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Gonzalo Miguel Pitpit

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Walden University
2020

Abstract

Elementary School Principals' Instructional Leadership Practices to Retain Novice Teachers in the Philippines

by

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MSA, North Carolina State University, 2012

MAEd, University of the Philippines, 2004

BEEd, Cagayan Valley University, 1990

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

November 2020

Abstract

Elementary school principals at the study site were inconsistently implementing instructional leadership practices to retain novice teachers in the Philippines. The purpose of this basic qualitative research design was to explore the instructional leadership practices implemented by elementary school principals that help retain novice teachers. The conceptual framework was the instructional leadership model characterized into three dimensions: (a) defining the school mission, (b) managing the instructional program, and (c) promoting a positive school learning climate. The research question was about what instructional leadership practices are implemented by elementary school principals to retain novice teachers in their job. Purposeful sampling was used to select 15 elementary school principals. Data were collected via interviews. Thematic analysis was used to analyze the interview data for emergent themes. The participants implement instructional leadership practices to support the retention of novice teachers through (a) PD for novice teachers to improve their teaching practices, (b) instructional support for novice teachers to improve their teaching practices by visiting these teachers in their classrooms, (c) classroom observations to identify their instructional needs, and (d) communication via collaborative discussions during classroom observations or staff meetings and with memos and announcements. Findings of the study can lead to positive social change by helping elementary school principals to better apply instructional leadership practices to retain novice teachers to stay in the school to help students graduate from school.

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Dedication

To my parents who always believed in me.

Acknowledgments

To all of you who encouraged, supported, and inspired me, I am most grateful for your guidance and wisdom, especially my research methodologist, Dr. Peter Kiriakidis.

Thank you to my very supportive chairperson, Dr. Jerry Collins, who motivated to complete this dissertation. Thank you to Dr. Teodora Baquiran, Dr. Benedicta Gamatero, Dr. Barbara Bottoms, and Ms. Realista Rodriguez for mentoring me. To Dr. Alfredo Fuentes, Jr., Dr. Gaspar Solis, Jr., Ms. Vicenta Bunagan, and Mr. Marcelino Arabit, thank you for your assistance in making this paper a reality.

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Chapter 1: Introduction to the Study

At the research site, a large rural public-school district in the Philippines, novice teachers have been complaining to senior district administrators that elementary school principals are inconsistently implementing instructional leadership practices to support novice teachers to remain in the teaching profession (senior district administrator, personal communication, November 27, 2019). According to the District Board Minutes, between 2016 and 2018, novice teachers complained that elementary school principals struggled as instructional leaders to support them. Novice teachers have been leaving the school district in large numbers every academic year (superintendent of schools, personal communication, January 11, 2020). More than 63% of novice teachers, which is 162 teachers, have been leaving the school district every year since 2016.

Senior district administrators at the study site such as assistant superintendents and directors decided in 2016 to support the leadership capacity of the elementary school principals by visiting the school sites monthly to help these principals to better apply their instructional leadership practices to retain novice teachers (senior district administrator, personal communication, November 30, 2019). The assistant superintendents and directors found that between 2016 and 2018 many elementary school principals did not know how to apply their instructional leadership practices to support novice teachers (superintendent of schools, personal communication, January 11, 2020). Although assistant superintendents provided monthly feedback to elementary school principals, district administrators reported to the Ministry of Education that principals continued to struggle to support novice teachers (superintendent of schools, personal communication,

Oct. 21, 2019). Elementary school principals also reported to senior district administrators that they struggled to support and retain novice teachers (senior district administrator, personal communication, September 27, 2019).

Novice teachers with fewer than 5 years of teaching experience leave the teaching profession (Maryland State Department of Education, 2016). The attrition rate of novice teachers is 8% in the nation's workforce (Sutcher, Darling-Hammond, & Thomas, 2016). Scholars have predicted that retention issues will remain in the teaching profession (Zhang & Zeller, 2016), as school districts struggle to retain novice teachers (Rosenberg, 2018). But principal leadership and support influence novice teachers' decisions to stay in the school (Learning Policy Institute, 2017). Novice teachers need support from school principals (Eller & Eller, 2018) regarding job conditions (Dupriez, Delvaux, & Lothaire, 2016).

To address this need for novice teacher support, I examined how elementary school principals implement instructional leadership practices that help retain novice teachers. I collected data on the instructional leadership practices of the participants regarding novice teacher retention in their respective schools through the instructional leadership model. Findings of this study can help elementary school principals to better apply instructional leadership practices to retain novice teachers to stay in the school to help students graduate from school.

In Chapter 1, I discuss the background literature related to the topic. Next, I identify the research problem and purpose statements of this research. Further details about the context and focus of the present study are presented in this chapter that includes

the nature of the study, research questions, and conceptual framework. I also include the operational definitions of key terms used, assumptions, scope, delimitations, limitations, and significance of the study.

Background

Global reports have consistently shown that a large number of novice teachers leave their teaching career within the first 5 years (e.g., U.S. Department of Education, 2017; Weldon, 2018). These first 5 years are the crucial years of teachers' professional career. The high attrition rate among novice teachers is even higher within their first year of teaching experience contributing to an even higher rate of teacher turnover every year (Dupriez, Delvaux, & Lothaire, 2016). Moving or transferring of novice teachers within and across school districts during the school year have also contributed to the high rate of teacher turnover (Redding & Henry, 2019). Despite recruitment and retention strategies, a large number of novice teachers still continue to exit the classroom (Gholam, 2018). High rate of teacher attrition and mobility, therefore, has resulted to the decrease of quality teachers and staffing instability, respectively, in the school (Oke, Ajagbe, Ogbari, & Adeyeye, 2016). Thus, researchers have investigated various prevalent factors influencing teacher attrition (i.e., leaving the profession) and mobility (i.e., moving to another teaching position) among novice teachers that contribute to high teacher turnover (Redding & Henry, 2019).

Teacher turnover has become a major challenge to many school districts. In the Philippines, which was the location of the study site, it was reported that the government's teaching force decreases by a net loss of 132 teachers every year

(Panganiban, 2018). In addition, Philippine Statistics Authority asserted that the number of individuals who left the teaching profession in the country was greater than the number of teachers that were hired each year (Panganiban, 2018). Although the number of individuals who decide to join the teaching profession is high, the number of teachers who decide to leave is even higher (Sarvi, Munger, & Pillay, 2015). The increasing rate of teacher turnover has adversely affected the quality of education (Acheampong & Gyasi, 2019). High teacher turnover does not only cost school districts greater financial obligations but also negatively affect school climate, culture, and student learning (Earl, 2019). In the Philippine context, novice teacher attrition has been described as a "catastrophe" due to how expensive the costs because for the school administrators when multiple teachers left in a short-span of time (Ortega-Dela Cruz, 2016). However, the government, the school administrators, students and teachers were not the only ones affected by this occurrence; even parents claimed to have increased anxiety and reduced trust in institutions when many teachers left profession in their children's enrolled schools (Ortega-Dela Cruz, 2016). Therefore, in the Philippines, the negative effects of teacher attrition stretched beyond the classroom and into the clients who availed of the services of the school (Ortega-Dela Cruz, 2016).

Research has been conducted to address high turnover among novice teachers. Some researchers have focused on understanding prevalent factors such as motivation and well-being (Perry, Brenner, Collie, & Hofer, 2015), teacher commitment (Imran & Allil, 2016), teacher preparation (Zhang & Zeller, 2016), and work conditions (Dupriez et al., 2016), which are generally linked to early-career attrition and mobility. Others have

looked into the aspects of teacher retention that include reducing workload, providing high-quality coaching and supervision, and organizing a social network for novice teachers (den Brok, Wubbels, & van Tartwijk, 2017). The literature has also provided general recommendations to retain novice teachers including strengthening the implementation of teacher induction (Ronfeldt & McQueen, 2017; Simmie, de Paor, Liston, & O'Shea, 2017) and mentoring programs (Morettini, 2016; Yirci, 2017). Mentoring and induction programs can significantly decrease attrition and turnover rates among novice teachers and contribute to their professional development (PD) and improvement of student academic achievement (Cowan & Goldhaber, 2018; Dias-Lacy & Guirguis, 2017; Player et al., 2017, Sasser, 2018; Zembytska, 2016). Though scholars have advocated strengthening teacher induction and mentoring programs as well as the implementation of retention strategies in the school (Donley, Detrich, Keyworth, & States, 2019), few researchers have looked into the instructional leadership practices of elementary school principals as a viable strategy in retaining novice teachers (Bodnarchuk, 2016).

Most studies are focused on novice teachers' employment and job conditions (De Stercke, Goyette, & Robertson, 2015), but novice teachers also need support from administrators (Eller & Eller, 2018). For example, principal leadership has been found to have direct influence in retaining novice teachers (Kraft, Marinell, & Yee, 2016), suggesting that principals can help their novice teachers to remain in their schools. School principals as instructional leaders can influence novice teacher' decisions to remain in the school and in the profession by helping them overcome their instructional

challenges and appreciate the joy of teaching their students (Kindall, Crowe, & Elsass, 2018). School principals as instructional leaders not only ensure effective teacher performance and delivery of the curriculum but also can also influence the teacher's decision to remain in the school and in the profession (Bodnarchuk, 2016). Though research has shown the influence of maintaining high-quality instruction as an important aspect to retain teachers (Mackey, 2016), effective instructional delivery depends on the quality of support and kind of instructional leadership that school principals provide to their teachers (Phyu & Vinitwatanakhun, 2018).

The focus of this research was on school principals' instructional leadership practices to retain novice teachers in the Philippines. Research has indicated that principal leadership and support for instruction are essential toward staffing stability in the school (Eller & Eller, 2018). The first 2 years of teaching are concerned with instructional challenges that influence teacher attrition and turnover. Principals' instructional leadership practices affect novice teachers' decisions to remain in the school and in the profession (Eller & Eller, 2018). There was a need to conduct this study to identify instructional leadership practices implemented by elementary school principals to retain novice teachers. About half of the novice teachers leave their teaching career within the first 5 years (U.S. Department of Education, 2017) and the rate of early-career attrition is even higher during their first to third year of teaching experience (Dupriez et al., 2016; Redding & Henry, 2019). Thus, school administrators need to find ways to retain novice teachers (Earl, 2019). This study was conducted to understand how

elementary school principals implemented instructional leadership practices to retain novice teachers.

Problem Statement

At the study site, novice teachers complained to senior district administrators that elementary school principals were inconsistently implementing instructional leadership practices to support them and struggled to support them. Senior district administrators decided in 2016 to support the leadership capacity of the elementary school principals by visiting the school sites monthly to help these principals better apply their instructional leadership practices to retain novice teachers. While doing so, the assistant superintendents and directors found that between 2016 and 2018 many elementary school principals did not know how to apply their instructional leadership practices to support novice teachers.

Research on teacher retention of novice teachers has advocated teacher induction and mentoring (Ronfeldt & McQueen, 2017). Mentoring support given to first-year teachers influences their decision to continue teaching in their current school despite of the many obstacles that they are facing, which can help those with difficult teaching contexts (Morettini, 2016). Bonus and incentive policies (Cowan & Goldhaber, 2018) and creating supportive school cultures (Kutsyuruba, Walker, & Godden, 2017) have also been suggested to encourage novice teachers to stay in teaching.

Further, the literature has indicated the value of administrative support in promoting novice teacher retention. Higher administrative support is closely linked to lower attrition intentions (Billingsley & Bettini, 2019) and has been identified as a key

factor influencing novice teacher retention (Vagi & Pivovarova, 2017). Principal leadership and support greatly influence teachers' decisions about whether to stay in the school or in the profession (Lee, 2017). Principal leadership can predict novice teacher retention, which is not moderated by school or teacher characteristics (Grissom et al., 2016; Player et al., 2017). Principal leadership related to instruction combined with high levels of teacher-principal trust contribute to high levels of job satisfaction of novice teachers (Totenhagen et al., 2016; Vagi & Pivovarova, 2017; Vekeman et al., 2017; Youngs, Hyun-Seung, & Pogodzinski, 2015). There has been a new trend of research seeing instructional leadership as a way to address the problem of teacher turnover and staffing instability (Boyce & Bowers, 2018). However, researchers need to examine how elementary school principals implement their instructional leadership practices that help retain novice teachers in their jobs. These instructional leadership practices include setting clear goals, managing curriculum, mentoring and induction program and assessment of teachers.

Purpose of the Study

The purpose of this basic qualitative study was to explore the instructional leadership practices implemented by elementary school principals that help retain novice teachers. Instructional leadership practices in this study were grounded on the instructional leadership model of Hallinger and Murphy (1985). This framework conceptualizes instructional leadership as a two-dimensional construct comprised of leadership functions and leadership practices. This framework makes it possible for principals to exercise strong instructional leadership styles. In this framework,

instructional leadership functions represent the substance of the principals' instructional leadership roles. My goal was to describe how elementary principals implement these instructional leadership practices to support the retention of novice teachers in their respective schools through interviews. I examined their answers to understand how instructional leadership practices of elementary school principals can be applied to influence the novice teachers' decision to remain in the school and in the teaching profession.

Research Question

The research question that guided this research was "What instructional leadership practices are implemented by elementary school principals to retain novice teachers in their job?"

Conceptual Framework

The instructional leadership model by Hallinger and Murphy (1985) was the conceptual framework for this research. The holistic view of Hallinger and Murphy's instructional leadership model is that school principals as instructional leaders have a positive impact on instructional leadership practices. The instructional leadership model is characterized into three dimensions, as shown in Figure 1: (a) defining the school mission, which requires principals to frame and communicate school goals; (b) managing the instructional program, which necessitates principals to supervise and evaluate instruction, coordinate curriculum and monitor student progress; and (c) promoting a positive school learning climate, which entails principals' effort to protect instructional time, promote PD, maintain high visibility, provide incentives for teachers and learning,

and enforce academic standards. The contention for these dimensions lies on the assumption that because the main function of the school is to cater to education, school principals need to focus on matters related to teaching and learning.

Hallinger and Murphy's instructional leadership model provides strategies and tools for leaders to continuously improve instruction (Gumus, Bellibas, Esen, & Gumus, 2018). School principals' instructional leadership practices are closely linked not only to academic achievement but also to school outcomes. Insights from principals covering other competing concepts of instructional leadership practices (Shaked, 2018) are also important to consider, as only a few are able to enact instructional leadership practices alone (Hallinger & Murphy, 1985).

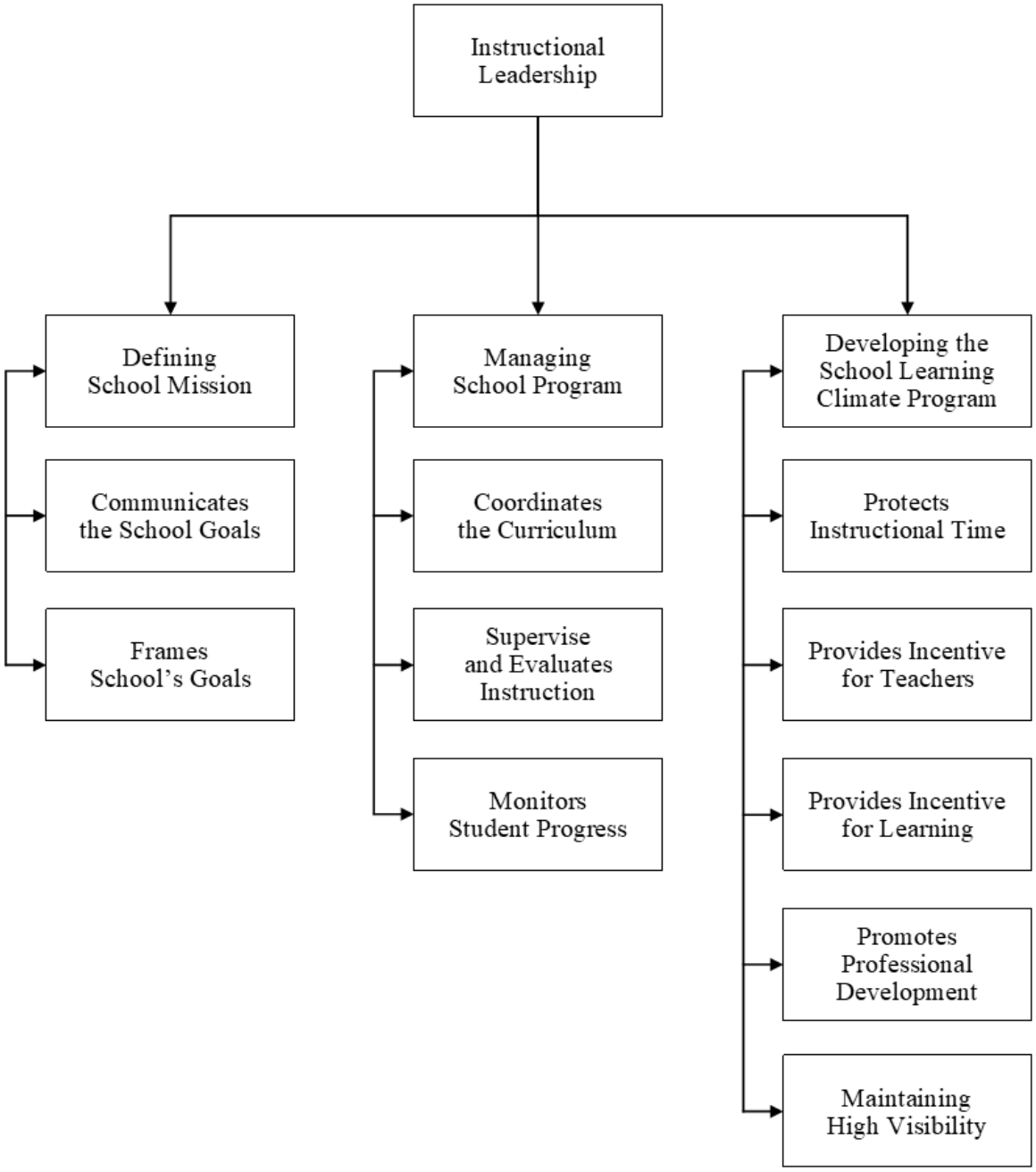

Figure 1. Conceptual framework of the study on instructional leadership practices of the principals. Adopted from Hallinger and Murphy (1985).

Hallinger and Murphy's (1985) instructional leadership model has been the most cited instructional leadership model in the literature (Gumus et al., 2018) and a widely adopted framework in this area for EdD and PhD dissertations over the past 3 decades. I used this conceptual framework to understand how elementary school principals, as instructional leaders, apply their instructional leadership practices to support novice teachers and promote teacher retention. I analyzed the interview transcripts to understand the instructional leadership practices of elementary school principals as they apply to support and retain novice teachers.

Nature of the Study

In this research, I explored the instructional leadership practices of elementary school principals. Given this intent and the nature of data needed for this study, I employed the qualitative method of inquiry, which is used for exploring meanings given to a problem (Creswell & Creswell, 2018, p. 4). The qualitative approach was appropriate for this study as it allowed for an in-depth understanding of the phenomenon of interest (i.e., instructional leadership practices as a means for novice teacher retention). The use of qualitative data that reflect the participants' instructional leadership practices addressed the purpose of the study, as "people's experiences and perspectives are deeply embedded in the contexts that shape their lives" (Ravitch & Carl, 2016, p. 3).

Among the various qualitative designs, the basic qualitative research design was used in this study. The overall purpose of a basic qualitative research design is to understand people's experiences from their perspectives (Merriam & Tisdell, 2016, p. 23). I used the basic qualitative research design to understand the instructional leadership

that elementary school principals implement to retain novice teachers in the school and in the profession.

I invited 14 elementary school principals to participate in this study. Participation in the study was voluntary. The participants met the selection criteria of having served their current school assignment for at least 2 years as school principal. During the interviews, the participants shared their perspectives on their instructional leadership practices that they implemented to retain novice teachers. Data were analyzed using thematic analysis. Further details of the selected research tradition are discussed in Chapter 3.

Definitions of Key Terms

The following terms are used and operationally defined in the study.

Instructional leadership: An educational leadership model that focuses on learning. Also known as "learning-centered leadership" (Gumus et al., 2018), instructional leadership outlines three components along with principals' tasks: (a) defining the school mission; (b) managing the instructional program; and, (c) promoting a positive school learning climate (Cooper, 2017; Hallinger & Murphy, 1985).

Novice teacher: An individual with 5 years or less of teaching experience (Kim & Roth, 2011).

Principal support: The extent to which school principals assist their teachers to improve performance and make their work easier (Boyd et al., 2011).

Teacher attrition: The act of totally leaving teaching (Grissom et al., 2016).

Teacher mobility: The act of moving to other teaching positions and usually from one school to another (Grissom et al., 2016).

Teacher retention: The act of teachers remaining in teaching at their current schools (Ingersoll, 2001).

Teacher turnover: The rate at which teachers enter and exit the teaching profession (Grissom et al., 2016).

Assumptions

There were assumptions regarding this qualitative research. The first assumption was that elementary school principals were aware of their role as instructional leaders. This was necessary for the context of the study because participants' awareness of their role as instructional leaders enabled them to provide understandable and accurate responses to the interview questions. These responses, in return, permitted the categorization of the participants' instructional leadership practices based on Hallinger and Murphy's (1985) instructional leadership model. The second assumption was that elementary school principals have at least one instructional leadership practice that they implemented to influence the decision of their novice teachers to stay in the school. This was necessary for the context of the study as the participants' responses highlighting these instructional leadership practices provided accuracy of the data needed for the study contributing to the validity of the research findings (Noble & Smith, 2015). The final assumption was that elementary school principals demonstrated truthfulness in providing data. This was necessary for the context of the study because the veracity of the

participants' responses ensured the trustworthiness of the qualitative findings (Merriam & Tisdell, 2016).

Scope and Delimitations

This study was central to the instructional leadership practices implemented by elementary school principals to help retain novice teachers. Specifically, I focused on examining the instructional leadership practices implemented by the elementary school principals in the school to help retain novice teachers. I chose this focus because principals' instructional leadership is seen as an emergent factor toward teacher retention (Boyce & Bowers, 2018).

The qualitative method of inquiry was employed in the study. The research site was a large urban school district in the northern Philippines. The participants were elementary school principals who had at least 2 years' experience as school principals in their current school assignment. The identified schools also had novice teachers with 1-2 years of teaching experience. To address the potential transferability of the research, I provided thick descriptions about the profile, background, and other observable characteristics of the participants as well as the culture, climate, and other notable characteristics of the research site. Additionally, I provided descriptions of the research procedures to be undertaken and other contexts of the study. The use of thick descriptions ensures the transferability of the research findings and allows others to understand and make judgments of the similarity to potential application sites (Lincoln & Guba, 1985).

The study was delimited to exploring the instructional leadership practices of public elementary school principals to support novice teachers to remain in their jobs.

The sample was purposely small and did not entirely represent all the public elementary schools at the research site. Moreover, the method of collecting data was delimited to qualitative interviewing only. Thus, the findings of this study were based on the participants' perceptions, interpretation of the phenomenon, and narration of practices implemented (Ravitch & Carl, 2016).

Limitations

One limitation of this study was that the responses of the participants did not represent the general population of public elementary school principals. The data that were collected attributed only to the participants. Furthermore, the findings of the study can only be true at the research site (see Creswell & Creswell, 2018). Another limitation of this study was that the selection of the participants in the study was based on their perceptions. This means that there were no preidentified participants who provided the data needed for the study.

Significance

Contribution to Educational Leadership

This study contributes to the broad body of knowledge on educational leadership and human resource management by offering perspectives on instructional leadership that support novice teacher retention. Findings of the study widen the understanding of the role and importance of instructional leadership in promoting teacher retention. More specifically, the findings provide validation and perhaps additional insights to strengthen existing theories that seek to explain how instructional leadership practices of school principals can be applied to promote retention of novice teachers. This study also

contributes to the ongoing research to provide a broader understanding of and to provide a long-term solution to the growing problem of teacher attrition and teacher turnover.

Implications for Social Change

School district administrators can benefit from this study as they may be informed on how to retain novice teachers in their current school through principals' instructional leadership. Likewise, elementary school principals may benefit from this research by having insights (i.e., various instructional leadership practices that help retain novice teachers) into which strategies can be practiced in the district and in local school settings. Findings of the study thus lead to positive social change, as these strategies can serve as a basis in developing additional principal support and in refining principal leadership to help novice teachers stay in the school and in the profession. When good practices in instructional leadership are adopted in the school, novice teachers may remain at their current school, and principals can become more active in promoting teacher retention and fostering staffing stability.

Summary

This chapter began with an introduction describing the research topic and rationale, followed by the background of the study providing a brief summary of the research literature and the gap of practice that was addressed in the study. In the study, the topic was the instructional leadership practices elementary school principals implement to retain novice teachers. The gap in practice was concerned with the continuous early career attrition and mobility contributing to high novice teacher turnover as a result of the instructional leadership practices implemented by elementary school

principals. After reviewing the literature, I found that there is a need to conduct a study on the identified topic to better understand the identified gap, promote novice teacher retention, and foster staffing stability in the school. Research is largely focused on the understanding and implementation of teacher induction, mentoring, and various retention strategies in the school; however, few are focused on the understanding of the role of school principals as instructional leaders in retaining the novice teachers in the school and in the profession. Thus, I attempted to explore how elementary school principals implement instructional leadership practices that help retain novice teachers.

The findings can contribute to positive social change by identifying instructional leadership practices that help retain novice teachers. In order to accurately identify these practices, I reviewed past and current research related to the research topic. In this regard, I provide in Chapter 2 an in-depth review of the related literature on instructional leadership, teacher retention, and novice teacher research. I also expound the conceptual framework for this study focusing on Hallinger and Murphy's (1985) instructional leadership model.

Chapter 2: Literature Review

Introduction

In this chapter, strategies used to search relevant literature are presented. I take into consideration the context of elementary school principals' instructional leadership practices with regard to the retention of novice teachers. Also included is a description of key terms that assisted in the search process of the study. Along this line, there is a description of how current research benefits from concepts and phenomena found in previous studies related to the research. This chapter will close with an extensive review of relevant scholarly peer-reviewed articles, books, dissertations and journal articles.

Literature Search Strategy

I used different search engines in conducting a comprehensive search of literature related to the instructional practices that help retain novice teachers. The primary methods for selecting research literature for this study were the Walden University Library and other related resources, the Virginian Polytechnic Institutes, and State University Library Summon search engine, and Google Scholar. Using the keywords *instructional leadership practices*, *teacher retention and teacher attrition*, *leadership practices and teacher turnover*, the results included over 10,000 books, dissertations, and journal articles. I limited the search to scholarly peer-reviewed articles. Investigating current issues affecting novice teacher retention was carefully examined in the literature review. Also included in the review was further analysis of the research related to whether instructional leadership, developing positive school climate, and providing PD that influence novice teachers' decision to remain in their jobs.

Conceptual Framework

The most cited instructional leadership model in the literature has been the one developed by Hallinger and Murphy (1985). This model defined instructional leadership through three components—namely determining school missions, managing instructional programs, and creating a school learning environment. Hallinger and Murphy's model was divided into 11 leadership functions: developing school goals, supervising and evaluating teaching, coordinating curriculum, monitoring student progress, assuring instructional time, maintaining learning support, providing incentives for teachers, enforcing academic standards, promoting PD, and providing incentives for learning. Using this model, Hallinger and Murphy developed the tool called the Principal Instructional Management Rating scale that has been implemented in more than 175 surveys worldwide. In order to meet the needs and requirement of policy, research, management, and practice of school leadership, Hallinger and Murphy made sure that their models were valid.

The conceptual framework for this research is the instructional leadership model by Hallinger and Murphy (1985) because the holistic view of the model can relate to the instructional leadership practices of school principals. From the lenses of Hallinger and Murphy, instructional leadership model consists of: (a) definition of the school mission, which requires principals to frame and communicate school goals; (b) management of the instructional program, which necessitates principals to supervise and evaluate instruction, coordinate curriculum, and monitor student progress; and (c) promoting a positive school learning climate, which entails principals effort to protect instructional time, promote PD,

maintain high visibility, provide incentives for teachers and learning, and enforce academic standards. The contention for these dimensions lies on the assumption that school principals need to focus on matters related to teaching and learning. From this perspective, it can be argued that Hallinger and Murphy's instructional leadership model is principal centered (Gumus et al., 2018). This research is based on this model to delve into the principals' instructional leadership practices. Furthermore, this model relates to school principals' instructional leadership practices that are closely linked not only to academic achievement but also to school outcomes (Hallinger & Murphy, 1985).

The interview protocol was created based on this model regarding principals' instructional leadership practices (Shaked, 2018). This model has been cited in the literature (Gumus et al., 2018), and is widely adopted in this area for EdD and PhD dissertations over the past 3 decades (Hallinger & Murphy, 1985). I used this conceptual framework to understand how elementary school principals, as instructional leaders, apply their instructional leadership practices to support novice teachers and promote teacher retention (Habibu, 2017). I analyzed the interview transcripts to understand (a) the roles of elementary school principals as instructional leaders and (b) the various instructional leadership practices that these school principals apply to support novice teachers and help them remain in the school.

Literature Review Related to Key Variables and Concepts

The Instructional Leadership

Instructional leadership is a condition where school leaders focus on instruction to improve student achievement. Instructional leadership is a crucial factor in the success of

a school and its students; thus, school leaders' roles in the process should be clearly defined. The roles that are expected of school leaders include but are not limited to setting a climate of high expectations for staff and students; mentoring, which includes encouraging collegial and collaborative learning and building commitment; and managing, coordinating, supervising, and monitoring curriculum implementation and student progress. As school leaders, principals promote the success of all students by advocating, nurturing, and sustaining a school culture and institutional program conducive to student learning and staff professional growth.

One of the roles of an effective principal is that of an instructional leader. Principals supervise and evaluate teachers to ensure the proper management of school programs (Close, Amrein-Beardsley, & Collins, 2020). According to Hallinger and Murphy (1985), instructional leadership practices of school principals are intended to encourage and strengthen the teaching and learning process in schools involving teachers, students, parents, school planning, management, facilities, and resources. Principals have strong influence in leading instructional leadership practices by monitoring the assessments made by teachers, informal talk, and guided learning opportunities.

School leaders also create a student-centered vision for their school (Smith, 2016). Instructional leaders should translate school vision into goals every year where inputs from all stakeholders are taken into consideration. Turning a school from average to high performing needs a leader who has a clear vision that is focused on the attainment of that vision (Healey, 2009). Moreover, a school vision's focus is on student learning and the challenge of seeking creative ways to strengthen learning and teaching in the

school (Smith, 2016). But some principals devote their time on managerial tasks, finance, and other school issues such as students' behavior and do not have enough time to be engaging with teachers on the improvement of instruction (Smith, 2016).

Instructional Leadership Challenges and Practices of Principals

Novice teachers need the support of school principals. Based on a meta-analysis on the experiences of first-year teachers, one contribution to high rates of teacher attrition is the ability of first-year teachers to combine traditional and teacher-centered practices (Strom, Martin, & Villegas, 2018). Novice teachers must learn how to adjust to various aspects of the profession including but not limited to school organization and instructional practices that they acquired during their pre-service training (Strom et al., 2018). Influences at the school systems level have highly contributed to the shaping of novice teachers' instructional practices and smooth transition to the teaching profession (Strom et al., 2018).

Scholars have examined the leadership experiences of principals and their roles in teaching. Based on previous research, principals should build meaningful relationships with stakeholders to ensure that trust exists between and among their stakeholders including but not limited to the teacher, students, parents, and school leaders (Wieczorek & Manard, 2018). Principals also need to develop skills to fulfill expanding job responsibilities, and strengthen mentoring, and PD. Further, principals should prioritize teaching and learning in schools, and school principals as instructional leaders should emphasize the best teaching practices. The role of instructional leadership in managing changes in the 21st-century education toward preserving the quality of existing education

in the country is critical and important (Aziz, Muda, Mansor, & Ibrahim, 2017). School principals' responsibilities are complicated in terms of making decisions and meeting new demands, but school principals' primary function is to manage teaching and learning Mestry, 2017).

Further, instructional leadership relates to novice teacher retention. Based on a study of 10 novice middle and high school teachers, even though most disagreed that some components of administrative support were influential to their self-efficacy and career making decisions, most of them agreed that some elements of support was instrumental in their decision to either leave or stay in the profession. The key indicators of sound instructional leadership include (a) culture of continuous school improvement, (b) participation of every faculty member in the development and implementation of the school improvement plan, (c) use of data to make important decisions, leadership capacity in the school, and (d) a leader being engaged during the school improvement process (Brown, 2016). Additionally, collaborative instructional leadership is important to teachers. Having concrete school goals, closely monitored supervision of teachers during instruction, and protecting instructional time has influenced academic performance of students (Isah, Agbe, Odeh, & Adelabu, 2019).

Instructional leadership practices also relate to teachers' efficacy. For example, Ma and Marion (2019) investigated the influence of 50 principals' instructional leadership practices in building 714 teachers' efficacy. Instructional leadership practices related to developing a positive learning climate produced effective influences on teacher efficacy. Instructional leadership practices that described the school's mission, the

instructional program, and positive school learning environment significantly influenced the trust of the teachers on the principals. These instructional leadership behaviors had a greater influence on novice teachers (Ma & Marion, 2019). Hou, Cui, and Zhang (2019) also suggested that the dimensions of instructional leadership were managing instruction, defining the school mission and goals, and promoting teacher development, which significantly related to high school entrance scores and college entrance scores for students.

Transformational Leadership and Instructional Leadership

Transformational leadership has been the central point of discussions among various researchers and practitioners. Transformational leadership and instructional leadership are considered as two major aspects of leadership. Transformational leadership creates positive and valuable change in the followers. Transformational leaders help one another, encourage, and to pay attention to the development of the organization as a whole. But regardless of the leadership style that school administrators use, they must prioritize teaching and learning at the forefront of their decision making (Smith, 2016). Principals must set directions for their teachers to be successful in meeting their expectations for their students (Smith, 2016).

Though transformational leadership has been a dominant and effective leadership style, transformational leadership practices should connect with additional leadership behaviors such as those linked to instructional leadership (Eliophotou-Menon & Ioannou, 2016). Successful instructional leaders are those who are competent, confident, and qualified to support teachers in the improvement of their instructional practices (Smith,

2016). Brinia and Papantoniou (2016) studied the leadership traits and factors that affect high school principals in Greece and found that most of the respondents applied transformational leadership regardless of personal characteristics such as age, sex, and educational background as school administrators. However, seminars and trainings may provide principals with the knowledge and skills needed to use instructional leadership in motivating school personnel (Panganiban, 2018).

Principals should implement the necessary leadership skills to encourage novice teachers to pursue the vison and mission of the district. Principals should create a conducive learning environment, which is one of the facets of instructional leadership practices explored in this research. Age, timing of entrance into a teaching career, and preparatory programs have influenced novice teacher efficacy and success in the profession (Redman, 2016). But job support, job fulfillment, and future goals have also been influenced by experiences the novice teachers went through in the school district (Redman, 2016). Thus, the use of transformational leadership is important when working with novice teachers (Coker, 2017), and the principals' instructional leadership practices are critical in motivating teachers to remain in their jobs.

Novice Teacher Retention

The quality of leadership affects retention of teachers. Research on teacher retention has revealed that principals are influencing the development of effective schools, contributing to teacher retention, job satisfaction and motivation (Podolsky, Kini, Darling-Hammond, & Bishop, 2019). Additionally, instructional leadership practices and person-job fit categories can predict teacher retention in the teaching

profession (Player et al., 2017). A lack of support from administrators also adds more stress on novice teachers and leads to attrition (Dias-Lacy & Guirguis, 2017; Dunn, 2018; Lee, 2017). In addition to providing support, school principals should provide timely and consistent feedback. Developing job satisfaction and deep-level trust with their administrators are also significant reasons for novice teachers to remain in the profession (Dias-Lacy & Guirguis, 2017). Thus, school principals should build positive relationships with the novice teachers to increase the probability of novice teachers to stay in their schools and school districts.

School districts find high rate of teacher attrition among novice teachers to be a great challenge (Sasser, 2018). Teacher attrition rates in high-poverty school districts are higher than school districts of low-poverty rates (Sutcher, Darling-Hammond, & Carver-Thomas, 2019). Novice teachers also leave the profession because of absence of intensive support of administrators; too much attention and emphasis on accountability; absence of, lack of, or limited classroom management control; low compensations; and absence of instructional leadership support (Sutcher et al., 2019). Turnover rate among novice teachers is higher when they are not given full support (Glennie, Mason, & Edmunds, 2016). More novice teachers leave the profession because they have more novice teachers in their staff, but when novice teachers are placed in working environments where they experience overwhelming support, schools will have more novice teachers to stay (Glennie et al., 2016).

Policymakers are concerned about teacher performance and the fact that teachers with high performance are not equally distributed in schools. Teacher attrition has

affected teacher performance (Feng & Sass, 2017). Novice teachers who were evaluated as nonperforming left the teaching profession, whereas those who were evaluated as performing teachers stayed in their schools. Novice teachers who were paired with more experienced teachers and had productive years with them remained in the profession for a longer period (Feng & Sass, 2017). Novice teachers also value the quality of relationships that they establish with the students and community members, though little research has been conducted to show that social support could lead to teacher self-efficacy, which can affect student achievement and job satisfaction as well as retention (Korte & Simonsen, 2018). But researchers like Korte and Simonsen (2018) have inferred that the relationships with administrators impact teacher self-efficacy and eventually improve teacher retention.

Mentoring of Novice Teachers

Mentoring is another factor that affects teachers' retention and attrition. In addition to induction, proper and effective mentoring induction is important to novice teachers. Research has showed a positive correlation among teachers who had assigned mentors and retention rates; however, other studies also indicated that many teachers reported lack of formal mentorship of any kind. Mentorship for novice teachers range from having an assigned veteran mentor who could be used as a resource person to an organized effort to support and supervise over time.

Supervisors should be ready and willing to support novice teachers. However, mentors may find it hard in giving the psychological support that would come naturally from an unbiased mentor (Nowacki, 2015). Additionally, in supervisor–subordinate

relationships, sometimes the employee may feel bad about the discussion of his or her performance (Sasser, 2018). Sasser (2018) claimed that the first 5 years in teaching was difficult for novice teachers. To create a support system in teaching, novice teachers are paired with a mentor hoping that these teachers will decide to stay longer in the field of teaching. In order to provide technical support in areas such as classroom management, lesson planning, and social and emotional support, novice teachers were provided with mentors, who were actually senior teachers with a high level of proficiency as educators. In addition, they were also asked to participate in the teacher induction programs of the school. Findings showed that novice teachers considered the perceived benefits and outcomes as the most effective element of the teacher induction program. Sasser (2018) believed that novice teachers put premium on participating in the mentoring program because they viewed it as being helpful to their professional practice as educators.

Access to mentors or mentorship programming, effective mentorship qualities, and school policies on mentorship affect novice teachers. Whalen, Majocha, and Van Nuland (2019) emphasized the need to focus on the experiences and challenges beginning teachers experience in school during their 3-year classroom teaching. Jin, Li, Meirink, van der Want, and Admiraal (2019) said that mentoring programs have positive influences on the performance of novice teachers when novice teachers are supported by their mentors. Watson and Olson-Buchanan (2016) agreed that there is a high turnover rate among novice teachers, and this has become a problem in education. Watson and Olson-Buchanan (2016) studied the relationship between teacher turnover and job embeddedness. Job embeddedness is the employees' state of being stuck within a larger

community. In three central California school districts in the San Joaquin Valley, data were collected from more than 100 novice teachers in elementary, middle and high school. Teachers stay in their job because they feel they are welcome and connected to their schools and communities otherwise, they will leave. Job embeddedness was a functional design to better understand the reasons why novice teachers leave their school.

In order to minimize teacher turnover rate, schools should examine their compensation benefits and reward packages. Siegbert (2020) studied the factors as predictors of teacher turnover among teachers of Chinese schools in southern Philippines. Siegbert (2020) found that several pull factors, such as highly competitive salary and benefits, promotion opportunities, job tenure, and stable school culture, and push factor, such as low salary and limited benefits were regarded as high predictors of teacher turnover.

Davis (2017) studied the effects of mentor-based induction program on novice teachers. The mentors of the 130 novice teachers from an urban school district who participated in the study supported them in their transition to become professional teachers. The support was focused on the following components: policy, procedure, and culture of the school district. At the completion of the study, the novice teachers completed two surveys, teacher efficacy and induction phase. Davis (2017) found that the perceptions of mentors and novice teachers on self-efficacies and commitment to the profession were not statistically significant. Rhodes (2017) studied the integration of collaborative inquiry model on peer coaching and novice teachers. Using the qualitative case study methodology, Rhodes (2017) did not only conduct individual interviews but

also focus group interviews and teachers' written reflections. Rhodes (2017) showed that novice teachers positively embraced peer coaching as a support for improvement and reflection on their practice. Rhodes (2017) expressed that the compatibility of the novice teachers and their respective mentors should be considered in order for the model to work. Rhodes (2017) suggested that novice teachers should be given enough time to interact with their mentors especially that the main goal of the model is to enhance teacher performance.

Novice teachers face difficult problems as they strive to grow and succeed in the teaching profession. Gholam (2018) studied the novice teacher's views regarding mentoring practices that were implemented during her in-service training. The respondent was also asked to respond to some questions about the challenges and difficulties that she experienced as a novice teacher on her first year in the profession. After a year, Gholam (2018) asked the novice teacher to complete a questionnaire and requested to answer demographic surveys about the school and classroom she was teaching in, the follow-up conversations with her mentor, and her perceptions of the mentoring experience. Gholam (2018) found that three common themes emerged in the study: novice teacher's difficulties, mentoring practices, and qualities of an effective mentor. Gholam (2018) concluded that in order for novice teachers to overcome the challenges that come their way, effective mentoring programs should be designed and implemented in their schools.

Mentoring and coaching practices may have taken over many other forms of job embedded PD programs. Vikaraman et al. (2017) expressed that while mentoring practices provided professional and personal guidance to an assigned mentee, coaching

provided focused career assistance to the mentee. Vikaraman et al. (2017) studied the current mentoring and coaching services provided especially for novice teachers focusing on various issues and challenges on their first few years of teaching. These initial narratives showed the new teachers' sustainability, teaching quality and students' performance. Effective mentoring and coaching practices provided guidance in the areas of professional (e.g., career, skills, and expertise) and personal (e.g., work/life balance, self-confidence, self-perception, and personal influences) development of the novice teachers. Vikaraman et al. (2017) suggested the need for equipping mentors with mentor coaching skills training and principals' support anchored on the Kansas coaching model underpinning the principles of adult learning theory to improve current mentoring and coaching practices.

A number of novice teachers in the United States quit teaching within 5 years of entering the profession. While school districts recognize the need for mentors, they struggle to implement the program effectively. Roberson (2019) studied the relationships of novice teachers with their mentors on their first year of teaching. Using semistructured interviews and a group observation during an administrative support meeting for novice teachers, Roberson (2019) found that depending on age and path for certification, the respondents sought professional and emotional support from their mentors. A positive mentoring relationship was formed that motivated the novice teachers become future mentors. Roberson's (2019) findings could be used to develop a PD for future mentors to increase teacher retention. Supportive induction and mentoring programs would raise the chances of novice teachers achieving a level of success in their classrooms and would

likely remain in the teaching profession (Borman & Dowling, 2017). Proper implementation of mentoring programs requires effective instructional leadership. School administration that supports effective mentorship and induction programs would more likely retain novice teachers.

Instructional Leadership Practices and Pre-Service Teachers

Principals assume a proactive role in supporting teachers' instructional efforts and communicate directly and frequently with teachers about instruction and student needs. Principals address teachers' basic, professional and individual instructional needs when they support teachers' instructional methods, visit classrooms frequently, provide feedback on instructional methods and techniques and use data and faculty input to determine staff development. Effective principals do for teachers what effective teachers do for students. Vecaldo (2019) argued that pre-service teachers should be prepared for instructional leadership roles necessary in today's various school reforms. There is a limited literature on this preparation because the integration of instructional leadership is quite new in the Philippine teacher education curricula (Cabigas, 2019). There is an increasing need for more research on instructional leadership, particularly on teacher education institutions. Vecaldo (2019) interviewed 12 pre-service teachers and focused on their perceptions of instructional leadership. As Vecaldo (2019) examined the views, insights, and narratives of the respondents, results revealed that instructional leadership must not only be articulated and centered on learning but also service driven and equitable to everyone. Furthermore, Vecaldo (2019) expressed that this study showed

how pre-service training could empower novice teachers as they embrace instructional leadership in teacher education.

Novice teachers have different needs to thrive in the teaching profession. Policy initiatives have been established to improve teacher education programs (White, Tindall-Ford, Heck, & Ledger, 2017). Buchanan et al. (2013) stated that there has been a Mindshift regarding the focus of teacher education, and that is, to focus on sets of deliverable outcomes that can help and support novice teachers in accomplishing their goals and expectations. The teacher preparation programs should incorporate competencies that teachers need in the real world. Cochran-Smith, Burton, Carney, Sánchez, and Miller (2017) reported that input-and outcome-based researches was unsuccessful in improving teacher education programs. In their review, Cochran-Smith et al. (2017) reiterated the need to evaluate teacher education and that researches should provide information that could help policymakers to come up with innovative and collaborative solutions.

To improve the quality of education in the Philippines, as compared to its neighboring countries, the government launched a comprehensive reform of its educational system known as the K-12 program (Alegado & Edrada, 2018). The K-12 program added 1 year for Kindergarten and 2 or more years to secondary education such as Grades 11 and 12 (Alegado & Edrada, 2018). Philippine government envisioned that more than 60,000 teachers would be required to cater to not only the additional courses but also the increased number of classrooms (Sarvi et al., 2015). Niron, Yuliana, Isbianti, and Rahmat (2019) examined and developed the novice teacher induction program model

in Indonesia. Niron et al. (2019) found that the schools of the novice teachers implemented some mentoring techniques and counseling process. Niron et al. (2019) explained the importance of study because it did not only support the novice teachers but also encouraged them to remain longer in the profession. Novice teachers can be empowered as they embrace instructional leadership practices implemented in their respective schools. Therefore, the instructional leadership role of principals is seen as a significant factor for developing effective schools and for novice to consider staying in their jobs. In an era of accountability, school principals play a very important role in classroom instructions. Principals' primary role is to facilitate effective teaching and learning with the overall mission of enhancing students' achievement through the retention of quality novice teachers.

The Roles of School Principals in Supporting Novice Teachers

Principals can help streamline the hiring process of teachers. After the novice teachers are hired, effective principals make sure to place them in their areas of expertise, provide them with adequate resources to meet their needs and assign them only limited extra duties and responsibilities to optimize their chance of success. Principals support novice teachers by sponsoring a building-level orientation on key policies and procedures and assigning mentors or buddy teachers as a solid network of support. However, these protocols are not in place in most school districts. There is a need to develop these protocols and principals must be sensitive to the need of novice teachers and provide the necessary support.

Developing positive relationships is one of the many roles of instructional leaders (Si-Rajab, Madya, & Musa, 2019). Si-Rajab et al. (2019) studied the levels of instructional leadership practices secondary school principals in Malaysia. The different levels were based on the instructional leadership elements by Hallinger and Murphy (1985) such as framing and communicating school goals, monitoring curriculum, supervising instruction, promoting PD, and so forth. Si-Rajab et al. (2019) reported that among the 365 school principals who were involved in the study, promoting PD was recorded high and framing school goals was low. Knowing the different levels of leadership practices could result to the creation of highly effective schools.

As instructional leaders, the main role of elementary school principals is to support novice teachers. Kindall, Crowe, and Elsass (2018) pointed out that with the school principals' excellent administrative support skills, the ability of the novice teachers to perform effectively was highly guaranteed. One of the factors elementary teachers stay longer in schools was the positive influence of school leaders on their capacity to perform very satisfactorily in the elementary grades. Vogel (2018) examined the narratives the principals identified as helpful in preparing them to perform their responsibilities as school instructional leaders. The sample was 50 practicing principals who were asked regarding their instructional leadership roles. Vogel (2018) found that school principals must examine their instructional leadership responsibilities as well as participation in PD programs. The goal of having these programs was to develop learning experiences that could more effectively support principals' success as instructional leaders.

When novice teachers receive support from their school principals, they could adapt to educational policy changes, new approaches and teaching strategies, and classroom management. Ali (2017) conducted a study about the administrative support practices of school heads to the novice teachers at the public secondary schools in Zanzibar. Ali (2017) expressed the sense of urgency for school principals to provide effective leadership support to novice teachers. Using qualitative research approach, Ali (2017) collected data from 36 novice teachers in Zanzibar school district by conducting semi-structured interviews. Ali (2017) examined how school principals performed their roles in supporting novice teachers. School principals developed advisory committees, which main job was to offer advice to novice teachers, provided conducive work facilities, assisted teachers in addressing work-related problems, and linked novice teachers with other school leaders (Ali, 2017). Novice teachers did not only adjust to their workload assignments but also establish relationships with other staff members, parents, and students of different background.

School principals may spend most of their time doing administrative work than supervising teachers in the classrooms. Hui-Ling, Fong-Yee, and Chen (2015) conducted a study on how instructional leadership was applied in the Taiwanese setting. Using exploratory approach, the authors analyzed experimental studies that were conducted on school principals. Hui-Ling et al. (2015) collected 80 studies and identified their common ideas and concepts. Hui-Ling et al. (2015) found that this behavior was apparent because of the absence of supervisory training on instruction and curriculum development.

Teachers appreciate the support they receive from their principals. Hughes, Matt, and O'Reilly (2015) examined the relationship between principal support and retention of teachers in high-need schools. Hughes et al. identified the implications of principal supervision on teacher retention and when school principals are visible and available help teachers on their decision to stay in their schools. School leaders are encouraged to align their programs and leadership styles to increase teacher retention.

Instructional leadership is useful in developing a conducive teaching and learning environment. Manaseh (2016) examined the instructional leadership practices implemented by school principals to improve teaching and learning particularly the monitoring of instructional time. Respondents of this study were school administrators, academic supervisors, teachers and students who participated in one-on-one interviews, group discussions, and classroom observations. The respondents were not aware of the concept of instructional leadership. Since the respondents were not involved in curriculum development, curriculum materials and resources were not prepared on time. In addition, classroom observations were not also conducted. Manaseh (2016) concluded that any programs designed to improve the teaching and learning process of the school could help teachers to stay in the teaching profession.

Gawlik (2018) examined the instructional leadership and the process of teaching and learning in charter schools. Gawlik (2018) explored the principals performed their instructional leadership roles, the challenges in leading their schools, and the obstacles that block them from performing their instructional leadership roles. Gawlik (2018) showed the need to focus on the 3 main components of instructional leadership

practices: establishing school mission statement, supervising instruction, and fostering school culture. Gawlik (2018) also found that the respondents tried to engage fully in performing their instructional leadership roles; however, managerial roles such as budgeting and staffing stopped them from doing so. Administrative support of principals helps the novice teachers. The novice teachers benefit when principals quietly ask a colleague next door to keep an eye on the classroom but gain even more if the principal personally observe the classroom and offer counselling and advice.

Influence of Effective Leadership, Novice Teachers, and Creativity

Research has indicated that administrative support has a profound effect on the experiences of novice teachers (Smith, 2016). Principals have the power to directly influence teacher creativity and the power to reduce the negative perceptions that teachers may hold. Principals who are responsive to the varying needs of teachers are principals who retain teachers (Bartanen, Grisson, & Rogers, 2019). Creativity and beliefs of the teachers regarding creativity are good indicators of enhancing teacher creativity (Chan & Yuen, 2014; Fakhari, 2019). Chan and Yuen (2014) stated that being creative depends on the teachers' personality, personal creativity, and how they use it in everyday life. While Jonsdottir (2017) argued that building creativity is a complex activity, Soh (2017) believed that teaching behavior in itself affects student creativity. In order to influence students to be creative, Wang and Kokotsaki (2018) explained that to enable teacher creativity, teachers are suggested to implement art and play activities, and create a culture of creative learning in the classroom. Amtu, Siahaya, and Tallak (2019) argued that in order to school principals to influence teacher creativity effectively and eventually

enhance instruction, they must perform their leadership roles consciously. The principal leadership roles impact teacher performance positively and encourage teachers to work collectively.

Aruzie, Adjei, Adjei, Nkansah, and Anorkyewaa (2018) stated that the leadership styles and student achievement both caught the attention of researchers in order to find its courses and effects. Aruzie et al. (2018) studied was to find out the courses and effects of leadership styles on the teaching and learning process of the Nkoranza-North district in Ghana. Respondents of the study included 60 people: Headmasters, selected teachers and students. Using interviews and questionnaires, Aruzie et al. (2018) examined the different leadership styles of the school leaders. Findings showed that some leadership styles used by school leaders were influenced by their personality trait, level of control, organizational structure and the level of experience. Aruzie et al. (2018) concluded that the school leaders were viewed differently by the respondents. While there were viewed as democratic, others were viewed as aristocratic, bureaucratic, and charismatic.

Modeling and making teachers become passionate to instruct students should be on the forefront of effective leadership. Barrett and Breyer (2016) argued that principals and teachers are faced with increasing demands of effective teaching and learning. To realize this, Barrett and Breyer (2016) suggested that effective leadership must be implemented. Administrators should use strategies that could motivate teachers to focus on student learning.

Teachers need support from their principals by implementing professional leadership and management practices that are geared towards high achievement. Amtu et

al. (2019) believed that teacher creativity could be used as predictors of success of student achievement. Amtu et al. (2019) wanted to find out whether the influence of principals and management practices could influence teacher creativity. Results showed that out of the 140 teachers that served as respondents, 46.7% viewed that teacher creativity was influenced by professional leadership and principal management. Amtu, et. al. (2019) implied that principal leadership could be used to determine the progress of a school. School districts should consider the following: (a) develop a system for hiring and testing the competencies of principals; and (b) the placement of principals should not only be because of seniority and rank, but also on the basis of how they perform their roles as educational leader.

There is a need for PD for novice teachers. Pineda-Báez, Bernal-Luque, Sandoval-Estupiñan, and Quiroga (2019) studied the efforts of novice principals in Colombia in building connections with school communities through socialization. Pineda-Báez et al. (2019) interviewed 37 novice principals both in rural and urban areas and they found that building trust and communication to promote social justice with the surrounding school communities was challenging. Principals are expected to support the development of novice teachers.

Instructional Leadership, School and Teacher Leadership, and School Culture

Teacher leadership, when recognized could help shape the culture of the schools and can contribute to the success of student learning. Significant changes in the education structure itself, such as the way educational institutions are managed demand that school leaders need to be well developed to meet the challenges of the 21st century and address

the school improvement process. Principals must respond to increasing diversity in student and teacher characteristics including school cultural background and variation in teaching capabilities. Principals, as school leaders, who are in position to influence others must have the skills that will make them take advantage of that position. Hence, school effectiveness would depend on the competence of the school principal. Alegado and Edrada (2018) argued that teacher leadership failed to carry out its purpose in school organizations. Using qualitative research design, Alegado and Edrada (2018) conducted teacher interviews from various places in the Philippines. The authors focused on 2 things: (1) principal-oriented nature of the educational system, and (2) limited school leadership training for teachers. Alegado and Edrada (2018) found that teacher leadership can be a powerful tool when teachers are allowed to contribute in the instructional leadership practices in and out of their classrooms.

There is a need of hiring and retaining quality teachers to improve school culture. Piotrowsky (2016) examined the school leadership and culture relationships. With the needs of standards-based education reform, the purpose of every school is academic progress of student. In this study, Piotrowsky (2016) presented the literature review by analyzing the earlier studies showing significance of leadership on culture and teacher retention, and leadership and school culture on student achievement. Piotrowsky (2016) found that a significant relationship exists between schools with a culture of learning partnerships and teacher retention and between schools. Piotrowsky (2016) expressed that since teachers were regarded as important classroom resource, school districts should look into their recruitment and retention processes.

School principals must be monitored and evaluated accordingly. Magulod (2017) studied how school effectiveness may influence new teachers' decision to stay in schools. Magulod (2017) believed that school effectiveness, competencies among school leaders and professional collaboration could contribute to the performance of schools. By using mixed-method research in identifying the elements that influence school effectiveness and status of school performance of private and public elementary schools in the Philippines. Magulod (2017) found that the level of excellence of school effectiveness of both private and public elementary schools showed different results. Public schools performed better in home-school relations and school performance, public schools performed better than the private schools for the past 3 years.

Mackey (2016) examined the relationships between principal instructional leadership and school culture from the lens of student achievement. Mackey (2016) investigated whether the teachers' perceptions of school leadership behaviors and school culture were related to student academic performance in Kentucky elementary schools. Mackey (2016) found that when teachers regarded school leadership as high, the same teachers would have strong perceptions of school culture; thus, student achievement could be higher.

Goddard, Bailes, and Kim (2020) examined the impact of school principals' sense of efficacy on the enhancement of instruction. Goddard et al. (2020) argued that principal efficacy for instructional leadership would directly predict teacher efficacy beliefs and indirectly predict student achievement. The respondents of the study were 95 principals, 1,623 teachers, and 4,229 students in a Midwestern state. Goddard et al. (2020) found

that principals efficacy beliefs produced positive and significant results particularly on how teacher efficacy could be used to predict student achievement.

Mehdinezhad and Sardarzahi (2016) studied principal leadership behaviors and how these behaviors affect the principals' management experience. Respondents included 46 principals and 129 teachers of guidance schools and high schools in Iran. Mehdinezhad and Sardarzahi (2016) used the LBDQ questionnaire to collect data that would be examined using one sample and independent *t*-test, correlation coefficient and crosstabs Pearson *Chi-square* test. Mehdinezhad and Sardarzahi (2016) showed that leadership behaviors perceived by teachers were different from the perceptions of their principals. While the principals believed that they were managing the schools appropriately, the teachers thought otherwise.

Vilakazi (2019) argued that instructional leadership should be concerned about the teaching and learning behaviors of teachers especially in improving student achievement. Since many school principals are assigned in low-performing schools, Vilakazi (2019) studied their instructional leadership practices. Using mixed-method research design, Vilakazi (2019) observed the primary school principals' instructional leadership behaviors. Vilakazi (2019) found that the respondents did not only perform their role as instructional leaders but also delegated this role to the assistant principals. Vilakazi (2019) concluded that in order to schools perform academically and increase student achievement, school leaders must have the following: (a) mission-vision that guides the instructional activities of the school; and (b) increase PD for staff members.

Lee and Santagata (2020) examined the relationships between knowledge and instructional quality of novice primary school teachers. Using the classroom video analysis and the mathematical quality of instruction method, Lee and Santagata (2020) observed changes on some novice teachers particularly those who had been in the profession for 3 years. Lee and Santagata (2020) stated that these changes included use of knowledge and instructional quality and develop sing relationship with their peers. Additional results showed that the teachers progressed in years in the profession, their knowledge in the content area of mathematics and delivery of instruction improved. Lee and Santagata (2020) suggested that knowing the content of mathematical thinking on the first year of the profession could influence teacher improvement in both knowledge and practice.

Wills (2016) studied the condition of teacher leadership at one elementary school in implementing intervention programs to increase student achievement. Wills (2016) investigated the leadership styles of the respondents as they implemented the new programs. Using mixed methods research design, the respondents participated in individual interviews and completed surveys on philosophy of education inventory, teacher leadership self-assessment, and teacher leadership school. Wills (2016) revealed that most of the teachers' leadership behaviors confirmed comprehensive education method and behaviors that were geared toward instructional proficiency, self-organization, and self-awareness. Wills (2016) stated that the teachers did not show behaviors that concern change, communication, and diversity.

Poloncic (2016) conducted a study to describe school leadership experiences of high school principals. Using a phenomenological approach, Poloncic (2016) interviewed the respondents and asked them to explain the importance of effective school leadership. Results showed that school principals had very limited knowledge of instructional leadership practices. The current school principals knew little about the significant role of the curriculum standards in the teaching and learning process. Poloncic (2016) suggested that in order to create strong school leadership, school leaders who supervise, support, and lead aspiring school principals should have access to mentors, coaching, and on-the-job training.

Mesa Villa (2017) examined the influences of an induction program that was experienced by a Colombian English novice teacher. Mesa Villa (2017) documented the socialization process experiences of the novice teacher and how he transformed to be an agent of change. Using data that were gathered through interviews, class observations, and document analysis, Mesa Villa (2017) found that the teachers' induction program was not a smooth transition and his opportunities to engage in school transformation changed because of professional interests and school factors.

Widiati, Suryati, and Hayati (2018) investigated the challenges of Indonesian novice teachers of English in the context of lesson planning and delivery of instruction, classroom management, and PD. Widiati et al. (2018) documented the experiences of the teachers' pre-service teacher education and school support system, which might be an indicative of their challenges. Participants for this qualitative case study were 11 novice junior and high school English teachers with less than 5 years of teaching experience.

Using open-ended questionnaires and semi-structured interviews, results showed different challenges experienced by the novice teachers. Widiati et al. (2018) found that lesson planning and implementation, designing and applying motivating learning strategies, and differentiated assessment were the challenges that the novice teachers experienced in their respective schools. Widiati et al. (2018) suggested the need to bridge the gap between pre-service and in-service teacher education and PD.

Safeek and Nawastheen (2016) studied the observation of school principals and their instructional leadership roles in the delivery of instruction. The respondents of this study were 33 principals, 20 teachers, and 10 academic officers of Tamil medium schools in Puttalam district in Sri Lanka. Using used a mixed method research design and the Principal Instructional Manual Rating scale questionnaire. Safeek and Nawastheen (2016) found that while the principals viewed their instructional leadership roles positively particularly in increasing student achievement, they demonstrated low level of perceptions on class supervision and monitoring the academic progress of their students. Safeek and Nawastheen (2016) suggested that the quality of instructional leadership roles of principals should be increased in terms of class supervision, monitoring academic progress of students, and developing a culture of learning climate to improve instructional practices.

The cited articles demonstrate how school effectiveness may influence novice teachers' decision to stay in their jobs. They discussed the collaboration between and among school leadership, school culture and teacher leadership interventions to increase student achievement. Teachers need to maintain a high level of professional competence.

Since the central figures in the educational process are the teachers, the success of education depends on their preparation, erudition, and performance quality. For novice teachers to be inspired in their teaching jobs, they need administrators who support them all the way.

Summary

Teachers who chose to remain in their jobs revealed that they attributed their job satisfaction to teacher efficacy, teacher preparation and positive working conditions. A variety of studies link principal instructional leadership practices ton novice teacher retention: such practices include creating a positive culture and a climate of modeling instructional leadership. More recently, an emerging line of research has focused on instructional leadership practices. Further exploration of the research related to whether principal practices such as instructional leadership, developing school culture and climate impact a teachers' decision to stay in their teaching jobs, was reviewed. Researchers are one in their contention that instructional leadership practices could predict teacher retention in the teaching profession and established a connection between instructional practices and teacher retention. There is a significant amount of information needed to enhance the instructional leadership practices of elementary school principals in order to influence novice teachers to remain in their teaching job. Additional research may result in recommendations about alignment issues and best practices for effective leadership program.

Chapter 2 began with a restatement of the problem and purpose of the research. This chapter discussed the strategy used to search for the literature used to answer the

research questions. The conceptual framework of the study provided a comprehensive view to the study's concept and phenomenon. The literature review opened with a brief discussion on the concept of instructional leadership practices. As the research progressed, I uncovered literature specific to the problem and purpose of the study as well as those that would help to answer the research questions. Topics that dealt with leadership functions that include school goals, supervising and evaluating teaching, coordinating curriculum, monitoring student progress, assuring instructional time, maintaining school support, providing incentives for teachers and promoting PD and related topics remain to be studied.

Conclusions

Throughout the research on this topic, most novice teachers report that their decisions to leave or stay in a workplace are dependent on intrinsic motivations which can be either supported or hindered by the organizational structure of the workplace. The complexity of a novice teacher's needs within a workplace. New research has aimed to expose the complexities behind new teacher satisfaction/dissatisfaction (Rosenberg, 2018). Studies which demonstrate the multifaceted nature of the issue of teacher retention made a significant contribution to the argument that the factors leading to retention should be examined at the local level to ensure accurate policy decision. In Chapter 3, I present the methodology.

Chapter 3: Research Method

Introduction

Elementary school principals at the study site are inconsistently implementing instructional leadership practices to retain novice teachers in the Philippines. The purpose of this basic qualitative study was to explore the instructional leadership practices implemented by elementary school principals that help retain novice teachers. Instructional leadership practices assist students to become successful in the 21st century (Darling-Hammond, Hyler, & Gardner, 2017). Effective instructional leadership practices should be applied by school leaders to encourage novice teachers to remain in their jobs, which benefits students. School principals need to support novice teachers to ensure productivity because principals as instructional leaders are accountable for student success. In this chapter, I discuss the research methodology and rationale and explain the process for the selection of the participants and data collection and analysis. I also discuss the credibility, dependability, and confirmability to establish trustworthiness, and ethical procedures to protect the confidentiality of the participants.

Research Design and Rationale

The research design is the map researchers use to guide them systematically from research problem and research question to data collection and data analysis (Ravitch & Carl, 2016). I used a basic qualitative research design to explore the instructional leadership practices implemented by elementary school principals to retain novice teachers. A basic qualitative research design was appropriate to engage participants in a conversation focused on questions related to the research study (Merriam, 2009).

Qualitative researchers collect data through observations or interviews and analyze the data by identifying recurring themes or patterns which provide a rich illustration of the participants' lived experiences (Merriam, 2009). Interviewing is essential when it is not possible to observe behavior, feelings or perceptions, especially when interested in replicating past events (Merriam, 2009); therefore, I developed an interview protocol. This qualitative study was focused on the phenomenon of instructional leadership practices implemented by elementary school principals to support the retention of novice teachers. The following research question guided this research study: What instructional leadership practices are implemented by the elementary school principals to retain novice teachers in their jobs?

A quantitative design was not chosen because numerical data were not collected, and there were no independent and dependent variables. Additionally, grounded theory, ethnography, and a narrative design were not chosen among qualitative designs. In regard to grounded theory, a theory was not created. Ethnography was also not suitable for this study because it is used to examine a phenomenon over an extended time. An ethnographic design was also not selected because the focus is not on an entire cultural group (see Creswell & Creswell, 2018). Finally, the stories of the participants were not interpreted (see Creswell & Creswell, 2018).

Role of the Researcher

I was a school teacher and a novice researcher. I established a good working relationship with school principals at the research site, though I did not know the participants. I was interested in the perceptions of school principals to answer the

research question. I had no supervisory role over the potential participants. I communicated with each participant for approximately 1 hour. I was responsible for communicating with the necessary administrators to gain consent to conduct the study. The doctoral committee members at Walden University and I were the only ones who analyze the data. However, I was the only person to collect and code the data from the participants.

Methodology

I will discuss the participant sample and selection criteria in the next sections. I also discuss the methods for data collection and analysis conducted. Qualitative research allows researchers to see, engage with, and make meaning of the complexity of people's lives, society, and social, economic, and historical forces that shape them (Ravitch & Carl, 2016). I collected data from elementary school principals. Studying the perceptions of elementary school principals required a research method for collecting data about specific experiences from the viewpoint of school principals. Qualitative research is used to understand the thoughts and feelings of participants (Creswell & Creswell, 2018). For these reasons, I used a basic qualitative design to gather information from elementary school principals who were the central focus of this research.

Participant Selection

The setting for the study was a public urban school district located in northern Philippines. There were 265 schools of which 227 were public elementary schools and 38 were public high schools. The stakeholders were predominantly Ifugao, an ethnic cultural minority in the Philippines. The student-to-teacher ratio is 30:1. At the research site,

about 90% of students graduated from school. The dropout rate was between 10% and 15% annually.

I used purposeful sampling to select participants. There are no set guidelines as to the number of participants to be sampled, and the sample size for a qualitative study varies from study to study (Creswell & Creswell, 2018). The goal was to identify 14 potential participants who met the selection criteria who were elementary school principals for at least 2 years in their current school assignment and were state-certified.

Instrumentation

Collecting qualitative data from interviews involves strategies that result in gathering information about perceptions and opinions (Creswell & Creswell, 2018). Interviews are used in qualitative research and are guided by specific research questions (Ravitch & Carl, 2016). Interviews are a respected source of data for research and are structured by having stress free conversations instead of conventional or official questions (Ravitch & Carl, 2016).

I conducted interviews using an interview protocol I created (see Appendix). My doctoral committee assisted in the development of the interview questions. I used Zoom to gather the data needed for the study. I conducted the interviews and recorded them by using an audio recording application found on an iPhone6 plus. Each interview took between 45 and 60 minutes to complete. I transcribed each interview within 48 hours after each interview. The interview questions were developed based on the instructional leadership theory of Murphy, Hallinger, Weil, and Mitman (1983) and from the literature review on instructional leadership practices (Darling-Hammond et al., 2017; Haynes,

Lisic, Goltz, Stein, & Harris, 2016; Karadağ, Bektaş, Çoğaltay, & Yalçın, 2015; Şenol & Lesinger, 2018).

I interviewed 14 school principals. The size of the sample in purposive sampling is determined when the researcher reaches a point of information saturation where he or she is hearing similar responses, and no new information is gained (Ravitch & Carl, 2016). After the selection of the participants was made, participants were contacted to participate in the study. Prior to interviewing participants, the purpose of the study was explained to each participant as well as the interview process and plan for data analysis. I recorded the interviews. The interview protocol consisted of open-ended interview questions. It is important to ask clear and concise questions without using technical terms or confusing language (Ravitch & Carl, 2016).

Procedures for Recruitment, Participation, and Data Collection

Participation in this study was voluntary. Letters of invitation were sent to the participants to inform them of the intent of the study. I collected data via interviews, and the data were treated confidentially. The schools' names and the participants' names were not included in the findings. I made each participant feel comfortable during the interviews. I explained to each participant that my role was that of a researcher and that I would listen and serve as the primary instrument for gathering data during each interview. I established a good rapport with each participant. I assured each participant that the information they shared with me was valuable to the research study. I addressed each participant professionally. I worked with each participant to develop a researcher-participant relationship.

Before seeking institutional review board (IRB) approval from Walden University and the study site, I completed the training *Protecting Human Research Participants* offered by the National Institutes of Health. I emphasized to each participant that participation was voluntary. Participant protection was a priority throughout the duration of this study. A unique number was assigned to each participant to protect the participants' identities before, during, and after data collection. I used the letter P followed by a number to refer to each school principal participant. For example, P1 referred to the first school principal, P2 referred to the second school principal, and so forth. Thus, for each participant, a corresponding number was assigned to the interview data. The identity of the participants was not used in the findings or revealed at any time to the school district or school administrators. I protected the participants' right to privacy by informing each participant that the interview data I collected will be protected. The interview data were only used for the study. I am the only one who has access to the interview data.

Interview transcripts were stored electronically in my house in a password-protected file on my personal computer. All files containing the interview transcripts were encrypted. All nonelectric data have been stored securely in a secure desk located in my home office. Data will be kept secure for 5 years, per the protocol of Walden University. After 5 years, I will destroy all the data that I will collect.

I obtained access to the participants from each school's website. I provided each school principal with my email address and cell phone number. I asked them to email me should they participate in the interviews. Those school principals who contacted me by

email, I invited to the interviews by responding to their emails. I scheduled a meeting. Thus, all school principals were asked if they would be interested in participating in this research.

Data Analysis

The first stage of the data analysis process was the initial coding process. After the emails and Zoom interviews, a follow-up appointment with the participants allowed the participants to review and approve their transcribed responses. When the participants responded, reviewed, and confirmed the accuracy of their responses, I used the NVivo software to organize the interview data.

I grouped phrases and themes according to the interview questions that I asked during emails and Zoom interviews. Participants' similar responses to specific interview questions were categorized using a chart. I charted similar phrases, words, and terms to assess them using axial coding design to classify subcategories that emerged from the participants' responses. Data were derived from Zoom interviews and the digital recordings during the interviews. I compiled the responses from each elementary school principal using the axial coding design to identify the subcategories of principals' instructional leadership practices that were implemented. I identified key thematic words, phrases, and sentences. I used the data that I collected from Zoom interviews to explore instructional leadership practices of elementary school principals regarding retention of novice teachers.

Qualitative data analysis draws conclusions logically from the data collected and compares the finings against other situations. For this research data were collected during

the interview period of 1 month. Elementary school principals who met the selection criteria were invited to participate in the interviews. After 2 weeks, when the minimum number of participants agreed to participate, interviews started. I compiled the responses from the school principals using axial coding procedures to identify key positive and negative associations of instructional leadership practices. Key thematic words, phrases, and sentences from the interviews were recorded on a chart. A second chart was developed to allow me to research word patterns, themes to create sub-categories. Subsequently, the data analysis included the transcribed interviews, member checks, and the use of the conceptual framework and literature review together with the digital recordings during the interviews.

Trustworthiness

I used emails and Zoom to conduct the interviews. Concepts of the procedures were used based on the complexity of the participants' experiences and methodically scrutinizing the participant's responses based on perspectives and experiences to assist in presenting valid interpretations (Ravitch & Carl, 2016). Clearly defined procedures for data collection and analysis accompany the various data collection method. I scheduled each interview for 3 weeks after which a follow-up meeting was scheduled before the interviews were concluded. I scheduled follow-up meetings (i.e., transcript checking) within the same 3 weeks' timeframe for each participant to examine their responses for accuracy, clarity, add information and ask questions once the transcriptions were complete. While reviewing the interview transcripts, I focused on trustworthiness and

adherence to ethical procedures. Merriam (2009) described research trustworthiness as being distinct of credibility, transferability, dependability, confirmability and reflexivity.

Credibility

Elements regarding credibility are an important component of the research design. The credibility of this research was supported by protecting the participants' identity. To institute credibility with the participants, I made sure to accurately represented the participants' responses as well as extra data collected. Transcript checking was used to minimize the researcher's biases. The credibility of the research was reinforced by ensuring that the participants did not feel coerced into sharing their perspectives. The participants reviewed their responses for accuracy after the interviews will be transcribed. To further establish credibility, I made every effort to accurately represent the responses of the participants. Reflexivity means attempting to examine one's own thinking and feeling during the different phases of a research study. During the data collection and analysis, I did not have emotions or reactions to the participants' responses, and I was able to minimize personal biases and reactivity.

Confirmability

Researchers pursue data that are verified and clear about the foreseeable favoritism or bias that may exist within the data (Ravitch & Carl, 2016). Confirmability describes the notion that other researchers would be able to confirm the findings of the study. I diligently analyzed the data to ensure that the results of the study precisely reflect a synopsis of the participants' perspectives (see Ravitch & Carl, 2016).

Dependability

Dependability references the strength of the data collected. Dependability requires that the researcher has a stable argument that can answer the research questions that are presented (Ravitch & Carl, 2016). I strengthened concepts of dependability to support the research. This was done by strategically and consistently including the contributions of each participant as well as a thorough inspection of the standards of qualitative research (see Ravitch & Carl, 2016). Qualitative research can achieve dependability by ensuring consistency within the subject regardless of existing variables, conditions of the interview location, or timeframe. Even though the interviews occurred via Zoom, I was able to maintain consistency in the way I asked, recorded, and transcribed each section of data.

Transferability

Data were transcribed to explicitly describe the participants' interviews. Transferability is how to apply or transfer a comprehensive context while maintaining its richness of the context from the participant's responses. This permits the research to record this design and its results by taking into an understanding of the diverse influences as an alternative to duplicate the design and conclusions. I transcribed the interviews and conducted member checks to ensure accuracy of the interview transcripts. The findings may be generalized or transferred to other similar public schools based on reasonable explanations of the findings. Transferability in this research was enhanced by interviewing multiple participants. The findings may be transferable to other elementary schools. Transferability relies on universal information that is relevant for groups or individuals who are not associated with the study (Cope, 2014; Elo et al., 2014).

Ethical Procedures

I abided within the ethical parameters established by Walden University's Institutional Review Board (IRB) for the protection of human participants. Approval from IRB confirmed that I complied with the proper ethical standards for recruitment, interviewing, and the data collection process. Principals' names and schools' name will be kept confidential. I will keep all recorded and transcribed data in a filing cabinet for a period of 5 years. I am the only one who has a key to the filing cabinet. No demographic details, such as age or ethnicity were shared in the findings. I did not include other details that could reveal any of the participant's information.

Summary

In Chapter 3, I restated the primary purpose of this study. I described the research design and rationale. I described the role of the researcher and the criteria for the participants, as well as how they will be contacted and recruited. I included the data analysis plan, procedures for coding, connections to the research questions, and the data management system. Also, I described credibility, transferability, dependability, confirmability, and reliability. In Chapter 4, I will present the findings.

Chapter 4: Results

Introduction

The purpose of this basic qualitative research study was to explore the instructional leadership practices of elementary school principals to support the retention of novice teachers. The instructional leadership model of Hallinger and Murphy (1985) was the conceptual framework, which posits that instructional leadership is a two-dimensional construct comprised of leadership functions and leadership practices. I explored the perceptions of elementary school principals by using the instructional leadership model characterized into three dimensions namely (a) defining the school mission, which require principals to frame and communicate school goals; (b) managing the instructional program, which necessitates principals to supervise and evaluate instruction, curriculum, and monitor student progress; and (c) promoting a positive school learning climate, which entails principals' effort to protect instructional time, promote PD, maintaining high visibility and providing incentives for teachers (Hallinger & Murhpy, 1985). Interviews were used to collect data. This chapter begins with a description of the setting of the research site. Next, the number of participants, the location frequency, and duration of data collection are described. Chapter 4 concludes with a summary of the answers to the research question and a preview of Chapter 5.

Setting

The setting for study was a public-school district located in northern Philippines. The drop-out rate was between 7% and 15% annually. The school district had a total number of 265 schools of which 227 were elementary schools and 38 were secondary

schools. Enrolment at this school district consisted of approximately 40,658 students, 2,163 teachers, and 168 administrators.

Data Collection and Analysis

Selection criteria were that the participants were public elementary school principals for at least 2 years in their current school assignment and were state certified. The sample was 14 public elementary school principals who participated in the semistructured face-to-face interview interviews for this basic qualitative research design. I received IRB approval from Walden University (IRB 06-29-20-0746121). After approval from the school division superintendent from northern Philippines, I immediately sent the e-mails to the prospective participants to invite them to participate in the study. I requested them to reply to my e-mail with "I consent to participate in the study." When the principals agreed to participate in the study, I contacted the principals to schedule a time to conduct the interviews.

Location and Time-Frequency of Data Collection

Public elementary school principals responded to me via e-mail regarding their interest in volunteering in this research. I conducted the study at a local school district in the northern region of the Philippines. Eleven of the principals chose to meet after school hours, and three of the principals chose to meet before school hours in the morning. The school day for the elementary schools were between 7:15 am and 4:00 pm Monday through Friday.

I began each interview with a short conversation about myself and why I was conducting their interviews. To make the participants feel comfortable, I asked them to

tell me a little about themselves. Next, I informed the participants that I would be using digital recorders and taking narrative notes. Once I was sure that the participants were clear on the procedures and that they did not have any questions, I proceeded to ask them the interview questions using an interview protocol.

Recorded Data

Each interview was conducted within 1 hour. Before each interview, I set up a digital recorder as well as an iPhone with the recording function enabled. I used the interview protocol to assist me in asking each participant the same open-ended questions (see Appendix).

Participant Demographic and Characteristics

Table 1 includes the alphanumeric codes for each of the participants as well as their number of years as principals and their academic degree. I assigned the elementary school principals P1 to P14 to ensure their anonymity.

Table 1

Participants' Demographics

Participant ID	Years of experience as principals	Educational Degree
P1	5	MAEd
P2	14	MAEd
P3	14	MAEd
P4	14	MAEd
P5	11	BEEd
P6	18	MAEd
P7	7	MAEd
P8	12	MAEd
P9	15	MAEd
P10	7	MAEd
P11	12	MAEd
P12	15	PhD
P13	10	PhD
P14	3	PhD

During the coding process, I charted similar terms and phrases in the initial phase. I analyzed the phrases using the axial coding designed to identify subcategories that emerged from similar responses (Corbin & Strauss, 1990). The subcategories were constructed according to a constant comparative model and based on common themes:

- School leadership, goals, performance, teaching,
- Professional growth, instructional leadership practices, in-service trainings, teacher-retention, helping teachers, PD opportunities
- Meeting, planning, school
- Classroom, observation, supervision
- Classroom, climate, environment, learning, school
- Classroom, curriculum, learning, monitoring, school, skills, teaching, test

- Environment, leadership, management, program, school
- Classroom, instructional leaders, leadership, practices, school, teaching
- School, school head, support, teacher

The participants revealed similar responses to all interview questions (Table 2).

Table 2

Axial Coding

Codes	Themes
School goals, meetings, school leadership, planning	Professional Development for Novice Teachers
Professional development, instructional leadership, conferences, classroom observation, mentoring	
In-service trainings, classroom visits, coaching/mentoring	Instructional Support for Novice Teachers
Learning environment, helping teachers, open communication line, team building, transparency, friendly environment	
Testing, academic performance, teacher evaluation, classroom supervision, assessing learning outcomes, feedbacking	Classroom Observations of Novice Teachers to Identify their Instructional Needs
Teaching skills, instructional leaders, teacher support, recognition for exemplary performance, shared leadership	
Curriculum innovation, learning resources, curriculum guide, collaborative efforts	Communication Support and Retention of Novice Teachers

Results

The research question that guided this study was "What instructional leadership practices are implemented by elementary school principals to support the retention of novice teachers in their job?" This question was answered by all 10 interview questions. The answer resulted in four themes.

Theme 1: Professional Development for Novice Teachers

All 14 of the participants mentioned that they implement instructional leadership practices to support the retention of novice teachers through PD for novice teachers to improve their teaching practices (Table 2). Effective leadership sets the direction and influences members of the organization to work together toward meeting organizational goals. Principals can accomplish this essential responsibility by providing PD opportunities to novice teachers to improve their teaching practices.

All 14 of the participants mentioned that they implement instructional leadership practices to support the retention of novice teachers through PD for novice teachers to improve their teaching practices. The participants stated that PD is an instructional leadership practice that they regularly implement to support novice teachers. All 14 of the participants mentioned that PD is about mentoring and coaching. For example, P1 said that the school principal may encourage a novice teacher struggling with classroom management to attend a PD seminar on the topic. According to P2, principals assume a proactive role in supporting novice teachers' instructional efforts by offering PD opportunities to novice teachers. P3 stated, the principals as instructional leaders provide PD support to teachers. P4 stated that PD support is best for novice teachers. P5 also reported that novice teachers should attend PD to improve their teaching practices. P6 said that PD in the form of in-service trainings such as seminars and workshops should be provided to all novice teachers. P7 mentioned that to retain novice teachers, PD should be provided to them. P8 said that PD on teaching practices helps novice teachers. P9 stated that supporting novice teachers via PD is helpful in motivating them to remain in their

jobs. P10 mentioned sending novice teachers to PD seminars and workshops for them to learn teaching strategies inspire novice teachers to stay in their jobs. P11 mentioned that PD is used to support novice teachers' confidence. P12 said she provides PD opportunities to novice teachers. P13 stated that she uses PD to support novice teachers. P14 stated that novice teachers are sent to attend PD to promote reflection and collaboration to improve their teaching practices. P14 added, "If we provide PD to novice teachers, we collaborate with them to evaluate issues related to curriculum, instruction and assessment."

All 14 participants also mentioned that they offer PD opportunities to novice teachers to retain them in their jobs. P1–P14 stated that PD is like an induction program to support novice teachers. All participants mentioned that they implement PD as an instructional leadership strategy to retain novice teachers. To support novice teachers, school principals should understand the needs of the novice teachers and to know their PD needs and provide PD opportunities to undertake these activities. PD leads to novice teachers' retention. Thus, the participants implement instructional leadership practices to support the retention of novice teachers through PD for novice teachers to improve their teaching practices.

Theme 2: Instructional Support for Novice Teachers

All 14 participants mentioned that they implement instructional leadership practices to support the retention of novice teachers through instructional support for novice teachers to improve their teaching practices by visiting these teachers in their classrooms (Table 2). P1–P14 stated that as principals they emphasize the value of

instructional support for novice teachers to retain them at the schools. P1 stated that to retain novice teachers, principals should provide instructional support to these teachers in the classrooms. P2 said that instructional support is implemented by the principals to retain novice teachers in their job.

According to P3, instructional support comes in the form of mentoring or coaching these teachers in their classrooms to improve their teaching skills. P4 said that he implements instructional leadership practices to support novice teachers through instructional support in the classroom for these teachers to improve their teaching practices. P5 said that he strives to retain novice teachers in their job and he provides instructional support by visiting these teachers in their classrooms for these teachers to improve their teaching practices.

P6 reported that to support the retention of novice teachers to improve their teaching practices, he visits these teachers in their classrooms. P7 visits novice teachers in their classrooms to help them improve their teaching practices. According to P8, elementary school principals implement instructional support by visiting novice teachers in their classrooms to offer examples of how to improve their teaching practices.

P9 supports the retention of novice teachers through instructional support by visiting their classrooms to understand the needs of the novice teachers and to know what instructional support examples to offer. According to P10, regarding novice teachers' retention, a proper support is to visit them in the classroom to help them improve their teaching practices. P11 mentioned that instructional leadership practices should be implemented to support novice teachers because they need instructional support to

improve their teaching practices. P12 visits novice teachers in their classrooms to support them to improve their teaching practices. P13 stated that he provides instructional support to novice teachers as a school head to achieve all school goals. P14 as a school head prepares plans to support novice teachers' instructional needs and supports these teachers through classroom visits to mentor them. P14 assumes a proactive role in supporting novice teachers' instructional efforts by communicating directly and frequently with them by visiting their classrooms to support them.

P1 said that novice teachers be supported by principals to improve their teaching practices. According to P2, instructional support helps novice teachers to improve their teaching practices. P3 mentioned that to retain novice teachers, instructional support should be provided by school principals. P4 stated that instructional support for novice teachers is about helping them improve their teaching practices. P3 stated that instructional support for novice teachers is helpful in motivating them to remain in their jobs. P4 explained that helping novice teachers with instruction support may inspire them to stay in their jobs. P5 provides instructional support to novice teachers on a one-on-one basis to support them. P11 said that being supportive, he inspires novice teachers to remain in their jobs. P1 – P11 focused on instructional support to retain novice teachers.

P12 stated, "A helpful instructional support is the most important instructional leadership practice to implement to support the retention of novice teachers. P13 reported that through instructional support, novice teachers' self-confidence is increased. According to P14, instructional support undertaken by the school heads help the novice teachers improve their teaching performance. P14 said, "I believe one of the most

important instructional practice in retaining novice teachers is instructional support to help them improve their teaching practices."

According to P1, "As a school head with novice teachers, I always want them to stay, hence I always provide them with instructional support so that they will choose to stay." P1 concluded, "One of the reasons why teachers leave the school is that they feel that they don't have the instructional support of the school head. P2 stated that novice teachers stay on the job and become better teachers when their instructional needs are met. P3 shared that novice teachers are new teachers needing instructional assistance. P3 provides a lot of instructional support like modelling through demo-teaching, mentoring and coaching as a way of inspiring novice teachers to stay in their jobs.

All 14 of the participants mentioned that they provide instructional support to novice teachers. The 14 participants, as instructional leaders, strive to provide instructional support to novice teachers to retain them at the schools. Thus, all of the participants implement instructional leadership practices to support the retention of novice teachers through instructional support for novice teachers to improve their teaching practices by visiting these teachers in their classrooms.

Theme 3: Classroom Observations of Novice Teachers to Identify their Instructional Needs

All 14 participants mentioned that they implement instructional leadership practices to support the retention of novice teachers through classroom observations to identify their instructional needs (Table 4). All 14 participants stated that classroom observations are an instructional leadership practice that they implement to support and

retain novice teachers. According to P1, the school principal helps novice teachers struggling with classroom management by conducting classroom observations to identify their instructional needs. P2 said that he is uses classroom observations to support novice teachers. P3 stated that she conducts classroom observations to identify the instructional needs of novice teachers. P4 added, "We support novice teachers by evaluating their needs related to curriculum, instruction and assessment through classroom observations. P7 conducts classroom observations regularly in order to provides assistance to novice teachers. P8 stated that she conducts frequent classroom observations to support novice teachers. P9 also provides support to novice teachers as part of supervising and evaluating them by conducting frequent classroom observations. P10 said, "For novice teacher supervision, I gather data through classroom observations such as walk in and sit-in to identify their instructional needs. P11 conducts classroom observations to identify teachers' instructional needs. P12 said, "I frequently do classroom observation to identify teachers' instructional needs. P13 focused on classroom observations to retain novice teachers. According to P14, to focus on matters related to retaining novice teachers, principals need to conduct classroom observations to identify their instructional needs.

P1 uses classroom observations to retain novice teachers. P2 focuses on classroom observations, as a school head, chosen to help hone novice teachers. P3 provides strong support to novice teachers through classroom observations. P4 inspires novice teachers through classroom observations because he is able to identify their instructional needs. P6 focuses on classroom observation, which to her provides an overview of the teaching needs of the novice teachers. P8 stated that her instructional leadership practices include

classroom observations. Thus, all of the 14 participants mentioned that they implement instructional leadership practices to support the retention of novice teachers through classroom observations to identify their instructional needs.

Theme 4: Communication Support and Retention of Novice Teachers

All 14 participants mentioned that they implement instructional leadership practices to support and retain novice teachers through communication via collaborative discussions during classroom observations or staff meetings and with memos and announcements (Table 4). P1 stated that novice teachers benefit from collaborative discussions with school principals. P2 mentioned that school goals can be made known to novice teachers through collaborative discussions. P3 and P4 shared the strategy of P2 when they stated that communication through collaborative discussions, memos, and announcements help novice teachers. P5 - P14 stated that they communicate with novice teachers through collaborative discussions during classroom observations or staff meetings, memos, and announcements. P5 – P14 also mentioned that the school's vision, mission, and goals are conveyed through collaborative discussions, memos, and announcements.

All 14 of the participants mentioned that as school principals are aware that it is important to establish clear learning and school goals and these must be communicated for teachers' support and implementation. According to P1, when teachers are aware of school goals communicated in personal or staff meetings, teachers meet those goals and hold themselves accountable for the success of the school. P2 stated that principals provide support to teachers to foster positive interpersonal relationships. P3 said teachers

become more proficient, comfortable, and appear to be more interested when they understand that they are working together with an important purpose of the school through collaborative discussions during classroom observations or staff meetings. P4, P5, P6, and P8 verbalized that they engage teachers in collaborative discussions about effective teaching techniques. Open communication is practiced by P3. P10 said that she implements instructional leadership practices to support and retain novice teachers through staff meetings and with memos and announcements. P11 stated that she conducts one-on-one communication via collaborative discussions during classroom observations or staff meetings to maintain the novice teacher's trust and confidence. P12 reported that because principals play a very special significant role in promoting novice teachers' career development, principals support and retain novice teachers through communication via memos and announcements. P13 shared that she practices open communication coupled with professionalism. P8, P10, and P11 encourage open dialogue between teachers and administration. P8 discussed the regular upfront conversations that she has with teachers. P13 and P14 stated that leadership practice of forming positive relationships with novice teachers by creating an open-communication line are effective ways to retain novice teachers in the school. Thus, all 14 of the participants implement instructional leadership practices to support and retain novice teachers through communication via collaborative discussions during classroom observations or staff meetings and with memos and announcements.

Evidence of Trustworthiness

Credibility

Creswell (2009) elaborated on the topic of credibility as a process of validating the results of the research with the data source. Therefore, I scheduled a follow-up meeting so that each participant would be allowed an opportunity to review their responses and provide me with any recommendations for change. I used a digital recorder and iPhone to record the interviews and ensure accuracy. The recording process mitigated any error that may have occurred incidentally as well as misinterpretations of the responses (Merriam, 2009). To further reinforce credibility, I included details regarding data collection and analysis, recruitment and privacy protection procedures.

Transferability

Transferability allows the readers to make inferences and comparisons relevant to their context (Ravith & Carl, 2016). To ensure transferability, I relied on narrative records to describe the setting as well as organizational and personal conditions that may have influenced the responses. The narrative record helped to provide rich and detailed accounts of the participants' experiences during the interview.

Dependability

Throughout the study, I strived to maintain a level of consistency within the data collection and analysis process. I developed the open-ended questions to initiate a dialogue for the participants to fully disclose their perspectives on their instructional leadership practices regarding the retention of novice teachers (Creswell, 2009). This process reinforced dependability by evaluating the quality of practices. I requested my

chairperson to review the activities of the study to ensure standards for credibility, transferability, dependability, and confirmability.

Confirmability

One of the ways that established confirmability was to incorporate the use of digital recording instruments. The use of the digital recorders reassured confidence that the findings of the research were based solely on the participants responses. By allowing the participants to review their responses assisted me in confirming the accuracy of the transcription. This process helped me ensure that the outcome was based on the experiences and observations of the participants. Another strategy that I used was to record my own biases, perceptions and opinions before conducting the interviews. In doing so, it allowed me to remain cognizant of my own biases or predispositions.

Summary

The purpose of this basic qualitative research study was to examine how elementary school principals implement instructional leadership practices that help retain novice teachers in northern Philippines. Themes discussed in this chapter were from the 10 research questions asked from the 14 public elementary school principals. The interview questions were instrumental in answering the research question. In this chapter, I discussed the setting of the sampled school district as well as participants demographics and characteristics. Data collection procedures were also included describing the number of participants, location, frequency, and duration for the data collection process. The data analysis was described together with the specific coding process, and emergent themes. The participants implement instructional leadership practices to support the retention of

novice teachers through (a) PD for novice teachers to improve their teaching practices, (b) instructional support for novice teachers to improve their teaching practices by visiting these teachers in their classrooms, (c) classroom observations to identify their instructional needs, and (d) communication via collaborative discussions during classroom observations or staff meetings and with memos and announcements.

Chapter 5: Discussion, Conclusions and Recommendations

The purpose of this study was to explore and identify the instructional leadership practices implemented by elementary school principals that support the retention of novice teachers in the northern Philippines. The research question that guided this study was "What instructional leadership practices are implemented by elementary school principals to support the retention of novice teachers in their job?" I interviewed 14 elementary school principals. Audio recorders were used during the interviews to ensure the accuracy of the transcriptions.

Interpretation of the Findings

In this section, I present the themes that emerged from the thematic analysis. The research question was answered by all 10 interview questions. I present excerpts from the interview transcripts to support the following themes: PD for novice teachers, instructional support for novice teachers, and communication support and retention of novice teachers.

Theme 1: Professional Development for Novice Teachers

All 14 of the participants mentioned that PD is an instructional leadership practice that they regularly implement to support novice teachers in improving their teaching practices. P1, P3, P5, and P14 said that they encourage novice teachers to attend PD to improve their teaching practices. According to P10, PD has been beneficial to novice teachers because they learn new teaching strategies. For instance, P14 provides PD to novice teachers related to curriculum, instruction, and assessment. P2 assumed a proactive role in supporting novice teachers' instructional efforts by offering PD

opportunities to all novice teachers. P4 added that PD support is best for novice teachers, especially for those who need support with teaching practices. P6 also stated that PD is a form of in-service trainings that novice teachers benefit from. Almost all participants mentioned that they retain novice teachers by supporting them via PD opportunities. P11, P12, and P13 use PD to support novice teachers' confidence in teaching students by improving their teaching practices.

In conclusion, all 14 participants mentioned that they offer PD opportunities to novice teachers to retain them in their jobs. All 14 participants mentioned that PD is like new teachers' induction program offered to these teachers to support and retain them. These participants understand the needs of the novice teachers and provide PD opportunities to retain them in the schools. Thus, all the 14 participants implement instructional leadership practices to retain novice teachers by offering PD opportunities to novice teachers to improve their teaching practices.

Theme 2: Instructional Support for Novice Teachers

All participants emphasized the value of instructional support for novice teachers in order to retain them in the schools. P1-P10 retained novice teachers by providing instructional support to these teachers in the classrooms when conducting classroom observations, which can improve their teaching practices. P3 also believed that instructional support comes in the form of mentoring or coaching novice teachers in their classrooms in order to improve their teaching skills. P11 retained novice teachers by knowing what instructional support is necessary to support these teachers to improve their teaching practices. For instance, like P1-P10, P11 and P12 visit novice teachers in

their classrooms in order to identify what instructional support they need to improve their teaching practices. P13 supports novice teachers' instructional needs and supports these teachers through classroom visits to mentor them. P14 communicates directly and frequently with novice teachers by visiting their classrooms to support them.

In conclusion, all the participants as school leaders provide instructional support to novice teachers to achieve school goals. All 14 of the participants mentioned that novice teachers need to be supported by school principals for novice teachers to improve their teaching practices. All participants mentioned that instructional support is helpful in motivating novice teachers to remain in their jobs. For example, with instructional support on a one-on-one basis, principals inspire novice teachers to stay in their jobs. Another example is that the participants focused on instructional support to retain novice teachers because through instructional support novice teachers' self-confidence is increased. Thus, the participants implemented instructional leadership practices to support the retention of novice teachers through instructional support for novice teachers to improve their teaching practices by conducting classroom observations.

Theme 3: Communication Support and Retention of Novice Teachers

All 14 participants mentioned that they retain novice teachers through communication via collaborative discussions during classroom observations or staff meetings and with memos and announcements. P1 has collaborative discussions with novice teachers. P2 uses face-to-face discussions to support and retain novice teachers. P3 and P4 use collaborative discussions, memos, and announcements to retain novice teachers. Communicating with novice teachers through collaborative discussions during

classroom observations or staff meetings, memos, and announcements is a good instructional leadership practice, according to P5, to support and retain novice teachers. P6 uses school's vision, mission, and goals when having collaborative discussions, memos, and announcements with novice teachers in order to support and retain them. P7 establishes clear learning and school goals and communicates them to novice teachers for implementation. P8 communicates in person or during staff meetings with novice teachers to support and retain them. P9 provides support to novice teachers for these teachers to become more proficient through collaborative discussions during classroom observations or staff meetings. P10 engages teachers in collaborative discussions about effective teaching techniques. P11 uses open communication to support and retain novice teachers through staff meetings and with memos and announcements. P11 conducts one-on-one communication with novice teachers during classroom observations or staff meetings to maintain the novice teacher's trust and confidence. P12 supports and retains novice teachers through communication via memos and announcements. P13 practices open communication. P14 encourages open dialogue to retain novice teachers in the school.

Discussion

The participants implement instructional leadership practices to support the retention of novice teachers through (a) PD for novice teachers to improve their teaching practices, (b) instructional support for novice teachers to improve their teaching practices by visiting these teachers in their classrooms, (c) classroom observations to identify their instructional needs, and (d) communication via collaborative discussions during

classroom observations or staff meetings and with memos and announcements. The findings of this study showed the need to focus on the three main components of instructional leadership practices: establishing school mission statement, supervising instruction, and fostering school culture. The important dimensions are managing instruction, defining the school mission and goals, and promoting teacher-development.

All the participants revealed that they apply PD as an instructional leadership practice in their schools. PD comes in the form of mentoring and coaching. Principals should facilitate PD to meet the specific needs of teachers (Gawik, 2018). Principals should also support teachers with instructional mentors (Gawik, 2018). Mentoring helps increase the retention of beginning teachers (Hallaw, Nien Po Chou, & Hite, 2016). School administrators may be presented with competing mentoring models and various sources and types of support aimed at improving teacher retention (Hallaw et al., 2016). PD via mentoring and different sources of support benefit the mentoring experience and subsequent retention of beginning teachers (Hallaw et al., 2016).

The findings also confirm the concept of an improved rate of teacher retention when mentorship is offered. Policies on mentorship can influence teacher retention within the early years of classroom practice (Whalen et al., 2019). For instance, by principals applying shared leadership as an instructional leadership practice in their respective schools. A reason for high retention rates is lack of involvement in the decision-making process in the school (Tyje & O'Brien, 2002). But the more principals empower teachers, the greater impact teachers felt they were able to make a difference in their schools (Davis & Wilson, 2000). Moreover, this finding supports previous research indicating a

significant positive correlation between the leadership style and retention of special needs of education teachers. Head teachers' leadership style may impact on retention of teachers, and school heads should involve their teachers in the decision-making process regarding the progress of the school so as to enhance teachers' job satisfaction and retention.

Additionally, open-line communication system and harmonious working relationship are helpful to inspire novice teachers to stay in their jobs. Teachers have remained in the profession because of the support from principals (Gamboa, 2015). A novice teacher leaves the profession when he or she perceives that there is a poor professional relationship between the principals and fellow teachers (Pogodizinski et al., 2012). Principals' instructional leadership can play a crucial role in promoting rapport among novice teachers (Isah, Agbe, & Abelabu, 2019). Principals who established relationships, build community, and instill confidence through fairness, honesty, and consistency has higher rate of teacher job satisfaction and retention (Brown & Wynn, 2016). Some principals in this study mentioned that the climate in their school have a "family feel" and "everybody treats each other fairly." Developing job satisfaction and deep-level trust with their administrators were also significant reasons for novice teachers to remain in the profession (Lacy & Guirguis, 2017). Thus, school principals should build positive relationships with the novice teachers to increase the probability of novice teachers to stay in their schools (Dias-Lacy & Guirguis (2017).

Researchers like Boyd et al. (2011) have also reported,

> New teachers felt supported by administrators when they worked together to change methods if students were not doing well; worked well with teaching staff to solve school problems and encouraged staff to use assessment results in planning curriculum and instruction and worked to develop the schools mission", and they were likely to remain in the profession. Therefore, instructional support, professional development, teacher-empowerment, positive learning environment and shared leadership are important factors to retain novice teachers in their profession.

Further research has suggested that the quality of instructional leadership roles of principals should be increased in terms of class supervision, monitoring academic progress of students, and developing a culture of learning climate to improve instructional practices (Safeek & Nawastheen, 2016). However, this runs counter with the findings of this study because the participants used classroom supervision to supervise and evaluate novice teachers. Regardless, for school principals to influence teacher creativity effectively and eventually enhance instruction, they must perform their leadership roles consciously (Amtu, Shalla, & Tallak, 2019).

Principal leadership roles can also impact teacher performance positively and encourage teachers to work collectively, which can increase teacher creativity and student achievement (Amtu et al., 2019). Teachers need support from their principals by implementing professional leadership and management practices that are geared toward achievement. School principals perceive and experience their roles as instructional leaders to improve teacher's performance, with the primary function to manage teaching

and learning (Mesty, 2017). School principals who put premium on curricular matters influence teacher and learner performance positively. Additionally, as instructional leaders, the main role of elementary school principals is to support novice teachers (Kindall, Crowe, & Elsass, 2018). Kindall et al. (2018) pointed out that with the school principals' excellent administrative support skills, the ability of the novice teachers to perform effectively was highly guaranteed. Kindall et al. (2018) concluded that one of the factors elementary teachers stay longer in schools was the positive influence of school teachers on their capacity to perform very satisfactorily in the elementary grades.

Mentoring and coaching were used by the participants in support of novice teacher retention. Hence the findings of this study affirm the study of Whalen, Majocha, and van Nuland (2019) who stated that access to mentors or mentorship program, effective mentorship qualities, and school policies on mentorship have an impact on novice teachers. Furthermore, Jin, Li, Meirink, Van der Want, and Admiraal (2019) expressed that mentoring has positive influences on the performance of novice teachers. Jin et al. (2019) stated that when novice teachers are supported by their mentors, they stay in their current school.

Sasser (2018) claimed that the first 5 years in teaching was undoubtedly difficult for novice teachers. To create a support system, novice teachers are paired with a mentor hoping that these teachers will decide to stay longer in the field of teaching. Sasser (2018) believed novice teachers put premium on participating in the mentoring program because they viewed it as being helpful to their professional practice as educators. Gholam (2018) argued that novice teachers face difficult problems as they strive to grow and succeed in

the teaching profession, after the novice teachers are provided with mentoring activities during in-service training, Gholam (2018) concluded that mentoring practices were influential in improving the work condition of novice teachers and eventually decided to remain in their jobs.

Administrative support as an instructional leadership practice was provided by the participants. This administrative support is provided through relationship building, shared leadership, provision of instructional resources, promoting positive learning environment, and promoting transparency in the school. Novice teachers who experience positive relationships with their administrators and peers are more likely to remain in the school and in the profession (Dias-Lacy & Guirguis, 2017). Dias-Lacy and Guirguis (2017) reported that the lack of support from their administrators added more stress on novice teachers. Dias-Lacy and Guirguis (2017) concluded that administrative support was a crucial aspect of novice teacher retention. In addition to providing support, school principals should provide timely but consistent feedback delivery regarding instructional practices in the classroom.

Limitations of the Study

This research was limited because the responses were from 14 elementary school principals in northern Philippines. I invited 14 elementary school principals to participate by returning the consent form to volunteer in the research. The participants provided information from their experiences in their current school assignment. Therefore, the participants responded according to their actual experiences in the school where they have been assigned for at least 2 years. One limitation of this study was that responses of

the participants do not represent the general population of public elementary school principals. The data collected are closed and attributed only to the participants. Furthermore, the findings of the study were only true in the research site (Creswell, 2018). Another limitation of the study was that participants were selected using purposive sampling, which means that they were pre-identified to provide the data needed in this study.

Recommendations

A recommendation for the elementary school principals is to continue to focus on identifying strategies to support and retain novice teachers. All of the participants stated PD for novice teachers is needed for these teachers to improve their teaching practices. Another recommendation is for principals to implement instructional support for novice teachers to improve their teaching practices by visiting these teachers in their classrooms because via classroom observations principals could identify the instructional needs of novice teachers. Another recommendation is to communicate with novice teachers via collaborative discussions during classroom observations or staff meetings and with memos and announcements. A final recommendation is for school principals to better apply their instructional leadership practices to support and retain novice teachers. School district administrators could provide funding for PD opportunities for novice teachers to attend PD in order to reduce novice teachers' attrition.

More research on the topic of instructional leadership practices could serve to strengthen and contribute to the broad body of knowledge on educational leadership by offering perspectives that support novice teachers' retention. Another area recommended

for further study is to use a qualitative methodology with a larger sample of school principals that would provide more data to allow for wider generalization. Further research would provide an investigation into the instructional leadership practices needed to reduce teacher attrition during the first 3 to 5 years.

A research using a quantitative methodology from a larger sample of school principals and teachers from urban and rural school districts would provide a comparative analysis of the principals' leadership practices. More research can assist in widening the understanding of the role and importance of instructional leadership practices in promoting teacher retention. Finally, the results dictate that further research is needed to validate and add additional insights to strengthen existing policies that seek to explain how instructional leadership practices of school principals can be applied to promote retention of novice teachers.

Implications

Positive Social Change

The findings of this qualitative study may benefit school administrators as they may be informed on how to retain novice teachers in their current school through principals' instructional leadership. Likewise, elementary school principals may benefit from the findings of this research by having insights into the various instructional leadership practices that can be applied to retain novice teachers. The findings of this study promote positive social through enhanced instructional practices that support novice teachers. The findings of this study can lead to positive social change as these serve as a basis in developing additional principal support and in refining principal

leadership to help novice teachers stay in the school and in the profession. Positive social change can be achieved when good practices in instructional leadership would come into the surface and be adopted in the school so that novice teachers would remain in their current schools and principals would become more active in promoting teacher retention and fostering staffing stability.

Recommendations for Practice

The ability of the school leaders to motivate and inspire novice teachers to remain in the school and in their jobs, relies heavily upon leadership practices of school principals. Consequently, the first recommendation is for the Department of Education to give feedbacks to the tertiary institutions who are honing individuals to become teachers and eventually a novice teacher to update and suit their curriculum to the current public education system such as classroom observation (Result-based Performance Management System), preparation of Daily Lesson Logs and performance evaluation. In this way, the student teachers will not be totally unprepared for the Philippine public-school system. With this, the transition from a practice teacher to a novice teacher would not be difficult. Another recommendation is the importance of the physical presence of the school head in the school to personally direct, guide and provide assistance to the novice teacher's needs. Moreover, educational leaders must work hard to provide more resources such as instructional mentors, more relevant PD, community partnership to support teachers in making a positive impact on novice teachers. School heads should collaborate with novice teachers and seek leadership opportunities through strategic, thoughtful and

deliberate practice to facilitate a school environment that empowers teachers and create a strong sense of collective responsibility within the school.

Another recommendation from the participants is for the instructional leader to provide the novice teachers with all the skills needed to perform well in their chosen career. The leader should keep in mind, that he was once a novice teacher and now his role is to help novice teachers become better and even best teachers for the learners. For better instructional practice, novice teachers must be supported in their welfare, assisted when they are hard-up in their daily job, and set in them higher target. School heads must provide coaching and mentoring and provide opportunities for professional growth like attendance to seminars, trainings and allow them to enroll in the graduate school, and most of all lead them by good example and have good working relationship with them. Since some novice teachers are a bit shy and less confident of themselves, school principals must encourage them to collaborate with experienced teachers, especially the master teachers with regard to strategies for instruction and classroom management. When novice teachers are inspired by kind, good and inspiring co-teachers, they are encouraged to stay in their jobs. Principal recommended that in order to keep novice teachers motivated throughout the school year, school principals must make themselves available to address the needs of the teachers, publicly praise novice teachers in order to let them feel that they are valued, encourage teachers to reward each other, give novice teacher a voice to be involved in decision-making and encourage collaboration. Having teachers work together can significantly impact their motivation. Therefore, the key to keeping novice teachers committed and passionate to remain in the teaching profession

lies in the very hands of the school head. Below are recommendations created as a result of the findings discovered in the study:

Future research using a quantitative methodology from a larger sample of public elementary schools using both school principals and novice teachers. A quantitative study would also provide statistical data analysis between principal instructional leadership practices and teacher retention. A further research could include a comparison of teacher retention rates of elementary teachers to secondary teachers. A research on the impact of mentoring/coaching provided by experienced teachers to novice teacher retention could be conducted.

Conclusion

School principals as instructional leaders influence the teachers' decision to remain in the school and in the profession. Principal leadership has been found to have direct influence in retaining novice teachers (Kraft et al., 2016). Kraft et al. (2016) suggested that principals can greatly support novice teachers to remain in their schools. The support of school principals has emerged as a significant factor in novice teacher retention (Aguirre, et.al., 2017)

All 14 of the participants mentioned that they implement instructional leadership practices to support the retention of novice teachers through PD for novice teachers to improve their teaching practices. The participants mentioned that they implement instructional leadership practices to support the retention of novice teachers through instructional support for novice teachers to improve their teaching practices by visiting these teachers in their classrooms. The participants also mentioned that they implement

instructional leadership practices to support the retention of novice teachers through classroom observations to identify their instructional needs. Finally, all 14 participants mentioned that they implement instructional leadership practices to support and retain novice teachers through communication via collaborative discussions during classroom observations or staff meetings and with memos and announcements. Thus, the participants mentioned that they implement instructional leadership practices to support the retention of novice teachers through PD and instructional support for novice teachers to improve their teaching practices, classroom observations to identify the instructional needs of novice teachers, and communication via collaborative discussions during classroom observations or staff meetings and with memos and announcements. These aforementioned instructional leadership practices influence novice teachers to remain in their jobs. The finding of this study added to the body of research at identifying PD, instructional support, classroom observations, and communication as efforts to decrease a novice teacher's intent to leave his/her profession. The participants have evidently implemented a repertoire of instructional leadership practices that they use in their bid to retain novice teachers.

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Appendix: Interview Protocol

For Elementary School Principals

1. What instructional leadership practices do you apply in your school?
2. How do you implement instructional leadership practices to retain novice teachers in your school?
3. How do you communicate school goals?
4. How do you supervise and evaluate novice teachers?
5. How do you promote a positive learning climate?
6. How do you focus on matters related to curriculum development and student progress?
7. What instructional leadership practices do you use to retain novice teachers?
8. What instructional leadership practices do you consider the most important in retaining novice teachers?
9. Tell me about novice teacher retention.
10. Are there other comments you would like to make?