and the development of mature leadership abilities. Put another way, every principal has the same fixed influence no matter which school they lead. The extent to which a principal affects their school may be affected by variables such as the school's geographic location and the degree of autonomy the district gives them. If confirmed, this would have policy implications, since it suggests that principal solid ratings at one school do not always indicate top quality at other schools.

To differentiate between instructors who quit permanently and those who only moved schools, Kukla-Acevedo's (2009) research analyses the effects of administrative support, classroom management, and behavioral environment on first-year teachers. Teacher turnover and turnover rates are affected by three workplace factors. Workplace factors had a far more significant effect on the choices of first-year teachers to quit or relocate than on the decisions of the general sample. In particular, schools' behavioral atmosphere significantly impacted whether or not inexperienced instructors stayed in the field. In addition, it indicated that administrative support influenced teachers' mobility; nonetheless, the outcomes for the two groups of teachers were diametrically opposite. Finally, all instructors benefitted from the principal's help in setting expectations and maintaining discipline. A small but positive correlation was found between increased administrative assistance and a decrease in the percentage of teachers who left their positions or switched schools. However, resource increases were associated with higher turnover rates among first-year teachers. The autonomy of students in the classroom was the third independent variable. However, it was never significant. One possible explanation is the pressure of high-stakes testing. Sometimes, teachers' freedom in the classroom is limited less by federal and statutory accountability laws and more by the policies and practices of individual schools. Given teacher autonomy and job discontent, this strategy may have worked well before implementing the present accountability system. For new teachers, the working environment may significantly impact their choice of occupational mobility, but this is not the case for more seasoned teachers. Research would be strengthened by concerted attempts to identify and investigate the

root reasons for teacher attrition. The startling statistics on first-year teachers, such as the unanticipated correlation between turnover and more support and the significant impact of student behavioral issues on turnover, would necessitate using qualitative research methods to investigate and explain this issue.

The term "organization commitment" (OC) refers to a positive and loyal attitude toward one's organization, as shown by one's willingness to work hard to achieve the organization's objectives and identification with the company's core principles. In their research, Dumay and Galand (2012) employed a random stratified sample of 660 teachers from 50 different institutions. The participants completed self-report questionnaires. Age, gender, experience, work position, self-efficacy beliefs, and organizational culture were then considered when selecting the individual instructor factors. The practical commitment subscale of Allen and Meyer's model was used to assess employee dedication to the organization. Finally, the effect of school culture strength was statistically significant, whereas the principal's transformational leadership was no longer statistically significant after controlling for culture strength. Before attempting to disprove it, the researchers thoroughly examined an alternative explanation. According to the results, the relationship between diet and teachers' OC accounts for just 5.2% of the entire variation—a miniscule but highly significant variation in instructors' dedication among schools. The findings indicate a strong connection between transformative leadership and teachers' OC. The hypothesis is supported by correlation analyses conducted to examine the relationship between transformational leadership and the vitality of the school's culture. The primary aim of this research is to clarify how transformational leadership affects teachers. School-level organizational commitment is shown to have a lower variation percentage than other reported organizational contexts.

Nevertheless, there are restrictions on the usefulness of the findings. To begin, the study's correlational design does not reveal the relative importance of the variables studied (transformative leadership of the principal, school culture, collective effectiveness, and individual teachers' perceptions of their competence) in explaining the study's findings. To investigate the causal effects of transformational leadership on the

identified mediators and dependent variables, future studies should use a longitudinal design or alter transformational leadership behaviors.

Many teachers are ready to leave their employment when working with significantly low-income, low-achieving, and non-white kids (Boyd et al., 2005). NCTAF (2003), the National Commission on Teaching and America's Future, reported that excessive teacher turnover is expensive and destructive to teaching and cohesiveness in schools. Boyd et al. (2011) used multinomial logistic regression to assess the connection between teacher and school variables and teacher retention choices. The other models additionally accounted for demographic variables, including student race, grade level, school size, and percentage of students receiving free or reduced-price lunches, which may play a role in teacher turnover. Teacher impact, staff interactions, administration, students, facilities, and safety were the six main foci of inquiry.

Similarly, the research modeled teacher retention using data collected from surveys taken by first-year instructors and aggregated at the school level. Finally, the study analyzed the connection between teacher turnover and curriculum. The results demonstrated that the variables aggregated to the school level to produce school-level averages are related. To my surprise, I found that schools with better working circumstances in one area also tended to have better working conditions in other areas. These findings show that teachers are likelier to move out of the district or quit their current position in schools with a high concentration of children of color. Older teachers are also at risk of leaving their classrooms and careers behind as they approach retirement age. The consequences of several aspects of the educational setting are conceptually intertwined.

In comparison to other fields, teacher turnover is not noticeably higher. Surprisingly, the greater turnover rate among teachers who deal with pupils of color who are both low-performing and have low incomes might be partially attributed to their working environment. Future studies should examine the connection between teacher turnover and the school setting to further understand the factors influencing teachers' career choices.

Fink (1992) argued that a dedicated faculty is critical to student achievement. In several studies, teachers' dedication is essential to student achievement and their professional effectiveness. Furthermore, numerous academics agree that a school's leadership affects teachers' dedication to that school. Hulpia et al. (2010) aimed to provide light on the consequences of teachers' subjective assessments of leadership characteristics, such as teamwork among administrators, student participation in school decisions, and the degree to which authority is formally delegated. To measure different aspects of distributed leadership, the DLI was created for this research.

The researchers used the Organizational Commitment Questionnaire, which was developed by Mowday et al. (1979) to identify this independent variable. Participants were allowed to fill out the validated subscale developed by Leithwood et al. (1999). An impressive 1,738 classroom instructors participated in the survey. After collecting data from 1,522 teachers, the study was completed. The sample population's male-to-female ratio of 41.9% to 58.1% mirrors that of the student body in Flemish schools. Variations at the school level and the level of individual teachers were found to be particularly complicated by the random component of the model. As teachers' perceptions of the fairness of the allocation of resources improved, the data revealed that differences across schools shrank. As instructors reported more widespread assistance, the gaps between schools also decreased. Teacher-level random effects indicated that as teachers' perceptions of leadership team collaboration and participatory decision-making improved, gaps across teachers within schools narrowed. Teachers' perceptions of leadership team collaboration and maximal support were the strongest predictors of teacher commitment to the organization. According to the study's results, the level of dedication in a workforce is directly related to the level of collaboration and support they feel they are getting from their organization's top brass.

Job happiness in general and in particular sectors, as well as the factors that contribute to one's degree of job satisfaction, are critical topics in education. As Hongying (2007) pointed out, teachers' ideas and beliefs about their professions and working situations are critical to evaluating their job satisfaction. Administrators often believe that teachers' job satisfaction influences students' learning and the efficacy of

school administration. Job satisfaction affects teachers' mental health and motivation at work. In other words, an employee's degree of job satisfaction reflects how they feel about their whole working experience. Teachers are dissatisfied with their pay, promotions, working conditions, student quality, the social atmosphere of education, and job stress. However, they are content with the intrinsic qualities of their profession, such as interpersonal connections, self-fulfillment, social recognition, and professional input. Male teachers were more satisfied than their female colleagues regarding working conditions, remuneration, possibilities for professional growth, promotion, and management. On the other hand, female teachers expressed a somewhat greater degree of satisfaction with their work environments and interactions with pupils. Li and Huang (2004) discovered that male instructors were more satisfied with their working circumstances, compensation, opportunities for professional development, progress, and administration.

On the other hand, female teachers expressed a greater degree of satisfaction with their jobs and contact with pupils. According to Bolin's (1996) study, as teachers progress in years, they are less content with the rigors of their jobs but are more satisfied with other elements, such as remuneration and professional connections. With age, the value of job progression changes and interest reduces, but the relevance of work successes and leadership increases. Because of the fluid nature of work pleasure, which diverse individuals and environmental elements impact, an organization at a particular time-space location must research to understand job satisfaction among its components.

According to Boe et al. (2008), the high yearly turnover rate of instructors has long been an intrinsic aspect of the teaching profession. Unless fundamental changes are made to the organization, administration, and financing of public schools, the situation will likely endure in the foreseeable future. Between 1991–1992 and 2000–2001, the rates of attrition and teaching area transfer in both special and general education grew considerably. Migration between schools was relatively consistent over time, although it was more significant for special education students than for public school students. Throughout the 1990s, 22–23% of public SETs and GETs quit the profession, changed subject areas, or switched schools. Considering teaching area transfers and attrition/migration, this turnover rate is more prominent than previously claimed.

Specific state and municipal policies have helped alleviate the high and growing teacher turnover rates. Although these attempts have shown some beneficial benefits, they have not been sufficient to impede the national economy's development. SETs are likelier to switch to general education teaching assignments than to leave the profession entirely, posing significant staffing issues for schools.

Conversely, teachers often alter topic areas as a characteristic of the entire teaching team. Because SETs and GETs migrated across teaching areas at comparable rates, SET teaching area transfer was not disproportionate. Actions, such as improved working conditions and excellent salaries, to improve teacher retention are expected to increase teacher supply. To alleviate teacher shortages caused partly by resignations, a larger pool of competent instructors is required until then. Furthermore, the education sector might benefit from more excellent knowledge of the costs and benefits of turnover and improved turnover management to cut costs and maximize revenues.

Keeping competent teachers in the classroom is a perennial problem for educational reform. While it is common for teachers to come and go from their roles, losing many instructors over a long period may negatively influence a school's ability to provide for its students. Various variables influence teacher job satisfaction, such as time and resource availability, school leadership quality, professional development opportunities, and the degree to which teachers are granted autonomy in their classrooms. For instructors of all grade levels, the preparation time for several teaching hours is typically less than an hour every day. Most South Carolina teachers report spending more than five hours per week on school-related activities, such as grading and parent conferences. According to Johnson (2006), a lack of time to organize, teach, and evaluate leads to stressful working circumstances and reduces the quality of instruction. Teachers enjoy the principal's excellent and supportive leadership. Principals, in turn, respect and appreciate teachers for everything they do as subject matter experts and instructors. More than half of teachers who left the profession in 2004–2005 reported feeling more valued and supported in their new responsibilities, while 41% of teachers who left the classroom for non-teaching positions in the education area reported feeling the same way. Teachers have very little influence on topics affecting the rest of the

school. Thus, the classroom is the only area of learning where they have any meaningful voice in policy. Teachers report greater levels of job satisfaction when they have a role in topics such as class scheduling, curricular choices, and opportunities for professional advancement. It is critical to promote a pleasant and supportive work environment by offering opportunities for teachers to continue their professional development so that they may better serve their students. Teachers' attitudes about their jobs differ based on the availability of educational resources. A supportive environment provides teachers with the institutional framework they need for successful instruction. Having concrete instruments to employ in combination with stated curriculum standards considerably aids teaching.

Watson and Olson-Buchanan (2016) researched whether job embeddedness predicts retention among new teachers. Furthermore, if employment embeddedness is essential in the educational system, it provides another reason for instructors to abandon their schools or jobs. The researchers were able to obtain essential information through the use of questionnaires. The research sought participants with less than five years of teaching experience, and they were designed in a Linkert-style, fill-in-the-blank, and yes/no format for several forms of work embeddedness information. According to the study, 7% of new instructors left the sector entirely, while 13% went on to teach at another university. However, studies have demonstrated that attrition is minimized when workers feel a sense of belonging in both their companies and their communities. The repeated-measures analysis of variance (MANOVA) findings supported the use of job embedding to maintain teachers in their professions. The results support the concept's applicability in understanding teacher turnover from elementary to high school and in guiding teachers as they make strategic choices. Academics and business leaders constantly look for innovative ways to preserve their most important asset—their staff—may profit from the study's conclusions. As a result, it is critical that job embedding be researched further to determine whether it may be utilized to train for other critical occupations in the school system. Lastly, schools and administrators may consider the six dimensions of on-the-job and off-the-job issues to retain the finest and brightest teachers and deliver quality education for all students.

Ingersoll et al. (2016) found that school accountability is the most controversial and impactful of all recent reforms to the American education system. This movement began in the 1990s and gained traction with the enactment of the "No Child Left Behind Act" (NCLB) in 2002, which was eventually renamed the "Every Student Succeeds Act" in 2016. Whether accountability has a net positive impact on schools in the United States is still being debated and investigated. Teacher turnover is projected to occur due to the increased stress caused by excellent testing and scrutiny caused by accountability measures, particularly in low-performing schools. A greater focus on school accountability and performance, on the other hand, leads to improved school leadership and administration, which in turn results in more favorable working conditions and higher teacher retention rates. The research aimed to determine whether accountability systems were more successful in reducing teacher turnover or increasing retention. The study findings also show that, as a consequence of the alterations, instructors' educational practices were transformed. Evidence shows that more significant accountability measures imposed on schools may decrease academic achievement. If this principle is overlooked, reform efforts are likely to fail. Instructors likely became teachers because they felt they could make a difference in their pupils' lives via their connections with the outside world. These modifications do not solve the concerns they claim to address. To summarize, classroom organization and responsibility need not be emphasized. In conclusion, the data suggested that responsibility may be beneficial or detrimental depending on the decisions made by people in control.

According to Finster (2015), some of the most severe issues in the administration of teacher retention, mobility, and turnover are the identification of the core causes of teacher turnover and the implementation of effective programs to mitigate this tendency. The fundamental reasons must be identified to develop and execute effective solutions to decrease teacher turnover and mobility. However, inaccurately recognizing the reasons for teacher turnover may result in ineffective responses. The primary purpose of this study was to determine whether we can reduce teacher turnover by identifying the core causes of teacher turnover and then implementing effective remedies. In this study, domain perception was assessed using questionnaires. In-person interviews and online focus groups were used to complement the survey data. Based on the study's estimates,

grantees should be able to determine whether the time and effort spent in the implementation process are worthwhile in light of the options available for determining the causes of teacher turnover and mobility rates. It is also critical to create a detailed teacher scorecard detailing the progress accomplished at each strategy step. In sum, to successfully handle teacher retention and turnover, leadership must coordinate monitoring, diagnosing, and intervention methods. Despite the absence of substantial proof of their beginnings, retention strategies are widely used.

2.12 Teacher Well-Being

Teachers' well-being is reflected in their positive attitudes toward teaching. Teachers' well-being is thus essential to students' well-being. When teachers are emotionally stable, they better understand and manage class dynamics and encourage an empathetic and supportive classroom environment for students. Teachers' feedback can help assess teachers' well-being. Principals and school administrators can use scale-based interviews, one-on-one interviews, and focus groups to understand various factors affecting teachers' social, physical, and psychological well-being (Regional Educational Laboratory Pacific, 2020). This section has discussed detailed literature on teacher wellbeing. It has explained different strategies related to teachers' well-being and mentioned the influence of leadership on teacher well-being. Moreover, it has mentioned how teacher well-being can help in reducing turnover and increasing retention of school teachers.

School administration can also use the social and emotional learning activities (SEL) framework to improve teachers' well-being. Teachers should be treated equally regardless of their gender, years of service, and other factors. The school environment should cultivate a feeling of belonging among teachers, which can help them build relationships with peers and their school's administration (e.g., their principal). Furthermore, district and school administrators should provide teachers with professional training to help them thrive in their careers. Teachers' voices and opinions should also be included in the school's decision-making processes.

Nazari and Oghyanous (2021) conducted a study involving Iranian English foreign language (EFL) teachers. Of the 325 teachers studied, 187 were experienced, and

138 had recently started their careers. In total, 20 semi-structured interviews were conducted. Four instruments were studied: turnover intention, occupational stress, well-being, and grit. The results indicated a significant relationship between turnover intention/occupational stress and well-being/grit. The quantitative data analyses showed that novice and experienced teachers' turnover intentions correlated highly with occupational stress. The more the teachers were stressed and exhausted, the more strongly they intended to leave. Moreover, the teachers' psychological well-being was significantly associated with their determination to continue teaching. However, novice teachers were more affected by their well-being than experienced teachers. This shows that novice teachers' lack of experience was correlated with professional issues, but their enthusiasm and passion for their new careers as instructors might also improve their psychological well-being. Similarly, the correlation between occupational stress and grit was significantly negative for new teachers compared to experienced teachers, which suggests that grit protects teachers against stress in the early years of their careers but becomes less relevant as teachers become more experienced.

Schaack et al. (2020) conducted an online survey that was emailed to all professionals working in the Early Childhood Professional Development and Information System (PIDS) in Colorado. The study aimed to determine the correlation between job resources and demands, professional exhaustion, and teachers' turnover intentions. The results showed that the participating teachers found three things difficult to cope with: job control, lack of community building among program attendees, and children's behavior. These three factors, in turn, caused emotional exhaustion and the depersonalization of the teachers' work. The teachers felt satisfied with programs in which they had a shared vision and were in greater control of their jobs. However, a lack of a shared vision resulted in intent to leave the program, and fewer educational qualifications amounted to professional burnout. Teachers with postsecondary degrees reportedly felt more exhausted than highly qualified teachers (those with master's degrees). Moreover, teachers with stronger collegiality found themselves less emotionally exhausted and less intent to leave. These results can be used to create efficient leadership models, help teachers professionally, and improve workforce

compensation policies to enhance teachers' organizational health and well-being, eventually reducing teacher turnover rates.

Turner and Thielking (2019) used a phenomenological approach to add a subjective dimension to assessing how teachers are impacted by their own work. The authors' paper presented a subset of discoveries from more extensive phenomenological research that considered instructors' experiences with positive feedback in bolstering their performance. The focal point of this examination was how educators measured the significance of their calling. This exploratory study filled a vacuum in the current literature and was fully intent on assisting instructors with bettering their practices to add meaning to their work.

Wrzesniewski (2002), who compared city workers and physicians. It was concluded that a calling direction alludes to how individuals approach their work rather than the substance of their work. This means that a calling direction can exist in any professional area. Proceeding with this assumption, Turner and Thielking (2019) recruited five primary schools in Victoria, Australia, using standard sampling to ensure that the schools were diverse in terms of geographical location and student population size. In their study, all teachers cited the importance of creating beneficial outcomes in their students' lives beyond classroom performance. The results imply that there is significance in utilizing educational methodologies that uphold teachers' feelings of certainty and regard. Other respondents observed the importance of asking students to conduct research to advance their reasoning and metacognition capacities. Furthermore, all the instructors interviewed contended that enhancing their educational expertise and learning from colleagues granted their work significance and enhanced their calling to the teaching profession.

Zakaria et al. (2021) found that teachers' well-being was good in two different schools in Malaysia, with no differences between the two types of schools. Teachers' well-being must be improved to ensure their happiness, comfort, and love of their professions. As a result, the quality of students' learning and teachers' well-being can be improved simultaneously. The quality of teachers' work–life balance can determine how effectively school organizations and working environments can support and meet

psychological, social, political, and economic demands by offering numerous opportunities for growth and self-development. Individual happiness is influenced by a variety of factors, including economic status.

Buskila and Chen-Levi (2021) aimed to create new knowledge based on Israeli teachers' self-reports of school leaders' roles in fostering teachers' well-being. Teachers in Israel have a negative professional self-image and work under stressful conditions. Psychological well-being combines a positive sensation with successful functioning, and boosting well-being can improve work efficacy. Teachers' jobs are incredibly stressful in Israel and in many other places. Stress has been shown to harm individual and organizational well-being, while well-being has been shown to help individuals cope with stress. Therefore, schoolteachers' well-being must be promoted since it combines feeling good and functioning efficiently. Principals are prominent personalities at schools and significantly influence teachers' well-being. The research hypothesis states that human conduct is the outcome of cognitive processes. As a fundamental factor, it says that it is an "individual's intention to do a certain activity that determines a behavior". According to this hypothesis, how school principals perceive their functions is linked to their attitudes, which affects their behaviors. Authentic leadership, which is comprised of honesty and a loving and ethical attitude toward one's followers, is the result of more positive leadership psychology. Authentic leadership fosters positive self-development by increasing self-awareness and self-regulated, positive conduct in leaders. Leaders with vital emotional intelligence (EI) can be highly effective. EI is made up of four clusters that rely on one another. The primary cluster is self-awareness. After learning it, one can master self-management, followed by the second and third clusters. One can then master the fourth cluster, relationship management, which is the highest level of EI. Most teachers' self-reports on behaviors that promote well-being were related to the relationship management cluster, with 356 items encompassing competencies belonging to this cluster.

Glickman and Burns (2021) argued that teaching has always been stressful, but the addition of high-stakes accountability and a worldwide pandemic have increased stress levels to unprecedented heights. As a result, monitoring must focus on teachers'

well-being to improve instructional practices. Allowing teachers to take chances and try strategies they already have the expertise in and believe would work well in a particular setting is an example of teacher humility. When this occurs, teachers should be asked questions to better understand their reasoning. Teachers, like everyone else, want to know that they are doing a good job and that others believe in them. In particular, they require words of encouragement from their peers and leaders. Praise is a common kind of encouragement. Recognizing teachers' good work can lift their spirits. In addition to affirmations, if the teacher is a low-performing instructor, using statistics and purposefully pointing to successes might be beneficial. The success analysis protocol asks teachers to recall a period when they were successful and write that success down on paper. The teacher then tells a group of students about their accomplishments. Others can ask clarifying and probing questions of the teacher during the session to learn more about the success. This type of questioning can be quite beneficial to teachers because it helps them discover their hidden practices and ways of being. It can also reveal what they have accomplished and how they have been successful in the past. Teachers' discontent is sometimes linked to their challenges with improvement. This is especially true for forward-thinking teachers and those identified as consummate professionals. Higher-functioning teachers thrive on change and innovation, which high-stakes accountability measures can inhibit. Administrators can foster a teacher's emotional well-being by challenging their thinking to uncover hidden beliefs and encouraging a rethinking of practices.

Fox et al. (2020) claimed that school-based special education teachers' experiences are determined by interactions between individual, contextual, and system-level elements and their fit into their school surroundings. The person–environment occupational fit model helps to obtain a comprehensive understanding of the factors that promote teachers' well-being, such as the qualities and behaviors of schools that effectively retain special education teachers. Teacher well-being is essential for two reasons: (a) it affects teacher retention, and (b) it has a significant impact on everyday classroom activities, student–teacher interactions, and student results. Most teachers continuously identify external working conditions, such as new duties, a lack of administrative support, remuneration issues, or more extraordinary accountability

measures, as causes of undue stress. The researchers also cited these concerns as reasons for leaving the field. However, there is increasing interest in what subjective elements— such as cognitive processes, community beliefs or values, individual experiences and culture, and perceptions of surroundings (including school climate)- enhance teachers' well-being.

Simply reducing teachers' stress and burnout will not result in greater well-being. It is critical to research teacher well-being as a construct that is distinct from teacher stress and burnout to understand what contributes to and is a component of teacher well-being and how well-being may evolve. Teacher burnout leaves the most vulnerable pupils with the least stable and inexperienced teacher population. Open communication between leadership and teachers is crucial to individual teacher well-being and schools' general culture. The teachers involved in this study felt that communication was not always straightforward, especially regarding decisions involving parents and that this lack of transparency threatened their feelings of autonomy. More opportunities for teacher leadership and participation in school-wide decision-making would help teachers feel they have valued partners in the school. Teachers and administrators can collaborate more effectively when all parties have the opportunity to participate in decision-making. Opportunities for teacher leadership that allow teachers to choose their path, connect with others, and connect with their school will ultimately build teacher connections and increase teacher well-being.

2.13 Teacher Motivation

Motivation leads to organizational commitment which can reduce turnover intention (Imran et al., 2017). Many studies have discussed motivation in different organizational contexts but there is a lack of literature in the context of school education. This section has provided an extensive literature review on teacher motivation and linked it with the turnover and retention of teachers.

Bénabou and Tirole (2003) highlighted that many psychologists, human resource management experts, and sociologists are focusing on intrinsic motivation for the last two decades. The vast majority of social psychology and human resource management literature emphasizes the importance of boosting and protecting the self-esteem of one's

personal and professional partners despite the fact that it is common for people to overestimate their own accomplishments while underestimating those of their spouse, children, coworkers, coauthors, and superiors. Numerous possibilities exist. First, the agent's endeavor to share information with the principle might be paired with the mirror image of that effort: the looking-glass self. Second, "management" and motivational dynamics in long-term partnerships are given special attention. Third, while our method now takes into consideration such concepts as charity, friendship, and love, it still requires improvement in order to include asymmetric information like emotional state data. Differentiating between intrinsic and extrinsic motivation requires a cognitive approach.

In this scenario, the person is presumably trying to figure out how other people feel about him or her by analyzing their words and body language. Then, each individual may make detailed assessments of the other's skills, work qualities, and level of caring based on their own actions. As a final step, the research should expand to include other communities. For instance, in a workplace where egos play a significant role, it's not uncommon to hear complaints about the difficulty of maintaining a pleasant and cooperative culture. When trying to optimize the structure of learning and working environments, institutional designers face challenges posed by the complex interrelationships between intrapersonal confidence-maintenance strategies, the looking-glass self, and self-presentation.

Teacher motivation is essential because of the various factors that are linked to it, such as student motivation, educational reform, teaching practice, and instructors' psychological fulfillment and well-being (Han & Yin, 2016). Thus, data on motivation might be used by supervisors to find out how to effectively woo and keep teachers. Influencing variables in teacher motivation, teacher motivation and teaching effectiveness, teacher and student motivation, interdisciplinary studies of teacher motivation, and strategies for measuring teacher motivation are the five key topics of study in the field of teacher motivation.

According to Davis and Wilson (2000), empowering teachers has resulted in increased teacher engagement in determining school priorities and making crucial policy

choices. Educators often believe that the more they participate in decision-making, the happier they will be with their jobs. This condition is related to administrators' empowering behaviors toward teacher motivation, work happiness, and job stress. However, as teachers become increasingly involved in critical decisions regarding the school's future, the intricacy of their communication grows. They may suffer a decrease in motivation and an increase in stress if they are given greater responsibility and say in their job. As a result, empowerment efforts based on shared authority may have a negative impact on teachers' well-being. Principals' empowering behaviors centered on teachers' intrinsic or personal power may account for 14% of the difference in teacher motivation. When administrators engaged in personally empowering behaviors, teachers felt they had more influence over their work and that their efforts had a greater impact. The extent to which teachers value tasks, goals, and the purpose of their work in the classroom is unrelated to students' and parents' perceptions of the principal's actions, which may be viewed as fostering the development of individuals within the school's capacity to cooperate and work toward achieving the school's vision. Teachers may associate an administration's efforts to improve teacher autonomy with higher levels of control and choice, but not meaningfulness or competence. There was a moderately significant relationship between teacher motivation and teacher job satisfaction and stress, with variations in teacher job contentment and stress explaining about 28% of the variance in teacher motivation. More clarification of the principal's role as a leader is needed, as is the link between the principal's position and improving teachers' working circumstances.

Zhang et al. (2019) argue that in order to develop successful methods for recruiting and maintaining competent educators for young children, it is necessary to have a deeper understanding of the basic causes of teacher turnover and shortages. However, diverse aspects of instructors' motivation and commitment to teaching in the context of early childhood education have received little attention. According to Zhang et al., research done in Mainland China indicates five types of instructors that emerge during the first few years on the job: the dedicated. The motivations and dedication of the groups were different in the kindergarten setting. Different types of in-service early-career educators may be distinguished by their level of interest and dedication to the field

of early childhood education. Understanding the teacher shortage, its causes, and the high turnover rate among new educators may be greatly improved with the help of instances of instructors' passion and devotion. However, some participants have been labelled as dedicated compromisers while teaching kindergarten in mainland China because of the poor status and salary of early childhood educators in the Chinese sociocultural milieu. Not because it was a calling, but because of the impact on their families, many educators found themselves drawn into the profession. Potential factors influencing the goals and dedication of the dedicated, passionate, and compromiser teachers in mainland China include the growth of early childhood education and the rising social status of early childhood educators. In 2010, the Chinese government began paying close attention to the development of early childhood education and the professionalization of educators in this field.

According to Daniels (2016), educators and psychologists can gain insight into how to foster students' intrinsic motivation and academic performance by looking to the fields of education and psychology to design exciting classroom activities. This study aimed to identify the characteristics that helped and hindered instructors' motivation. Understanding what drives teachers to succeed and what de-motivates them may administrators and districts better support teacher motivation. Teachers' desire to learn and grow, and to do their jobs well, is affected by a wide range of both positive and negative factors. Unfortunately, practical considerations are often disregarded, despite their importance, because they lack drama, get little attention, and are not often directly within the control of school administrators and teachers. When seen as a whole, however, they provide an informative example of how administrators at educational institutions may create engaging classroom settings for their students. The energy levels of teachers might fluctuate during the school year, and it is important for administrators to recognize these fluctuations and adapt accordingly. When administrators include grading, planning, and communication into the overall school timetable, teachers are less likely to burn out. Administrators need to establish a balance between pressuring teachers to work alone on certain areas of their craft and encouraging them to collaborate with colleagues on planning, reflection, and development. Teachers said that addressing issues with time allocation, the master schedule, and the quality of facilities and

classrooms had a significant influence, but the research did not examine instructors' skill or motivation to teach successfully. Thirty-two educators spoke about what motivates them in their work, how they define motivation, and the effects of environmental factors on their own drive. This level of congruence in replies makes it imperative to investigate whether or not the criteria outlined here are transferable to the broader academic community. As the public's attention remains fixed on what's occurring in classrooms around the country and as teachers come under more intense scrutiny, addressing the practical factors that affect teacher motivation is another tool to help students and teachers.

However, as Harper-Hill et al. (2020) point out, properly translating new results into inclusive teaching practice remains difficult. As a result, if we have a better understanding of teachers' motivation for participation in professional learning opportunities, we may be able to explain why specific professional learning activities lead to changes in teachers' practices. To guarantee that teachers' professional development really results in a change in how they teach, experiences must be created with the subject at hand in mind. Internal teacher characteristics that regulate teacher agency in professional learning should also be considered because they have a major influence. The relationship between credibility and authenticity emphasizes the dynamic nature of professional growth. Both internal (teacher agency, efficacy, and motivation) and external (professional development opportunities, access to experts, practitioner networks, and digital resource features) factors play a role. A variety of variables influence professional development outcomes, each of which may be seen as an opportunity or a hindrance. Despite the fact that the importance of authenticity is widely known in the learning literature, our findings provide a unique contribution by highlighting the influence of credibility and its relationship with authenticity. They have an impact on whether or not instructors use research-based advice and resources. The design of learning opportunities should be informed by professional learning material and the presenters' ability to apply theory or expertise in everyday practice. Furthermore, educators value the face-to-face and virtual dialogues that occur within communities of practice for their own professional growth. The exchange of best practices among communities of practice may have a positive impact on educators' passion and devotion.

Teachers' feeling of agency, efficacy, and motivation, although not the only factors, should be at the center of any professional learning activity's design. Finally, educators' professional development should not be seen as a one-way route from provider to receiver.

According to Sengupta (2011), asceticism and self-control contribute to psychological well-being. This argument makes sense if you take a more mystical perspective on what motivates individuals to get things done. Consequently, it is up to the person to undertake some soul-searching in order to determine really significant demands. When people's fundamental needs are met, they are free to pursue higher phases of development, such as fully experiencing themselves and their surroundings. The current paradigm is built based on the assumption that growth takes place largely inside a person. All of a person's developed and underdeveloped anatomical, physiological, and psychological capacities are part of their inner essence. Human needs, according to Maslow, have a physiological basis, a genetic foundation, and a cultural evolution. However, his proposals fall short of meeting people's most basic needs. Maslow defined a person's development as a series of processes that culminate in the realization of his or her entire human potential. Psychic or spiritual motivation may be driven by meta-motives for authenticity, truth, compassion, love, beauty, and other human potentials. What's intriguing is that, despite their very different depictions, both of these great philosophers recognized and addressed the core aspect of humans. The spirit governs entirely and indefinitely in the spiritual sphere. Mind, life, and body obscure Spirit in the lower hemisphere. The "overmind" is the horizontal plane that connects the brain's two hemispheres. In the struggle against mental illness, mental health has been a key area. As a result, it is vital to transcend one's restricted soul and reach one's more broad and eventually faultless soul. As a result of this process, one's spirit grows, and he or she may enjoy the deep inner calm that comes. As a result, growth means claiming one's own power and gradually evolving into one's more developed self.

According to Fuller et al. (2016), many schools cannot develop unless their finest teachers remain on staff. The researchers investigate how much two theoretical traditions' notions of school coherence and intrinsic motivators influence students'

transfer choices. According to data from 548 Los Angeles educators, elementary school teachers reported better levels of school-wide organizational coherence and intrinsic motivation than did high school teachers. Teachers' opinions of school unity and pupils' intrinsic motivation have a modest association. Teacher and administrative turnover is high in schools where minorities and low-achieving students are overrepresented. High rates of teacher turnover hampered the academic advancement of low-achieving students, particularly black students. Positive comments and recognition from administrators or colleagues act as an intrinsic motivator for educators. Motivating sense of competence and performance, as well as strong social relationships inside an organization, are associated with public recognition. High rates of teacher turnover have always plagued Los Angeles' central city schools, and the 2008 economic slump only made matters worse. As California's population grew, so did the number of layoff letters received by teachers, contributing to an already difficult situation in the classrooms.

According to Taormina and Gao (2013), as well as Maslow's social research studies, social recognition is related to activating sentiments of competence and efficacy. Maslow (1943) operationalized the five wants and constructed definition-based criteria to evaluate need fulfillment in order to build his theory of the hierarchy of motivational needs. According to Maslow's hierarchy of needs, a person's fundamental requirements must be met first (although not totally) before they can concentrate on their ego needs. As a result, substantial positive correlations should exist between the degrees to which any two neighboring requirements in the hierarchy are satisfied. According to the theoretical hierarchy of needs, the degree to which a higher-level need is satisfied should be statistically predicted by the fulfillment of a lower-level need; the satisfaction of one need should presage the satisfaction of the following, higher-level need. Another criteria that might be utilized in a regression analysis to account for the fulfillment of safety and security demands is the satisfaction of physiological needs. That need did play a role, and it accounts for almost all of the observed variance. The only two predictor variables that explained the variance in this degree of need satisfaction were physiological need fulfillment and emotional support from family. The significant majority of the observed variation was explained by family emotional support, which makes intuitive sense given that individuals are socialized, socially supported, and educated. According to this

theory, satisfying one's need for belonging accounted for a considerable portion of the difference in satisfying one's esteem criteria. Traditional values were also included in the regression, indicating that it is feasible to acquire social status by embracing cultural standards. These findings are noteworthy because they provide confidence to the measures' capacity to predict outcomes. They also offer empirical support for Maslow's hypothesis.

2.14 Theoretical Perspective

This section has discussed the theoretical lens of this study. The section has highlighted all relevant theories including, Henry Fayol's Human Resource Management Theory, Fiedler's Contingency Theory, Human Capital Theory, Theory of Reasoned Action (TRA) & Theory of Planned Behavior TPB), Management Theory, Educational Theory and Leader–Member Exchange Theory.

When developing a research theme about a social or educational phenomenon and its associated theoretical positions, various theoretical perspectives should be considered. Figure 1 shows the different theories that can be applied to this research.

Theories related to leadership and other job-based factors in the educational context

Henry Fayol's human resource management theory	Maslow's hierarchy of needs theory
Fiedler's contingency theory	Human capital theory
Theory of reasoned action and theory of planned behavior	**Self-determination theory**
Hierarchical theory	Educational theory
Herzberg's theory	**Leader–member exchange theory**

Figure 1: Related Theories

However, based on the significant need for this research, the theories written in bold text in Figure 1 were considered for this research. In addition, the sub-sections below explain each of these theories in detail and highlight the theories adopted for this research.

Many leadership theories have been used to guide school leaders. However, no ideal theory can help guide leaders toward success. Leaders can, however, learn about these theories and choose what best suits their organization's identity and nature. They may also combine two or more styles, depending on the situations and challenges they face in their schools.

2.14.1 Henry Fayol's Human Resource Management Theory

When we related teacher turnover to Henry Fayol's human resource management theory, in which he identified 14 principles of management, we found that some of these principles could enhance teacher turnover. For example, the centralization principle suggests that without staff involvement, leaders are the only ones responsible for making decisions concerning the organization. Also, since they consider themselves part of the organization, teachers want to be involved in organizational decision-making. Furthermore, the scalar chain principle suggests that there should only be vertical communication within an organization. Less direct communication between the leadership team and teachers leads to misunderstandings. In contrast, Fayol mentioned some principles that could reduce the turnover rate, such as the division of work (i.e., assigning tasks to employees based on their abilities), equity (i.e., being fair and just when justice dealing with employees), and esprit de corps (i.e., fostering morale and encouraging teachers to use their abilities) (Fayol, 2018).

2.14.2 Motivation Theory (Maslow's Hierarchy of Needs)

Maslow's hierarchy of needs is a motivational theory relevant to teachers' professional satisfaction and stability. Maslow's hierarchy has five levels of needs, which are, from the bottom to the top: physiological needs, safety, love and belonging, personal esteem, and self-actualization. If an individual does not meet the first (bottom) level, they will not be able to move to the next level, and so on. However, some people can move flexibly through this hierarchy (McLeod, 2018). However, an inability to meet the needs of one level will decrease a person's motivation. If teachers cannot meet their own needs in their schools, this may result in teacher turnover.

Taormina and Gao (2013) argued that social recognition is related to the motivating emotions of competence and efficacy. A closer social search studied Maslow's (1943) theorized hierarchy of motivational requirements by operationally defining the five wants and establishing definition-based scales to evaluate need satisfaction. The hypotheses for need fulfillment were founded on Maslow's theoretical notion that states that lower-level desires must be mostly—but not entirely—met before a person becomes concerned with satisfying higher-level needs. This means that there

should be significant positive correlations between the levels of satisfaction of any two contiguous requirements in the hierarchy. According to the theoretical order of needs, fulfillment of a lower-level condition should be able to statistically predict the extent to which a higher-level requirement is satisfied in regressions, and satisfaction of any need should ideally predict the need immediately above it in the hierarchy. The only other requirement that could be employed in the regression for the satisfaction of safety–security needs was the satisfaction of physiological needs, which were reversed and accounted for most of the explained variance. Only two predictor variables explained the variance for this level of need satisfaction: satisfaction with physiological demands and the exploratory variable of emotional support from family members. Most of the variation was explained by family emotional support, which is easy to understand because humans are educated and physically and emotionally supported by their families. According to the hierarchical theory, the satisfaction of belongingness needs explained most of the variance in the satisfaction of esteem needs. In addition, traditional values entered the regression, implying that conforming to a culture's traditional beliefs might increase a person's respect. These findings are noteworthy because they verify the predictive validity of the measures and offer empirical support for Maslow's hypothesis.

2.14.3 Fiedler's Contingency Theory

Fiedler's contingency theory explains the relationship between leadership style and organizational employee performance. This theory proposes that leaders' styles depend on the situation and that they might employ more than one style. This theory divides leadership styles into two types: task-oriented styles and relation-oriented styles. In the task-oriented style, leaders focus on completing tasks, while relation-oriented leaders focus more on group relations (Crawford et al., 2005). When we relate this theory to teacher retention, we can surmise that the relation-oriented style would help leaders retain teachers because it focuses on the quality of relationships. Hersey-Blanchard's situational leadership theory also focuses on leadership style. This theory proposes four leadership styles: telling, selling, participating, and delegating. Employees' maturity levels vary depending on their willingness or unwillingness to

perform a task. This model suggests that leaders can adopt leaders can adopt any style that fits the situation and characteristics of their employees (Crawford et al., 2005).

2.14.4 Human Capital Theory

The human capital theory provides a framework to examine the factors behind individuals' decisions to leave their organizations. Based on this theory, organizational employee turnover rates decrease as an organization increases its efforts to enhance the knowledge and skills of its employees (i.e., professional development). This is because individuals think about the costs and benefits of leaving their profession. These costs and benefits are related to organizational climate, working conditions, professional development, and market opportunities (Ehrenberg & Smith, 2012). Hence, it can be concluded that continuous and effective professional development could reduce teacher turnover.

2.14.5 Theory of Reasoned Action (TRA) & Theory of Planned Behavior TPB)

Sun and Wang (2017) emphasized that maintaining a productive workforce in public organizations is an important strategic human resource management task. According to their findings, transformational leadership directly and indirectly prevents employees from forming intentions to leave by cultivating a collaborative culture. Transformational leadership may be the most important factor in explaining how leaders can direct desired behavior in followers and achieve optimal performance levels. Transformational leadership's key characteristics can enhance high organizational commitment and job satisfaction. Given its emphasis on values, some argue that transformational leaders can shape organizational culture, a critical area in which transformational leadership can influence employee behavior. Transformational leadership has the advantage of developing a solid and desirable organizational culture because it can provide the necessary energy and commitment for cultural change. Organizational culture can influence employee behavior; thus, a series of hypotheses was proposed based on the theoretical discussion of the relationship between transformational leadership, collaborative culture, turnover intention, and quitting behavior. Organizational culture is embedded in the consciousness of the organizational members and exists in forms such as shared beliefs, philosophies, and values or as

institutions and sets of rules that regulate and direct employee behavior toward collective targets. The use of turnover intention to predict turnover behavior is supported by two theories: (1) the theory of reasoned action (TRA), and (2) the theory of planned behavior (TPB). Both the TRA and the TPB propose that attitudes toward a certain behavior strongly predict that behavior. A collaborative culture is composed of beliefs and values that support and encourage individuals to engage in interactive processes to achieve a shared goal. It is characterized by mutual trust and appreciation between individuals, cooperation and participation, and opportunities for building cohesion.

The theory of reasoned action (TRA) and planned behavior (TPB) support the use of turnover intention to predict turnover rates. The TRA and TPB propose that attitudes toward a certain behavior are strong predictors of that behavior. A collaborative culture comprises the beliefs and values that support and encourage individuals to engage in interactive processes to achieve a shared goal. It is characterized by mutual trust and appreciation between individuals, cooperation, participation, and opportunities for building cohesion. A collaborative culture that shapes interpersonal relationships in immediate work environments can encourage employees' quitting behavior and provide a highly supportive and developmental environment for employees to feel accepted and included within the organization (Sun and Wang, 2017).

2.14.6 Management Theory

People who work in high-performing organizations may have different characteristics than those who work in low-performing organizations. According to management theory, top managers are responsible for establishing the key policies that govern an organization. Perhaps most importantly, organizational theorists agree that organizational leaders have the greatest influence on organizational culture and the culture of innovation. As a result, innovative management practices implemented by superintendents reduce employee turnover in high-performing school districts. As to top managers' perceived innovativeness of an organization as a whole, future research could investigate the relationship between various aspects of innovation and turnover.

2.14.7 Self-Determination Theory

Han and Yin (2016) stated that teacher motivation is a critical factor in education and is closely related to several variables, such as student motivation, educational reform, teaching practice, and teachers' psychological fulfillment and well-being. As a result, administrators can use this information to identify ways to attract potential teachers and keep them in the classroom. Five areas of teacher motivation research have been identified: (1) teacher motivation influencing factors, (2) teacher motivation and teaching effectiveness, (3) teacher motivation and student motivation, teacher motivation research across different disciplines, and instruments for assessing teacher motivation. It has been suggested that pre-service teachers decide to teach for reasons that are both intrinsically and extrinsically motivated. Intrinsic and altruistic motivations are critical for a satisfying and long-term career in classrooms in developed countries. Early teacher motivation shared common interests in the motivations of novice teachers. The top reason for entering the teaching profession was that it prepared one well for family life. Furthermore, reasons for entering the teaching profession varied according to educational level and personal characteristics. In the 1990s, researchers began to consider the impact of in-service teacher motivation to encourage teachers to stay in the classroom, as in-service teacher motivation was seen to improve student motivation, advance educational reform, and empower teachers. Teacher motivation has long been recognized as essential to student motivation. Although teacher motivation is related to student motivation through teachers' use of motivating strategies, self-determination theory (SDT) has been used extensively as a framework for studies concerning the influence of teacher motivation on students. Given that teacher motivation has been identified as a critical determinant of student motivation and teaching effectiveness, it is especially beneficial for educational administrators and teachers to develop practical strategies that stimulate students' motivation to learn and improve teaching and learning outcomes.

2.14.8 Educational Theory

Ingersoll (2001) emphasized the importance of teacher turnover in school staffing challenges and explored the impact of school features and organizational factors on

teacher turnover. Since the early 1980s, the educational theory has predicted that teacher shortages will occur due to two converging demographic trends—increasing student enrollments and teacher retirements—causing difficulties in staffing schools with qualified teachers and resulting in lower educational performance. Consequently, concerns about teacher shortages have fueled empirical research focusing on teacher turnover. Teacher turnover is a significant and prominent factor driving the demand for new teachers, both of which cause school staffing issues. Although student enrollment is increasing, the need for new teachers is primarily due to teachers quitting or moving away from their positions at a reasonably high rate. Particularly notable are teacher retirements. In addition to the effects of these teacher traits, there are considerable and largely unnoticed effects of turnover on a school's organizational features. Although teacher retirement rates are increasing, the overall amount of turnover connected with retirement is low compared to other reasons, such as teacher job dissatisfaction and teachers seeking better positions. Furthermore, two Schools and Staffing Survey (SASS) cycles have given separate school-level turnover rates based on principals' reports of the percentage of their teaching staff that left their schools. Teacher supply and demand imbalances, and the resulting school staffing issues, are not synonymous with, or primarily driven by, teacher shortages in the technical sense of a skilled candidate supply shortage. Improvements in organizational conditions, such as increased school administration support, reduced student discipline problems, increased faculty input into school decision-making, and higher salaries would all contribute to lower turnover rates, reducing school staffing problems and ultimately improving school performance.

2.14.9 Leader–Member Exchange Theory

The framework linking ethical leadership to staff retention in this study is explained by the leader–member exchange (LMX) theory, which promotes leadership as an exchange relationship that develops or grows over time inside the vertical dyad (supervisor–supervisee) during task-solving activities. This process results in the formation of solid exchange ties. The amount of autonomy a supervisor gives a subordinate to explain his or her role in the corresponding relationship predicts subsequent behavior on the part of both the supervisor and the subordinate (Dansereau et

al., 1975). High-exchange relationships (such as employer–employee interactions), as defined by LMX, require a high level of trust, liking, and respect and entail reciprocal exchange expectations. The leader provides the desired outcomes for subordinates, such as appealing assignments, extra tasks, and generously proportioned rewards, and the subordinates respond by increasing their desire and dedication to work and by becoming more devoted to their principal or leader. As a result, exchange connections will evolve and be supported by the leader's and subordinates' actions (Yukl et al., 2009).

2.15 Summary

This chapter has shown the in-depth literature on variables and concepts under consideration by the research. First, it discussed turnover and explained it as a problem in school education. Later, the problem of turnover is discussed in the context of school and UAE, and most importantly it is linked with school leadership. Secondly, the consequences of turnover are shown and revealed the role of leadership in reducing turnover. Thirdly, the other teachers' related problems or issues that can be resolved by leadership including job satisfaction, mentoring, working conditions, compensation, collegial relationships, student disciplinary issues, teacher motivation, and teacher well-being are discussed. Fourthly, the literature on teacher retention is provided and linked with leadership. Fifthly, theories related to the study are highlighted. The chapter concluded every factor related to teacher retention and turnover that can be influenced by school leadership. Moreover, it mentioned the personal and system-related factors.

Chapter 3: Research Methodology

3.1 Introduction

The purpose of this study is to explore and investigate the school leadership behaviors that lead to teacher turnover and retention in UAE schools. The research follows on a mixed-method approach; the researcher created surveys and sent them to the participants via email due to COVID-19 precautionary measures. Interviews were also conducted with respondents. Therefore, both quantitative and qualitative data were collected to answer the four research questions. While many factors that cause teacher turnover have been addressed here, few research studies have investigated the leadership behaviors that lead to teachers' retention. Therefore, this study aims to explore the relationship between school leadership behaviors and practices and the retention of teachers. This chapter describes the approach used in this study IN detail. Moreover, it discusses the study methods, participants, data collection procedures, instruments used in data collection, and data analysis procedures. Finally, this chapter discusses the ethical considerations of using the instruments, such as organizational permission, human subject protection, and voluntary participation, as well as the reliability and validity of the two instruments used in this study.

3.2 Study Design

In this study, a mixed-method research design was followed to explore the leadership behaviors and practices that lead to teacher turnover and retention and to examine the factors affecting teachers' retention. Instead of approaching the four research questions using a singular lens of either quantitative or qualitative research, the researcher used a mixed-methods research approach to advance scholarly conversation by drawing on the strengths of both methodologies (Berman, 2017, p. 5). According to Pardede (2018, p. 231), this approach refers to a study employing both qualitative and quantitative approaches to produce a complete explanation of the research problem. In this study, the researcher utilized mixed methods to address both the "what" (quantitative and qualitative) questions and the "how" or "why" (qualitative) questions (Pardede, 2018, p. 231). The mixed-method research design is characterized by a combination of at

least one component of quantitative research and one of qualitative research (Schoonenboom & Johnson, 2017, p. 108). The goal of adopting this combination is to expand and strengthen the research conclusion to contribute to the literature (Schoonenboom & Johnson, 2017, p. 110). According to Schoonenboom and Johnson (2017, p. 112), the combination of mixed paradigms, methodologies, and/or methods can enable researchers to answer their research questions and improve the basic design of their studies.

Researchers aiming to conduct mixed research can mix any of the research components, including paradigms, research questions, purposes, methodologies, methods, data, and even results. Moreover, reviewers of researchers, stakeholders, or participants can also be mixed. Therefore, mixed-methods studies can be comprehensive and creative (Schoonenboom & Johnson, 2017, p. 116).

Qualitative and quantitative methods were used in a concurrent manner to explore the relationship between school leadership behaviors and practices with teacher retention and to examine the factors related to retention and to avoid turnover. "The purpose of concurrent triangulation designs is to use both qualitative and quantitative data to more accurately define relationships among variables of interest" (Castro et al., 2010, p. 3). In the concurrent triangulation design, qualitative and quantitative data are collected concurrently in one phase. In this paper, the data are analyzed separately and then compared and/or combined. "Convergent (or parallel or concurrent) mixed methods design intends to collect both quantitative and qualitative data in one phase, the data are analyzed separately and then compared and/or combined" (Pardede, 2018, p. 234). The aim of this design is to confirm, cross-validate, or corroborate findings. "It is often used to overcome a weakness in one method with the strengths of another. It can also be useful in expanding quantitative data through collection of open-ended qualitative data" (Creswell, 2012). Figure 2 shows the visual diagram of the mixed-methods concurrent triangulation strategy.

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┌─────────────────┐              ┌─────────────────┐
│  QUANTITATIVE   │◄────────────►│   QUALITATIVE   │
└─────────────────┘              └─────────────────┘
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Data Collection   Data Collection
Data Analysis   Data Analysis

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        ┌──────────────────────────────┐
        │  Results compared, integrated │
        │        & interpreted          │
        └──────────────────────────────┘
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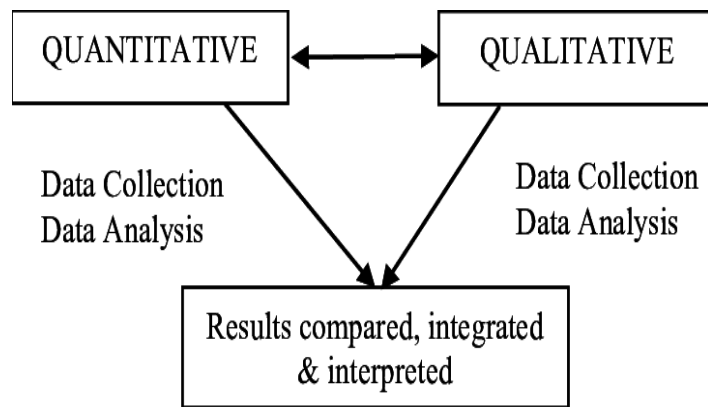
Figure 2: Visual Diagram of the Mixed-Methods Concurrent Triangulation Strategy (Atif et al., 2013)

Jick (1979) described triangulation as combining methodologies that blends various data and methods to create a continuum that ranges from simple to complex designs. The triangulation design offers multiple significant opportunities, thereby increasing their confidence. It also stimulates the development of inventive approaches to solving challenges.

Rhineberger et al. (2005) attempted to justify triangulation as a research design, thus increasing its use and popularity, mainly in sociology and evaluation research. The researchers argued that triangulation plays a significant role in increasing credibility in qualitative research types. Moreover, they outlined that the primary objective of triangulation is to achieve unity and complementary results and can attain the credibility, validity, and reliability of multiple approaches. In addition, triangulation can also produce new and alternate information, helping make precise conclusions. The approach is significant when one studies other cultures or whenever the critical element of research is culture.

An initial search on the research topic reveals several emerging issues that focus on the need to test the theory. Thus, this study has followed two approaches: qualitative and quantitative. For the qualitative approach, interviews were conducted, and for the quantitative part, the hypotheses were tested as recommended by Zikmund (2003). There are different techniques suggested by researchers to gather data, for example, face-to-face, fax surveys, interviews, and general surveys (Tse & Ching, 1994). These data collection techniques are time consuming and also add to the cost. On the other hand,

although internet-based surveys can address these issues, they are limited to internet users only with varying response rate, i.e., some studies indicate a higher or equal response rate of pencil paper surveys and some report low response rates (Schaefer & Dillman, 1998; Tse, 1998). Furthermore, survey questionnaires offer a uniform set of questions, a significant amount of data collection in less time without compromising the validity and reliability of the instrument, and swift conversion into quantitative data that enables scientific analysis and comparison (Robson & McCartan, 2016). A detailed explanation of the data collection is provided below.

3.3 Ethical Considerations

According to Koocher et al. (2013), Standards 8.01 to 8.09 of the Ethical Principles of Psychology Code of Conduct relating to Research and Publication, the American Psychological Association 2012, state that all information collected from those who take part in research must be kept confidential with only group variables represented in the data analysis. When recruiting participants, they must be given the freedom to choose to participate voluntarily, and their informed consent must be obtained prior to and during the research period. The researcher has to explain the protocol and confidentiality of conducting an interview to the interviewees and provide an overview of the study.

Paul et al. (2008) stated that "this gives respondents some idea of what to expect from the interview, increases the likelihood of honesty and is also a fundamental aspect of the informed consent process" (p. 292). The purpose of the consent form is to notify the participants about the purpose of the study and the assured confidentiality of their information; it also states that the study exposes them to no risk, they are free to abandon participating anytime without incurring a penalty, and that no participant will be compensated in the form of any material gain by taking part in the study.

Besides questions associated with teaching and demographic backgrounds of the participants, including teachers' age, gender, education level, teaching experience, teaching cycle, and who offered them direct support, the survey questions did not contain any sensitive themes. The researcher upheld the anonymity of the respondents by administering questionnaires via email with only an email address assigned to the

participants while assigning them distinct research identification codes. Furthermore, the researcher ensured that the completed questionnaires and the date bank remained secretive, only accessible by her. The consent form signed by the participants will be stored for about five years before they are shredded. Finally, the researcher scrutinized the application of the research work and instrumentation in data collection and established that they complied with human protection needs.

3.4 The Quantitative Approach

3.4.1 Research Setting and Population

The research site included 15 schools (Kindergarten, cycles 1, 2, and 3) within Al Ain city in the UAE, and the research population comprised the 1,200 teachers in the city. According to Andres (2012), a *research population* comprises a group of individuals who share common characteristics. However, due to the large number of teachers in this city and the potential for a huge number of representatives, the researcher found it prudent to consider a representative sample. The research sample was narrowed down to 15 schools identified by the Ministry of Education in the UAE.

To obtain a sample, the researcher can use either probability or non-probability strategies. Lim and Ting (2013) postulate that, in probability sampling, a researcher uses different measures whereby they randomly select participants from a population. This method of sampling is effective when the researcher can obtain information about the entire population, so everyone participating stands an equal chance to be picked. However, when choosing a non-probability sampling method, the researcher acknowledges that they do not entirely know the population; hence, there may be bias in selecting the participants (Lim & Ting, 2013). In this study, the researcher could not ascertain the exact number of teachers in all the schools within Al Ain. Thus, random sampling was deemed inappropriate.

However, the researcher utilized non-probability snowball sampling, whereby the researcher engaged the participating principals in the study to request other schools to take part in this study. After reaching 15 schools, correspondence describing the study

was sent to the school administration and the questionnaire was forwarded to the teachers, inviting them to participate in the study.

3.4.1.1 Participants

All subjects in this study were teachers from 15 schools in Al Ain. The researcher used purposeful sampling to identify the 15 schools within the region where the teachers worked. This number was deemed appropriate for representing the characteristics of the entire teacher population in the UAE. Only 404 volunteered to complete the questionnaire. The teachers who volunteered to answer the questionnaire were from various schools in Al Ain (cycles 1, 2, and 3). The reason for choosing the setting was that it represented a convenient sample due to the diverse teacher body, which should be generalizable to other teacher populations. The demographics of the participants in this study are presented in Table 2.

3.4.1.2 Demographic Information

The questionnaire was used to obtain the demographic data of the respondents as well. After seeking approval from the Ministry of Education, 1,200 teachers were invited to participate in the study. Of these, only 404 teachers completed the questionnaire, resulting in a response rate of 33.67%. Sue and Ritter (2007) established that online questionnaires have a 30% response rate. Accordingly, this constitutes a good response rate. An aggregate of demographic characteristics is reported in Table 2.

Table 2: Breakdown of Teachers by Demographic Variables

Characteristics	Frequency	Percentage
Age		
18–24 years	15	3.7
25–34 years	77	19.1
35–44 years	212	52.5
45–54 years	83	20.5
55–64 years	17	4.2
Gender		
Male	86	21.3
Female	318	78.7
Education		
Bachelor's degree	327	80.9
Master's degree	73	18.1
Doctorate degree	04	1.0
Teaching Experience		
1–5 years	22	5.4
6–10 years	76	18.8
11–15 years	173	42.8
16 years or more	133	32.9
Teaching Cycle		
Kindergarten	73	18.1
Cycle 1	86	21.3
Cycle 2	173	42.8
Cycle 3	72	17.8
Which Leader Provides More Direct Support to You?		
School principal	115	28.5
Vice-principal	50	12.4
Lead teacher	239	59.2
Total	404	100.0

From the responses, it was found that 15 teachers (3.7%) were between the ages of 18–24 years, 77 (19.1%) were between the ages of 25–34 years, 212 (52.5%) were between the ages of 35–44 years, and 20.5% and 4.2% were between the age groups of 45–54 years and 55–64 years, respectively. Of the respondents, 318 (78.7%) were female, and 86 (21.3%) were male. Moreover, 42.8% of the individuals who responded

to the questionnaire reported a teaching experience of 11–15 years, and 32.9% reported a teaching experience of 16 or more years. Concerning education, 327 (80.9%) participants reported having an undergraduate education, and 18.1% and 1% of subjects reported postgraduate and doctoral levels of education, respectively. About 21.3%, 42.8%, and 17.8% of participants stated they teach cycles 1, 2, and 3, respectively, while 18.1% reported their teaching cycle as kindergarten. Furthermore, the respondents were asked to identify a leader who provided them with direct support; 239 (59.2%) of the subjects reported that lead teachers provided direct support, while 28.5% and 12.4% reported that school principals and vice-principals, respectively, provided direct support.

3.4.2 Instrument

The responses of the individuals chosen by the researcher for the study were obtained via a questionnaire (Sekaran & Bougie, 2010). The inclusion of relevant material in the questionnaire (observed and decided through a literature review) aids in the collection of relevant input. It also helps determine whether the dependent and independent variables have any meaningful relationships. The method of data collection chosen was entirely dependent on the type of study. The most frequent data collection methods include structured and unstructured interviews, observations, and data collection through customized questionnaires. The researcher must consider the research objective(s) and question(s) when selecting the most relevant and legitimate form of data collection method for the study.

The questionnaire in this study was developed from the factors discussed in the literature review. It comprised two parts: background information and actual questionnaire items. In the first section, a brief introduction of the research was provided, and the demographic information of the respondents was also inquired. The background information included six items: age; gender; education level; teaching experience; and teaching cycle—KG, Cycle 1 (1–4), Cycle 2 (5–8), and Cycle 3 (9–12)—in which the school leader provides most support. The second section comprised the details of the variables and items. It consisted of 43 items, covering the following factors: 1) school leadership behaviors, 2) mentoring, 3) compensation, incentives, and

recognition, 4) job satisfaction, 5) working conditions, and 6) collegial relationships. This part of the questionnaire has been captured in the table above (Table 3).

This data collection method was utilized to answer the study questions about how school leadership behaviors determine teachers' retention rates. The second part of the questionnaire, with the 43 items related to teacher turnover factors and causes, was answered using a five-point Likert-type scale for teachers' views on school leadership issues. The Likert scale responses of the respondents indicated the following:

• Option 1: Never.

• Option 2: Seldom.

• Option 3: Sometimes.

• Option 4: Usually.

• Option 5: Always.

A pilot study was conducted with 58 teachers from different schools in Al Ain City. The 43 items had an excellent level of reliability, with a Cronbach's coefficient of 0.968. For further reliability and validity, the questionnaire was sent to a panel of five experts from UAE University to be reviewed and then adjusted based on their recommendations.

3.4.2.1 School Leadership Behavior Questionnaire

This was the second part of the questionnaire. It contained 10 items regarding the teachers' views on how school leadership handles teachers' issues. The 10 items were derived from the literature regarding teachers' perceptions of school leadership and described as follows. School leadership may include administrators tasked with the day-to-day functioning of a school and may extend to those who issue instructions to operation managers. In the pilot study, teachers were asked questions on their perspectives on how school leadership behaves. That is, they were asked whether the school leadership performs the following: (i) ensure the school functions smoothly, (ii)

effectively communicate with teachers, (iii) build a collaborative culture of mutual respect, (iv) support teachers in participating in constructing the school's vision, (v) involve teachers in decision making, (vi) solve internal problems without harming any parties, (vii) treat all teachers equally, (viii) show integrity through their actions, (ix) allow teachers to express their concerns and opinions, and (x) care about the welfare of teachers.

3.4.2.2 Mentoring Questionnaire

The third part of the School Leadership Behavior on Teacher Turnover and Retention (SLBTTR) questionnaire consisted of 11 items concerning the efforts that school leadership makes to mentor their teachers. This part of the questionnaire asked whether the school leadership does the following: (i) offer teachers professional development based on their needs, (ii) conduct regular workshops to introduce new teaching strategies, (iii) guide teachers in planning lessons, (iv) update teachers on new changes in school management, (v) encourage communication with teachers in different subjects, (vi) follow up on teachers' work, (vii) help teachers understand the evaluation criteria, (viii) gives feedback to teachers, (ix) follows up teachers' progress after evaluations, (x) evaluate teachers fairly according to their performance during the academic year, and (xi) support teachers.

3.4.2.3 Compensation, Incentives, and Recognition

This constituted the fourth part of the questionnaire and contained six items relating to the school leadership's motivating teachers. It sought to determine whether the school leadership offers (i) fair remuneration for the work performed, (ii) certificates of appreciation for hardworking teachers, (iii) district manager's honoring of outstanding teachers, (iv) opportunities for teachers' promotions, (v) priority promotion after high evaluations for three consecutive years, and (vi) valuable prizes to teachers upon excellent remarks from MOE.

3.4.2.4 Job Satisfaction Questionnaire

The fifth part of the questionnaire included seven items related to teachers' job satisfaction. It sought to learn whether teachers are (i) satisfied with their teaching job,

(ii) free to choose the grade levels they prefer to teach, (iii) satisfied with working regularly almost every evening/weekend, (iv) have a reasonable amount of non-teaching responsibilities, (v) get appreciation, recognition, and respect from friends in other occupations, (vi) receive substantial recognition and respect from students and parents, and (i) have a hard time dealing with students.

3.4.2.5 Working Conditions Questionnaire

The sixth part of the questionnaire contained the following five items on the working environment in schools. Teachers were asked if school leadership offers the following: (i) a conducive environment to teaching and learning, (ii) adequate teaching resources, (iii) daily individual planning time within the school day, (iv) time reserved for collaborating with other teachers, and (v) a reasonable workload.

3.4.2.6 Collegial Relationship among Teachers Questionnaire

The last part of the questionnaire comprised the following four items on the importance of relationships among work colleagues. It sought to establish whether the teachers (i) enjoyed working with colleagues, (ii) had positive and constructive interactions among teachers, (iii) were willing to cover others' classes when they were absent, and (iv) shared ideas among colleagues.

3.4.3 Validity

To ensure the validity of the study-designed instrument SLBTTR, a validity team of four experts was asked to complete the survey and recommend ways to improve the instrument. The team, which was sent an invitation via email to evaluate the data's validity, was chosen owing to their professional experience as leaders in educational contexts. Once they accepted the invitation, they were required to complete the survey online and provide advice on the improvements necessary for the instrument to have presentable face, content, and construct validity. After the survey, the researcher incorporated every item in the instrument to improve its overall appearance and content. Then, the reliability of the instrument was tested.

3.4.4 Reliability

According to Creswell (2012), the reliability of a survey is established via statistical research, in which the instrument is statistically tested to ensure that the information is consistent during a particular period. The researcher is required to reveal reliability information by conducting a survey test to confirm internal consistency and test–retest reliability.

Using SPSS, the researcher calculated Cronbach's alpha for the quantitative study data. The internal consistency and reliability of all the items in every part of the questionnaire are presented in the table below, which depicts the results of the pilot study.

3.4.5 Reliability Analysis, KMO, and Bartlett's Test of Sphericity

To examine the reliability, consistency, and adequacy of the variables, some preliminary tests were performed on the data set, including Cronbach's alpha test, the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy, and Bartlett's test of sphericity.

Table 3 demonstrates Cronbach's alpha, the KMO measure of sampling adequacy, and Bartlett's test of sphericity values for the different variables of the main scale. The values were calculated based on the responses of the 404 individuals. The Cronbach's alpha value of school leadership behaviors was reported as 0.955, whereas those for mentoring, compensation, incentives and recognition, job satisfaction, working conditions, and collegial relationships among teachers were 0.963, 0.870, 0.883, 0.891, and 0.921, respectively. Overall, the 43 items of the scale were used to measure the six variables of the study. All values were above 0.70, which indicates high internal consistency and reliability of the items. Therefore, all items were reliable and consistent. The KMO measure of sampling adequacy value for all items was above 0.70, which implies that the items were adequate. Bartlett's test of sphericity further indicates that all items were significantly adequate ($p < 0.05$).

Table 3: Reliability Statistics

Variable	Cronbach's alpha	KMO Measure of Sampling Adequacy	Bartlett's Test of Sphericity Chi-square	No. of Items
School leadership behaviors	0.955	0.937	$P = 0.000$	10
Mentoring	0.963	0.940	$P = 0.000$	11
Compensation, incentives, and recognition	0.870	0.825	$P = 0.000$	06
Job satisfaction	0.883	0.837	$P = 0.000$	07
Working conditions	0.891	0.783	$P = 0.000$	05
Collegial relationships among teachers	0.921	0.836	$P = 0.000$	04

Moreover, these findings can be compared with George and Mallery (2003, p. 231) rules of thumb: "_ > 0.9 – Excellent, _ > 0.8 – Good, _ > 0.7 – Acceptable, _ > 0.6 – Questionable, _ > 0.5 – Poor, and_ < 0.5 – Unacceptable". The fact that Cronbach's coefficient lies between 0.6 and 0.7 does not present a statistical issue, according to George and Mallery (2003). After reviewing the results in the table above, the researcher noted that all the survey questions produced Cronbach's coefficients over 0.9.

3.4.6 Data Collection

In this research, the following steps were taken to collect the data: 1) the researcher constructed the questionnaire, 2) the questionnaire was sent to the committee panel for review and modification based on their recommendations, 3) the items were tested through the pilot study, and 4) permission was obtained from the MOE and sent to 15 schools via email. The researcher received 404 responses.

3.4.7 Data Analysis

After collecting the data from the MOE, IBM Statistical Package for Social Sciences (SPSS), Version 23, was used to analyze the results. Descriptive statistics were used to examine the demographic background data. In addition, a descriptive analysis of the factors considered and their underlying indicators was conducted. Correlation analysis ensured a relationship among the factors of school leadership behaviors that

lead to teacher turnover and retention. Moreover, multiple linear regression was assessed using independent variables to explain the variance in the dependent variable.

3.5 The Qualitative Approach

3.5.1 Research Setting and Participants

The participants for this part were nine teachers from 9 different schools in Al Ain. All of these teachers volunteered to participate in the interviews. The number of interviews that needed to be conducted was based on the saturation rule, which states that "the decision to be made relates to further sampling, and the determinant of adequate sampling has to do with the degree of development of a theoretical category in the process of analysis" (Saunders et al., 2018, p. 1896). The subjects differed in terms of their number of years of teaching, their age, and the grade levels they taught. The respondents were also selected based on their availability and willingness to participate in the study. The researcher conducted all the interview via Microsoft Teams due to COVID-19 precautionary measure as it was difficult to be conducted in the participants' sites.

3.5.2 Instrument

3.5.2.1 Semi-Structured Interviews

Several qualitative research instruments can be chosen based on the purpose of the research. Therefore, in order to select a proper one, researchers should focus on what they are trying to discover. The researcher conducted semi-structured interviews to collect data for the study. This instrument was chosen because "an interview is characteristically based on a flexible topic guide that provides a loose structure of open-ended questions to explore experiences and attitudes" (Roxana et al., 2017, p. 3). Moreover, "semi-structured interviews elicit people's own views and descriptions and have the benefit of uncovering issues or concerns that have not been anticipated by the researcher" (Roxana et al., 2017, p. 3). The researcher created a list of questions to ask the participants. The purpose of using interviews was to gather the teachers' views and perceptions of their leader's behaviors and how these behaviors pushed them to leave the profession, as well as to dig deeper into the reasons for and the effects of teacher

turnover. The interviews consisted of eight open-ended questions designed to explore leadership behaviors.

3.5.3 Trustworthiness and Credibility

The quality of qualitative findings was established through trustworthiness, which "refers to quality, authenticity, and truthfulness of findings of qualitative research" (Cypress, 2017, p. 254). To safeguard the quality of the qualitative findings, the researcher established credibility by ensuring the trustworthiness of the data. To check the trustworthiness of the data and achieve credibility, the researcher used member checking, which is known as participant validation (Lietz et al., 2006). The interview questions were sent to a committee panel (four members) for review before the implementation. After recording the interviews to collect the data and translating and transcribing the data, the researcher conducted member checking by contacting the participants to confirm the content of the responses to the interview questions. In addition, the researcher provided the participants with the chance to provide feedback on the data.

3.5.4 Data Collection

In quantitative research, data collection is easier than in qualitative studies, as the respondents find it more convenient to respond. In the qualitative approach, the interviewees hesitate to respond to questions. In this research, the data were gathered from nine interviewees. After obtaining permission from the university and the Ministry of Education, the researcher started interviewing the participants over Microsoft Teams due to COVID-19 precautionary measures. The researcher explained the protocol and confidentiality of the interviews to the subjects and provided an overview of the study. As Paul et al. (2008) stated, "This gives respondents some idea of what to expect from the interview, increases the likelihood of honesty and is also a fundamental aspect of the informed consent process" (p. 292). The interviews were recorded, and each took 30–45 minutes. Two languages were used to conduct the interviews. English was used in interviews with the English-medium teachers (Western teachers), and Arabic was used in interviews with local teachers.

3.5.5 Data Analysis

According to Hammarberg et al. (2016, p. 499), "Qualitative studies involve the systematic collection, organization, description, and interpretation of textual, verbal, or visual data". To analyze the data, the interviews were translated and transcribed. NVivo was used to create a codebook for the codes developed from the transcribed data. Third, the codes were classified into themes and sub-themes related to the purpose of the study. Finally, the themes and subthemes were reviewed, compared, and organized in tables. To ensure the validity and reliability of the data, a member check was requested to review the transcribed data using the codebook, codes, and themes.

3.6 Summary

The aim of this research was to explain and examine the factors that lead to teacher turnover and retention. By understanding the factors that lead to teacher turnover, the study can closely examine what leadership behaviors push teachers to leave their positions. Moreover, education stakeholders will find this work beneficial in their attempts to find solutions to decrease this phenomenon. Examining these behaviors may lead to a decrease in the high rates of teacher turnover by suggesting recommendations for leaders for future practices. If school leaders seriously want to improve teacher turnover, it is time to reflect on current leadership practices and improve them to retain qualified teachers who provide students with high-quality education. The findings of this research are presented in Chapters 4 and 5. There is also a summary of the entire study, conclusions, and recommendations for areas that need more research.

Chapter 4: Results

4.1 Introduction

This study aimed to explore and investigate the school leadership behaviors that lead to teacher turnover and retention in UAE schools. The study used a mixed-method (triangulation) design. The main research questions were as follows:

1. What personal and system-related factors influence teacher turnover in UAE schools?
2. What school leadership behaviors contribute to teacher turnover?
3. What school leadership behaviors contribute to teacher retention?
4. What suggestions and recommendations have been made by schoolteachers to enhance teacher retention and reduce teacher turnover?

The first question is answered by quantitative analysis, whereas the second, third, and fourth questions are addressed by qualitative data.

4.2 Quantitative Analysis

The results show the effects of school leadership behaviors on teacher turnover and retention. This chapter includes three major statistical analyses. First, the descriptive statistics of the considered factors and their underlying indicators were assessed. Second, a correlation analysis was performed to confirm the relationships between the personal and system-related factors and school leadership behaviors that lead to teacher turnover and retention. Third, multiple linear regression was used to explain the variance in the dependent variable (i.e., school leadership behaviors) by independent variables (i.e., mentoring, compensation, incentives, recognition, etc.).

4.2.1 Descriptive Analysis

This section aimed to answer research question 1:

Research question 1: What personal and system-related factors influence teacher turnover in UAE schools?

Descriptive analysis is a technique that aids in accurately describing, displaying, or summarizing data points so that significant patterns may emerge. It is one of the most

crucial processes in the examination of statistical data. Moreover, the numerical analysis shows the characteristics of the data and provides information regarding how the data are dispersed. An important step in the analysis is to check the conditions of the data that affect the entire data analysis (Manikandan, 2011). The descriptive results of all the factors are given in Tables 3–8.

4.2.1.1 School Leadership Behaviors

The descriptive statistics of the school leadership behaviors and their sub-variables were calculated using SPSS. Means and standard deviations were calculated (see Table 4). Functioning smoothly (M = 2.47, SD = 0.883), effective communication (M = 2.403, SD = 0.912), building mutual respect (M = 2.453, SD = 0.945), supporting teachers in working toward school vision (M = 2.331, SD = 0.944), and involving teachers in decision making (M = 2.212, SD = 0.955). Similarly, effectively solving internal problems (M = 2.133, SD = 1.062), treating all teachers equally (M = 2.113, SD = 1.080), ensuring integrity through actions (M = 2.163, SD = 1.072), allowing teachers to voice their concerns and opinions (M = 2.0965, SD = 1.0744), and caring about the welfare of teachers (M = 1.849, SD = 1.157). The mean of all factors was 2.223. The descriptive results indicated that all the means of the sub-variables and variables were equal to or greater than 2 for all datasets (N = 404). This indicates that the data were centrally located within the entire dataset. The higher the mean, the more uniformly and significantly the data are arranged (Manikandan, 2011). Thus, the consistency among the means could be described as a uniform distribution and centration of the sample values.

Standard deviation is another descriptive that indicates the dispersion of data from the mean. A low standard deviation indicates that the data are clustered around the mean, whereas a high standard deviation highlights that the data are more spread out. The results of the present study indicated a standard deviation equal to or greater than 1. The literature reported that a standard deviation closer to zero indicates that the data are close to the mean. The lower the standard deviation, the more the data were clustered around the mean (Lee et al., 2015). Thus, the standard deviation of the sub-variables of school leadership behaviors was equal to or greater than 1. Therefore, the data were dispersed from the mean. The overall factor was school leadership behaviors (M = 2.223, SD =

0.854). This indicates a significant distribution of data around the mean. The standard deviation was nearest to 1, indicating dispersion of the data from the mean.

Table 4: School Leadership Behaviors

Variable	Sub-variable	Mean	Std. deviation	N
School leadership behaviors	Function smoothly	2.4777	0.88382	404
	Effective communication	2.4035	0.91206	404
	Build mutual respect	2.453	0.94529	404
	Support teachers in working toward school's vision	2.3317	0.94456	404
	Involve teachers in decision making	2.2129	0.95519	404
	Effectively solve internal problems	2.1337	1.0623	404
	Treat all teachers equally	2.1139	1.08081	404
	Ensure integrity through actions	2.1634	1.07211	404
	Allow teachers to voice their concerns and opinions	2.0965	1.07444	404
	Care about the welfare of teachers	1.849	1.15734	404
	Total	2.2235	0.85463	404

4.2.1.2 Mentoring

The descriptive results for the second factor and its sub-variables are shown in Table 5. The 11 central tendencies of the 11 sub-variables were as follows: offer teachers professional development (M = 2.116, SD = 0.947), conduct regular workshops (M = 2.091, SD = 0.936), guide teachers in planning lessons (M = 2.101, SD = 0.999), update teachers on the new changes in school management (M = 2.277, SD = 0.997), encourage communication across subjects (M = 2.294, SD = 1.001), follow up on teachers' work (M = 2.455, SD = 1.008), explain the evaluation criteria (M = 2.242, SD = 1.006), give feedback to the teacher (M = 2.3416, SD = 1.04592), follow up on teachers' progress (M = 2.049, SD = 1.031), fairly evaluate teachers (M = 2.099, SD = 1.0160), and support teachers (M = 2.069, SD = 1.054). All the means of the sub-variables were equal to or greater than 2 for all datasets (N = 404). This can be described as the average or central alignment of the obtained dataset, which means that the data met the criteria of central tendency and could be used for further statistical analysis. The standard deviation also exhibited a normal distribution from the mean. All the standard deviations were equal to

1, indicating good dispersion of the data from the mean. The data were thus shown to be fit for further analysis for each subscale.

The overall values for this descriptive factor were also measured, as shown in Table 5. The mean was 2.194, and the standard deviation was 0.858. This indicates the characteristic of significance in the distribution of the data.

Table 5: Mentoring

Variable	Sub-variable	Mean	Std. deviation	N
Mentoring	Offer teachers professional development	2.1163	0.94715	404
	Conduct regular workshops	2.0916	0.93672	404
	Guide teachers in planning lessons	2.1015	0.9998	404
	Update teachers on new changes in school management	2.2772	0.99745	404
	Encourage communication across subjects	2.2946	1.00118	404
	Follow up on teachers' work	2.4554	1.00889	404
	Explain evaluation criteria	2.2426	1.00647	404
	Give feedback to teachers	2.3416	1.04592	404
	Follow up on teachers' progress	2.0495	1.03177	404
	Fairly evaluate teachers	2.099	1.01605	404
	Support teachers	2.0693	1.05442	404
	Total	2.1944	0.85861	404

4.2.1.3 Compensation, Incentives, and Recognition

The central tendency of the dataset with respect to the third factor was also analyzed using SPSS. This factor comprised fair remuneration, certificates of appreciation for the teachers' hard work, outstanding teachers being honored, opportunities for promotion, priority in promotion, and valuable prizes for excellence. The descriptive results for each are shown in Table 6. The means and standard deviation for the sub-variables were as follows: fair remuneration (M = 1.715, SD = 1.170), certificates of appreciation for the teachers' hard work (M = 1.903, SD = 1.178), outstanding teachers being honored (M = 1.289, SD = 1.188), opportunities for promotion (M = 0.626, SD = 0.966), priority in promotion (M = 0.631, SD = 0.996), and valuable prizes for excellence (M = 0.596, SD = 0.951). According to the literature, the

mean describes the centration point of the data. The standard deviation describes how far the values are distributed from the centration point (Andrade, 2020). Thus, the means for all the sub-variables were greater than 1, which shows that the data centration point was almost at 1. The other values lied either above or below 1. Similarly, all the sub-variables' SDs were equal to or greater than 1. Thus, according to Curran-Everett's (2008) criteria, the data were dispersed from the mean. Thus, the characteristics of the central tendency of the measured construct were adequately assessed.

The overall measurements of the mean and standard deviations of compensation, incentives, and recognition are shown in Table 6 (M = 1.127, SD = 0.840). These values highlight the normal and significant measure of halfway and dispersion of the data. The overall values had a center point of 1, and the standard deviation was greater than zero, indicating that the values were not clustered around the mean.

Table 6: Compensation, Incentives, and Recognition

Variable	Sub-variable	Mean	Std. deviation	N
Compensation, incentives, and recognition	Fair remuneration	1.7153	1.17063	404
	Certificates of appreciation for teachers' hard work	1.9035	1.178	404
	Outstanding teachers honored	1.2896	1.18836	404
	Opportunities for promotion	0.6262	0.96664	404
	Priority in promotion	0.6312	0.99633	404
	Valuable prizes for excellence	0.5965	0.95199	404
	Total	1.1271	0.84083	404

4.2.1.4 Job Satisfaction

The descriptive results for all the sub-variables of the fourth factor are shown in Table 7. These variables included being satisfied with one's teaching job (M = 1.938, SD = 1.148), freedom to choose the grade levels one teaches (M = 1.695, SD = 1.053), satisfaction with working regularly (M = 1.247, SD = 1.010), non-teaching responsibilities that are reasonable (M = 1.299, SD = 1.012), appreciable recognition and respect from friends (M = 1.453, SD = 1.080), appreciable recognition and respect from students and parents (M = 1.460, SD = 1.125), and no difficulties in dealing with student

discipline (M = 1.606, SD = 1.145). All the means were greater than or equal to 1, which indicated that 1 is the center point among which all the other values lied. Similarly, the standard deviation of all the sub-variables was greater than or equal to 1. Since this value was above zero and greater than 1, the data were far away from the mean.

The overall values for the descriptive factors were also analyzed using SPSS. The results showed that the mean was 1.5286, and the standard deviation was 0.83113. The halfway or center point of the current dataset was 2, and the mean was almost equal to 2. Furthermore, the standard deviation was greater than zero, which means that the data were dispersed from the mean. On the whole, there was a statistically significant indication of job satisfaction in the dataset that could be subjected to further analysis.

Table 7: Job Satisfaction

Variable	Sub-variable	Mean	Std. deviation	N
	Satisfied with teaching job	1.9381	1.14836	404
	Freedom to choose grade levels to teach	1.6955	1.05383	404
	Satisfied with working regularly	1.2475	1.01018	404
	Non-teaching responsibilities that are reasonable	1.2995	1.01204	404
Job satisfaction	Appreciation, recognition, and respect from friends	1.453	1.08005	404
	Appreciation, recognition, and respect from students and parents	1.4604	1.12535	404
	No issues in dealing with student discipline	1.6064	1.14509	404
	Total	1.5286	0.83113	404

4.2.1.5 Working Conditions

The descriptive results of the variable of working conditions are shown in Table 8 (N = 404). The sub-variables included a conducive school environment (M = 2.007, SD = 1.026), adequate teaching resources (M = 1.992, SD = 1.036), daily individual planning time (M = 1.703, SD = 1.028), time reserved for collaboration (M = 1.599, SD = 1.014), and a favorable workload (M = 1.453, SD = 0.947). The means of the school environment and adequate teaching resources were higher than those of daily individual

planning time, time reserved for collaboration, and a favorable workload. However, the central limit was equal to or greater than 2. Similarly, the standard deviations of all the sub-variables were equal to or greater than 1. This means that the standard deviation was greater than zero or equal to 1, which shows that there was uniformity in the dataset's statistical dispersion.

Table 8: Working Conditions

Variable	Sub-variable	Mean	Std. deviation	N
Working conditions	Conducive school environment	2.0074	1.02691	404
	Adequate teaching resources	1.9926	1.03653	404
	Daily individual planning time	1.703	1.02857	404
	Time reserved for collaboration	1.599	1.01483	404
	Favorable workload	1.453	0.94791	404

4.2.1.6 Collegial Relationships among Teachers

This factor was the starting point of the quantitative data, as it provided the characteristics of the dataset that needed to be known before the major analysis could be performed. Thus, the last factor's descriptive results were also assessed using SPSS. The results are shown in Table 9. This factor included sub-variables such as enjoyment in working with colleagues (M = 1.751, SD = 0.844), positive interactions (M = 2.3069, SD = 1.089), willingness to cover classes for others (M = 2.274, SD = 1.105), and sharing ideas (M = 1.856, SD = 1.176). For these sub-variables, the mean was almost equal to 2. Thus, the value lies above or below 2. In the case of the standard deviation, which refers to the dispersion rate of the data, it was equal to or greater than 1. Thus, according to the literature, the data had variability in its distribution (Andrade, 2020).

The overall descriptive statistics for the variables are shown in Table 9. The mean was 2.326, and the standard deviation was 1.110. On the whole, 2 is the mean measure of central tendency. All the values were above or below it. Additionally, the standard deviation was equal to 1, indicating that the standard distance from the mean was 1. Thus, the dataset met the literature-supported criteria for the descriptive characteristics of the dataset.

Table 9: Collegial Relationships among Teachers

Variable	Sub-variable	Mean	Std. deviation	N
Collegial relationships among teachers	Enjoy working with colleagues	1.751	0.84423	404
	Positive interactions	2.3069	1.08902	404
	Willingness to cover others' classes	2.2748	1.10548	404
	Sharing ideas	1.8564	1.17635	404
	Total	2.3267	1.11037	404

The personal and system-related factors and school leadership behaviors were then subjected to further analysis. A general summary of the characteristics of the dataset was generated using SPSS. The mean was the best measure to assess the central tendency of the quantitative dataset. Thus, the entire model's descriptive results are shown in Table 9. For the entire dataset, the mean was 2.191, and the standard deviation was 1.007. The central value was greater than 2, which meant that the values of the data were either above or below 2. Similarly, the standard distance from the mean was determined to be greater than 1, which indicated a higher standard deviation, with more dispersion from the mean. This showed that there was some variability or variation in the dataset with respect to the mean.

4.2.2 Correlation Analysis

A Correlation analysis was defined as an analysis that indicates association among the variables. It not only gives association information but also provides the direction of the association. In the current scenario, the relationship was assessed among factors of school leadership behaviors that lead to teacher turnover and retention. The correlation results of all variables using SPSS were shown in Table 7.

4.2.2.1 Relationship between School Leadership Behaviors and Mentoring

The relationship between school leadership behaviors and mentoring was assessed using SPSS. The results were shown in Table 7. It is indicated that there is a statistically significant relationship were present among school leadership behaviors and mentoring (r=.820**, *p*=.01) (Andrade, 2019). As well as, there is a positive direction of the relationship was present among them. It highlights that increase in school leadership

behaviors boosts mentoring practices. In contrast, a decrease in school leadership behaviors stops or hinders the mentoring practices. Thus, both work linearly.

4.2.2.2 Relationship between School Leadership Behaviors and Compensation, Incentives, and Recognition.

The other association is about how school leadership behavior relates to compensation, incentives, and recognition. This hypothesized relationship was analyzed using correlation analysis. The results were reported in Table 7. There is a positive significant relationship was present between school leadership behaviors and compensation, incentives, and recognition (r=.459**, *p*=.01). It indicated that increasing compensation, incentives, and recognition for teachers directly increases the school leadership behaviors. In other words, practicing or ensuring fair remuneration, opportunities for promotion, priority in promotion, and valuable prizes for excellence enhance the school leadership behaviors by the teachers.

4.2.2.3 Relationship between School Leadership Behaviors and Job Satisfaction

School leadership behaviors have a link with job satisfaction was another association being analyzed in SPSS. The results were reported in Table 7. It was found that there is a positive significant relationship was present among school leadership behaviors and job satisfaction (r=.568**, *p*=.01). It is described as job satisfaction among teachers boost by the increase in school leadership behaviors. In another way, Functioning smoothly, Effective communication, Building mutual respect, and other school leadership behaviors act as a booster of job satisfaction. These practicing behaviors when come to the real-life setting speed up the job satisfaction rate.

4.2.2.4 Relationship between School Leadership Behaviors and Working Conditions

The next hypothesized relationship that was further confirmed by correlation analysis includes school leadership behaviors and working conditions related to each other. The results reported that there is a statistically significant relationship was present among school leadership behaviors and working conditions (r=.649**, *p*=.01) (Table 7). As well, this positive type of relationship was present between them. It means if there are school leadership behaviors present. Then the working conditions such as a conductive

school environment, adequate teaching resources, and daily individual planning time will speed up or become common in the school setting or vice versa.

4.2.2.5 Relationship between School Leadership Behaviors and Collegial Relationships among Teachers

A collegial relationship among teachers supports or hindered by the school leadership behaviors was analyzed by correlation analysis. The results dictated that there is a positive significant relationship was present among school leadership behaviors and collegial relationships among teachers (r=.568**, *p*=.01) (Table 7). It is defined as involving teachers in decision making, supporting teachers towards school vision, effectively solving internal problems, and treating all teachers equally and other school leadership behaviors stronger the collegial relationship among teachers. In contrast, avoiding teachers in decision making, not supporting teachers towards school vision, and treating all teachers unequally like school leadership practices block the collegial relationship among teachers.

4.2.2.6 Relationship between Mentoring and Compensation, Incentives, and Recognition

The relationship between mentoring and compensation, incentives, and recognition was reported in Table 7. It can be seen that there is a positive significant relationship were present among mentoring and compensation, incentives, and recognition (r=.544**, *p*=.01). It means having no priority in promotion, no valuable prizes for excellence, and no other compensation, incentives, and recognition practices slower or stop mentoring practices or vice versa.

4.2.2.7 Relationship between Mentoring and Job Satisfaction

The job satisfaction link with mentoring was the other linkage being analyzed using SPSS. The results showed that there is a positive significant relationship was present among mentoring and job satisfaction (r=.581**, *p*=.01) (Table 7). It depicted that practicing mentoring like follow-up teachers' progress, fairly evaluating teachers, and supporting teachers directly enhances job satisfaction. Job satisfaction goes lower when there is a lack of mentoring practices.

4.2.2.8 Relationship between Mentoring and Working Conditions

The other association is about the linkage of mentoring and working conditions. The results were reported in Table 7. It was found that there is a positive significant relationship was present among mentoring and working conditions (r=.696**, *p*=.01). It can be described as working conditions like time reserved for collaboration or favorable workload supports the mentoring conditions (i.e., updating teachers on new changes in school management, encouraging communication across subjects).

4.2.2.9 Relationship between Mentoring and Collegial relationships among Teachers

The linkage between mentoring and collegial relationships among teachers was assessed by correlation analysis. It was highlighted that there is a positive significant relationship was present among mentoring and collegial relationships among teachers (r=.669**, *p*=.01) (Table 7). It means the incorporation of mentoring-related themes in the school setting enhances the collegial relationships among teachers. In other words, unwillingness to cover classes for others or not sharing ideas like collegial relationships among teachers restricts the mentoring practices (i.e., giving feedback to the teacher, follow-up teachers' progress, etc).

4.2.2.10 Relationship between Compensation, Incentives, and Recognition and Job Satisfaction

The other relationship that was assessed includes there is a relationship between compensation, incentives, and recognition, and job satisfaction. The results of correlation analysis give a positive significant relationship were present among compensation, incentives, and recognition, and job satisfaction (r=.683**, *p*=.01) (Table 7). It can be described as compensation, incentives, and recognition (i.e., outstanding teacher honored, opportunities for promotion) directly boosting the job satisfaction rate.

4.2.2.11 Relationship between Compensation, Incentives, and Recognition, and Working Conditions

Compensation, incentives, and recognition related to working conditions were analyzed in SPSS. The results were reported as there is a positive significant relationship was present among compensation, incentives, and recognition, and working conditions

(r=.623**, *p*=.01) (Table 7). It indicates that positive working conditions (such as a conducive school environment, adequate teaching resources, and daily individual planning time) speed up the rate of compensation, incentives, and recognition practices (i.e., opportunities for promotion, priority in promotion), directly.

4.2.2.12 Relationship between Compensation, Incentives, and Recognition and Collegial Relationships among Teachers

The correlation analysis further assessed the relationship between compensation, incentives, and recognition, and collegial relationships among teachers. The results indicated that there is a positive significant relationship was present between compensation, incentives, and recognition and collegial relationships among teachers (r=.527**, *p*=.01) (Table 7). In other words, enjoying working with colleagues, positive interactions, and other collegial relationships among teachers positively speed up the compensation, incentives, and recognition (i.e., certificates of appreciation for the teachers' hard work, outstanding teacher honored, and opportunities for promotion).

4.2.2.13 Relationship between Job Satisfaction and Working Conditions

The relationship between job satisfaction and working conditions was assessed by correlation analysis. It was found that job satisfaction had a positive significant relationship with working conditions (r=.775**, *p*=.01) (Table 7). It was dictated as working practices such as a conducive school environment, adequate teaching resources, daily individual planning time, time reserved for collaboration, and a favorable workload positively reinforce the job satisfaction level.

4.2.2.14 Relationship between Job Satisfaction and Collegial Relationships among Teachers

Correlation analyses further analyze the job satisfaction associated with collegial relationships among teachers. The results were reported in Table 7. It can be seen that job satisfaction had a positive significant association with collegial relationships among teachers (r=.575**, *p*=.01). it means enhancing the collegial relationships among teachers boost the job satisfaction level. In another way, satisfaction with the teaching job, free to choose the grade levels to teach, Satisfaction with working regularly, and Non-teaching responsibilities are reasonable were only be attained when the collegial

relationships among teachers were incorporated (i.e., willingness to cover classes for others, and sharing ideas).

4.2.2.15 Relationship between Working Conditions and Collegial Relationships among Teachers

The last association is about the relationship between working conditions and collegial relationships among teachers. The results reported that there is a positive significant relationship was present among working conditions and collegial relationships among teachers (r=.691**, p=.01) (Table 7). It can be described as positive working conditions enhancing the collegial relationships among teachers. Such as practicing daily individual planning time, the time reserved for collaboration, and a favorable workload enhance the positive interactions and sharing of ideas among teachers. However, negative working conditions slowed down the collegial relationships among teachers. Such as not having a conducive school environment, inadequate teaching resources, or unfavorable workload leads to the negative feeling about working with colleagues, negative interactions, and unwillingness to cover classes for others. The correlation results of all variables were found using SPSS, as shown in Table 10.

Table 10: Correlations Between Dependent Variables Influencing Teachers

	1	2	3	4	5
School leadership behaviors	-				
Mentoring	.520**	-			
Compensation, incentives, and recognition	.459**	.544**	-		-
Job satisfaction	.568**	.581**	.683**	-	
Working conditions	.649**	.696**	.623**	.775**	-
Collegial relationships among teachers	.568**	.669**	.527**	.575**	.691**

**Correlation is significant at the 0.01 level (two-tailed).

4.2.3 Multiple Linear Regression Analysis

Multiple Linear Regression is a statistical analysis used to check the prediction. In other words, it assesses whether the independent variables predict or affect the dependent variables. It uses two or more independent variables to predict the outcome of a dependent variable. Moreover, this technique enables analysts to determine the variation of the model and the "relative contribution of each independent variable in the total variance" (Tranmer & Elliot, 2008). In this study, multiple linear regression was performed to explain the variance in the dependent variable (i.e., school leadership behaviors) as explained by the independent variables (i.e., mentoring; compensation, incentives, and recognition; job satisfaction; working conditions; and collegial relationships among teachers). Table 11 presents the coefficient estimate, showing the regression coefficient and the level of significance (*p*-value) of each of the dependent factors.

Table 11: Multiple Linear Regression to Explain the Variance in the Dependent Variable (School Leadership Behaviors)

| Model | Coefficients[a] | | | | |
| | Unstandardized coefficients | | Standardized coefficients | | |
	B	Std. error	Beta	T	Sig.
(Constant)	.373	.068		5.488	.000
Mentoring	.730	.042	.734	17.469	.000
Compensation, incentives, and recognition	-.084	.040	-.082	-2.071	.039
Job satisfaction	.136	.050	.132	2.749	.006
Working conditions	.110	.053	.108	2.051	.041
Collegial relationships among teachers	-.026	.035	-.031	-.748	.455
Dependent variable: School leadership behaviors					

4.2.3.1 School Leadership Behaviors and Mentoring

The first prediction that was analyzed in current research is how mentoring affects school leadership behaviors. It can be either a positive or negative way. The results were analyzed by Multiple Linear Regression using SPSS. The regression results were reported in Table 8. It was found that mentoring was a significant predictor of school leadership behaviors (t=17.469, p=.000, p<.05) (Andrade, 2019). It can also describe as the school leadership behaviors positively affected by the mentoring practices. In another way, mentoring practices like offering teachers professional development, conducting regular workshops, guiding teachers in planning lessons, updating teachers on new changes in school management, and encouraging communication across subjects positively reinforce the school leadership behaviors. In contrast, not functioning smoothly, ineffective communication, and no mutual respect like school leadership behaviors was formed by the lack of mentoring practices. The co-efficient describes the relative strength of the prediction. Unstandardized coefficient (B) explains the slope of the line between the independent variable and dependent variable. However, the standardized coefficient (β) compares the strength of prediction among independent variables and dependent variables (Schneider et al., 2010). It can be seen that the current

unstandardized coefficient (B) significantly explains the slope of prediction (B=.730, S.E=.042, β=.734) (Table 8). As the unit 1 increase in mentoring there is an increase in school leadership behaviors by .730 units.

4.2.3.2 School Leadership Behaviors and Compensation, Incentives, and Recognition.

The second variance was analyzed among school leadership behaviors and compensation, incentives, and recognition. The results of multiple regression analysis reported that compensation, incentives, and recognition significantly predict the school leadership behaviors (t=-2.071, p=.039, p<.05) (Andrade, 2019). It indicates that the school leadership behaviors were negatively affected by the compensation, incentives, and recognition. In other words, increasing the fair remuneration, certificates of appreciation for the teachers' hard work, outstanding teacher honors, and other compensation, incentives, and recognition actions decrease the effective solution of internal problems, integrity through actions, care about the welfare of teachers and other types of school leadership behaviors. The current unstandardized coefficient (B) significantly reported the relative slop of the prediction line among the independent variable and dependent variable (B=-.084, S.E=.040, β=-.082) (Table 8). It was described as non-linear slop of relative prediction (Kumari & Yadav, 2018). As the unit 1 increase in compensation, incentives, and recognition there is a decrease in school leadership behaviors by .084 units.

4.2.3.3 School Leadership Behaviors and Job Satisfaction.

The other prediction that was assessed includes how job satisfaction affects school leadership behaviors. This was also analyzed in multiple regression analysis. The results were reported in Table 8. It reported that job satisfaction is not significantly predicted or explain variance among school leadership behaviors (t=2.749, p=.006, p>.05). Thus, it was found that appreciable recognition and respect from friends, appreciable recognition and respect from students and parents, and no hard time dealing with student discipline or other behaviors didn't affect or interact with the school leadership behaviors (i.e., effectively solve internal problems, treat all teachers equally, and integrity through actions).

4.2.3.4 School Leadership Behaviors and Working Conditions

It was assumed that the variance in school leadership behaviors was explained by the working conditions. The results of multiple linear regression reported that the statistically significant variance in school leadership behaviors was explained by the working conditions (t=2.051, p=.041, p<.05). It means the working conditions positively affect the school leadership behaviors. Such as working scenarios like conducive school environment, time reserved for collaboration, and favorable workload positively inherent the school leadership behaviors like allowing teachers to voice their concerns and opinion, and care about the welfare of teachers. The unstandardized coefficient (B) among school leadership behaviors affected by working conditions significantly varies in a linear order (B=.110, S.E=.053, β=-.031) (Table 8). It means a unit increase in working conditions made a .110 unit increase in school leadership behaviors.

4.2.3.5 School Leadership Behaviors and Collegial Relationships among Teachers

The last prediction that was analyzed includes the collegial relationships among teachers as a predictor of school leadership behaviors. The results were reported by multiple linear regression using SPSS (Table 8). It was found that collegial relationships among teachers didn't significantly predict school leadership behaviors (t=-.748, p=.455, p>.05). It was described as building mutual respect, supporting teachers towards school vision, involving teachers in decision making, and other school leadership behaviors remain unaffected by enjoying working with colleagues, positive interactions, sharing ideas, and other collegial relationships among teachers.

The standardized coefficient (β) compares the relative strength of prediction (Kumari & Yadav, 2018). Thus, among the stronger prediction effect, mentoring (β=.734) had stronger relative strength of prediction as compared to compensation, incentives, and recognition (β=-.082), and working conditions (β=.108) explaining school leadership behaviors.

The overall model prediction explains significant variance (t=5.488, p=.000, p<.05) (Andrade, 2019). It means the overall model constant term positively predicts the variances among school leadership behaviors. The coefficient measurement was also

made for the overall prediction (Table 8). It can be seen that the unstandardized coefficient (B) significantly varies in a linear order between variances among school leadership behaviors (B=.373, S.E=.068). It means the slope of prediction varies linearly.

4.3 Qualitative Analysis

This section discusses the data obtained through the interviews that were analyzed using NVIVO software. It also provides the established themes and discusses the answers to the following three research questions:

2. What school leadership behaviors contribute to teacher turnover?

3. What school leadership behaviors contribute to teacher retention?

4. What suggestions and recommendations have been made by school teachers to enhance teacher retention and reduce teacher turnover?

The findings are summarized and presented in figures and graphs. Tables 12 and 13 show the main emerging themes among the participants for each research question and the number of times the theme was discussed.

This study sought to explore the personal and teacher-related factors that contribute to teacher turnover. Of the participants, 35% cited poor relationships among teachers as a contributing factor to increased turnover.

4.3.1 Research Question 2: What School Leadership Behaviors Contribute to Teacher Turnover?

Table 12 presents School leadership-related factors that are contributed to teacher turnover.

Table 12: Factors Contributing to Teacher Turnover

Theme	How many participants discussed it	Total number of times it was discussed
Factors contributing to teacher turnover	9	222
School leadership-related factors	9	171
- Workload	9	35
- Lack of appreciation	9	23
- Unfair treatment and favoritism	8	27
- Lack of support and understanding	7	16
- Poor communication with leadership	6	21
- Poor work–life balance	6	9
- Lack of incentives and promotions	6	7
- Not being heard and involved	5	11
- Lack of mutual trust	5	7
- Mean, disrespectful leadership	4	4
- Lack of autonomy	3	5
- Lack of flexibility and opportunity to be creative	1	5
- Changing principals and lack of consistency	1	1

4.3.1.1 School Leadership-Related Factors

The findings established that workload and lack of appreciation were the most prevalent school leadership-related factors contributing to teacher turnover, with nine respondents discussing each factor. Moreover, eight participants mentioned unfair treatment and favoritism as school leadership-related factors contributing to teacher turnover. Seven participants discussed a lack of support and understanding of their roles as likely contributing to teacher turnover. School leadership factors with lesser weight, but which were still discussed as substantial factors contributing to teacher turnover included poor communication with school leadership and poor work–life balance. Each of these factors was discussed by six respondents. Another relevant factor was the lack of incentives and promotions; for example, Interviewee 6 stated the following:

When a teacher feels that there is no promotion, the teacher begins looking for a better job with a higher salary and more advantages. There are some teachers who find jobs on the ALEF platform, okay, establishment. They can get jobs there with higher salaries, and they move, because I know some people who have moved, right?

Again, a lack of flexibility is common with leaders who do not acknowledge employees' contributions to the institution's development. Technically, not being listened to or involved in decision making was also a significant contributor to teacher turnover. For instance, Interviewee 5 stated, "If the administration is keen to help you progress in your professional development, I think this is a particular reason for people to stay. But some principals are not interested in that".

Lack of mutual trust was also mentioned as a factor that contributes to teacher turnover, as discussed by five participants. Similarly, four participants stated that mean and disrespectful leadership contributes to a teacher's intention to change schools. As such, the teachers expressed their desire to have a working environment that provided recognition of their work and fostered mutual trust. Generally, the teachers preferred a collaborative leadership style that acknowledged and rewarded progress. For instance, Interviewee 2 noted the following:

Yes, appreciation and honor—we are definitely appreciated. We are always receiving appreciation letters, certificates, or just a gift to say that we are thought of and honored for our contribution to the school, the country, and the development of the students, and we are grateful for that.

This participant also discussed lack of authority and the lack of opportunity to be creative as significant factors contributing to teacher turnover. Moreover, a constant change of principals and lack of consistency in the school's rules and leadership decisions were among the other factors said to contribute to teacher turnover. Interviewee 7 stated the following regarding leadership and its influence on teacher turnover:

> I think, leadership that is unbiased… those are the people [who] keep teachers in [the] profession and who listen to the teachers and work collaboratively together. You know, they make them part of decision making.

School leadership-related factors that contribute to teacher turnover

- Changing principals and lack of consistency: 1
- Lack of flexibility and opportunity to be creative: 3
- Lack of autonomy: 3
- Mean and disrespectful leadership: 4
- Lack of mutual trust: 5
- Not being listened to and involved: 5
- Lack of incentives and promotions: 6
- Poor work-life balance: 6
- Poor communication with leadership: 6
- Lack of support and understanding: 7
- Unfair treatment and favouritism: 8
- Lack of appreciation: 9
- Workload: 9

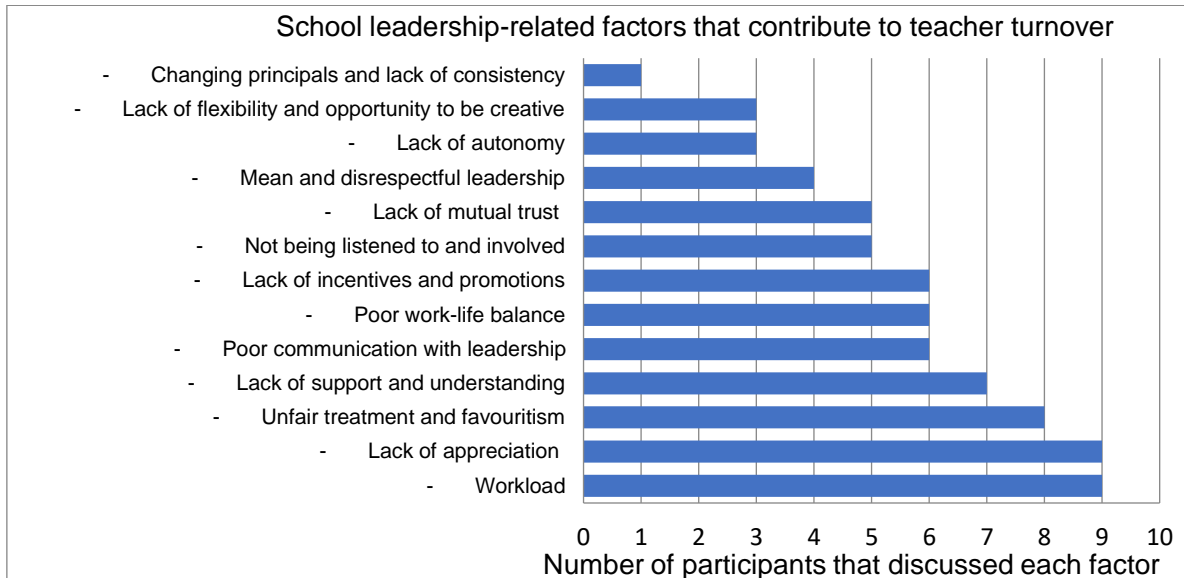*Number of participants that discussed each factor*

Figure 3: School Leadership-Related Factors that Contribute to Teacher Turnover

Thus, the present research has found many school leadership-related factors (Figure 3) that can lead to the turnover of teachers, including lack of consistency in leadership (i.e., the principal), lack of flexibility and the opportunity to be creative, lack of autonomy, mean and disrespectful leadership, lack of mutual trust, not being listened to and involved, lack of incentives and promotions, poor work–life balance, poor communication with leadership, lack of support and understanding, unfair treatment and favoritism, and workload. All of these factors can contribute to increasing teachers' turnover in a school, and school leaders must address them to retain the teachers. Most importantly, teachers intend to leave a school when they feel a lack of appreciation, and when their workload is high. The quantitative analysis found that compensation, incentives, and recognition can lead to teachers' turnover.

4.3.2 Research Question 3: What School Leadership Behaviors Contribute to Teacher Retention?

The third research question investigated the school leadership behaviors that influence teacher retention (Table 13). The factors discussed below were used to examine this question.

Table 13: Factors Contributing to Teacher Retention

| Theme	How many participants discussed it	Total number of times it was discussed
Factors contributing to teacher retention	8	115
School leadership-related factors	8	81
- A sense of trust and support from leadership	7	18
- Being listened to and involved	7	11
- Being praised, appreciated, and rewarded	6	9
- Fair treatment	5	9
- Having autonomy	5	8
- Realistic workload and time to rest	4	11
- Approachable, friendly leaders	4	6
- Good and effective communication with leadership	45	6
- Involved, hard-working leaders	3	3
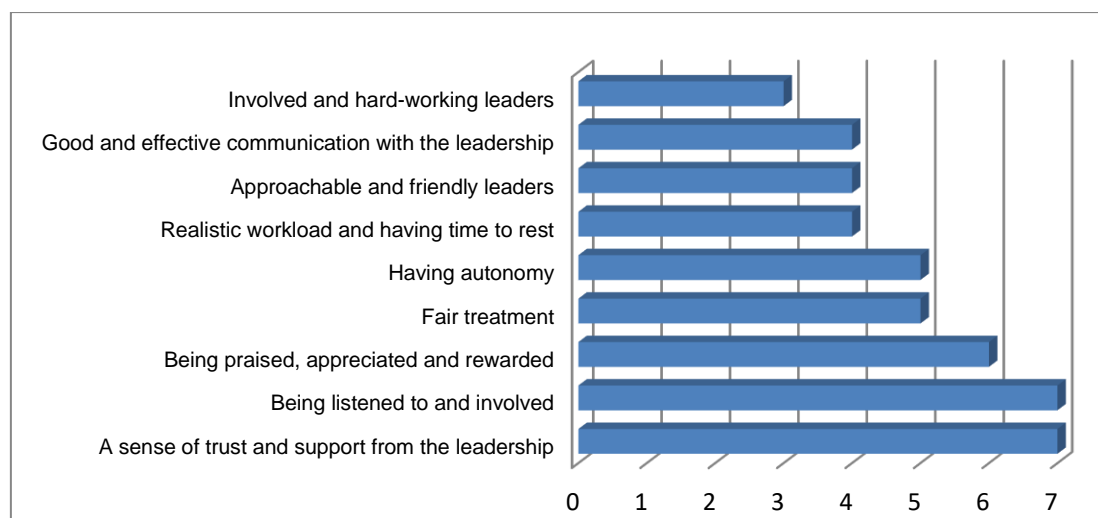
Figure 4: School Leadership-Related Factors that Contribute to Teacher Retention

Figure 4 shows the school leadership-related factors that were found to contribute to teacher retention. Seven participants indicated that a sense of trust and support from school leadership were significant factors influencing teacher retention. Moreover, seven participants agreed that listening to and being involved in administration and institutional matters were powerful influencers in this regard. Six participants mentioned that being praised, appreciated, and rewarded were significant leadership factors that influenced teacher retention. Other leadership factors mentioned included fair treatment, autonomy, realistic workload, time to rest, and approachable and friendly leaders. Finally, effective communication with leaders was another crucial factor identified by the participants. However, the hard work of school leaders was the least important leadership-related factor contributing to teacher retention.

4.3.3 Research Question 4: What Suggestions and Recommendations have been Made by School Teachers to Enhance Teacher Retention and Reduce Teacher Turnover?

The fourth research question investigated the suggestions and recommendations by school teachers to enhance retention and reduce turnover intention. These recommendations were derived from the discussions of the participants (Table 14).

Table 14: Teacher Turnover: Personal and Teacher-Related Factors and Institutional Factors

| Theme	How many participants discussed it	Total number of times it was discussed
Personal and teacher-related factors	8	29
- Poor relationships among teachers	6	10
- Burnout and poor mental health	5	13
- Poor physical health	4	4
- Poor communication and/or relationships with parents	2	2
Institutional factors	7	20
- Language and cultural barriers	4	7
- Students are not prioritized	3	5
- Limited training and professional development opportunities	3	4
- Staff shortages	2	3
- Unstable situation and lack of contracts	1	1
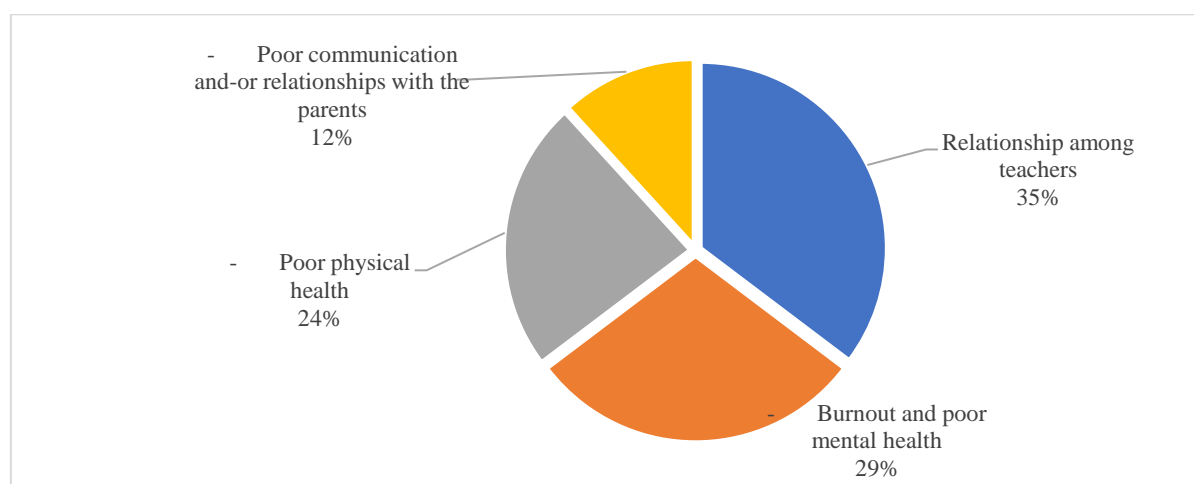
Figure 5: Personal and Teacher-Related Factors Contributing to Teacher Turnover

Figure 5 shows that burnout and poor mental health were mentioned as factors that contributed to teacher turnover by 29% of the participants. Another 12% of the participants reported poor communication or poor relationships between the teachers and the parents as significant factors. In this regard, some participants took extra measures to

heal communication rifts between parents and teachers. For example, Interviewee 3 stated the following:

> I have these WhatsApp groups to contact them for any problem, anything I want, like if the students are assigned a project, if they have exams… I really find that effective.

4.3.3.1 Institutional Factors Contributing to Teacher Turnover

This study also examined how institutional factors contribute to teacher turnover. The NVIVO codes that Excel quantified are provided in Figure 6 Language and cultural barriers were the most significant factors contributing to teacher turnover, as indicated by 31% of the participants.
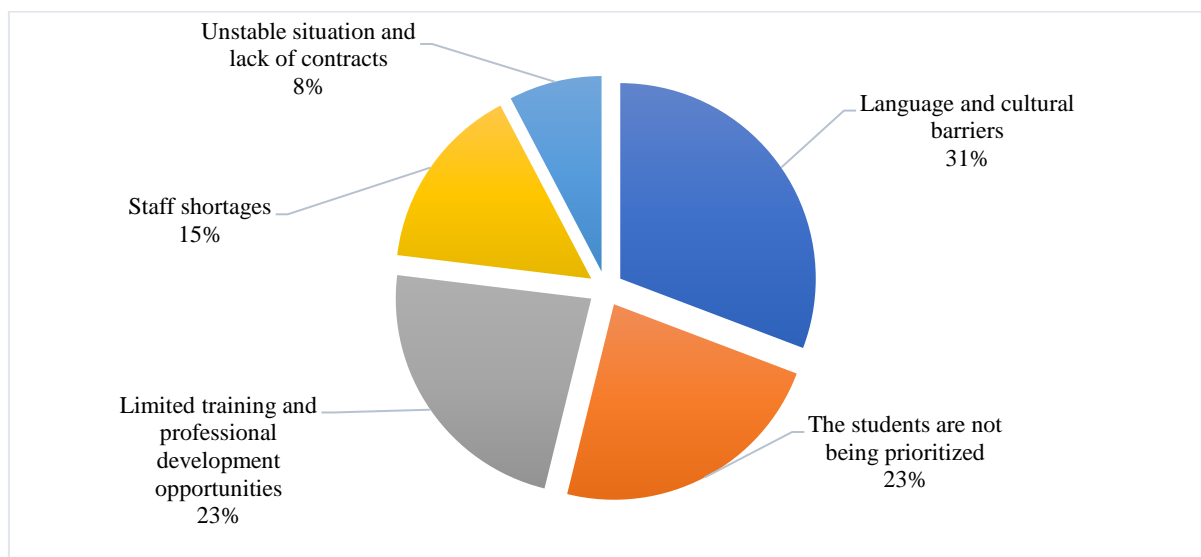

Figure 6: Institutional Factors Contributing to Teacher Turnover

The two institutional factors that had the greatest impact on teacher turnover were a lack of student prioritization and limited training and a lack of professional development opportunities for teachers, each identified by 23% of the participants. Finally, 15% of the participants indicated staff shortages, while 8% reported unstable situations and a lack of contracts as substantial factors contributing to teacher turnover.

All the factors shown above can increase the turnover of teachers, and the interviewees recommended that consideration should be given to all institutional and

personal factors to reduce their effects. Specifically, language and cultural barriers should be reduced, there should be no shortage of staff, students should be prioritized, and training and professional development opportunities should be initiated (Table 15).

Table 15: Teacher Retention: Personal and Teacher-Related Factors and Institutional Factors

Theme	How many participants discussed it	Total number of times it was discussed
Personal and teacher-related factors	7	25
- Personal drive, passion, and energy	6	10
- A relationship of mutual trust, respect, and support among teachers	4	7
- Good relationships with students	2	5
- Good communication and relationships with parents	2	2
- Supportive family	1	1
Institutional factors	5	9
- Professional development opportunities	3	3
- Financial stability	2	3
- A culture of prioritizing students	2	2
- Promotion opportunities	1	1

4.3.3.2 Personal-Related Factors Contributing to Teacher Retention

Personal factors have a significant impact on teacher retention (Figure 7). Of the participants, 32% reported that individual- and teacher-related factors played a crucial role in teacher retention; 27% reported that personal drive and energy influenced teacher retention; 8% indicated that a relationship of mutual respect, trust, and support among the teachers was crucial; and 9% cited that an excellent teacher-student relationship influences teacher retention. Similarly, 9% of the participants said good communication and a strong relationship with the parents are crucial in influencing retention rates. Support from families was considered the least important factor, as it was only mentioned by 5% of the participants.
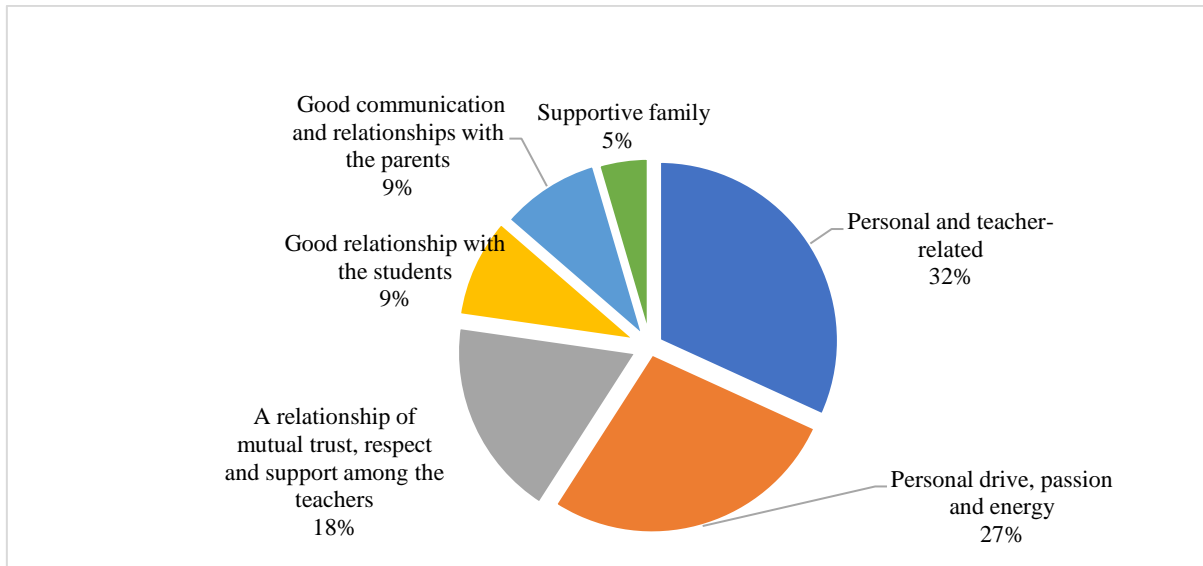
Figure 7: Personal and Teacher-Related Factors Contributing to Teacher Retention

4.3.3.3 Institutional Factors Contributing to Teacher Retention

Institutional factors were found to play a significant role in influencing teacher retention as it shown in Figure 8. Of the participants, 39% reported that institutional factors influenced teacher retention, while 23% indicated that professional development opportunities were crucial in this regard. Financial stability was also reported to be a critical factor by 15% of the participants. Only 8% of the participants indicated promotional opportunities as a crucial factor that influences teacher retention.
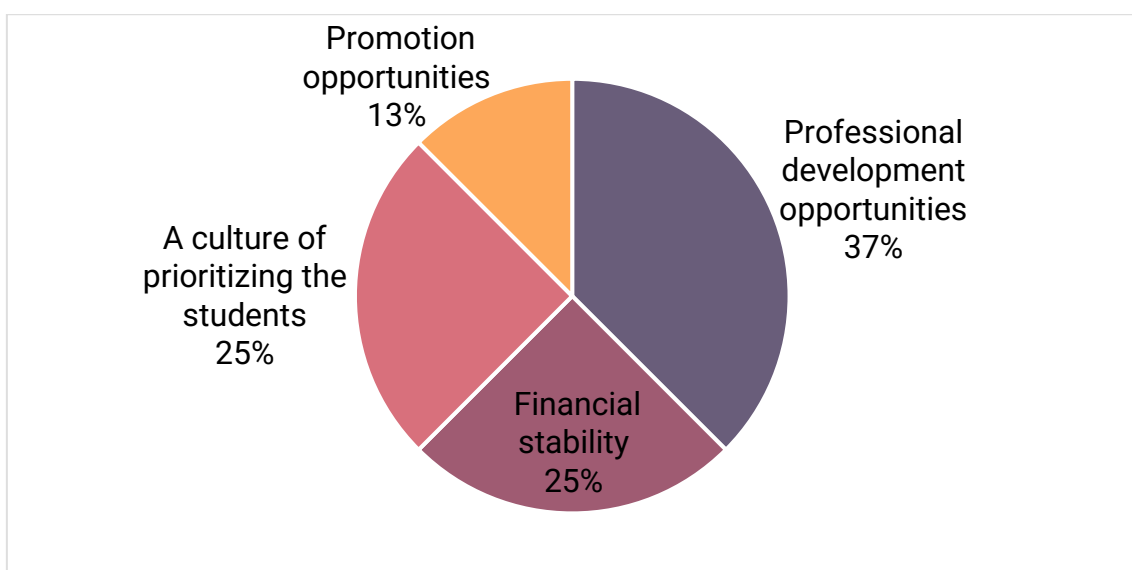

Figure 8: Institutional Factors Contributing to Teacher Retention

Specifically, Interviewee 2 stated that the relationship between school leadership and teachers contributes significantly to a teacher's retention intentions, as teachers are interested in developing their professional skills to better contribute to the institution's goals.

All the factors shown above can enhance the retention of teachers, and the interviewees recommended that consideration should be given to all institutional and personal-related factors to reduce retention rates among teachers who are valuable assets of the school. Those factors identified as enhancing retention include a culture of prioritizing students, promotion opportunities, the financial stability of the institution, and the inauguration of professional development opportunities. Moreover, the interviewees recommended that some personal factors can also enhance performance, including family support, personal drive, passion, and energy, good relationships with students, and a relationship of mutual trust, respect, and support among the teachers.

4.4 Summary

This chapter presented the findings of the self-reported data collected from teachers on what they believe are the most impactful school leadership behaviors and personal and institutional factors that contribute to teacher turnover and retention. The study made use of quantitative and qualitative data analysis methods to address the various themes. Specifically, quantitative analysis was used to establish school leadership behaviors and causal factors. Although all the factors were found to have a positive relationship with school leadership, mentoring had the most significant relationship ($r =. 820$). This was followed closely by compensation, incentives, and recognition ($r = .649^{**}$), while working conditions were found to have the weakest correlation with school leadership behavior ($r = .459$). The remaining research questions were qualitatively answered.

To answer the question on the personal and system-related factors that influence teacher turnover, the majority of the participants (35%) cited poor relationships among teachers. Only 12% of the participants reported poor communication or poor relationships between the teachers and the parents as significant factors impacting teacher turnover. This implies that some teachers may need to do more to prevent a

communication breakdown between themselves and the parents. Regarding the effect of school leadership behavior, the results revealed that a lack of teacher appreciation and a high workload significantly contribute to teacher turnover. Constantly changing school principals and a lack of consistency in the school leadership were found to contribute the least to turnover intentions.

Finally, the qualitative analysis of the final research question on school leadership behaviors and teacher retention established that a sense of trust and support from the school leadership, as well as listening to and being involved in the administration, were the most important influencing factors. School leaders' hard work was found to have the least impact. In the end, the teachers recommended that consideration should be given to all personal and institutional-related factors that can reduce turnover and increase the retention of teachers.

Chapter 5: Discussion

5.1 Introduction

This chapter consists of five sections. The first comprises a summary of the research. The second presents a discussion of the findings and compares them with those of previous studies on similar themes. The subsequent sections include recommendations for areas of further study and the implications of the current study for practice in the field of education. The last section presents the conclusions of this research.

5.2 Study Summary

This study was carried out based on the problem, background, and study motivations outlined in Chapter 1. The interest factors that led to the formulation of the four study questions are leadership behaviors and other factors contributing to teacher retention and turnover in the United Arab Emirates. Specifically, the study questions were as follows: (1) What personal and system-related factors influence teacher turnover in UAE schools? (2) What school leadership behaviors contribute to teacher turnover? (3) What school leadership behaviors contribute to teacher retention? (4) What suggestions and recommendations have been made by schoolteachers to enhance teacher retention and reduce teacher turnover?

5.3 Discussion

The following presents a discussion of the findings presented in the previous chapter.

Question 1: What personal and system-related factors influence teacher turnover in UAE schools?

The first research question examines the personal and system-related factors that can influence teacher turnover in UAE schools. The answer to this research question was found by empirical investigation of data gathered by questionnaire. The study has identified and enumerated the relevant factors, including mentoring, working conditions, job satisfaction, collegial relationships among teachers, compensation, incentives, and recognition. Among these factors, job satisfaction and collegial relationships among teachers are personal factors, whereas, mentoring, working conditions, compensation,

incentives, and recognition, are system-related factors that can influence the turnover of teachers.

As expected, school leadership behavior and mentoring exhibited a positive and significant relationship with teacher retention in the current study. In schools, mentoring efforts contribute to increased teachers' job satisfaction and prepare teachers to become future leaders within learning institutions. Consequently, they can significantly influence school leadership behaviors. School principals, in most cases, are responsible for providing mentorship programs to their teachers. Ingersoll and Jeffrey (2004) identified a positive relationship between teacher mentorship and teacher retention since exposing teachers to mentorship programs sharpens their skills; therefore, they tend to remain in service for a longer time, reducing the rate of teacher turnover. Khumalo (2018) further demonstrated that school leaders who mentor their deputies and other teachers ensure that they initiate a process of building the second tier of school leadership, thereby planning for leadership succession in schools.

The findings demonstrate a significant relationship between leadership and compensation, incentives, and recognition. School leadership should ensure that there is fairness in the promotion of teachers who are highly evaluated and that teachers' diligent work is recognized through awards, such as certificates, and fair remuneration. This finding is in line with a previous study by Muguongo et al. (2015), who found that compensation, incentives, and recognition are directly related to teachers' productivity and that a teacher whose efforts are recognized and rewarded by administrators tends to remain in long-term service. Other rewards might come in the form of valuable prizes, thus making teachers feel that their efforts are not in vain. Furthermore, school leaders should focus on.

A positive and significant relationship between job satisfaction and school leadership behaviors was established in this study, corroborating the same finding by Tek (2014) in a previous study. Good leadership supports, encourages, mentors, and facilitates teachers in their service, thus reducing the rate of teacher turnover. In accord with Herzberg's two-factor theory of motivation, measures taken by the school leadership impact teachers' job satisfaction since school management is vital to any task

undertaken at learning institutions and such measures positively or negatively influence the experiences of teachers. The reason for this influence could be a healthy relationship between teachers and school administrators.

These findings the same as those of a study by Çoğaltay and Karadağ (2016), which confirmed a strong positive relationship between the two factors. When constructive leaders have a positive attitude toward their staff, they will always value and support them, as well as help them to solve their problems effectively. Taken together, these result in the employees' success and, hence, increased job satisfaction. Job satisfaction results in teachers' and learners' well-being, general cohesion within learning institutions, and enhanced status in the teaching profession. Moreover, a high level of job satisfaction lowers the rate of teacher turnover. Conversely, lower job satisfaction can lead to high turnover intention. In sum, school leaders need to pay attention to the factors that can reduce the turnover of teachers.

The findings established that collegial relationships exert an insignificant influence on school leadership behaviors (p-value = 0.455). Positive gender relations in a school may define teachers' intention to quit or remain. Elsewhere, a study by Shah (2012) on the importance of teacher collegiality to learning institutions suggested that teacher collegiality is essential in supporting the professional growth and development of educators, as well as enhancing their job satisfaction.

Moreover, where teachers enjoy healthy collegial relationships, they show commitment to the institution and teaching profession, leading to improvements in the quality of the school and student performance. As such, strong collegial relationships between female and male teachers lead to overall teacher satisfaction, systematic assistance to beginning teachers, adaptability to future changes, increased efficiency in accessing and preparing instructional materials, efficient communication, increased capacity for reflection, willingness to offer assistance, organizational responsiveness, and generally positive attitudes toward teaching practice.

A study by Clement and Roland (2001) established that such relationships allow free discussion of personal issues affecting teachers regarding their teaching. They also allow teachers to work independently, thereby reducing the rate of teacher turnover.

Where such relationships are weak, teachers are likely to be dissatisfied, resulting in a mass exodus of teachers from schools. As might be expected, it was found that the relationship between leadership behavior and mentoring factors for teachers is significantly strong and positive and leads to low turnover rates. Moreover, Clayton et al. (2013) highlighted that when teachers are allowed to share their experiences and their leaders can provide meaningful feedback, the bond between them grows stronger. Mentorship programs are vital in strengthening the bond between teachers and their leaders, and this reduces the rate of teacher turnover.

The multiple linear regression analysis of causal factors' influence on leadership behavior revealed that while all other variables had a significant effect on school leadership behavior, collegial relationships among teachers did not contribute much. These findings are consistent with Clement and Roland (2001) study, which demonstrated that collegial relationships among teachers are not dependent on school leadership; rather, they are dependent on individual teachers' freedom. Teachers are at liberty to share their personal experiences with others without leaders' restrictions. Collegial relationships allow teachers to work independently since teachers may interact with their peers at will.

In workplaces, employee compensation, incentives, and recognition are always related to productivity. Similarly, in the school environment, the study expected that better compensation, incentives, and recognition enjoyed by teachers would signify effective school leadership. The results, however, revealed that these causal factors of turnover are negatively related to school leadership behavior. Compensation in schools entails tangible and intangible rewards to teachers by employers and school management. Muguongo et al. (2015) argued that tangible rewards are incentives given to teachers for a job well done as a way of unlocking their potential. Recognition is intangible congratulatory appreciation for teachers' outstanding work. The findings of the current study, however, showed that these intangible and tangible rewards are factors in ensuring low teacher turnover in schools.

The collegial relationships among teachers are personal factors that school leaders cannot handle and which can lead to greater turnover intention of teachers. Similarly,

compensation, incentives, and recognition are system-related factors that can increase the turnover intention of teachers. Moreover, the researcher expected that poor relationships among teachers would contribute significantly to teacher turnover. Indeed, the study established that this was the most dominant factor, cited by 35% of teachers. The reason behind the effect of poor relationships on turnover can be explained by how it discourages teachers from carrying out school activities since they may be frustrated by others. Shah (2012) discovered a similar implication that strong teacher relationships, personal satisfaction, and systematic support for beginners' adaptability to future changes can ensure teachers' job satisfaction, making them stay with a specific school for a long period. Where teachers help their colleagues to efficiently access and prepare instructional materials, when coupled with efficient communication, increased capacity for reflection, willingness to offer assistance, and organizational responsiveness, the general positive attitude toward teaching practice increases.

Question 2: What school leadership behaviors contribute to teacher turnover?

The second research question highlights the school leadership behaviors that can lead to teacher turnover in UAE schools. The answer to this research question was found by using a qualitative approach.

One of the most important findings regarding the influence of leadership factors on teacher turnover was the effect of teacher workload. Where school leaders subject teachers to high workloads, schools register unwanted teacher turnover since high workload is associated with teacher exhaustion, over-engagement, and overcommitment, as established in the current study. As shown in the findings of Urick (2012), teachers spend long hours in school due to the large amount of work they are supposed to cover. According to Urick, high teacher workload is an indication of low payment and lack of recognition, increasing the rate of teacher turnover in schools.

Another leadership behavior that significantly contributed to teacher turnover in this study is a lack of appreciation. This finding was confirmed by Interviewee 6, who indicated that teachers who feel frustrated due to not receiving a promotion or salary increments are forced to look for an alternative source of income. The desire for appreciation in terms of good salaries, promotions, and other incentives pushes teachers

to look for well-paying jobs elsewhere. A similar scenario was echoed in the study by Ezekiel (2013), positing that teachers stay in service for a long time without a salary increment or promotion, and after promotion, it takes even longer before their salaries are increased. This pushes teachers to leave the profession for other well-paying jobs, increasing the rate of teacher turnover.

Teaching is one of the most demanding professions. Teachers are expected to spend a great deal of time in school dealing with students and their needs, while, at the same time, their family relations also need them. In this study, poor work-life balance was pointed out as a major reason for teacher turnover. Work-life balance is a comfortable state of balance between teachers' responsibilities at school and their personal life. A study by Al Kabir and Tirno (2018) asserted that demands in service should not disrupt a teacher's personal life by interfering with how they relate to others after work. Other studies have established that a poor work-life balance results in disharmony between career demands and personal life, necessitating teacher turnover.

Various decision-making circumstances periodically arise at learning institutions. The decisions impact directly or indirectly on the welfare of teachers, and the sooner the school leadership acknowledges this, the earlier they stand to benefit. The present study showed that teachers value being included in decision-making; failure to do so invites incipient teacher dissatisfaction and intentions to leave. Some of the factors that explain teachers' discontent when they are not involved may include a lack of a sense of ownership, self-efficiency, and workplace democracy. This finding is consistent with the study which revealed that teachers more easily comply with decisions that they were involved in making than with those in which they were not. In other instances, teachers have rebelled against decisions school leaders made without inviting their teachers' input, resulting in disciplinary issues and, hence, increased turnover.

In terms of mutual trust between teachers and school leaders, the study found a significant influence on teacher turnover. A lack of trust between school leadership and teachers breaks down communication and instructional support, causing tension in schools. This finding is consistent with that of Hanselman et al. (2016), who indicated that trust between teachers and school leaders creates a foundation to mitigate future

uncertainties within institutions, noting that in school settings where it is lacking, teachers are likely to look elsewhere for it.

School leadership should foster unity and togetherness in all facets of the institution. Leadership is the force that links the institutional strategic plan, vision, mission, and core values with the internal and external stakeholders (Huber & Muijs, 2010). Therefore, the performance of any institution is entrusted to the creativity, fairness, and prowess of the leadership (Huber & Muijs, 2010). The present research specifically explored leadership behaviors that contribute to teacher turnover in the United Arab Emirates. Nine participants noted unfair treatment and favoritism as common leadership-related factors contributing to teacher turnover. According to Leithwood et al. (2020), favoritism is defined as recognizing the undeserving. Therefore, unfair treatment and favoritism by the leadership foster a hostile environment between the deserving and the undeserving, an environment that accommodates anger, resentment, fights, and unfair competition (Leithwood et al., 2020). The opposite of a hostile environment is an empowering one that promotes cooperation and trust within institutions. The sentiments expressed in Interviewee 4's response confirm the importance of positive leadership:

> Supporting and listening to teachers: I found that some principals were very open to it. One principal at a school that I worked in for four years, the longest school I worked in, for four years. She served as a mother to her teachers. And when I say that she served as a mother to her teachers, I mean that if one of the teachers had a problem with her workload or needed to do something with her children, when I began my doctoral program, she would modify and adjust people's schedules to help teachers with their own personal lives. And sometimes it would come to the cost of extra work for her or the vice principal, but she put that time in to make sure that her staff was supported.

Favoritism shown by leaders in any organization is not only immoral but should also be illegal (Kamales & Knorr, 2019). It destroys morale and creates hatred that may force some employees to neglect duties or underperform. Together with discrimination, favoritism in a workplace fosters worry, sullenness, fear, anger, and jealousy (Erdem et

al., 2020). Discrimination, in turn, leads to a lack of productive relationships, poor communication, and mutual disrespect. It is unlikely for employees in an unfair working environment to assume care for the seniors, operate under flexible terms, or enjoy adequate incentives (Kamales & Knorr, 2019). Consequently, such institutions are likely to experience high turnover originating from the principals and teachers being focused on productivity and growth. Another factor is that unfair working environments provide confused operational mechanisms whereby some leaders or teachers may experience instances of not being involved in institutional programs or not receiving sufficient respect from the teachers and parents.

Disengagement between the school leadership and teachers results in a waste of institutional resources and time. Leadership that cannot engage its employees generates a costly working environment, and instead of progressing, the organization experiences workplace disruption and stagnation (Shaw et al., 2020). Disengagement among the teachers and the institution tends to have a further trickle-down effect on students and parents (Mostafa et al., 2021). Since collaboration is greatly reduced, the parents become credulous when receiving negative information from their children regarding existing rivalries in the institution (Mostafa et al., 2021), leading to reduced parental satisfaction with the school. In such an environment, collaboration tends to suffer, and individuals become irresponsible (Mostafa et al., 2021). Disengaged teachers then become less motivated and, finally, quit.

It is human nature to appreciate rewards given to us. When an employee performs in an exemplary fashion, appreciation from the leadership usually acts as a motivating factor to perform even better in the future. The findings of the study on rewards were as expected: they significantly contribute to teacher turnover. Factors such as poor pay demoralize teachers into seeking other fields that offer greater rewards. To counter turnover, Kosi (2015) suggested that recognition for good performance by school leadership would motivate teachers to continue offering their services within the school. In rewarding teachers, school leaders fulfill the requirement of enhancing teachers' job satisfaction. Intrinsic motivators, such as good salaries, are among the forms of rewards. School leaders might also organize teacher trips as an appreciation reward.

There are many factors related to school leadership behaviors that can lead to the turnover of teachers in schools. The factors that this research has highlighted include high workload, lack of appreciation, unfair treatment and favoritism, lack of support and understanding, poor communication with leadership, poor work–life balance, lack of incentives and promotions, and not being heard and involved. Involvement in institutional matters facilitates teachers' creativity and provides a sense of involvement in decision-making, leading to a degree of satisfaction. Buchanan et al. (2013) similarly established that a lack of teacher authority and opportunities to be creative demotivate teachers, pushing them to opt for other employment opportunities.

Question 3: What school leadership behaviors contribute to teacher retention?

The third research question highlights the school leadership behaviors that can lead to teacher retention in UAE schools. The answer to this research question was found by using a qualitative approach.

Schools certainly like to retain their best teachers. The management must therefore make efforts to ensure they retain these teachers by ensuring their behavior does not negatively impact them. Trust and support from the school administrators motivate teachers to continue offering their services within a given work situation, as revealed by the findings of the current study. Supportive leadership consistently ensures the continued commitment of teachers to serve. As Gordon (2018) affirmed, employees' intention to leave service is a direct reflection of unsupportive leadership. School leaders' acts of support and trust increase job satisfaction among teachers, which largely translates to teacher retention. Moreover, where teachers are involved in institutional matters, it makes them feel a part of the institution. However, our study found that teachers who are not involved in institutional matters may feel isolated without the support of other teachers and administrators. Buchanan et al. (2013) augmented the contemporary understanding that when teachers receive emotional support from others, it motivates them to remain in a school for a long time.

Other factors, such as rewarding teachers and hard work shown by the school leadership, were also found to result in teacher retention. Rewards motivate teachers to perform their duties even more effectively. It is the role of administrators to recognize

outstanding teachers. Administrators can show appreciation for selfless teachers by creating induction programs to equip them with the skills necessary for their duties, resulting in increased job satisfaction (Vittek, 2015, p. 3). Similarly, leaders' hard work contributes greatly to the retention rate of teachers in a school. As the chief role models in schools, leaders provide environmental, instructional, and emotional support to their followers. They also reinforce institutional culture by providing guidance and support to teachers. Hughes et al. (2014) established that any failure in any of these roles will lower the rate of teacher retention.

The school administration also helps teachers in times of distress and encourages them to carry on. Furthermore, the study established that professional development offered by the school leadership through mentorship programs encourages teachers to remain in service for a longer time. Mentorship programs could be either formal or informal; a formal program entails designing a professional course with a mentor that teachers take with the aim of improving their skills. Regarding informal mentorship, Vittek (2015) established that school leaders can act as a point of reference for teachers, allowing teachers to learn by observing their leader's behavior. In schools where leadership behavior is admirable, teacher retention rates are likely to be high.

To summarize, school leadership-related factors can enhance the retention of teachers. These factors include a sense of trust and support from leadership; being listened to and involved; being praised, appreciated, and rewarded; fair treatment; having autonomy; a realistic workload and time to rest; approachable, friendly leaders; good and effective communication with leadership; and involved, hardworking leaders.

Question 4: What suggestions and recommendations have been made by schoolteachers to enhance teacher retention and reduce teacher turnover?

The fourth research question highlights recommendations by teachers for reducing turnover and increasing retention. The answer to this research question was found by using a qualitative approach.

First, the teachers highlighted the personal and institutional factors that can lead to turnover. All the institutional factors and some personal factors can be overcome by

leaders. School leaders should keep an eye on certain important factors, including poor relationships among teachers, burnout and poor mental health of teachers, poor physical health of teachers, and poor communication and/or relationships of teachers with parents. Burnout and poor health significantly contribute to teacher turnover. Burnout often results from excessive workloads that teachers are expected to handle, and it may make teachers feel stressed and frustrated with their job requirements.

Previous studies have indicated that most teachers who experience job burnout are likely to shirk their duty and ultimately quit if the situation does not improve in time. Goddard and Goddard (2006) claimed that teacher burnout is associated with severe health conditions ranging from poor mental to emotional to physical health. Psychological disorders also affect burnout sufferers. Burnout that results in serious health conditions affects teachers' effectiveness in service delivery, forcing teachers to leave service for other less-involving professions.

According to Khan et al. (2019), poor physical health and burnout are everyday occurrences that cause teacher turnover. Burnout in school happens when teachers are more engaged than usual, which strains their physical and personal well-being. Low engagement and high burnout among teachers are significant reasons for high turnover in any learning institution. Such trends foment compelling issues that compromise the services and care quality of any organization. Other reasons for turnover can be associated with teachers suffering mental health triggers; Althumiri et al. (2021) affirmed that employees' mental health is at risk where safety and health policies are inadequate.

In some organizations, including schools, staff members tend to experience burnout whenever they have common control of or limited participation in decision-making. The abovementioned study further established that a low level of support from the institution and its leaders may be a reason for teacher burnout leading to mental health complications. The current study, however, revealed that few teachers consider poor communication or poor relationships between teachers and parents as significant factors contributing to teacher turnover.

Teacher-parent associations are of paramount importance to any learning institution. Teachers need to rely on parents for their feedback on student behavior, while parents need feedback on the academic performance of their children from teachers. As such, a supportive network between the two groups ensures that teachers feel part of the learning process of students and, in the end, feel committed to staying in a school long term where such a network exists. An explanation of teacher turnover based on poor teacher-parent relationships seems to have been supplied by Allensworth et al. (2009), who noted that students' misbehavior (which the parents may not be willing to aid in correcting) is a motivating force behind teachers leaving service for safety reasons. From the responses of Interviewee 3, it is clear that good communication between teachers and parents aids in handling various matters. It allows sharing information with parents if there is a problem, alerting parents whenever a teacher needs their help, and even communicating exam schedules to parents. Where communication is poor, teachers suffer reduced productivity and performance as a result of inadequate access to resources, knowledge, and information (Shiraly et al., 2021). Teachers who experience poor communication in schools become demotivated and lose their passion to carry out their responsibilities; hence, they may decide to quit (Mubarok & Darmawan, 2019).

Secondly, the leader should ensure that there is no shortage of staff and no cultural barriers, training is being conducted, and students are prioritized. In terms of the institutional factors and as expected before the research began, language and cultural challenges were the main issues affecting teacher turnover. Teachers are often posted across the country far from their homes. Moreover, teachers handle children from different cultural backgrounds, and the demands that come with this require that teachers adjust accordingly. Whenever it is difficult to make these adjustments, language and culture make teachers feel isolated and unable to access support from the local community; in such circumstances, they may decide to quit. This result is consistent with the findings of Cotton (1987), which revealed that teachers who work in regions where the locals are not welcoming to education are likely to leave service due to lack of community support. In learning institutions where teachers receive effective community support, they tend to last longer.

In every organization, employees value opportunities that offer them professional development. Without them, educators become more discouraged the longer they remain. Indeed the study confirmed how important professional development opportunities are in teachers' careers by revealing that whenever such opportunities are lacking, teachers are likely to quit. Vittek (2015) recommended that learning institutions organize professional development programs that teachers can access to help sharpen their skills in content delivery.

Teaching is a profession that requires commitment from teachers. Institutions must aid teachers in developing and expressing professionalism in their teaching practice. The results of the study show that when such commitments are lacking, teachers find it an easier route to quit. A lack of professional commitment by teachers leads to teacher inefficiency. In a study conducted by Räsänen (2020), a lack of professional commitment by the institution was found to create a negative image of the institution in the eyes of the general public, as reflected in student mischief and poor performance. Heads of institutions, who often lay off teachers when such situations arise, massively contribute to increased teacher turnover.

Thirdly, the teachers suggested that turnover can be reduced and retention enhanced if a teacher possesses personal drive, passion, and energy, or if the teacher's family is supportive and he or she has a good relationship with students. Furthermore, they recommended that the school should make itself financially stable, conduct professional development programs, and provide promotion opportunities to teachers to increase retention and reduce turnover.

5.4 Implications

On the basis of deep literature analysis and empirical evidence gathered by this research, many theoretical, methodological, academic, and practical implications have arisen. In terms of theoretical implications, this study has broadened the currently limited understanding of school leadership behaviors, including the transformational and ethical leadership of principals. It is very challenging to understand the job-related factors that influence school leadership behaviors. Moreover, it is critical to examine which leadership behaviors influence teacher turnover and retention. Therefore, the study

focused on job-related factors, school leadership behaviors, and employees' behavioral outcomes. The job-related factors include job satisfaction, working environment, mentoring, compensation, incentives, recognition, and collegial relationships.

The school leadership behaviors include transformational and ethical leadership. Finally, the employees' behavioral outcomes include teacher turnover and retention. This research is significantly different from prior studies that merely focused on either employees' behavioral outcomes or emphasized school leadership behaviors. Moreover, this research contributed to a wide swath of the literature, including the research streams on job satisfaction, working environment, mentoring, compensation, incentives, recognition, collegial relationships, teacher turnover, teacher retention, transformational leadership, and ethical leadership. In particular, this study extends the knowledge in the existing literature on the school leadership behavior of principals' by accepting the assumption that it can influence employee retention and reduce turnover intention.

The methodical contribution of this study stems from the approach used in this research. This study has utilized both qualitative and qualitative methods. Moreover, it is unique in its content and has many practical implications. The current study showed that despite effective school leadership behavior, other personal and system-related factors contribute to teacher turnover. Consequently, the study summarized the need to check on the overall well-being of teachers, as well as encourage teacher-teacher and teacher-parent relationships; hence, it proposes the following recommendations to guide school stakeholders in aiding teachers to ensure high retention rates.

First, the school leadership should encourage teacher participation in decision-making processes so that teachers feel engaged and part of the school. Schools that have flexible curricula should permit teachers to choose materials and activities that suit their students. Moreover, it is crucial to give teachers ample time to prepare lessons and offer learning resources to their students. Furthermore, allowing teachers to express creativity sets them free to showcase their unique expertise and know-how. In being given creative control of teaching processes, teachers will become motivated by feeling a sense of recognition and appreciation for what they contribute.

Furthermore, the school curriculum should be designed in such a way that teachers' needs are accommodated, including their well-being and work-life balance. Taking care that the measures put in place by the Ministry of Education to oversee teachers' career demands do not override the personal lives of teachers would be one sure way to guarantee teacher retention in most schools in the UAE. School principals can organize various in-school workshops where teachers can interact and share their experiences. Designing a curriculum that eases teacher workloads—even when there seems to be limited preparation and adaptation involved—is necessary for teacher job satisfaction.

Third, learning institutions must develop comprehensive but transparent policies that recognize and award teachers' hard work and performance. Such policies must ensure that school leadership upholds zero tolerance for favoritism and discrimination in schools. Where promotion is merit-based, teachers must be made fully aware of the evaluation criteria that school leadership uses and that anyone who receives a promotion does so based purely on merit.

Lastly, communities need to be sensitized and encouraged to support non-local teachers within their schools. This is particularly important for new teachers posted in regions where they are likely to experience cultural and language barriers. A welcoming community will present a favorable environment for less-experienced teachers. As the results indicated, the most critical period of the teaching profession is the first five years after training and recruitment. During this period, there is a higher rate of possible turnover when a teacher faces such challenges.

5.5 Recommendations for Future Research

From the findings of this study, the researcher offers the following recommendations in the fields of school leadership behaviors, teacher turnover intention, and teacher retention in schools within the UAE and globally.

1. Carry out a qualitative study by interviewing staff members in private schools about the nature of school leadership behaviors within those learning institutions.

2. Conduct an investigation into the perceptions of school leaders to ascertain the dominant causal factors of teacher turnover in their schools.

3. Investigate how students in UAE schools perceive the extent to which their schools experience teacher turnover.

4. Conduct a study focusing on parents in the UAE to gather their opinions on the challenges they face due to teacher turnover in their children's schools.

5. Research the relationship between the age of teachers and teacher turnover in UAE schools.

6. Conduct a study to establish how teacher motivation by school leadership contributes to students' performance.

5.6 Conclusion

This study aimed to explore the leadership behavior factors that influence teacher turnover and retention in the UAE. The data for the study was collected through interviews, where the participants were assured of privacy and confidentiality throughout the data process. The completed interview questions were analyzed using NVIVO, qualitative software for analyzing data. The data was then visualized to make it observable and understandable. The findings of the quantitative regression analysis established that despite all the causal factors exhibiting a positive association with school leadership behavior, mentoring has the highest significant relationship ($r = .820$). The findings further demonstrated that poor relationships among teachers comprise the most dominant of all personal- and system-related factors that influence teacher turnover, as cited by 35% of teachers. Moreover, in regard to leadership behavior's contribution to teacher turnover, lack of teacher appreciation and high workload significantly contribute to teacher turnover. Finally, a qualitative analysis of the remaining leadership behaviors that contribute to teacher retention showed that a sense of trust and support from the leadership, as well as teacher involvement in the administration, are the most important factors influencing teachers' retention.

5.7 Limitations and Recommendations

This research has used both qualitative and quantitative approaches; nevertheless, it has several limitations. First, the interviews were conducted with a limited number of people. Future studies can use more respondents to gather more data. Secondly, the quantitative section emphasized only a few school leadership behaviors. Future research can consider other leadership styles, including ambidextrous, responsible, or supervisory leadership as these behaviors can also influence teacher retention by reducing turnover intention.

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Appendices

Appendix A

UAEU Faculty of Humanities and Social Sciences

جامعة الإمارات العربية المتحدة
United Arab Emirates University

Social Sciences Ethics Sub-Committee
Approval Letter

May 4th 2021

This is to certify that research proposal N: *ERS_2021_7244*, titled: *Exploring the School Leadership Behaviors that Lead to Teacher Turnover and Retention*, submitted by *Ayeda Al Shebli* has been reviewed and approved by the UAEU subcommittee for research ethics in social sciences.

Sincerely

Professor Hamza Dodeen
Chair of the UAEU Research Ethics Sub-Committee for Social Sciences
Department of Cognitive Sciences
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UAE
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Appendix B

Teacher Turnover: Causal Factors

<div dir="rtl">

العوامل المسببة للعزوف الوظيفي للمعلمين

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My name is Ayeda Al Shebli and I am a doctoral student at United Arab Emirates University (UAEU). The purpose of this questionnaire is to collect information about the factors that lead to high teacher turnover in Al Ain schools. The results derived from this questionnaire may help inform decision makers and school leaders about such factors and might provide information that will help retain teachers and reduce high turnover rates. In this questionnaire, I focus on teachers from different cycles. Your current position and experience make you an ideal participant to provide valuable information about this issue. Therefore, I am inviting you to participate in this study by completing a questionnaire. This questionnaire will require approximately 10-15 minutes. If you choose to participate in this study, please answer the questionnaire as honestly as possible. Please understand that you can discontinue participation in this questionnaire at any time and may omit any question with which you are not comfortable. Participation is strictly voluntary, and you may refuse to participate at any time. In order to ensure that all information will remain confidential, please do not include your name. The data collected will provide useful information regarding my topic. Thank you for your participation and time. If you require additional information or have questions, please send an email to 200317244@uaeu.ac.ae.

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اسمي عايدة الشبلي وأنا طالبة دكتوراه في جامعة الإمارات العربية المتحدة. الغرض من هذا الاستبيان هو جمع معلومات حول العوامل التي تؤدي إلى ارتفاع معدل العزوف الوظيفي للمعلمين في مدارس العين. قد تساعد النتائج المستمدة من هذا الاستبيان في إطلاع صانعي القرار وقادة المدارس على مثل هذه العوامل وقد توفر معلومات تساعد في الاحتفاظ بالمعلمين وتقليل معدلات العزوف الوظيفي.

في هذا الاستبيان، أركز على المعلمين من جميع الحلقات. مهنتك الحالية وخبرتك تجعلك مشاركًا مثاليًا لتقديم معلومات قيمة حول هذه المشكلة. لذلك، أدعوكم للمشاركة في هذه الدراسة من خلال ملء هذا الاستبيان. سيتطلب هذا الاستبيان حوالي 10-15 دقيقة. إذا اخترت المشاركة في هذه الدراسة، فيرجى الإجابة على الاستبيان بأمانة قدر الإمكان. يرجى تفهم أنه يمكنك التوقف عن المشاركة في هذا الاستبيان في أي وقت ويمكنك عدم الاجابة على أي سؤال لا تشعر بالراحة تجاهه. المشاركة اختيارية تمامًا، ويمكنك رفض المشاركة في أي وقت. للتأكد من أن جميع المعلومات ستبقى سرية، يرجى عدم تضمين اسمك. ستوفر البيانات التي سيتم جمعها من هذا الاستبيان معلومات مفيدة بخصوص موضوع البحث. شكرا لكم على مشاركتكم ووقتكم. إذا كنت بحاجة إلى معلومات إضافية أو لديك أسئلة، يرجى إرسال بريد إلكتروني إلى

200317244@uaeu.ac.ae

</div>

Demographic questions:

1. Age العمر

    ☐   18-24 years (18-24سنة)

    ☐   25-34 years (25-34سنة)

    ☐   35-44 years (35-44سنة)

    ☐   45-54 years (45-54سنة)

    ☐   55-64 years (55-64سنة)

2. Gender الجنس

    ☐   Male (ذكر)

    ☐   Female (انثى)

3. Education Level المؤهل الدراسي

    ☐   Bachelor's Degree بكالوريوس

    ☐   Master's Degree ماجستير

    ☐   Doctorate دكتوراه

4. Teaching Experience خبرة التدريس

    ☐   1-5 years (1-5 سنوات)

    ☐   6-10 years (6-10 سنوات)

    ☐   11-15 years (11-15 سنة)

    ☐   16 and above اكثر عن 16 سنة

5. Teaching Cycle

    ☐   Kindergarten رياض الأطفال

    ☐   Cycle 1 (الحلقة الأولى)

    ☐   Cycle 2 (الحلقة الثانية)

    ☐   Cycle 3 (الحلقة الثالثة)

6. Which leader provide more direct support to you:

☐   School principal (مدير المدرسة)

☐   Vice-principal (نائب مدير المدرسة)

☐   Lead teacher (المعلم القائد)

School leadership (Principal, Vice-principal, and lead teachers) behaviors سلوكيات القيادة المدرسية
(المدير – نائب المدير -قائد المعلمين)

البند Item	Never	seldom	Sometimes	Usually	Always
My school leaders: قادة مدرستي:					
1. Make school function smoothly. يجعلون المدرسة تعمل بسلاسة.					
2. Communicate with teachers effectively. يتواصلون مع المعلمين بفعالية.					
3. Build a collaborative culture of mutual respect. يبنون ثقافة تعاونية تقوم على الاحترام المتبادل.					
4. Support teachers to participate in constructing the school vision. يدعمون المعلمين للمشاركة في وضع رؤية للمدرسة.					
5. Involve teachers in decision-making. يشركون المعلمين في اتخاذ القرارات.					
6. Solve internal problems without harming any parties. يحلون المشاكل الداخلية دون الاضرار باي طرف.					
7. Treat all teachers equally. يعاملون جميع المعلمين بمساواة.					
8. Show their integrity through their actions. يظهرون نزاهتهم من خلال أفعالهم.					
9. Allow teachers to express their concerns and opinions. يسمحون للمعلمين بالتعبير عن ملاحظاتهم وآرائهم .					
10. Care about the welfare of teachers. يهتمون برفاهية المعلمين.					

التوجيه Mentoring

البند Item	Never	seldom	Sometimes	Usually	Always
My school leaders					
11. Offer teachers professional development based on their needs. يقدمون التطوير المهني للمعلمين بناءً على احتياجاتهم.					
12. Conduct regular workshops to introduce new teaching strategies. يعقدون ورشات عمل منتظمة لتقديم استراتيجيات تعليمية جديدة.					
13. Guide teachers in planning lessons. يوجهون المعلمين في تخطيط الدروس.					
14. Update teachers on new changes from Ministry of Education. يطلعون المعلمين على التغييرات الجديدة من وزارة التربية والتعليم.					
15. Encourage communication with teachers in different subjects. يشجعون التواصل بين المعلمين في أقسام المواد المختلفة.					
16. Follow up on teachers' work. يتابعون عمل المعلمين.					
17. Help teachers understand the evaluation criteria. يساعد المعلمين على فهم معايير التقييم.					
18. Give feedback to teachers. يقدمون التغذية الراجعة المعلمين.					
19. Follow up teachers' progress after giving the feedback. يقومون بمتابعة تقدم المعلمين بعد إعطاء التغذية الراجعة.					
20. Evaluate teachers fairly based on their performance during the academic year. يقيمون المعلمين بشكل عادل بناءً على أدائهم خلال العام الدراسي.					
21. Are there to support teachers. موجودين لدعم المعلمين.					

Compensation, Incentives and Recognition التعويضات و الحوافز والتقدير

البند Item	Never	seldom	Sometimes	Usually	Always
22. I feel I am being paid a fair remuneration for the work I do. أشعر أنني أتقاضى مبلغًا معقولاً مقابل العمل الذي أقوم به					
23. The hardworking teacher is honored with certificates of appreciation at my school. يتم تكريم المعلم المجتهد بإعطائه شهادات تقدير في مدرستي.					
24. The outstanding teacher at my school is honored by the district manager. يتم تكريم المعلم المتميز في مدرستي من قبل مدير النطاق.					
25. I have plenty of opportunities for promotions in my job. لدي الكثير من الفرص للترقيات في وظيفتي.					
26. If I get high evaluations for three years in a raw, I receive a priority to be promoted. إذا حصلت على تقييمات عالية لمدة ثلاث سنوات متتالية فإنه لدي الأولوية للترقية.					
27. If I received excellent/ distinguished remark at my job, I get valuable prizes. إذا قمت بعمل مميز فإني احصل على جوائز قيمة.					

Job Satisfaction الرضا الوظيفي

البند Item	Never	seldom	Sometimes	Usually	Always
28. I am personally satisfied with my teaching job. أنا راض عن عملي كمعلم.					
29. I have the freedom to choose the grade levels which I prefer to teach. لدي الحرية في اختيار الصفوف التي أفضل تدريسها.					
30. I am satisfied with working regularly almost every evening/weekend. أنا راضٍ عن العمل بانتظام كل مساء / عطلة نهاية الأسبوع تقريبًا					
31. The amount of non-teaching responsibilities is reasonable. كمية المسؤوليات الأخرى الغير تعليمية معقولة نسبيا.					
32. I feel there is appreciable recognition and respect for school teachers from friends in other occupations. أشعر أن هناك قدر كبير من التقدير والاحترام لمعلمي المدارس من قبل الموظفين في الجهات الاخرى					
33. I feel there is substantial recognition and respect for teachers from students and parents. أشعر أن هناك تقدير كبير واحترام للمعلمين من قبل الطلاب وأولياء الأمور.					
34. I have no hard time dealing with student discipline. لا أجد صعوبة في التعامل مع انضباط الطلاب.					

Working conditions ظروف العمل

البند Item	Never	seldom	Sometimes	Usually	Always
35. The environment of the school I teach in is conducive to teaching and learning. بيئة مدرستي التي أدرس فيها تساعد على التدريس والتعلم.					
36. My school provides me with adequate teaching resources. توفر لي مدرستي موارد تعليمية كافية..					
37. My school provides me with a daily individual planning time within the school day. توفر لي مدرستي وقت للقيام بالتخطيط اليومي خلال اليوم الدراسي.					
38. My school provides me with time reserved specifically to collaborate with other teachers. توفر لي مدرستي وقتًا مخصصًا للتعاون مع المعلمين الآخرين.					
39. My workload is not that high. عبء عملي ليس مرتفعًا.					

Collegial relationship among teachers العلاقة بين المعلمين

البند Item	Never	seldom	Sometimes	Usually	Always
40. I enjoy working with my colleagues. أنا أستمتع بالعمل مع زملائي.					
41. My interaction among teachers in the school are positive and constructive. تفاعلي مع المعلمين في المدرسة التي أعمل فيها إيجابيي وبناء.					
42. My colleagues are willing to cover my classes when I am absent. زملائي على استعداد لتغطية حصصي الدرسية عندما غائبا.					
43. I share my ideas with my colleagues, and vice versa. أشارك أفكاري مع زملائي وهم يشاركونني ما لديهم.					

Appendix C

Interview Questions

1. Please tell about yourself. من فضلك أخبرني عن نفسك.
   - How long have you been teaching? منذ متى وانت في مهنة التدريس؟
   - Why did you choose this profession? لماذا اخترت هذه المهنة؟
   - Do you still enjoy being a teacher? هل ما زلت تستمتع بكونك معلما؟
   - How do you feel about coming to work every morning? ما هو شعورك حيال القدوم إلى العمل كل صباح؟
   - Tell me about your experiences in your current school in terms of the following: أخبرني عن تجاربك في مدرستك الحالية من حيث:
     - teaching load عبء التدريس
     - grade level الحلقة/ الصف
     - paperwork الأعمال الورقية
     - tasks/duties المهام / المناوبات
     - meetings الاجتماعات
     - curriculum المناهج
     - planning التخطيط
     - professional development التطوير المهني
     - communication التواصل
     - student behavior سلوك الطلاب
     - parental involvement أولياء الأمور

2. How do you see your relationship with your principal/ vice principal/ lead teacher? كيف ترى علاقتك مع مديرك/ نائب المدير/ المعلم الاول؟
   - To what extent are your ideas and aspirations aligned with those of your principal/vice principal/lead teacher? إلى أي مدى تتوافق أفكارك وتطلعاتك مع أفكار مديرك/ نائب المدير/ المعلم الاول ؟

3. How do you see your relationship with other teachers? كيف ترى علاقتك بالمعلمين؟
   - Are there any challenges/ benefits/ opportunities to participation in group tasks? هل توجد أي تحديات / مزايا / فرص للمشاركة في مهام المجموعة؟
   - Do you enjoy working with them? هل تستمتع بالعمل معهم؟

4. From your point of view, how would you describe your principal's/ vice principal's behaviors and practices regarding the following aspects: من وجهة نظرك ، كيف تصف سلوكيات وممارسات مدير المدرسة / نائب المدير/ المعلم الاول من هذه الجوانب:
   - trustworthiness الجدارة بالثقة
   - effectiveness الفعالية
   - consistency والثبات
   - supporting and listening to teachers دعم المعلمين والاستماع إليهم
   - making decisions اتخاذ القرارات

	• encouraging teachers to share their ideas and opinions تشجيع المعلمين على مشاركة أفكارهم وآرائهم • keeping teachers informed إبقاء المعلمين على اطلاع • distribution of daily tasks/duties توزيع المهام / الواجبات اليومية • delegation التفويض • appreciation/ honoring التكريم
5.	What personal factors might lead teachers to leave schools or force them to stay in schools? ما هي العوامل الشخصية التي قد تدفع المعلمين إلى ترك المدارس أو تجبرهم على البقاء في المدارس؟
6.	What systemwide factors might lead to teachers' turnover or retention? Such as: ما هي العوامل على مستوى النظام التي قد تؤدي إلى ترك المعلمين لمهنة التدريس او البقاء فيها ؟ مثل: • salaries الرواتب • promotion and advancement الترقيات • relocation and assignment of teachers to other schools نقل وتكليف المعلمين بالمدارس الأخرى • availability of job opportunities outside the MoE توافر فرص عمل خارج وزارة التربية والتعليم
7.	Based upon your own perceptions, what leadership behaviors do you believe are causing teachers to leave this profession (teacher turnover)? بناءً على رايك و تصوراتك الخاصة، ما هي سلوكيات القيادة التي تعتقد أنها تجعل المعلمين يتركون هذه المهنة ؟
8.	Based upon your own perceptions, what leadership behaviors do you believe keep teachers in this profession? بناءً على رأيك تصوراتك الخاصة، ما هي سلوكيات القيادة التي تعتقد أنها تحافظ على استبقاء المعلمين في هذه المهنة؟

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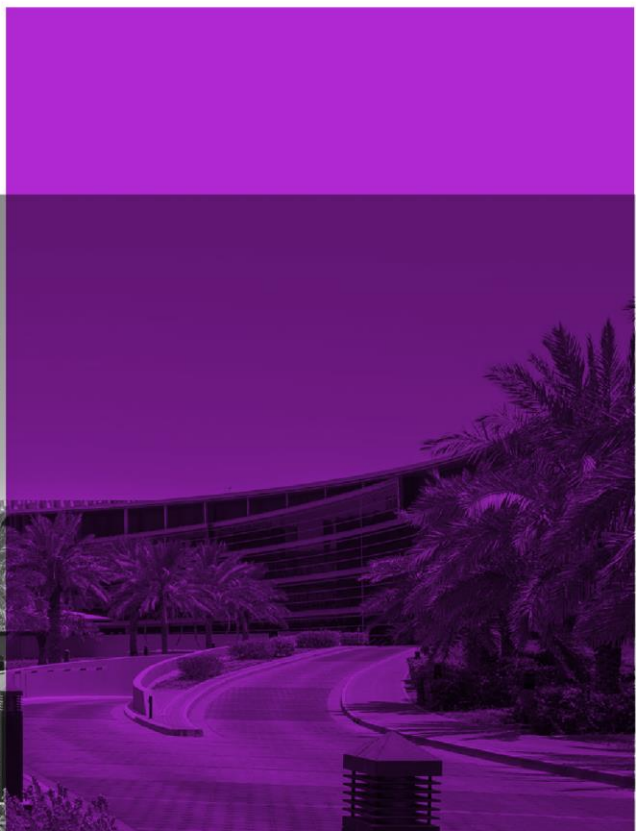
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This dissertation was aimed at investigating the factors affecting turnover among teachers by exploring the effects of school leadership behaviors and practices on teacher turnover and retention. A convergent triangulation approach under a mixed-methods design was used to analyze quantitative and qualitative data. The results showed that a personal factor, namely collegial relationships among teachers, and system-related factors, including compensation, incentives, and recognition, mitigate teachers' turnover intentions. Conversely, heavy workloads and a lack of appreciation are school leadership-related factors that worsen turnover rates. School leaders can enhance retention by praising, rewarding, trusting, and supporting teachers.

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