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Leadership Strategies Used to Reduce Turnover in Turnaround Settings

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Walden University
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Abstract

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by

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MA, New Jersey Institute of Technology, NJ, 2008

BS, Federal University of Technology, Akure, NGR., 2002

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education Leadership, Policy and Change

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November 2021

Abstract

Teacher turnover continues to contribute negatively to academic achievement of a majority of turnaround schools serving students with low socioeconomic status, and many school leaders lack effective strategies to reduce teacher turnover, especially during the school turnaround process. The purpose of this qualitative multiple case study was to explore the strategies, behaviors, and practices used by turnaround principals in reducing teacher turnover during school turnaround. The framework for this study was based on Herzberg's motivation and hygiene theory. The population in the study consisted of eight school principals who have implemented effective strategies that increased teacher retention in turnaround schools. Data were collected from the participants using semistructured interviews and review of organizational documents to answer the research question designed to understand the strategies, behaviors, and practices used to reduce turnover. Collected data were organized and analyzed using thematic analysis method. Three themes discovered from the study were (a) providing meaningful leadership support, (b) building positive relationships, and (c) creating a healthy working environment. The study findings revealed behaviors, practices, and strategies that other turnaround leaders can use to reduce teacher turnover and improve student achievement and organization sustainability. The implications for social change include providing knowledge and insight for other turnaround leaders on how to reduce teacher turnover, improve student achievement, and increase organization sustainability, which could improve the socioeconomic status of both the students and the community at large.

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Dedication

I would like to dedicate this study to my parents, wife, and children for all the understanding, support, endurance, and sacrifice during this journey. A special dedication to my stepfather, Pa. Joseph A. Akintonde for all your inestimable support and in loving memory of my late mother, Mrs. Oluwafolakemi D. Awobajo. Above all, to Allah for all His mercy on me and my family throughout this journey.

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Chapter 1: Introduction to the Study

As the population of low-income and minoritized students in urban areas continues to grow, so are the numbers of low-performing schools will continue to increase (Kuo et al., 2018; Reardon et al., 2017). According to Heissel and Ladd (2018), the characteristics of low-performing schools include low student achievement, low-quality teachers, high rates of teacher turnover, and low graduation rates. In many school districts around the country, consistently failing schools continue to be a problem, and turning them around remains a significant challenge, especially in this era of accountability measures such as No Child Left Behind Act of 2001, Race to the Top grant, and the Every Student Succeeds Act of 2015.

At the core of many current educational reform policies is the need to turn around low-performing schools (Hines et al., 2017). Hines et al. (2017) found that turnaround schools serve predominantly minoritized students with educational and noneducational challenges with low socioeconomic status. According to Fuller et al. (2017), reducing the educational gap between different student groups and improving all student achievement levels in every failing school to prepare for college or career remains the priority of reform policies. Schools need to achieve adequate yearly progress based on student proficiency on the state standardized assessments, while low-performing schools must be identified and reformed based on multiple state-based indicators (Fairman et al., 2017). Turnaround leaders are responsible for increasing student achievement, improving school culture, and reducing teacher turnover that plagues most low-performing schools (Meyers & Hambrick Hitt, 2017).

Reducing staff instability remains an immense challenge for many leaders in most hard-to-staff schools that serve minoritized students with low economic status (Hitt et al., 2018). Hitt and Meyers (2017), Chan et al. (2018), and other studies have documented the role and practices required of school principals to improve students' academic gains and improve school culture within the given short period allowed to turn a school around. However, understanding the leadership strategies, behaviors, and practices some turnaround leaders used to reduce teacher turnover and improve teacher retention is important but not well understood. According to Madueke and Emerole (2017), an organization's survival depends on how the organization leaders can reduce employee turnover, which significantly influences the organization's capacity to be highly productive and stable.

The purpose of this qualitative multiple case study was to explore the leadership strategies, behaviors, and practices used by successful turnaround principals to reduce teacher turnover in their schools during the school turnaround period. This study employed Herzberg's (1966) motivation-hygiene theory as a theoretical foundation to provide a lens to how leaders increased employees' satisfaction and reduced teachers' dissatisfaction, which improved retention. In Chapter 1 I discuss the study background, purpose of the study, and the theoretical foundation and also address the problem statement, research questions, and nature of the study. In addition, I discuss the study's significance and its contribution to the literature, profession, and social change.

Background of the Study

The high rate of teacher turnover in many urban public schools continues to create enormous challenges for school leaders nationwide (Hammonds, 2017; Katz, 2018). Yearly, close to 20% of the teachers nationwide leave their job within the first 3 years (Papay et al., 2017), while the rate is even higher (about 50%) among high-poverty, low-performing schools in urban areas (Hammonds, 2017). Schools serving a higher concentration of minoritized students who receive free or partially priced lunch are more likely to see about 70% of their teachers leave in the first 5 years, which has several detrimental effects on students' learning and school outcomes (Carver-Thomas & Darling-Hammond, 2017). Many school leaders' inability to recruit and retain effective replacement teachers in urban schools hurts students' learning quality.

The fiscal cost of teacher attrition nationwide is about $2.2 billion annually, which ranges from about $2 million in Delaware to about $235 million in Texas (Alliance for Excellent Education, 2014); while La Salle (2018) and Darling-Hammond (2017) reported that the cost of replacing each teacher ranges between $3,000 to about $20,000 for each educator lost. Apart from the financial implications, turnover (voluntary and involuntary) costs include disruption to classroom instruction and the school culture (Ryan et al., 2017). In many high poverty urban schools where higher teacher attrition persists, the number of high performing teachers continues to decrease by about 50% when compared with the affluent schools (Hammonds, 2017; Newberry & Allsop, 2017), and reducing the high turnover rate remains the focus of many turnaround reform policies.

In recent decades, many education reform policies focused on turning around schools with chronically low student performance. Consequently, some turnaround models required replacing the principals with turnaround principals and about 50% of the low-performing teachers with more high-performing teachers, resulting in involuntary turnovers. Though teacher turnover might negatively affect schools and students' outcomes, a review of literature has shown that involuntary turnover of low-performing teachers positively affects students' achievement (Adnot et al., 2017). When low-performing teachers voluntarily leave, the school leaders can replace them with high-quality and high-performing teachers who will help improve students' learning outcomes. However, the combined effect of voluntary and involuntary turnover with lack of adequate replacements for the exiting teachers creates staffing instability that upsets the school culture, students' achievement, and students' ability to access quality learning (Adnot et al., 2017).

During school turnaround, recruiting, retaining, and maintaining staff stability remains an immense challenge and priority for turnaround administrators. Hitt and Meyers (2017) reported the role of successful turnaround school leaders in increasing students' academic gains and improving school culture, but the challenge is that many turnaround leaders lack the understanding and expertise of the effective strategies that promote a high rate of staff retention (Carver-Thomas & Darling-Hammond, 2017; Sutcher et al., 2019). Thus, there was a need to understand better how successful turnaround leaders reduce teacher turnover and what constitutes their experiences about

teacher turnover during the school improvement process. In this study I explored how school principals reduced voluntary teacher turnover during school turnaround.

Problem Statement

The problem addressed in this study was the inability of many turnaround principals to reduce teacher turnover and retain adequate teaching staff required to address students' needs. In turnaround schools, many leaders lack an adequate understanding of strategies, behaviors, and practices that can successfully reduce teacher turnover during the school turnaround process. These leaders continue to face the challenges of recruiting, retaining, and ensuring staffing stability among the highly qualified and high-performing teachers needed to drastically improve students and school outcomes (Hitt et al., 2018); Swain et al., 2019; Viano et al., 2019). Papay et al. (2017) reported that about 13% to 35% of the novice teachers who usually replace the terminated teachers during school turnaround would leave before their 3rd year, compounding staffing problems for the leaders. Although many studies (Grissom & Bartanen, 2019; Hitt & Meyers, 2017) have explored teachers' turnover and documented strategies for reducing voluntary employee turnover in public schools, there is currently a gap in knowledge concerning the strategies used by successful turnaround principals to reduce teachers' turnover during the turnaround of chronically failing schools. Despite current understanding about teacher retention and the growing efforts to reduce teacher turnover, lack of knowledge about successful strategies to reduce turnover in turnaround schools creates education inequality among the students.

Purpose of the Study

The purpose of this qualitative case study was to explore the leadership strategies, behaviors, and practices used by turnaround school leaders to reduce teacher turnover in hard-to-staff public secondary schools within a Northeastern U.S. urban area. With this study I sought to better understand how the concept of employee job satisfaction and dissatisfaction guides the self-reported leadership strategies, behaviors, and practices used by turnaround principals to reduce teacher turnover below the national average in their hard-to-staff schools. Data were obtained from eight turnaround principals using semistructured interviews triangulated with organizational and archival documents review data. Herzberg's (1966) two-factor theory served as a framework for analyzing the leadership strategies, behaviors, and practices used to reduce teachers' turnover below the national average during the turnaround period. The organizational and archival documents were reviewed for corroboration, and additional information on turnover strategies triangulated on the same research questions provided validity to the data collected during the interviews.

Research Question

RQ: What strategies, behaviors, and practices do turnaround principals report that they use to improve teacher retention during school turnaround?

Theoretical Framework

This study utilized Herzberg's (1966) two-factor theory, otherwise known as the Herzberg motivation-hygiene theory, as a framework to analyze the concept of job satisfaction, turnover intention, and leadership strategies used to promote teachers'

retention during the turnaround period. The two-factor theory by Herzberg et al. (1959), sometimes referred to as the hygiene-motivation theory, explains the distinction between the factors (motivating factors) that influence employees job satisfaction and those factors (hygiene factors) that are responsible for employees' job dissatisfaction (Ataliç et al., 2016). Herzberg et al. (1959) argued that improving some motivating factors, such as advancement, a possibility for growth, and recognition, can increase employee motivation. Improving hygiene factors, such as interpersonal relations, remuneration, administrative and leadership relationships, school policies, and working conditions can prevent job dissatisfaction (Chu & Kuo, 2015). Kerdngern and Thanitbenjasith (2017) reported that job satisfaction significantly impacts employees' performance, productivity, absenteeism, and attrition. La Salle (2018) pointed out that employees' satisfaction with their job is a precursor for reducing turnovers and increasing sustainability. When employees are satisfied, they will increase their commitment to the organization and reduce their intention to leave.

The theoretical framework informed the choice of the research design method, data collection, and data analysis for this study and provided a strong alignment between the four research constructs: problem, purpose, research questions, and the study significance. According to Osanloo and Grant (2016), the theoretical framework must be at the core of the research question's justification, design methodology, and data analysis plan. Based on Herzberg's (1966) assertion that motivation and hygiene factors influence employee job satisfaction and dissatisfaction, the research questions were used to reveal the leaders' understanding of which factors motivate employees to stay or leave their

jobs. The hygiene-motivation theory provided a construct for choosing a qualitative

design to investigate, collect, and analyze data in this study. The hygiene-motivation

theory helped explain how school leaders promoted factors that improve job satisfaction

and reduce dissatisfaction. A detailed discussion of the two-factor theory and its

application in this study was presented in Chapter 2.

Nature of the Study

This study used a qualitative multiple case study as a research approach to seek an

in-depth understanding of the strategies used by turnaround principals to reduce teacher

turnover during school turnaround. According to Yin (2018), a case study allows for

rigorous exploration and detailed description of the phenomenon through the participants'

worldview, where the researcher establishes a relationship with the participants in

deconstructing the phenomenon (Patton, 2015;). Heale and Twycross (2018) suggested

that when studying a small group of individuals with experience about a phenomenon in a

specific setting, using a case study is appropriate to gain an in-depth understanding. A

case study methodology allows for a deep understanding of the basis for the principals'

behavior, personality, experience, meaning, and emotion attached to improving teacher

retention.

In turnaround schools, leaders implement a school improvement plan that

includes the involuntary turnover of approximately 50% of the staff and improving the

school's culture within a short period (Yatsko et al., 2015). During this period, principals

contend with replacing the teaching staff that had left the job and retaining those still

considering leaving (Cucchiara et al., 2015). Papay et al. (2017) reported that about 13%-

35% of the novice teachers who usually replace the terminated teachers during school turnaround would leave before their 3rd year, creating a turnaround revolving door for the leaders. However, many school leaders lack the strategies to promote job satisfaction among their teachers and struggle to promote teacher retention (Heissel & Ladd, 2018). Few leaders are successful in retaining teachers and improving students' outcomes. Understanding the strategies used by successful turnaround principals to promote job satisfaction and reduce teacher turnover during the turnaround period required an in-depth exploration with a multiple case study approach.

Baxter and Jack (as cited in Gustafsson, 2017) posited that a multiple case study approach allows the researcher to collect a robust and reliable set of data within and across settings. In this study, I collected data from participants through an in-depth interview using Zoom, Google Meet, Skype, or phone in alignment with the Centers for Disease Control and Prevention (CDC) national mandate and guidelines for COVID-19. I recorded participants' responses to the interview questions using an audio recorder and transcribed them for data analysis. I triangulated the interview data with the secondary data acquired from the review of organizational documents. I used the organizational documents to collaborate and juxtapose the information received from participants, which helped mitigate the effects of participants' subjectivity. The document reviewed included minutes of district meetings, staff development policies, school improvement plans, employee handbook, and annual school performance report for evidence of retention improvement activities such as (but not limited to) turnover rate, professional development, recruitment rate, training and mentoring, compensation, reward, school

safety, and organization policies that promote teacher job satisfaction. I sought the documents from the public domain, such as the school website and the state Department of Education site. Triangulating secondary data with the interview data strengthened the study through data corroboration and augmentation (Abdalla et al., 2018) and warranted using an analytical/discourse and thematic approach of data analysis (Saldana, 2021).

As an educator with over a decade of service in a turnaround setting, I have witnessed and experienced a high turnover rate among teachers and school leaders, creating knowledge gaps among the students' populace. Leaders continue to struggle to stabilize and retain the staff needed to meet the organizational goals. My experience in this setting instigated my interest in this study and established my position as an insider researcher (Heslop et al., 2018; Unluer, 2012), which might create bias in data organization, analysis, and interpretation. Another concern was how to control for personal subjectivity in organizing the themes that emanated from the data. However, the series of anticipated biases were mitigated by following the interview protocol guide (see Appendix), asking open-ended questions, avoided leading questions, and not allowing my subjective view of the phenomena affect my understanding of the participants' responses (see Castillo-Montoya, 2016). I equally engaged the service of peer reviewers with a doctoral degree to ensure dependability and complement the triangulation method proposed.

Using Herzberg (1966) two-factor theory as a theoretical lens, I used the thematic analysis approach to analyze the collected data. Thematic analysis is a qualitative method used to identify, organize, and report emerging trends or themes from a collected dataset

(Nowell et al., 2017). According to Braun and Clarke (2019), the thematic analysis approach is a flexible process that can be adapted to any other research method. I analyzed collected data following the six-step process stipulated by Braun and Clarke (2006), which included (a) familiarization with data by reading and rereading the transcripts and all associated notes and documents, (b) generating initial codes from the dataset, (c) search for emerging themes, (d) revisiting and reviewing themes for subthemes, (e) define themes to augment the major and subthemes for better analysis; (f) writing the report where the analysis is interpreted into a coherent and compelling outcome for readers.

Definitions

Chronically low-performing schools: These are schools that consistently fail to meet the basic standardized student achievement requirements over many assessment cycles (Agunloye, 2011). These schools are identified as the lowest-performing school by state and federal initiative standards. They include priority schools under the Every Student Succeeds Act, schools receiving School Improvement Grant (SIG) funds, and schools that failed to make adequate yearly progress for more than 4 years under the No Child Left Behind Act guidelines and are classified as planning to or undergoing restructure (Klute et al., 2016).

Effective teaching: Effective teaching is defined as the strategies, techniques, and approaches that a teacher uses to achieve the desired result of facilitating student learning (Johnson-Leslie, 2007).

Effective teacher: An effective teacher displays a wide range of skills and abilities, leading to the creation of a learning environment where all students feel comfortable and are motivated to succeed both academically and personally (National Board for Professional Teaching Standards, 1998, as cited in Johnson-Leslie, 2007).

Employee compensation: These compensations are a set of financial (such as pay, bonuses, and allowances) and nonfinancial (day off, acknowledgment of competence, and recognition) benefits received by an employee in exchange for the work performed for an organization (Muguongo et al., 2015).

Employee motivation: This is the level of an employee's psychological and emotional commitment to his/her job (Fiaz et al., 2017). It also refers to factor(s) that induce an employee to engage in or pursue job-related tasks.

Employee retention: Employee retention refers the various organizational policies and practices keeping employees motivated to continue working with the organization for a long time (Anitha, 2016).

Employee turnover: Employee turnover occurs when employees voluntarily or involuntarily depart a firm or company and are replaced by other staff (Bilau et al., 2015).

Focus schools: Focus schools constitute about 10% of schools with the overall lowest subgroup performance, a graduation rate below 75%, and the widest gaps in achievement between different students' subgroups (New Jersey Regional Achievement Center, n.d.).

Involuntary turnover: Involuntary turnover occurs when the employer terminates or seeks a replacement of an employee from an employment contract due to employee ineffectiveness or company downsizing or outsourcing (Parker & Gerbasi, 2016).

Job satisfaction: Job satisfaction is the extent or degree to which an individual employee feels positive or negative about the job and the environment, whether the employee likes the job or not (Singh et al., 2019).

Leadership engagement and support: Leadership engagement and support are essential factors that describe leadership social interaction positively promoting employee satisfaction and engagement (Redding et al., 2019).

Priority school: A priority school is a school identified as among the lowest performing 5% of Title I schools in the state (New Jersey) over the past 3 years, or any non-Title I school that would otherwise have met the same criteria (New Jersey Regional Achievement Center, n.d).

Recognition and reward: Recognition and rewards are tools used by organizational leaders to acknowledge employees' job performance publicly and motivate employees to continue their high performance (Kamrath & Bradford, 2020).

Turnaround model: School turnaround does not have a specific definition but generally refers to schools' efforts to significantly improve students' performance from a low threshold (Harris et al., 2018). Schools that significantly lag in students' performance or chronically failing must drastically and rigorously improve school and student outcomes successfully. New Jersey state refers to such schools as priority schools or focus schools.

Turnaround period: Turnaround period is a period of 3 to 5 years, during which the turnaround administrators are expected to significantly improve students' achievement, school organizational structure, and culture by implementing a specially designed school improvement program (Yatsko et al., 2015).

Turnaround principal: Turnaround principal is a school leader with the unique skills and experiences of drastically implementing strategies that help lead the declining school to educational improvement, increasing students' achievement and preventing school culture from declining within a short period (Meyers & Hambrick Hitt, 2017).

Voluntary turnover: Voluntary turnover occurs when an employee activates their decision to exit an organization to gain employment in another firm (Nelissen et al., 2017)

Work condition: Work condition is the nature, environment, and terms of the job an employee performs that needs to be met by the employer to prevent dissatisfaction (Bland et al., 2016).

Assumptions

Research assumptions are facts and necessary elements needed to conduct the study but that are not verified (Merriam & Tisdell, 2016). The following set of assumptions influenced this study. The first assumption was that the participants selected for the study had adequately rich information to share. Secondly, I assumed the participating schools were similar in their school characteristics and student demographics. Thirdly, I assumed the participants provided a truthful and honest response to the interview questions concerning their experience of implementing an

effective retention strategy during the turnaround. Lastly, for this study I assumed that all participants answered all questions and could provide supporting documents to provide supplementary data. These assumptions were necessary for readers to understand the basic facts and elements that influenced this study. In this study I explored the participants' experiences concerning teacher turnover and predicting participants' behavior a priori is unrealistic and difficult. Thus, making an underlying assumption about the expected behavior was a necessity.

Scope and Delimitations

The scope of the study was to address the inadequate understanding of effective strategies, behaviors, and practices used by turnaround principals to ensure stability in staffing during the school turnaround process. This study was focused on the view and experiences of the school leaders in turnaround schools who have reduced teacher turnover during the turnaround period. The school settings were turnaround schools, designated as priority or focus schools, serving low-income students who receive free or reduced-price lunches.

Delimitation describes a research study's scope or boundary for the research aims and objective to be achievable (Theofanidis & Fountouki, 2019). The following delimitations defined this study's boundary: Firstly, the study was limited to turnaround public schools within Northeastern New Jersey due to physical proximity. The second delimitation was that the study population consisted of eight principals from turnaround schools with a history of reducing employee turnover below the national average. Other nonturnaround school leaders were not considered for the sample. The third delimitation

was that the settings consisted of the K-12 school level, including middle and high

schools. The last delimitation was the small sample size, which aligns with the choice of

case study approach but might not support the transferability of the research outcome

across the entire state or other geographic areas. According to Nowell et al. (2017),

transferability refers to how an inquiry can be generalized or applied across the

population, setting, and context. The small sample size and restriction on the settings

might significantly impact the study outcome's transferability.

Limitations

A research study's limitations are the research-imposed restrictions beyond the

researcher's control, and they influence the chosen design, data analysis methodology,

results, conclusions, and other factors (Theofanidis & Fountouki, 2019). This study used

purposeful sampling to select participants needed to explore the phenomena based on the

assumption that the participants had adequate knowledge of the leadership practice and

strategies used to reduce teachers' turnover. The choice of participants limited the sample

size to a small number, and the transferability of the outcomes was limited to turnaround

schools. However, the study's anticipated challenges included the need for participants to

respond to the questions without withholding any information and with absolute honesty.

Also, access to the participants in the study was a challenge that was overcome, as the

principals were moving from one school to another to implement turnaround policies. In

addition, conducting the study with a small sample size limits the generalizability or

transferability of the study's outcome. At the same time, the COVID-19 constraints on

social interaction served as a barrier to organizing a face-to-face interview in any setting.

Significance of the Study

Teacher turnover issues in public and private schools continue to attract the interest of policymakers and stakeholders. The outcome of this multiple case study could significantly contribute to understanding the leadership strategies, behaviors, and practices used to retain employees in turnaround schools. Results of the study could help bridge the gap in knowledge in the literature regarding effective retention strategies and increase researchers' understanding of the behavior, practice, and strategies used by turnaround principals in reducing teachers' turnover during the turnaround period.

This study's outcome could contribute to the educational leadership field policy and practice by providing valuable knowledge to school leaders and stakeholders on effective strategies for reducing teacher turnover during the school turnaround process. Teacher turnover continues to have a devastating effect on students and school outcomes in critically failing schools (Adnot et al., 2017) and poses significant challenges for school leaders responsible for improving such schools (Meyers & Hambrick Hitt, 2017). Effective leadership practice is required to overcome turnover challenges as school principals play a substantial role in improving teacher retention (Hitt et al., 2018; Perreira et al., 2018). Stakeholders could use the outcome of this study to address ineffective leadership strategies and negative leadership behaviors that influence teacher turnover decisions. Findings could also provide stakeholders, policymakers, and potential turnaround principals insight into what constitutes the best leadership practices and strategies for increasing teachers' motivation to stay on the job.

Effective leadership practice is a precursor for school improvement and reducing teachers' turnover. According to Hitt and Meyers (2017), successfully turning around a chronically failing school requires a turnaround principal's skills and expertise different from other principals. At the same time, maintaining stability in staffing remains a leading factor in improving students' academic achievement (Holme et al., 2018). A major implication for positive social change includes providing insight for school administrators and policymakers on how to retain quality teacher that will help improve students and school outcomes, stabilize the teacher labor market, produce productive citizens who contribute to society, and provide the knowledge base for hiring, training, and retaining potential turnaround principals. When school leaders can effectively recruit, train, and retain quality teachers, students will experience uninterrupted learning that will positively improve their academic achievement. As the students' achievement level increases, the school rating will improve, and society can benefit from transforming the students into productive citizens who will contribute positively to the development of their communities.

Summary

In this research study I explored the strategies used by turnaround principals to reduce teachers' turnover during the turnaround period of chronically failing schools serving poor minority students with low socioeconomic status in an urban area. Chapter 1 of this study addressed teacher turnaround as a national problem and stated its effects on students and school outcomes. Also, school leaders' general lack of expertise to reduce teacher turnover in turnaround schools was noted. This study used a multiple case study

approach to explore the retention strategies used by eight turnaround principals, and data was collected using interviews and archival document review. Herzberg's two-factor theory served as a theoretical framework for the study. The data collected were qualitatively analyzed, and the outcome could add to the body of knowledge needed by schools of the same demographic to address teacher turnover.

In Chapter 2 of this study, an in-depth discussion of the concepts and theory that guided the exploration of the strategies used by turnaround leaders to reduce teacher turnover was undertaken. I reviewed a series of empirical research and literature to expand the knowledge about teachers' turnover, its effect on students and school outcomes, and the leadership practices, behavior, and strategies needed to reduce teachers' turnover. The chapter consists of the introduction, discussion concerning strategies used in searching relevant literature, and in-depth analysis of the Herzberg two-factor theory as a theoretical framework for the study. Chapter 2 concludes with a discussion about the key concepts of employee turnover, school turnaround approach, turnaround leadership, retention strategies, and the 90/90/90 schools.

Chapter 2: Literature Review

Introduction

The high teacher turnover rate continues to be a challenge in many urban schools nationwide, especially in turnaround schools serving minoritized students with low socioeconomic status and low academic performance. In many low-performing schools, the challenge remains that many school leaders lack effective strategies to reduce turnover (Carver-Thomas & Darling-Hammond, 2017; Sutcher et al., 2019). The problem addressed in this study was the inability of many turnaround principals to reduce teacher turnover and retain adequate teaching staff required to address the needs of the students. The purpose of this qualitative multiple case study was to explore the effective leadership strategies, behaviors, and practices used by turnaround school leaders to reduce teacher turnover in turnaround schools in a Northeastern U.S. urban school district. In this chapter, I present the strategy and databases used in reviewing academic literature, scholarly work, and diverse perspectives on the topic. I reviewed the literature for concepts guided by Herzberg's (1966) two-factor theory to discuss the knowledge gap. The Herzberg two-factor theory (motivation-hygiene theory) was analyzed and synthesized to give a foundation to the concepts of job satisfaction, employee turnover, and leadership strategy needed to curtail the turnover problem. In this literature review I discuss employee job satisfaction, turnover, school turnaround, turnaround leadership strategy, case study choice as a methodology, and 90/90/90 schools.

Literature Search Strategy

The following databases and search engines were explored for relevant empirical studies, journal articles, textbooks, and seminal work on turnover: Academic Search Complete, APA PsycINFO, Business source complete, EBSCOhost, ERIC, Google Scholar, ProQuest Central, SAGE premier, Teacher reference center, and SocINDEX with Full Text. In searching for peer-review articles, I searched the following terms: *employee turnover, turnaround model, involuntary turnover, turnaround principals, job satisfaction, voluntary turnover, employee retention, Herzberg two-factor theory (Herzberg motivation-hygiene theory),* and *conceptional models.* The peer-reviewed studies reviewed primarily consisted of research published between 2016 and 2021.

Theoretical Framework

The concepts of job satisfaction and dissatisfaction served as the foundation for this study. This study utilized the Herzberg (1966) two-factor theory, otherwise known as the Herzberg motivation-hygiene theory, to analyze the factors that influence job satisfaction and turnover intention to understand leadership strategies used to promote teacher retention while turning around the school. The Herzberg two-factor theory, first published in 1959, postulated two main dimensions of employee motivation: the motivators/satisfiers and satisfiers/hygiene factors (Kemper, 2017). Herzberg explained that several motivating factors influence employee job satisfaction including the nature of the job, achievement, advancement, growth opportunities, recognition, and responsibility. Simultaneously, the hygiene factors influence job dissatisfaction and include

administration, company policies, interpersonal relationships, job security, salary, supervision, and working conditions.

Herzberg et al. (1959) argued that when employers understand and further the motivating factors such as advancement, the possibility for growth, recognition, and responsibility, there will be an increase in employee job satisfaction, which will increase employees' intention to remain on the job. Employees working for an organization that creates a pathway for growth, advancement, and recognition will be more satisfied and motivated than those working where these factors are not advanced. According to Kerdngern and Thanitbenjasith (2017) and La Salle (2018), job satisfaction has a considerable impact on employee job performance, productivity, absenteeism and serves as a precursor for reducing turnovers and increasing sustainability.

Herzberg (1966) posited that employers who promote such hygiene factors as interpersonal relations, salary, administration, supervision, school policies, and working conditions would not increase job satisfaction but would see a reduction in their employee dissatisfaction with their job. Thus, hygiene factors are not dominant predictors of job satisfaction, but their presence is required for employees not to feel dissatisfied about their job. Failure of employers to ensure the fulfillment or improvement of the hygiene factors can increase employee dissatisfaction, leading to the initiation of employees' intention to quit (Chiat & Panatik, 2019). It is incumbent on the employer to ensure that the hygiene factors are fulfilled to the level that will eliminate feelings of animosity within the job environment and increase employees' job efficiency.

Employers need to address the hygiene and motivating factors separately to meet their employees' job satisfaction threshold. According to Herzberg (1968), the job satisfiers and the dissatisfiers are two separate continua through which employees can be motivated (Ataliç et al., 2016). The absence of motivating factors such as acknowledgment, achievement, or challenging work can only result in employees without satisfied feelings. It does not create a dissatisfied feeling for the employees. When hygiene factors such as salary and supervisory are adequately improved, Herzberg (1966) stated that it would lead to no dissatisfaction among the employees and not to employees' satisfaction. Hence, the absence of satisfaction is no satisfaction, while the absence of dissatisfaction is no dissatisfaction. Thus, dissatisfaction is not the opposite of satisfaction.

Many researchers apply the two-factor theory as a theoretical foundation to explore different concepts such as employee turnover, job satisfaction, and employee retention across many disciplines (Alfayad & Arif, 2017; Andersson, 2017; Bexheti & Bexheti, 2016; Tahir & Sajid, 2019). In education, teachers' job satisfaction and dissatisfaction, as the basis for initiating employee's turnover intention or improving job efficacy, have been explored using the hygiene-motivation factors (Alshmemri et al., 2017; Fong, 2018). At the same time, numerous studies in nursing, retail, and business industries have also utilized the two-factor theory in conceptualizing an understanding of the job satisfying factors that motivate their employees to improve capability, efficiency, and intention to stay on the job (Bexheti & Bexheti, 2016; Chu & Kuo, 2015; Hur, 2017; Issa-Eid, 2016). Though there are many hygiene-motivation theory applications in

research studies across several disciplines and cultures, some studies reported a slight variation in how significant a specific factor motivates employees' job satisfaction.

Chu and Kuo (2015) conducted a study to assess the extent of the impact of the two-factor theory and the applicability of the hygiene-motivation factors on the job involvement of elementary school teachers in Taiwan. The result showed that hygiene and motivation factors positively and significantly affect employees' job involvement. The outcome also revealed that some variables such as remuneration and supervisory relation are intrinsic and significantly impact employees' satisfaction and job involvement. Fong (2018) conducted a study that explored the relationship between job satisfaction factors and turnover intention among Generation Y and Generation X teachers using the two-factor theory. Fong found that while the hygiene-motivation theory still holds a significant impact on Generation X and Generation Y's job satisfaction, only the work itself (motivator) and supervisor (hygiene) were the statistically significant factors in predicting turnover for both generations. Most of the hygiene factors showed a greater intrinsic motivation for generation Y teachers than non-Generation Y teachers.

A mixed-method study conducted by Alshmemri et al. (2017) explored the impact of the hygiene-motivation theory on the job satisfaction of about 272 Saudi nurses from three public hospitals that supported the two-factor theory. The outcome showed that motivation factors are essential in promoting job satisfaction. A study of retail employees by Bexheti and Bexheti (2016) also supported Herzberg's two-factor theory and showed a correlation between motivation and productivity. The result also indicated that the

hygiene factor of salary and relationship with supervisors and colleagues significantly influences job productivity. Ozsoy (2019). showed that salary (a hygiene factor) had a higher motivating power among private-sector employees than those in the public sector, while recognition had higher motivation in the public sector than the private sector.

Herzberg's hygiene-motivational factors' impact continues to have validity across several occupational levels in promoting job satisfaction (Ozsoy, 2019). The motivational and hygiene factors, when fulfilled, continue to shape employees' job satisfaction, job involvement, and their intention to stay or leave. The nature of work itself, recognition, and personal growth were the leading motivators of job satisfaction. Supervision, relationship with co-workers, salary, and job security remain the most influential hygiene factors with more potential to motivate employee job satisfaction. Irrespective of the culture, sector, or discipline, there is a need for organizational leaders to understand which factors or combination of factors have a higher impact on employees' job satisfaction or dissatisfaction, which can lead to turnover intention.

This study was grounded in Herzberg's two-factor theory as a framework to understand how school leaders resolve the lack of effective leadership strategies to reduce turnover in turnaround schools. The use of Herzberg's two-factor theory in this study stemmed from the prescriptive nature in which the theory laid the foundation for organization leaders to create a working environment that addresses job satisfaction and dissatisfaction among the staff. Arnoux-Nicolas et al. (2016) reported a positive correlation between poor working conditions and employees' intent to quit. Employers need to address the factors that create such a conducive environment for the employees.

The Herzberg two-factor theory was utilized to understand the distinguishing characteristic between factors that promote job satisfaction and those that inhibit job dissatisfaction. The theory aided how this understanding could help school leaders improve job satisfaction and reduce turnover intention. Thus, the theory served as a foundation for formulating the research questions and creating a data collection instrument to seek how the school leaders' behavior, style, policies, and strategies help them reduce teacher turnover during the turnaround period.

<center>**Literature Review Related to Key Concepts**</center>

Employee Job Satisfaction

One of the challenges many organizations face to remain competitive, productive, and effective in this dynamic working environment is ensuring that the employees remain satisfied (Mohammed, 2019). Several studies have shown a significant relationship between employees' job satisfaction, commitment, efficacy, and turnover intention (Kasalak & Dagyar, 2020; Opeke et al., 2019; Polat & Iskender, 2018; Rana & Baig, 2020). When employees are satisfied with their job conditions, they will be motivated to improve their effectiveness, productivity, and satisfaction and remain on the job. According to Shila and Sevilla (2015), organizations can only get buy-in into their mission, vision, and goals from their employees when the workforce is satisfied and committed.

Over the years, different researchers have presented the multidimensionality of job satisfaction in their studies. Goldag (2020) described job satisfaction as employees' reaction toward the outcome of their assessment of the jobs' conditions. Holmberg et al.

(2018) related job satisfaction to understanding the difference between expected and experienced rewards. The authors informed that there is a clear difference between employees' expectations of the reward and what they experience on the job. By comparison, Alamelu and Joice (2018) asserted that employees' job satisfaction results from their emotional and psychological experience on the job. Goldag (2020) explained that job satisfaction indicates how positive or negative employees perceive their job experiences concerning motivating factors.

As some studies simplify job satisfaction as the extent to which an employee likes their job, Maslow (1954) and Herzberg (1966) argued that job satisfaction is a multifaced phenomenon influenced by certain factors. Maslow theorized that motivating factors influence employee satisfaction in a hierarchy from basic to complex needs. Employees strive to meet the basic needs first and then move to the next level until when satisfied. Herzberg concluded that factors responsible for employees' job satisfaction are different from those that moderate dissatisfaction. The researcher argued that different factors moderate satisfaction (motivator), another set of factors influence dissatisfaction (dissatisfiers), and leaders need to treat them separately.

In education, teachers' job satisfaction is one of the leading factors determining any educational organization's growth. Studies have documented teachers' satisfaction as predictors of their commitment, efficacy, and turnover intentions (Goldag, 2020; Rastegar & Moradi, 2016; Torres, 2018). Teachers who are satisfied with their job are motivated to improve students' achievement and school productivity (Rastegar, & Moradi, 2016). Simultaneously, dissatisfied teachers are less committed to the school's

vision and mission and tend to initiate turnover intention than satisfied teachers. According to Torres (2018), teachers' satisfaction is of two dimensions: teachers' satisfaction with their work or teacher's satisfaction with their profession. The author posited that teachers have a different reaction to their job and their profession, which have a varied influence on their turnover intention. When teachers are satisfied with the profession but dissatisfied with their school's working conditions, they tend to move to another school rather than quitting the profession.

Many variables contribute to teachers' satisfaction, but among the leading predictors are school culture, classroom autonomy, salary, supervision, relationship with colleagues, leadership styles and support, recognition, school policies, and work condition (Alamelu & Joice, 2018; Polatcan & Cansoy, 2019). In a systematic review of studies on the factors predicting teachers' job satisfaction, Polatcan and Cansoy (2019) reported that administrators' behaviors, individual variables, and organizational variables form three themes that positively predict teachers' satisfaction. The authors argued that a high level of teachers' job satisfaction flourishes in schools where school leadership creates a culture and environment that fosters adequate communication, collaboration, support, trust-based relationship, and justice to promote teachers' positive psychological well-being.

Kartika and Purba (2018) conducted a study to examine the mediating effect of affective commitment on job satisfaction and turnover intention. The study outcome showed that affective organizational commitment fully moderates the relationship between job satisfaction and turnover intention. The authors explained that satisfied

employees (teachers) tend to share the same value, vision, and goals with their organization and are more likely to develop a very weak turnover intention. Additionally, the author posited that promoting such factors as salary, supervision, work itself, workgroup behavior, recognition, and promotion will increase employees' job satisfaction and organizational commitment.

Previous literature has highlighted the critical role of school leaders in attracting, retaining, maintaining positive psychological well-being, and developing their teachers' job satisfaction (Ladd, 2011; Muguongo et al., 2015; Nyenyembe et al., 2016; Torres, 2018). Principal leadership plays an essential role in setting a tone and direction for the school culture and learning for the teachers and students. To this effect, the school leadership style plays a vital role in promoting teacher satisfaction and commitment to their job.

In a study on transformational leadership style and job satisfaction, Nazim and Mahmood (2018) reported that transformational and transactional leadership affect how employees perceive their job satisfaction. The authors argued that the transformational leadership style has a more significant relation to job satisfaction. In a similar study, Nyenyembe et al. (2016) reported that the principal leadership style has a more significant influence on teachers' job satisfaction. However, the authors posited that a principal must possess transactional and transformational leadership styles to be effective. Nyenyembe and colleagues also explained that teachers' satisfaction with their job is positively and significantly related to a charismatic leadership style. The principal can inspire and motivate teachers to achieve school goals, pay attention to all staff's

needs, and recognize teachers' efforts and commitment in a meaningful way. The authors reported that teachers' characteristics also influence teachers' job satisfaction where male teachers and teachers with higher qualifications were less satisfied with their job than female teachers and those with less qualification.

Torres (2018) explored the relationship between leadership and job satisfaction in Singapore through the lens of distributed leadership at the workplace and the professional dimension of satisfaction. The study's outcome showed that leadership in which many individuals have roles and responsibilities for managing complex organizational tasks influences employee work and professional satisfaction. The study outcome indicated a more significant relationship between distributed leadership and work satisfaction than professional satisfaction. The author concluded that distributed leadership influences teachers' satisfaction more at their school level due to the school principal's behavior and perception than at the professional level. Thus, a school leader's success in promoting teacher job satisfaction depends on the leadership style employed to create a school culture that promotes teachers' motivation, self-esteem, and positive interpersonal relationships. The principal leadership style informs how a teacher will perceive and describe their job satisfaction.

Sutoro (2020) identified work culture, stress, and motivation as three non-physical factors that significantly influence teachers' performance and job satisfaction. The author explained that a strong relationship between motivation and job satisfaction impacts teachers' performance and depends on the school environment's obtainable culture. When teachers are positively motivated about the school's positive culture, their job satisfaction

tends to increase. Chung and Ahn (2019) informed that though stress is negatively related to employee satisfaction, the effect can be mediated by a school culture that provides administrative and collegial support built on good character and professional work full of trust (Sutoro, 2020).

Toropova (2020) reported that teachers working conditions and characteristics have a significant influence on job satisfaction. Leaders approaching working condition variables (such as teachers' workload, students' discipline, and teacher cooperation) with social context will impact teachers' satisfaction more than in physical context. Effective teacher collaboration and student discipline evolve from social interaction and positively impact teachers' satisfaction.

Sahito and Vaisanen (2017) conducted a Pakistani study exploring factors affecting teachers' job satisfaction and found that job satisfaction is influenced by factors that are either favorable or unfavorable to employees' feelings and work attachment. The authors reported a significant relationship between job satisfaction, work environment, and the employees' physical and mental well-being. Sahito and Vaisanene informed that there is a need to explore teachers' job satisfaction in the context of overall employees' feelings and their feelings towards a specific aspect of their job. Teachers are satisfied when they feel respected, recognized, have autonomy of instructional practice, are supported by both principals and other teachers, and feel that they have a positive relationship with their students (Sahito & Vaisanene).

Polatcan and Cansoy (2019), echoing Herzberg et al.'s (1959) theory, informed that job satisfaction is an emotional concept characterized by intrinsic and extrinsic

factors, including recognition, interpersonal relationship, and working conditions.
Toropova reported that teachers' work overload directly influences teachers' emotional
well-being, teachers' satisfaction, and turnover intention. Teachers feel satisfied when the
working condition indicates cooperation among the staff, while the students display
positive behavior.

In a study to examine the effect of compensation on job satisfaction among
teachers in Kenya, Muguongo et al. (2015) reported that teachers perceived their job
satisfaction significantly influenced by compensation. These compensations could be
financial (pay, bonuses, and allowances) and nonfinancial (day off, acknowledgment of
competence, and recognition). The authors argued that adequately compensating teachers
will elevate their satisfaction and motivation to improve their organizational
commitment. The study showed that teachers' satisfaction with compensation, such as
pay, benefits, and allowances, differs depending on teachers' qualifications. Teachers
with a low level of education or novice teacher may receive low pay and sometimes may
not qualify for the allowance package, leading to dissatisfaction and intention to leave
their job for a better opportunity. Olsen and Huang (2018) reported that teachers' salary
level dictates teachers' occupational reputation, and the higher the pay, the more reputable
and satisfied the teachers feel with their job. Neog and Barua (2014) argued that though
salary or compensation plays a significant role in teacher satisfaction, different people
perceived the role differently. Novice, young, male, and teachers with less education are
less satisfied with their salary than the veteran and highly educated teachers (Neog &
Barua, 2014; Ogedengbe et al., 2018; Redding & Henry, 2018). Redding and Henry

(2018) asserted that teachers with alternate certificates (teachers who got their teaching certificate through a program other than the traditional pathway) are less satisfied with their compensation and are more likely to move or leave the profession.

Literature has documented various outcomes in the relationship between job satisfaction and age, gender, and supervisor support. Singh et al. (2019) examined the effect of emotional intelligence and gender on primary school teachers' job satisfaction and found that teachers' emotional intelligence significantly affects their job satisfaction. The study outcome equally indicated that gender influences job satisfaction, but the influence is statistically insignificant (Nigama et al., 2018). While Redding and Henry (2018) stated that male teachers are less satisfied and have a high probability of leaving their job than women, Bender et al. (2005) submitted that women working in female-dominated workplaces are more satisfied than their male counterparts. In a Kenyan study of the effect of age on teachers' job satisfaction, Kemunto et al. (2018) found that teachers' age has a statistically significant influence on their job satisfaction. The study aligned with the outcome of a study by Nigama et al. (2018) and differs from a UK study by Crossman and Harris (2006), which submitted that age, gender, and service longevity have no significant influence on job satisfaction.

Teacher Turnover

Teacher turnover is a critical issue that continues to impact schools significantly and students' outcomes nationwide, with a higher detrimental effect in districts serving low-income minoritized students (Carver-Thomas & Darling-Hammond, 2019; Feng & Sass, 2017). Constant teacher turnover continues to exacerbate the burden of recruiting

quality and effective teachers required for providing educational equity and improving students' academic achievement (Gilmour & Wehby, 2020; Tran & Smith, 2020), especially in schools with a high number of low-performing, low-income minoritized students (Gilmour & Wehby, 2020; Tran & Smith, 2020). With continuous teacher turnover, schools face the challenges of implementing a qualitative and practical curriculum, establishing a sustainable collaboration among staff, and ensuring equity among the students, particularly in low-achievement schools where quality teachers are underrepresented.

Teacher turnover could result from teachers leaving their position voluntarily or involuntarily (Hesford et al., 2016). Voluntary turnover arises when a teacher decides to leave his/her teaching position because of job dissatisfaction emanating from a toxic working environment, lack of administrative support, low remuneration, lack of collegial collaboration, classroom overcrowding, or personal challenges (Sutcher et al., 2019; Tran & Smith, 2020). Teachers may voluntarily leave their position in one department to seek an assignment in another discipline (e.g., when a social study teacher becomes a gym teacher or a teacher becomes an administrator), another school, or leave the profession through resignation or retirement. Irrespective of the modality, voluntary teacher turnover has been documented to negatively impact the quality of teaching, school culture, and student academic achievement (Allen et al., 2018). The negative impact of voluntary turnover is felt more in low-achievement schools that serve minority students with low socioeconomic status (Carver-Thomas & Darling-Hammond, 2019; Hanushek et al., 2016).

Involuntary turnover occurs when a teacher leaves his/her position either through termination or layoff (Carver-Thomas & Darling-Hammond, 2017). In many chronically failing urban schools, involuntary turnover persists as many ineffective low-performing teachers are relieved of their positions and replaced by highly qualified teachers. Hesford et al. (2016) asserted that an employee's failure to conform to workplace policies or display good performance always leads to an involuntary turnover. When there is a need for budget cuts, non-tenured and low-performing teachers are more likely to be terminated, especially in schools populated with many at-risk students. Though involuntary turnover and lack of quality replacement teachers continue to heighten the staffing instability in many low-achievement schools, the consequential outcome might be positive when it results from schools' structural reorganization to meet accountability requirements (Hesford et al., 2016).

Turnover Rate

Teacher turnover rate continues to rise nationwide as many of the urban schools serving poor students with low academic achievement, and a higher percentage of minoritized students continue to see their teachers leave at an alarming rate (Atteberry et al., 2017; Carver-Thomas & Darling-Hammond, 2017; Hammonds, 2017; Holme et al., 2018; Papay et al., 2017). Researchers have documented that the teacher turnover rate is higher in a school serving disadvantaged students than those serving affluent students, where young teachers and those that are close to retirement are more likely to leave their job positions (Holme et al., 2018; Kamrath & Bradford, 2020; Tran & Smith, 2020). When comparing the turnover rate between general education and special education,

Gilmour and Wehby (2020) asserted that the average turnover rate is higher among special education teachers than the general education teachers. Special education teachers are more likely to change their school, district, or leave the profession as the demand for their job is more than that for other disciplines.

Employee turnover in education mirrors what is obtainable in other job markets but with high volatility. According to Ingersoll et al. (2016), the rate at which educators leave their job is about 30% higher than that of other professions; while the rate is about 50% higher in urban schools serving majorly low-income minority students (Hammonds, 2017; Kamrath & Bradford, 2020; Papay et al., 2017; Rumschlag, 2017). The overall annual turnover rate among the public-school teachers ranges between 15% to 20% and differs from schools, districts, states, and regions (Carver-Thomas & Darling-Hammond, 2017). In contrast Title 1 schools serving low-income minoritized students, the teacher turnover rate is about 70% more likely (Carver-Thomas & Darling-Hammond, 2017). Thus, the students in Title 1 schools are more likely to be taught by inexperienced and less effective teachers, negatively affecting their academic achievement.

Nationally, new teachers are 20% more likely to leave their positions within the first five years of their career (Papay et al., 2017). Students in Title 1 schools are more likely to see 70% of their new teachers leave within the first five years (Papay et al., 2017). Carver-Thomas and Darling-Hammond (2017) estimated that alternate route teachers (teachers without traditional education training) are 25% more likely to leave their job after the first year. The turnover rate among special education teachers is 80% higher than that of general education. Mathematics and science teachers are more likely

to leave the job than teachers teaching other subjects in an urban school serving low-income minoritized students (Carver-Thomas & Darling-Hammond, 2017).

Consequences of Teacher Turnover

Several studies have documented teacher turnover's negative impact on students' quality of learning and academic achievement in schools chronically plagued with staff instability. According to Carver-Thomas and Darling-Hammond (2019), a high teacher turnover rate significantly impacts the teachers' quality, experience, and effectiveness in schools where they frequently leave. When high-performing teachers leave the school, low-performing teachers will be left behind, and schools will continuously struggle to replace them. High turnover usually results in staff instability, negatively impacting students' learning and school outcomes (Carver-Thomas & Darling-Hammond, 2019). A high turnover rate usually denies students access to quality instruction, education programs, and continuous collaboration among teachers due to a lack of trust (Hanushek et al., 2016).

When teacher turnover persists, it will have a disruptive effect on the trust-based collaboration within a social context amongst the employees, adversely affecting the organization's culture, performance, and outcome. The instability in teachers' retention will require the schools to continually spend a larger part of their funds toward teachers' replacement, who, in most cases, are less experienced or significant than the departing teachers. According to Simon and Johnson (2015), schools serving minoritized students with low achievement and high poverty rates are more likely to be staffed with inexperienced teachers who will leave within five years of employment (Sutcher et al.,

2019). The monetary cost of teacher turnover has a more significant impact on school districts' budget and cost an estimate of $20,000 to replace a teacher that left (Sutcher et al., 2019). This cost grew to about $7.34 billion a year nationally and includes the cost of separation, hiring, training, lost productivity, and continuous professional development for a new teacher (Darling-Hammond, 2017). More so, this financial burden continues to revolve in a cycle as the invested fund leaves with the teacher within the first five years and before the investment begins to yield a positive outcome.

The agreement among many researchers investigating teacher turnover showed that students, schools, school districts, and stakeholders are all affected by the negative effect of continuous teacher turnover (Darling-Hammond, 2017; Kamrath & Bradford, 2020; Kini & Podolsky, 2016). Schools populated with a high percentage of minoritized, low-income, and low-performing students are likely to be filled with inexperience and ineffective staff (Simon & Johnson, 2015), which negatively impact the quality of students' learning and school outcomes. While the consensus among researchers indicates that teacher turnover is detrimental to students and school outcomes, many have asserted that there could be a positive outcome from employee turnover (Adnot et al., 2017; Kamrath & Bradford, 2020). Students and schools benefit from involuntary turnover that reduces conflicts among staff and the number of low-performing teachers.

In this era of academic accountability, schools use involuntary turnover as a restructuring tool to turn around many failing schools in compliance with accountability requirements of federal legislation such as No Child Left Behind, Race to the Top, and the Every Student Succeeds Act. During the restructuring process, ineffective teachers

and those with visions different from the schools are relieved of their position. The school replaced the low-performing teachers with highly qualified teachers who add value to students' outcomes and productivity. With effective leadership, schools undergoing restructuring will have an opportunity to start afresh and reposition themselves to meet students' needs.

Why Do Teachers Leave?

As the supply of effective teachers, especially in low and under-performing urban schools, continues to be in shortage due to the high turnover rate, teachers must understand why they leave their jobs. Teachers all over the world move or leave their teaching position due to many but different reasons. Numerous studies have documented several factors that predict teachers' intention to leave or stay in their teaching position. These factors vary from one school district to another. The factors often include inadequate teacher remuneration, lack of leadership support, poor work environment, high stake accountability requirement, burnout, lack of collegial collaboration, students' disciplinary issues, and school characteristics (Dupriez et al., 2016; Simon & Johnson, 2015). Irrespective of the nature of the turnover and where the teachers go, understanding how these factors influence teacher turnover is significant.

Salaries

Herzberg et al. (1959) identified salary as one of the leading hygiene factors that need to be addressed to prevent employee dissatisfaction. Darling-Hammond (2017) and Podolsky et al. (2016), in their different studies on teacher turnover and retention, reported that remuneration (salary and other incentives), working conditions, teacher

training, induction, and mentoring support are significant factors that influence teacher's turnover intention. Podolsky and colleagues explain that teachers' salary affects teachers' supply and quality that populate any school. The researchers informed that the likelihood of teachers leaving schools with poor salary scales to the school willing to pay generous salaries is high, especially if the school is a low-performing school populated with poor minoritized students. Darling-Hammond (2017) reported that teachers' salaries are about 20% less than what is obtainable in other professions; the rate is one-third lesser in schools serving a higher percentage of low-income students than those in affluent schools. New teachers who work in districts with a low salary scale tend to leave for better salary opportunities elsewhere than the veteran teachers who pay more emphasis on working conditions (Darling-Hammond, 2017).

Bland et al. (2016) said that teachers' decision to leave or stay on the job is a combination of the initial salary scale and salary growth schedule, different salary schedules appeal to different teachers and their educational goals. Teachers who take teaching positions as a career will be attracted to salary schedules with lower initial salaries and steady increments for a long time. While higher initial salary and rapid increment that reach the limit quickly attract those who do not see themselves retiring in the profession. However, Muguongo et al. (2015) described teacher compensation as a significant dissatisfaction factor contributing to teachers' decision to leave their job but has little effect on those satisfied with their working conditions. The authors' position suggested that a positive working condition is a factor that may mitigate the effect of salary on teachers' turnover.

Working condition

In urban schools, working conditions are essential factors that influence dissatisfaction among teachers than compensation (Young, 2018). Teachers are more attracted to schools with a condition where positive leadership support, collegial collaboration, teacher autonomy, shared leadership, and students' discipline abound, even if they are poor and have low skills (Bland et al., 2016; Darling-Hammond, 2017). Herzberg (1966) asserted that when there is an interplay between working conditions and interpersonal relations in an organization, employee satisfaction increases, and the turnover intentions reduce. According to Darling-Hammond, teachers working in affluent schools and those working in low-income schools experience different school conditions and support. Teachers in low-income and low-performing schools are more likely to experience poor working conditions and leave their job than those in affluent schools that are well supported (Darling-Hammond, 2017). Sims (2017) declared that many schools lack an adequate understanding of the impact of working conditions or the competency to improve teacher working conditions, which influences teachers in such schools to develop feelings of isolation, lack of shared leadership, and feeling of burnout. Teachers who are dissatisfied with their working environment are more likely to move to an environment where leadership support, collegial collaboration, teacher participation in decision-making, and positive relationships with parents and students are present (Podolsky et al., 2016; Sims, 2017).

Principal Leadership and Support

School principal quality and effectiveness play a leading role in predicting whether teachers are likely to leave or stay at their job (Podolsky et al., 2016). Grissom and Bartanen (2019) suggested that ineffective leadership predicts a higher turnover rate. Teachers leave schools where leaders fail to provide adequate leadership support, needed resources, and a positive school climate that improves teacher working experience. Redding and Nguyen (2020) listed principal effectiveness and administrative support as the leading factors influencing teachers' attrition. When teachers, especially novice ones, experience dissatisfaction with their working conditions, administrative support is needed to mitigate the dissatisfaction. When the support is lacking, the dissatisfaction gets exacerbated and leads to lower commitment and higher turnover.

Sims (2017) stated that administrative leadership and support matter in the procurement of better working conditions. Teachers will leave schools that they perceive lack professional development, collegial collaboration, teacher autonomy, and positive teachers-students' relationships (Podolsky et al., 2016; Redding & Nguyen, 2020). In a study that examined the influence of administrative support on middle school math teacher turnover, Redding et al. (2019) reported that principal support directly or indirectly influences novice teachers' decision to stay or leave their position. The study outcome indicated that the turnover rate would be higher for teachers who start their careers with low administrative support than those with a high initial support level. In contrast, Perrone et al. (2019) informed that teachers' perceptions of the administrators' attitudes, beliefs, behavior, and practice toward the teacher-administrators relationship

had impacted their job satisfaction and turnover intention. The researcher indicated that

teachers who perceive the administrator-teacher relation as nonsuppurative and

conflictual would quickly develop burnout and initiate turnover intention. Teachers will

likely develop a turnover intention when they are dissatisfied with the school leadership's

overall behavior and practices that fail to build a positive school climate.

School Turnaround Approach

Reforming chronically failing schools involves the need to improve students'

academic achievement and school outcomes. Schools deemed for turnaround primarily

serve minoritized students and are characterized by low test scores, high teacher turnover

rate, low socioeconomic status, and ineffective leadership (Heissel & Ladd, 2018). The

recent federal accountability reforms, such as No Child Left Behind and Race to the Top,

require school leaders to engage in programs that will turn their lowest-performing

schools around. The essential ingredient in the federal mandates is to dismantle the

present conditions and provide adequate resources for schools to increase their capacity

to change through school improvement grants (SIG) (Dee & Dizon-Ross, 2019; Dragoset

et al., 2017).

Using the Race to the Top SIG fund, the federal mandate requires the school to

implement any of the following four approaches to promote an increment in students'

achievements and school outcomes drastically: The first option is a school closure

approach where the chronically low-performing schools are closed, and the students re-

enroll in high-performing schools within the districts. The second option is the restart

approach, which involves closing the failing school and reopening the school under

different management or control. In many cases, the schools reopen as chartered schools.
The third option available to districts receiving SIG funds is the transformational
approach. This approach replaces the principal, targets instructional staff and leaders'
effectiveness for improvement, guides instruction with data, bolsters community
engagement, and ensures that instructional programs target students' needs (Heissel &
Ladd, 2018). The fourth option is that the turnaround approach requires the principal's
replacement and about half of the instructional staff for a complete and drastic
restructuring of the chronically underperforming schools. Across many states and
districts nationwide, transformation and turnaround models are mostly chosen among
many SIG fund receivers.

Over the years, turning around chronically underperforming schools involves
changing the "status quo," which requires a drastic change in human capital and
management structure to improve students' achievement and school culture (Henry et al.,
2020; Zimmer et al., 2017). Schools must invest in continuous teachers' professional
development and quality programs that ensure best practices (Heissel & Ladd, 2018).
Turning around chronically underperforming schools continues to be challenging,
especially for schools that find it difficult to staff the schools with effective and quality
teachers. Evaluating the effectiveness of the school turnaround approach in improving
student achievement has given mixed results (Pham et al., 2020). Some studies (Dee,
2012; Redding & Nguyen, 2020) have documented the positive influence of school
turnaround on student attendance, test scores, and graduation rate. While other studies
(Dragoset et al., 2017; Lane et al., 2019) have criticized the approach for failing to meet

its intended objectives within the set time frame and with no significant influence on school and students' outcomes. Kirshner and Jefferson (2015) asserted that only 15% of the school turnaround efforts improve students' achievement with three years of implementation. Most of the efforts disrupt students' learning and school culture.

Lane et al. (2019) and several other works of literature argue that turnaround strategies adversely contribute to the problem of teacher turnover that already plagues the hard-to-fill underperforming schools. The need to involuntarily turn over half of the teaching staff and the principal exacerbates the teacher shortage problem while denying the students access to effective and experienced teachers. Lane and colleagues reported that the turnaround programs' accountability requirements significantly affect teachers' morale, excluding them from decision-making processes and stressing excessive classroom visitation, paperwork, and focus on standardized testing (Redding & Nguyen, 2020). The turnaround program's negative effect on teachers' morale influences teachers' job dissatisfaction, aiding their turnover intention. Teachers of low effectiveness often replace teachers who leave involuntarily during the turnaround due to a shortage of human capital (Carlson & Lavertu, 2018), consequently suppressing teachers' collaboration and school improvement.

Turnaround Leadership

School leadership is the second-most important variable (after teacher quality) that greatly influences employee job satisfaction and school improvement efforts (Hitt & Meyers, 2017; Meyers & Sadler, 2018). Principal leadership is essential in establishing a school climate that supports positive social relationships among teachers and promotes

students' academic growth. Effective leadership provides teachers with structures and resources to engage in best instructional practices, productive collaboration, and shared leadership (Hitt & Meyers, 2017). Though principals may not directly influence classroom instruction, they do so indirectly through their positive social interaction with the teachers, providing quality professional development opportunities, and sustaining a working environment that promotes job satisfaction.

Hanselman et al. (2016) characterized principal leadership as a coherent social interaction between the principal and the teachers that promote high-quality instruction and trustworthy relationships. The authors asserted that principals' skills and abilities could only improve school when integrated with the school's productive principal-teacher social relationship. Khalifa et al. (2016) stated that to turn around low-performing schools, effective leaders must possess the capacity to foster an environment durable for recruiting, retaining, and further developing productive teachers that are culturally responsive. School principals need to understand and exhibit the leadership competencies needed to recruit and maintain culturally responsive teachers who can meet the chronically low-performing school's students' needs.

Mathieu et al. (2016) examined the relationship between employee turnover and leadership behavior, employee satisfaction, and organizational commitment; the authors reported that leadership behavior that promotes organizational growth is socially based rather than task oriented. The authors informed that people-oriented leadership behavior positively influences employees' job satisfaction and organizational commitment. Mathieu and colleagues posited that interpersonal leadership behavior significantly

impacts employee turnover intention more than task-oriented leadership behavior. Teachers who have a positive relationship and support from their principals are happier with their job, commit more to the organization, and have less or no intention to quit. Effective principals create a supportive work environment that promotes employees' job satisfaction, organization commitment, and competencies to achieve the school goals and objectives (Hanselman et al., 2016; Mathieu et al., 2016).

In turnaround schools, turnaround principals must possess leadership competencies different from those needed for regular school improvement (Hitt & Meyers, 2017). Hitt and Meyers (2017) pointed out that not all principals can serve in turnaround schools and not even the successful principals in high-performing schools. Turnaround principals face the challenges of drastically improving poor minoritized students' academic achievement in schools performing at the bottom 5% with staff instability and high turnover rates. To effectively turn around such a school, Hitt and Meyers (2017) suggested that a principal with a different mindset, flexibility, training, and behaviors from other school principals must lead. An effective turnaround principal must possess a distinctive set of competencies woven with high-level socioemotional learning necessary for ensuring teacher retention, progressive instructional practices, and positive student and school outcomes during school turnaround. Such a leader chooses and engages in a set of strategies that focus primarily on securing and preserving improved outcomes.

Teacher Retention Strategies

Employee retention is more significantly challenging for leaders in hard-to-fill and low-performing schools filled with high-poverty minoritized students. Several studies have documented that the teachers in these schools are highly ineffective and inexperienced due to the high teacher turnover rate. In chronically failing schools, school leaders contend with recruiting, retaining, and training replacements for more than 20% of the teachers that leave annually (Holmes et al., 2019). However, many turnaround principals lack the competencies to address instability in staffing issues, which threaten students' academic achievement (Holmes et al., 2019). The school leaders need to engage in successful recruiting and retention strategies needed for school development because the impact of low retention of quality and effective teachers on students' access to quality education is high, especially in low-performing schools.

Literature review on teacher retention strategies has shown that any effective retention strategy must focus on mitigating the effect of factors that predict teachers' dissatisfaction, which in turn initiates the intention to leave (Holmes et al., 2019). Factors that influence teacher attrition also inhibit teacher retention and include lack of compensation, collegial collaboration, quality training, new teacher mentorship, and leadership support (Carver-Thomas & Darling-Hammond, 2017; Hamilton & King, 2020). School leadership support is critical to successful teacher retention efforts (Hamilton & King, 2020; Holmes et al., 2019). The principal is responsible for recruiting, retaining, and developing effective teachers to foster the principal's instructional agenda. According to Farinde-Wu and Fitchett (2018), effective leadership behavior helps

provide an enabling environment for teachers to be supported, encouraged, recognized, provided with shared leadership, effective professional development, and growth. The authors asserted that new and inexperienced teachers could acquire essential skills and competencies to excel in a supportive environment. Teachers are more likely to remain at their job when the school leaders promote the factors that influence teachers' satisfaction (Farinde-Wu & Fitchett, 2018).

Callahan (2016) identified that mentoring new teachers positively influenced teacher retention and incorporating mentoring into new teacher training programs will lead to successful teacher retention. Jacobson et al. (2020) described peer mentoring as part of a comprehensive induction program that includes peer observation, networking among new teachers, and a professional learning community supporting new teachers within the first three years. Veteran teachers are encouraged to mentor novice teachers, while the principal provides adequate resources and support for the veteran teachers in their new leadership roles. Peer mentoring and induction programs target the new teachers' socio-emotional needs (Morettini, 2016), as job-related stress impacts teachers' psychic and retention (Newberry & Allsop, 2017).

New teachers need collegial support and encouragement to overcome the feeling of isolation and exhaustion from the job demands (Jacobson et al., 2020). In low-performing schools, teachers become overwhelmed, stressed, dissatisfied, less committed to their job, and begin to initiate turnover intention when there is no support to overcome the psychological impact of lack of positive outcomes in their students' performance (Newberry & Allsop, 2017). The new teachers need mentorship from effective and well-

trained veteran teachers who will help improve the socio-emotional and instructional competencies needed to increase productivity. Teachers receiving needed support from mentoring and induction programs that foster positive collegial relationships will have increased effectiveness and retention (Callahan, 2016).

Sims and Allen (2018) reported that quality working conditions are the most important factor that balances teachers required and given support. They argued that working conditions greatly influence teacher retention. Geiger and Pivovarova (2018) informed that teachers perceived the quality of a school condition as a predicting factor of job satisfaction and job retention. The authors stipulated that their job satisfaction improves when teachers realize that their working conditions include leadership support, adequate employee training, collegial collaboration, lower student discipline problems, teachers' involvement in decision-making, and professional development. Though Sims and Allen, in their study, found out that many teachers lack access to the school conditions data before hiring, when teachers found that the school condition will provide support towards their growth and satisfaction, their commitment and intention to stay also improves.

Kamrath and Bradford (2020) informed that addressing teacher retention problems includes finding solutions to the problem that causes teachers' dissatisfaction. In a case study to examine the characteristics and factors that influence teacher turnover and retention in a high poverty elementary school, Kamrath and Bradford informed that school administrator support, teacher recognition, and positive relationships are vital to improving teacher retention. The researchers stated that administrative support for new

teachers significantly impacts the teachers' satisfaction with their job. School leadership supports teachers by ensuring fewer students' discipline issues, productive collaboration among teachers, autonomy, shared leadership, and teacher safety.

Teacher recognition is another leading factor that predicts teachers' satisfaction and profoundly influences retention than salary (Kamrath & Bradford, 2020). Teachers working in low-performing, high-poverty schools are satisfied with their job when administrators acknowledge their effort while working in a challenging environment. According to Kamrath and Bradford (2020), recognizing teachers' efforts and establishing positive relationships between novice teachers, their colleagues, and the students have a more significant impact on teachers' decision to stay in hard-to-fill schools (Rose & Sughrue, 2020). Acknowledging teachers' hard work in a challenging environment positively influences their perceived satisfaction and organizational commitment.

Salary continues to be a significant factor that affects teacher satisfaction and retention (Geiger & Pivovarova, 2018). Teacher recruitment and retention are negatively affected by a very low-level salary offer. Mitigating teacher retention requires that school employers offer salary scales that will attract quality and effective teachers. According to Herzberg et al. (1959), salary is one of the hygiene factors that predict dissatisfaction, and when controlled, it will improve employees' decision to stay than to leave. Teachers with reasonable remuneration will be able to attend to personal financial issues that might create burnout. Therefore, school and district leaders should have a reasonable and competitive salary structure and incentive programs to attract and retain new teachers.

Numerous literature on teacher retention showed that positive teachers' job satisfaction leads to organizational commitment and improvement in retention (Holmes et al., 2019; Perreira et al., 2018; Toropova, 2020). School leaders must have the competency to promote factors that improve teachers' satisfaction and reduce dissatisfaction. Toropova (2020) asserted that efforts to improve teachers' satisfaction must be directed at such factors as the school working conditions, student discipline issues, teacher workload, and collegial collaboration. In contrast, Young (2018) suggested that teacher retention will improve when teachers are well supported through quality induction, mentoring, and professional development programs. The researchers posited that teacher turnover could be minimized by improving total working conditions, providing teachers with instructional autonomy, inclusive leadership responsibility, and a long-term financial incentive package other than just salary increases or bonuses. Thus, principal leadership plays a more significant role in creating a school that fosters teacher satisfaction and implements staff retention strategies.

High Poverty, High Performing (90/90/90) Schools

The central focus of many accountability policies in urban schools is to reduce the achievement gap between different groups of students based on the belief that every child can achieve academic success. The majority of urban schools serving a higher percentage of students from ethnic minority groups with low socioeconomic status who receive free or reduced lunch are regarded as low-performing schools (Atteberry et al., 2017; Hammonds, 2017; Holme et al., 2018; Jett, 2017). Literature attributed the low academic performance of the students in those schools to location, poverty, and ethnicity (Borman

& Rachuba, 2001; Wax, 2017). Most narratives are that urban schools serving poor, predominantly African Americans and Hispanic students usually fail to meet students' needs and improve academic achievement (Wax, 2017). Some of these schools are targeted for turnaround due to students' chronic low performance at the five to 10 percentiles compared with their peers on the state standardized test. However, there are some urban schools with the same demographics that are high-performing schools. These schools are termed 90/90/90 schools (Reeves, 2003).

The term 90/90/90 schools originated from the outcome of a 1995 study conducted by Reeves (2003) on Milwaukee schools where schools regarded high poverty, and high-minoritized schools showed significant academic achievement. The author characterized the 90/90/90 as schools in urban areas with 90% or more of the students from ethnic minority groups, with 90% or more of them receiving free or reduced lunch, and have 90% or more of the student's achieving proficiency on state or district's standardized exams. The study's outcome goes against the commonly held belief that enrolling students with a high level of poverty and from ethnic minority groups is a precursor for low students' performance (Gabriel, 2021; Reeves, 2003). The outcome showed that a high level of students' achievement is obtainable when the focusing on the best practices, strategies, and resources (Reeves, 2003).

Case Study Approach

A case study approach is one of the commonly used qualitative methods used for an in-depth exploration of phenomena within a real-life context when a clear boundary cannot be identified (Yin, 2018). Yin informed that the ability of a case study approach to

investigate context without limitation differentiates the approach from other modes of inquiry. In contrast, the approach is more suitable for converging data collected from multiple sources through triangulation. According to Rashid et al. (2019), researchers use the case study approach to describe real-life phenomena through the participants' behavior, characteristics, and social interactions.

A qualitative case study approach is more suitable for a qualitative inquiry when the researchers seek how an event works and why it occurs (Yin, 2017). Rashid et al. (2019) reported that a case study is effective in identifying "factors," "decision," "process," and "relationship" about an event or phenomena when the research questions are formulated to ask "how do" questions. Baxter and Jack (2008) asserted that understanding the study's analysis unit (case) while writing the research questions helps create a better case study. The researcher needs to determine whether he/she is analyzing a process, individual, organization, or program. The researcher must ensure that the study is bounded to ensure it is within a rational scope (de Vries, 2020). Placing a boundary around a case remains a fundamental part of the approach, which helps in delimitating the study.

A case study could involve a single case or multiple cases. According to Yin (2018), a single case study requires a single unit of analysis for an in-depth exploration of different aspects of a specific problem. Multiple case studies require multiple analysis units where the researcher can understand the phenomena by analyzing data within and across cases. Researchers utilize multiple case studies to predict similar or contrasting outcomes across cases based on theory (de Vries, 2020; Yin, 2018). Yin argued that a

case study could employ a holistic (single unit analysis) or embedded (multiple units of analysis) strategy to explore the phenomena. With embedded units, the researchers can explore the case or cases by analyzing the case's data and making cross-case analysis (Gustafsson, 2017). Gustafsson (2017) stated that the number of cases needed for a complete understanding of the phenomena depends on how much data is obtainable from the cases. The application of the case study as a research strategy cuts across many disciplines. According to Alam (2020), researchers engage case study approaches in data collection to reach the saturation point where any new emerging data gives no new information. In that situation, the collected data is enough to answer the research question without additional coding.

In qualitative case study approaches, data are collected from multiple sources for researchers to converge data by triangulation using theory to guide data collection and analysis (Fusch et al., 2018). Data are collected using instruments like an interview (ranging from unstructured to structured), participants' observation, archival, and analysis of relevant documents (Gustafsson, 2017). According to Gustafsson (2017), data from multiple sources are triangulated at the analysis stage to understand the event in detail. The interview in the case study approach follows a structure or an unstructured formant but contains a set of open-ended questions, of which some are associated with probes. The interview questions are written to generate responses from the participants to help the researcher answer the research questions. These questions are guided by a procedural document (protocol) that stipulate step-by-step direction for collecting data and ensure the validity and reliability of the data from the participants (Rashid et al., 2019). The use

of an interview protocol helps researchers enhance the collected dataset's validity (Castillo-Montoya, 2016).

Summary and Conclusions

This chapter reviewed the literature to analyze the concept of job satisfaction, teacher turnover, and various variables that promote or inhibit job satisfaction. The literature review showed a significant relationship between job satisfaction and teacher turnover intention. Utilizing Herzberg's two-factor theory (1966), different factors promoting job satisfaction and dissatisfaction were discussed. The literature review outcome showed that the factors include salary, employee recognition, leadership support, work condition, collaboration, and professional development. Addressing these factors would increase teachers' job satisfaction, motivation, commitment and strengthens their decision to remain in their position.

The literature revealed that a high teacher turnover rate is challenging for many urban schools, especially those serving poor, low performing, minoritized students, where the rate is even higher and drastic needs for reformation (turnaround). Teacher turnover has different consequences for schools, and the principals are responsible for ensuring staff stability in such schools. Though several studies have documented the principals' different roles in turning around chronically failing schools, literature review showed that few principals are successful in their turnaround effort. The narrative is different for schools serving high poverty, high minority, and high performing students. Student achievement in such schools is at par with their counterpart in the affluent communities. The literature reviewed in this section provided information on the foundation for

exploring the strategies used by turnaround principals to effectively reduce teacher

turnover during the turnaround process. Chapter 3 presents the rationale for conducting a

qualitative multiple case study to explore the strategies used by successful turnaround

principals in reducing teacher turnover rates in turnaround schools. The discussion in the

section includes a detailed description of the researcher's role, participants' population,

sampling method, data collection tools, technics, and data analysis choice

Chapter 3: Research Method

Introduction

The purpose of this qualitative multiple case study was to explore the leadership strategies, behaviors, and practices used by turnaround school leaders to reduce teacher turnover in turnaround public schools within a Northeastern U.S. urban district. In this study I also explored the school leaders' understanding of the factors that promote job satisfaction and dissatisfaction based on Herzberg (1966) two-factor theory. This chapter includes sections with discussions on the rationale for choosing a qualitative multiple case study and ethically selecting participants. Other sections include a detailed discussion about the data collection instruments and what constituted the role of the researcher, including any bias and ethical concerns during the data collection process. In this chapter, I also describe data analysis plan, issues of trustworthiness, and ethical considerations that ensured the safety and confidentiality of the participants. Chapter 3 concludes with a summary.

Research Design and Rationale

The central research question guiding this study was:

RQ: What strategies, behaviors, and practices do turnaround principals report that they use to improve teacher retention during school turnaround?

For this study I used a descriptive qualitative multiple case design to seek an in-depth understanding of the leadership strategies, behaviors, and practices implemented by turnaround principals in public schools to reduce teacher turnover. I also sought a deeper understanding of the leaders' perception of job satisfaction and dissatisfaction variables

influencing teachers' turnover intentions. A case study allows for rigorous exploration and detailed description of the context through the participants' worldview, where a relationship exists between the researcher and the participants in deconstructing the phenomenon (Patton, 2015; Yin, 2018). Patton (2015) posited that when studying a small group of individuals with experience about a phenomenon in a specific setting, using a case study is more appropriate to gain an in-depth understanding. A case study allowed for a deep understanding of the basis for the principals' behavior, personality, experience, meaning, and emotion attached to their effort of improving teacher retention.

Qualitative study approaches include narrative inquiry, grounded theory, ethnography, system theory, case study, social constructivism, phenomenology, and interactive and participatory applications; each approach establishes a collaborative relationship between the researcher and the participants in which the worldview of the participants helps shape the direction of the study (Patton, 2015). Among these approaches, those with potential applications for this study were grounded theory, phenomenology, ethnography, and case study. The grounded theory did not meet this study's needs because it focuses on generating theory or abstract about a phenomenon (Thornberg, 2017). Ethnography focuses on describing or interpreting the meaning people made to the pattern of behavior about their cultural or social groups within their natural setting (Johnstone, 2007), which was not part of this study's focus. This study did not use a phenomenological approach because it did not focus on the participant's human experience. However, choosing a case study allows for an in-depth exploration of a distinctive phenomenon within its real-life context, especially when there is a clear

distinction between context and phenomenon (Yin, 2018). Moreover, when data are to be

collected from more than one source and require triangulation to converge or give a

broader meaning, a multiple case study is more appropriate (Gustafsson, 2017; Jentoft &

Olsen, 2019; Yin, 2018). Thus, the choice of multiple case study was more appropriate

for this study.

In turnaround schools, reducing high turnover rates continues to be a challenge

for the principals contending with replacing approximately half of the teaching staff that

were either terminated or reassigned (Cucchiara et al., 2015). Though many school

leaders lack the adequate skills and strategies to retain staff in turnaround schools, a few

leaders achieved some milestones, and seeking an in-depth understanding of the

strategies they used was the focus of this study. Using a qualitative case study was most

appropriate for collecting rich data to provide an in-depth understanding of the research

questions about the school leaders' beliefs, behavior, skills, and approach towards

creating the environment and conditions that improve retention of quality teachers during

the turnaround period.

Role of the Researcher

The researchers' participatory role in a qualitative study gives them access to the

participants' natural world as they serve as data collecting and analyzing instruments

(Clark & Vealé, 2018; Denzin & Lincoln, 2008). As a human instrument, the researcher

interacts and collaborates with the participants while collecting data representing the

participants' worldview. According to Austin and Sutton (2014), it is incumbent on the

researcher to explicitly disclose their positionality, bias, and assumptions. As a human

instrument, I used semistructured interviews to collect data from the principals concerning their experience with teacher turnover and the strategies used to reduce the rate during the turnaround of a chronically failing school.

As a teacher serving in a chronically low-performing school, I had witnessed and experienced a high teacher turnover rate in the job setting. Many classrooms were plagued with multiple vacancies, leaving the students without a substantive teacher to provide learning, which contributed to their low academic achievement. My interest in this study stemmed from the need for the school to bridge the students learning gap with consequences that affect the community and nation. I do not have the professional responsibility and administrative experience to reduce teacher turnover in my setting. However, as a member of turnaround schools, I perceived my role as an insider researcher. According to Burke and Kirton (2006), insider research allows the researcher to collect rich data and analyze comprehensive data interpretation that showcases a deep knowledge of the sociopolitical and historical context (Ross, 2017). At the same time, Fleming (2018) asserted that using insider research in case studies allows the researcher to contribute related and relevant understanding and knowledge to practice directly.

On the other hand, some of the challenges of insider research include subjectivity, where researcher assumptions are not in line with the reality due to prior knowledge of the phenomenon (Unluer, 2012). Other concerns are regarding how to control personal subjectivity in organizing the theme that emanates from the data. However, the series of anticipated biases were mitigated by following the interview protocol guide (see Appendix), asking open-ended questions, avoiding leading questions, and not allowing

my subjectivity of the phenomena to affect my understanding of the participant's responses (see Austin & Sutton, 2014). I used bracketing and critical reflexivity to alleviate the harmful effect of any of my potential personal or professional preconceptions that could invalidate the study. Bracketing entails setting aside prior preconceptions to understand the social reality under study (Gregory, 2019; McNarry et al., 2019), while reflexivity involves the researcher explicitly detailing underlining beliefs and values (Reid et al., 2018). I made the participants comfortable in their environments and followed the ethical research standard of respect, beneficence, and justice for participants as stipulated in the *Belmont Report* (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979) and Institutional Review Board (IRB) protocols. As an insider researcher, my choice of participants consisted of those over whom I had no administrative power to reduce bias. The participants did not receive any incentives or compensation for their participation in this study to prevent any undue pressure to participate. Also, I used an interview protocol that aligned with the IRB protocols to obtain the participants' informed consent and protect their personal information with confidentiality during data analysis and reporting.

Methodology

Participant Selection

In this multiple case study, the population included turnaround principals who have applied successful teacher retention strategies that reduced teacher turnover while turning around critically low-performing schools in an urban school district in the Northeastern United States. The targeted schools were Title 1 schools serving minoritized

students of low socioeconomic status and low academic achievement who were receiving free or reduced-price lunch in the urban community. Each of the participating schools was identified as a priority or focus school by the state board of education and had implemented a school improvement plan as a turnaround program that achieved teacher retention at or above the state average.

For this study I employed purposeful sampling to recruit participants with experience and knowledge of teacher turnover. According to Ravitch and Carl (2019), the purposeful sampling technique allows researchers to deliberately select the participants and research settings that provide context-rich information about the research questions. The participants with rich knowledge of the phenomenon must be selected to provide an in-depth response to each of the research questions (DeJonckheere & Vaughn, 2019). Benoot et al. (2016) stated that the purposeful sampling technique is robust in choosing information-rich cases and literature. The inclusion criteria that influenced the participants' selection were as follows:

- Each participant must be a principal with a minimum of three-year experience leading a chronically underperforming public school (categorized as a priority or focus school by the state board of education).

- The participants must have applied some leadership behavior, policy-oriented strategies that reduced teacher turnover below the state average during the turnaround period for three consecutive years. I sought out the participants' list through the review of the state's annual school performance report.

- The priority school list within the chosen region was selected from the State Board of Education, and the district office gave access to the location and the participants using the protocols.

Eight school principals participated in the study to reach data saturation from the interview data triangulated with data from organizational documents review. There are no clear guidelines on the specific sample size needed to complete a qualitative study (Vasileiou et al., 2018). However, the range should be such that adequately rich data are collected to the point of redundancy to answer the research question (Sim et al., 2018). Sim et al. (2018) reported that qualitative research studies typically use a small sample size for an in-depth inquiry with a narrow aim, developed theory, rich interview questions, and in-depth analysis of high-quality data from participants with specific characteristics related to the study objective. Gentles et al. (2015) asserted that qualitative research sampling's core focus is not to represent the population but to generate information about a deep, complex, context-rich phenomenon. Ravitch and Carl (2019) supported the sentiment that sample size has less significant influence in a qualitative study. The goal of using purposeful sampling and qualitative inquiry is not to generalize the outcome but to seek a rigorous and ethical response to the research question that elicits an understanding of different perspectives. There are no concrete guidelines for calculating sampling size in the qualitative study (Hennink et al., 2019). It is inauspicious for a researcher to attempt to specify a priori sample size for an inductive study (Saunders et al., 2018). Sim et al. (2018) asserted that it is more appropriate for researchers to estimate sample size before data collection and analysis, suggesting an

adaptive approach to sample size in which decision is made as the study focuses on data saturation.

A qualitative study reaches saturation when an added interview does not give more information or insight into the phenomenon (Gentles et al., 2015; Spillane et al., 2017). In the absence of a substantive sample size guideline, researchers justify the sample size with the claim of data saturation. Literature (Sim et al., 2018; Vasileiou et al., 2018) estimated that qualitative studies need a sample size between 2 to 50 interviews or cases to reach saturation. The grounded theory research is estimated to need 30-40 interviews, while case studies are estimated to need 2 to 15 interviews to reach data saturation (Hennink et al., 2019).

Instrumentation

For this study, I was the primary data collection instrument. The primary tools used to collect data from participants consisted of semistructured interviews with open-ended questions seeking data needed to answer the research questions. The study explored the leadership strategies used to reduce teacher turnover during the turnaround period and the leadership understanding of the hygiene-motivation factors influencing turnover. I conducted a semistructured interview guided by an interview protocol (see Appendix) that helped minimize subjectivity and improve the quality of the study (Castillo-Montoya, 2016). Castillo-Montoya (2016) noted that interview protocols are used to align the interview questions to research questions and suggested field-testing the protocol to conduct an inquiry-based conversation. I conducted a field test on the interview instruments with principals who have deep knowledge about the turnaround

process. The principals only reviewed the questions' appropriateness and validity to answer the research questions without responding to the questions themselves.

According to Patton (2015), conducting an interview entails asking a set of open-ended questions and probes, resulting in an in-depth response that elicits participants' experience, perception, and knowledge about the phenomenon. Researchers use semistructured interviews to ascertain a subjective response from participants concerning their experience about a phenomenon (McIntosh & Morse, 2015). McIntosh and Morse (2015) explained that semistructured interviews are used when there is a lack of subjective knowledge while analyzing the objective knowledge of the participants' experience, forming the framework for developing the interview questions. More so, a semistructured interview allows participants some flexibility with their response while the researcher can follow it up with probing questions.

However, Yin (2017) suggested that the researcher use an interview protocol to maintain focus and check the researcher's subjective emotion on the conversation exchanged during the interview (Rubin & Rubin, 2011). Thus, I used a rigorously refined research protocol as a guiding instrument to craft a set of interview questions that aligned with the research purpose and questions to solicit participants' perceptions, understanding, and meaning about the phenomenon under study. The interview protocol (see Appendix) was designed with flexibility that gave the participants the needed time to respond to the questions and generated an inquiry-based conversation that permitted follow-up questions (Castillo-Montoya, 2016). The protocols consisted of 11 questions, which includes introductory and transitional questions, followed by a set of questions that

seek the leadership understanding of teacher turnover, factors that stimulate satisfaction or inhibit dissatisfaction among employees, and strategies used to reduce teacher turnover.

I reviewed publicly available organization documents that included the minute of district meetings, school policies and bylaws, staff development policies, employee handbook, school improvement plans and annual school performance report. These documents were accessed through the school district and state board of education websites. I asked each participant to provide any document to buttress their responses wherever possible. I reviewed the documents for leadership practices such as employee recruitment, training, career development, leadership support, evidence of teachers' collaboration, compensations, recognition and rewards, and turnover rate.

According to Jentoft and Olsen (2019), using multiple sources to collect data concerning the same phenomenon ensures data triangulation, which provides a deeper understanding of the issue. Yin (2018) posited that methodological triangulation involves using many independent data collection sources to ensure data credibility and data saturation. Review of organizational documents provides researchers with exact detail, reference, and additional information about the phenomenon that the interview may not reveal (Yin, 2018). Bowen (2009) asserted that the importance of using document review in a qualitative study is for the researcher to confirm and converge acquired data. Triangulation in a case study is to augment and collaborate evidence from other sources. In this study, I used organizational documents to validate the interview data and seek additional corroborative information about teacher turnover. The data from the reviewed

organizational documents were thematically analyzed with the interview data, which was used to augment the deductive and the inductive themes during data analysis capturing the retention strategies as described by the participants.

Researchers establish qualitative research's validity and reliability by ensuring the study's trustworthiness (Kyngäs et al., 2020; Nowell et al., 2017). The strength of the study also depends on the validity and reliability of the instrument used. Many strategies to ensure qualitative research's credibility and dependability include triangulation, peer-review, and member checking. For this study, I used member checking to establish credibility by sharing the summary of the findings with the participants for validation. Birt et al. (2016) reported that member checking validates the data and the study outcome when the participants check for accuracy in the collected data in alignment with their experiences.

Procedures for Recruitment, Participation, and Data Collection

Recruitment

In qualitative research, the researcher will collect data from participants with deep and varied knowledge about the phenomenal study to explore the perceptions, feelings, and meaning attached to their experience (Patton, 2015; Ravitch & Carl, 2019). For this study, I engaged eight turnaround school leaders to share the experience, behavior, and strategies to reduce teacher turnaround. I deliberately recruited the participating leaders with direct and in-depth experience of the phenomenon using the inclusion criteria. Each participant had spent at least three years leading a turnaround school and had successfully reduced teacher turnover within the turnaround period. Recruitment for the participants

included requesting permission to conduct a study from the school district that employs

each participant with a letter of cooperation. I selected the participants and settings after

reviewing the state board of education and the schools' websites.

After securing letters of cooperation from the potential settings and receiving

Walden University's IRB approval (approval no. 05-26-21-044505), a letter of

invitation was emailed to potential participants to solicit their interest in an interview.

The letter explained the purpose of the study and the duration of the interview. An

informed consent form was sent to each potential participant who agreed to participate in

the study. This form stated the interview procedure, voluntary nature of the participation,

the risk and benefit of participation, measures to protect privacy, and whom to contact for

questions and concerns. I equally made a phone call to each participant for confirmation

of their intention to participate. Each interested participant responded either by email or

phone. To avoid no show or shortages of participants, I continuously sought for more

participants until data collection reached saturation.

Participation

All participants received an informed consent form informing them of the

voluntary nature of their participation and their right to withdraw at any point in the study

process. Participation in this study aligned with the Center for Disease Control and

Prevention (CDC) COVID-19 guidelines. I provided the participants with the options of

participating in an interview through Zoom or Google Meet. The interviews were

recorded with an audio recorder and later transcribed for analysis. I informed all

participants that all identifying information and documents would be protected with

confidentiality, and all documents would be securely stored for five years before destruction. I provided the participants with my phone number and email address as means of contact in case of any question.

Data Collection

For this study, I collected data using a semistructured interview and I review publicly available organizational documents (such as school policies, minutes of board meetings, staff development policies, employee handbook, school improvement plan, and the school performance report) seeking secondary data on turnover rate and retention improvement activities such as recruitment, training, leadership support, and collegial collaboration. In compliance with the CDC and state guidelines for the COVID-19 protocols, the possibility of having a face-to-face interview at a physical location was not attainable. Thus, the interviews occurred remotely using Zoom and Google Meet and recorded the interview with an audio recorder, which also served as a backup. I had notified the participants of the need to conduct the interview online in the invitation letter and interview protocol. I also informed the participants of the need to record the interview process for data collection and analysis, while the member check helped validate the reliability of the collected data. I used alphanumeric pseudonyms (such as "P1", "P2" to identify the participants) to ensure the confidentiality of the participants' data. Collected and analyzed data were stored in my dedicated personal computer's hard drive protected with a password and would be kept for five years, after which I would securely destroy them.

I reviewed organizational documents to contextualize the complexities relating to the collected interview data (see Patton, 2015; Ravitch & Carl, 2020). Ravitch and Carl stated that comprehensive collection and analysis of adequate archival documents broadly enhanced the contextual understanding of the phenomenon. Thus, in this study, I reviewed publicly available organization documents from the school districts and State Board of Education websites and used them as methodological triangulation to reach data saturation. According to Saunders et al. (2018), saturation's objective is not the lack of new data but the assurance that new data has no impact on the outcome of the knowledge discovered.

I used member checking to validate the analysis and interpretation of the data collected from the participants. Birt et al. (2016) stated that member checking validates the collected data and the study outcome when the participants can check for data accuracy data and resonance with their experiences. I started precoding analysis simultaneously with data collection to organize the insight from the interviews. Following Morse (2015) three-step guideline for member checks, I interviewed the participants, interpreted the data collected, and provided each participant with a draft summary of the findings to accurately validate the representation of their responses and experiences.

Data Analysis Plan

Data analysis for this study started as soon as data collection from interviews began. Simultaneously analyzing data while collecting data helps make meaning out of the data and includes making notes and comments to seek patterns and concepts needed

to answer the research questions (Yin, 2018). Patton (2015) posited that analyzing qualitative data aims to explore patterns, themes, and concepts that give us insights and understandings about the phenomenon. I utilized thematic analysis method to analyze each interview to identify patterns, themes and reduce data to connect with the research questions. Nowell et al. (2017) described the thematic analysis as a qualitative method used to identify, organize, analyze, and report the emerging themes from the collected data set. According to Braun and Clarke (2019), thematic analysis captures the themes across the collected data set to provide trustworthiness for the study. Researchers use thematic analysis to make sense of the dataset to answer the research questions influenced by its theoretical flexibility and the simplicity of its design.

After completing data collection, I transcribed the interviews from audio to text. Thematic analysis of the data guided by the Herzberg two-factor theory began following Braun and Clarke (2006) six-stage thematic analysis process. In stage 1, I engaged in a cycle of reading and familiarizing myself with all collected textual data, including interview transcripts, notes, and other documents. In stage 2, I generated an initial set of codes driven by data and arranged in a meaningful manner leading to stage 3. In stage 3, the codes were arranged in a meaningful manner leading to emerging themes or patterns. I reviewed the themes in stage 4 for emerging subthemes and to ensure uniformity in the information. During stage 5, the reviewed themes and subthemes were labeled and arranged to project a meaningful narrative. I wrote the analysis report in stage six.

For this study, I used methodological triangulation for data analysis and utilized Yin's (2017) five-step data analysis procedure to compile, disassemble, reassemble,

interpret, and conclude all analyzed data outcomes. Leech and Onwuegbuzie (2007) contended that using multiple data analysis tools to triangulate data analysis improves the understanding of the phenomenon through quality presentation and legitimacy. Stuckey (2013) posited that credibility and legitimacy are added to the study outcome when a researcher utilizes effective data analysis techniques. Thus, I employed analytical and thematic data analysis to understand the relationship among the predetermined concepts, codes, and themes (Braun & Clarke., 2019).

In this study, I used NVivo software to analyze the textual data collected to identify the pattern of codes, subcodes, and subthemes, which were organized and interpreted to make meaning of the participants' experiences. Using a manual method to code, categorize and organize textual data into themes is time consuming and may require computer assisted qualitative data analysis software (CAQDAS) to ensure systematic analysis and management of high-volume data promptly (Ravitch & Carl, 2020). The choice of a CAQDAS depends on the researcher's computer literacy level, size of the database, the number of projects, and the type of analysis anticipated (Allen, 2017). Irrespective of the software chosen, the analyst's skills and knowledge are more important in the analysis than the software (Patton, 2015). Using Herzberg's (1966) Hygiene-motivation theory as a guide, I interpreted the analyzed data to reveal concepts underlining the participants' strategies of reducing turnover. The primary themes and subthemes provided a clear insight for answering the research question. I addressed the discrepant case issue during the theme review stage, and I treated the process as recursive

and concurrent activities. I familiarized myself with the data by repeatedly rereading the textual data to eliminate or juxtapose the emerging subthemes with the primary theme.

Issues of Trustworthiness

In qualitative research, a researcher enhances the quality of a study by addressing the issue of trustworthiness through the provision of rigor throughout the study (Kyngäs et al., 2020; Nowell et al., 2017). According to Amin et al. (2020), establishing trustworthiness in the qualitative study requires the researcher to analyze data and report the findings representing the participants' experience accurately and thoroughly. The strength of the study also depends on the validity and reliability of the instrument used. Since qualitative study allows researchers to interpret the observed actions and experiences of the participants without any established metric (Amin et al., 2020), the researcher needs to enhance the quality of the study by ensuring that the study's outcome is credible and transferable, and dependable. Many strategies are used to ensure qualitative research's validity and reliability. I discussed credibility, dependability, transferability, and confirmability as the four trustworthiness criteria for the study.

Credibility

Patton (2015) described credibility as the researcher's way of assuring that the participants' world view of the phenomenon is as represented by the researcher's reconstructions and reporting. Rubin and Rubin (2011) stated that rigor is added to a study when data is collected from people with in-depth experience of the phenomenon and can adequately answer the research questions. In this study, using a purposeful sampling method allowed for selecting participants with a deep understanding of teacher

turnover in a turnaround school environment and the strategic approach that reduces the rate below the state average. The choice of multiple case approach allowed for collecting robust and reliable data from participants in multiple settings. I used member checking by sharing draft findings with the participants and triangulate data from different data sources to ensure the study's dependability and credibility.

Transferability

According to Kyngäs et al. (2020), the transferability of a study is the extent to which the researcher can provide contextual information about the phenomenon that informs the reader's judgment of whether the study's outcome applies to other cases. Ravitch and Carl (2020) describe transferability as how a qualitative study can be applied to other contexts without losing its original contextual richness. Though one of the limitations of qualitative studies is the issue of generalization, transferability can be achieved through a thick description (Ravitch & Carl, 2019) and asking "how" and "why" questions, especially for case studies (Yin, 2018). In line with Ravitch and Carl's (2020) guideline, I used a thick description to provide thorough narratives of the context and participants' experiences that provide the audience with the deep contextual understanding needed to make an informed decision about the quality of the study. I provided a detailed narrative of the findings for the outcome to be applicable to other settings with the same characteristics but in different environments.

Dependability

The dependability of a qualitative study is how consistently stable the rationale for the chosen method is to answer the core construct and concept of the study (Connelly,

2016; Ravitch & Carl, 2019). It is incumbent on the researcher to ensure that an alignment exists between data collection, research methodology, and the research questions. An audit trail includes using a journal, member checking, and a peer reviewer to evaluate whether the study outcome and interpretations are supported by the collected data (Kyngäs et al., 2020). In this study, I engaged a peer reviewer with a doctoral degree to ensure that the dependability complements the triangulation method. I also kept a process log journaling all activities undertaken during the study, including the participants' selection notes, data collection, and analysis.

Confirmability

Confirmability in qualitative research attests to a high level of confidence that the study's outcome is a total reflection of the participants' views, words, and narratives and not of the researcher's subjectivity or bias. Confirmability represents the degree to which the researcher is neutral, the data can be confirmed, and the findings are objective (Kyngäs et al., 2020; Ravitch & Carl, 2019). To ensure this study's confirmability, I kept a detailed journal of all the processes, provided a summary of the findings to the participants to review and confirm that the findings represent their experiences, and requested a peer reviewer with a doctoral degree to help review the findings. The reflexive method was used to check for the researcher's subjectivity and biases from data collection through data analysis to reporting.

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Ethical Procedures

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In a qualitative research study, the data collection process involves a high degree of human interaction and documents therein produced that can pose a significant risk to

the participants and their representation (Austin & Sutton, 2014). Thus, there is a need to

apply an ethical procedure to protect the participants (Arifin, 2018). Based on the

Belmont Report protocol, the principle of respect to persons, beneficence, and justice are

the three ethical principles that guide human participants (Miracle, 2016). Researchers

must treat every participant as an autonomous being, and where the participant is

incapable of anonymity, the researcher should provide protection (National Commission

for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

With beneficence, participants must be adequately acquainted with the study's potential

risks and benefits; with justice, the researcher will ensure equity and fairness throughout

the study (Miracle, 2016).

The first step in ensuring ethical compliance for this study was to receive

approval from Walden's IRB before data collection. Regardless of the source of support,

research studies involving human participants need to follow some basic ethical

procedures to protect the participants' rights and welfare, while the IRB ensures that the

ethical standards are met (Birk & Shindledecker, 2020). After receiving Walden's IRB

approval, I sought the approval of the district heads of the settings before participant

selection. A letter of invitation and a consent form were sent to each potential participant

that meets the study's inclusion criteria. The consent form details the study's goal, scope

and nature, the type and structure of the data collection process and instrument, and the

benefits, risks, and data management procedures (Yin, 2018). I informed the participants

of the voluntary nature of participation in the study, their right to indicate interest or lack

of interest to participate, and their willingness to continue participation. This study did

not offer any monetary incentives to the participants to eliminate any form of perceived coercion.

Potential participants and their settings' names and identities were kept confidential during data collection, analysis, and reporting by using an alphanumeric pseudonym for each participant. My private home office was used for online interviews to provide confidentiality with the interview environment. I used labels that did not contain an identifier that could reveal the participants' identity or settings in the transcripts, data coding, and report. All collected and analyzed data will be stored in my electronic device's hard drive, protected with a password, and kept for five years after which it will be securely destroyed.

Summary

In Chapter 3, an overview of the proposal for the qualitative method and design was made. The rationale for choosing a qualitative multiple case study approach and the researchers' role in the study was articulated. This chapter also included sections on population choice, participants' sampling method and technics, data collection tools and technics, triangulations of data, data analysis choice, and ethical considerations. The next chapter presents the study's findings and an overview of the settings, demographics, and data collection.

Chapter 4: Results

Introduction

The purpose of this qualitative multiple case study was to explore the leadership strategies, behaviors, and practices of school leaders who reduced teacher turnover in turnaround public schools in a Northeastern U.S. urban district. This study explored school leaders' understanding of the factors that promote job satisfaction and dissatisfaction based on the Herzberg et al. (1959) two-factor theory. I collected data using semistructured interview to answer the following research question:

RQ: What strategies, behaviors, and practices do turnaround principals report that they use to improve teacher retention during school turnaround?

In this chapter, the discussion includes the description of the settings for data collection, the demographics and characteristics of the participants, the data collection process, and a synopsis of data analysis. Before summarizing the chapter, I describe and show the evidence for implementing trustworthiness and present the results.

Setting

Settings involved in this study were urban turnaround schools in the Northeastern United States. Settings were Title1 schools serving a higher population of minoritized students with low socioeconomic status who receive free or reduced-price lunches in elementary, middle, and high schools. Turnaround settings in this study were either categorized priority or focused schools, meaning that they are at-risk of takeover by the state department of education if the turnaround is not achieved. Potential settings were identified through a review of the state's school improvement reports and list of

turnaround schools. The review helped identify schools with gains in teacher retention over the years.

Demographics

The participants for the study consisted of eight principals with experience in leading a turnaround school. Each of the participants met the inclusion criteria for the study, as stated in Chapter 3. I interviewed three male and five female leaders of which one leader just retired at the end of the school year before the time the study was conducted. Two of the participants have a combined experience leading turnaround effort in high school and elementary school settings. Another two participants have only middle school experience; two have only elementary experience. Two of the principals have previously served as vice-principal to a turnaround principal before leading a turnaround process. The Table 1shows participants' demographics.

Table 1

Participants Demographics

Participants	Gender	Type of setting led	Principal experience	Average school Enrollment
Participant 1	M	Middle school	6 years	723
Participant 2	F	Middle school	7 years	753
Participant 3	F	Elementary school	5 years	475
Participant 4	M	High school	10 years	1480
Participant 5	F	Elementary school	6 years	430
Participant 6	F	High & elementary school	8 years	1400/460
Participant 7	M	High school	10 years	1350
Participant 8	F	High & elementary school	12 years	1300/350

Note. Table showing participants demographic data.

Data Collection

The data collection process for this study started after receiving IRB approval. I sought the list of turnaround principals who have made gains in teacher retention under the school turnaround period from the state list of turnaround schools (priority and focus schools), a review of school accountability data, and school performance reports for the last 10 years. Once potential districts and school leaders were identified to participate in the study, I sent an invitation to each participant through an email and followed up with several phone calls. After agreeing to participate in the study, each participant received the informed consent form to review and confirm their interest in participating in the study. The original intent was to have a sample of 10 principals; however, due to the

continued disruption of the COVID-19 pandemic, only eight principals participated.

Interview date and time were scheduled based on the availability of each participant.

Some participants often changed the interview date to accommodate the school closing

activities (including graduation ceremony), disrupting their plans. Each interview was

semistructured and took place on Zoom or Google Meet in compliance with the CDC

mandate regarding COVID-19.

The interviews took 6 weeks to conduct using the protocol (see Appendix). Each

interview was audio recorded using either Zoom or Google Meet audio recording features

and an additional audio recorder as a backup. Semistructured interviewing allowed for

some follow-up questions to capture the clarity in participants' responses to some of the

11 open-ended questions in the protocol (see Appendix). Temi and Otter transcription

apps were used to transcribe each interview. Each transcript was reviewed with the audio

recording to ascertain accuracy. During the interview, I also used memo notes to

document points and verbal cues from participants' responses, which I later compared

with each interview transcript during data analysis.

Data Analysis

After transcribing the audio recordings of each interview and reviewing the

transcript for accuracy, I read each transcript several times to familiarize myself with the

data, making notes and comments to seek patterns and concepts that give insight to

answering the research question. I began to generate potential codes for the codebook by

reviewing each transcript, memo, and note from the review of archival documents

immediately after each interview. Then, each transcript, memo, and note were uploaded

into the Nvivo qualitative data analysis software for further data coding, organization, and analysis. Interview data from the turnaround leaders were triangulated with the data from the review of the publicly available organizational documents, including the employee handbook, minutes of district meetings, staff development policies, school improvement plans, and annual school performance reports, to reach saturation. Saturation was reached with eight interviews triangulated with the organizational documents. According to Fusch et al. (2018), the use of triangulation in qualitative case study provides rich data that create a direct link with data saturation and study reliability.

Using Herzberg's (1966) two-factor theory as a guide, I began to conduct thematic analysis of the data following Braun and Clarke's (2006) thematic analysis process. Next, I coded each textual data to generate several phrases and reoccurring words using in vivo coding of participants' actual words (see Table 2). The use of raw response in coding allowed me to use participants' own words to give meaning to the data relative to answering the research question.

I organized the codes to check for duplications, similarities, or phrases that could be combined. Codes that have similar meanings and representations were combined, while I deleted the duplicates. A new set of codes were reviewed to see if new patterns emerged, and I organized the remaining codes into categories and themes (see Table 3).

Table 2

Example of Initial Coding

Raw data	Codes
"I make it known that I am here to support them, and their success is my success."	Support, share responsibility
"I just think that making this an environment a family environment where people are made comfortable."	Creating family environment
"You have to allow everyone to voice their opinion and respect their opinion."	Give everyone a voice, respect
"I personally take interest in all my teachers and interests in all my teachers does not mean how you are teaching Johnny or Susan, but how are you doing."	Personal connection
"I made sure that I had an open-door policy where if there's an issue or concern, you can email me, walk to our office… you can stop and request to talk to me."	Open door policy, open communication
"I don't treat anyone, negatively because I don't want anyone to treat me negativity."	Positive relationship
"If I can build a relationship with any individual to move a building forward, I'm going to do that. I believe in doing that will eliminate a lot of the challenges."	Building relationship
"When we celebrate small wins, we began to show improvement, I will celebrate these things at every turn."	Recognition, appreciation
"One of the challenges is student behavior. How do I interact with those students to reduce issues for teachers, because you do not want to feel afraid to come to work?"	Student growth, teacher safety

Note: Table showing samples of initial codes from the analysis of participants' raw data.

Thematic analysis of participants' interview responses and reviewed organizational documents revealed the following sets of themes generated from the several categories of codes (as shown in Table 3): (a) providing meaningful leadership support, (b) building positive relationships, and (c) creating healthy working environment.

Table 3

Example of Themes

Categories	Themes
Professional development	
Coaching and mentorship	
Students' discipline	Providing meaningful leadership
Career advancement	
	support
Operating open and effective	Building positive relationship
communication,	
Relationship based on respect and fairness	
Personal connections	
Workplace safety	Creating healthy working environment
Recognition and reward	
Shared leadership	
Teamwork and collaboration	

Note: This table shows the three broader themes generated from data analysis and the corresponding categories under each theme.

Theme 1: Providing Meaningful Leadership Support

The first prominent theme that emerged from data analysis in this study was providing meaningful leadership support. Data analysis showed that meaningful leadership support emerged with the following four categories: professional development, coaching and mentorship, career advancement, and student discipline. All participants acknowledged the importance of supporting teachers and posited that teachers who

receive adequate support from their school leaders and colleagues are more likely to stay on the job and be satisfied. P1, P2, P7, and P8 pointed out that the expectations and workload from the accountability requirements in turnarounds schools could be overwhelming for many teachers; providing leadership support always ease their tasks. P2 pointed out that the level of support received by the teachers plays a significant role in their retention during the turnaround period. The statement aligns with Redding et al.'s (2019) assertion that principal support directly or indirectly influences novice teachers' decision to stay or leave their position. P3 equally informed that the nature of the school (a school under turnaround status) requires that leaders support teachers directly or through other people like the coaches and specialists. P1 then submitted: "because we were state-monitored school, we had the opportunity to have specialists and coaches. So, all these people were put in roles to support teachers to lighten their workload."

A significant category generated under meaningful leadership support is professional development. All participants believed that leaders could improve teacher retention and competency with adequate professional development. Five of the eight participants explained that supporting teachers with frequent and quality professional development would reduce turnaround and help improve the quality and effectiveness of the teachers needed to increase students' achievements. P7 shared; "professional development always improves teachers' competency and satisfaction. Teachers with a greater level of support tend to stay longer than those without support." P8 agreed and posited:

We always have professional development for our teachers to motivate them to stay. We sometimes collaborate with outside sources to organize workshops on both instructional and noninstructional topics. For example, teacher evaluation is a critical component of the tenure process for the teachers, especially the new ones. We have to provide PDs for them on Danielson to know what and how they will be judged.

Data from the review of teachers' handbooks, school improvement plans, and district board meeting agendas showed that the schools engaged in frequent and systematic professional development to improve teachers' competencies and motivation. Reviewed data revealed that employees were required to partake in professional development activities organized locally and outside the district. Provisions in the employee handbooks emphasized the use of PLCs, induction programs and several professional development workshops to improve teachers' professional competency and effectiveness.

Another reported strategy used by most of the participants (P2, P3, P6, P7 and P8) in supporting their staff includes coaching and mentoring. All participants acknowledged supporting staff, especially the new and inexperienced teachers, with continuous mentoring and coaching as a requirement and a strategy. Most participants shared that it is a state requirement for schools with turnaround status to support the teaching staff with Math and ELA specialists, while the district policy mandates all new employees to undergo a year mandatory mentoring program. Three of the participants explained that though establishing math and ELA specialist positions is a mandatory accountability

requirement from the state, the leaders provide meaningful support by hiring the best fit for the positions and provide all needed resources. P6 recounted:

> I always ensure that I get each of the new teachers mentored by an effective veteran colleague in the same department. I make sure I provide the coaches with all resources they need to help the teachers. I sit with them in their professional learning communities (PLC) and address their concerns. Moreover, they seem happy and motivated.

P3 agreed and posited:

> If they come in and are seasoned, I align them with a seasoned teacher for support with district norms and expectations, always providing them with intentional professional development. We ensure that we provide them with coaching, and again, just being accessible to them in any way helps improve their satisfaction with the job.

A review of an excerpt from the organization policy stipulates support for improved professional development and career advancement outside the organization by "encouraging teachers to pursue a continued professional development program by course work or matriculation in institutions of higher learning." Entrenched in the district goals is the effort to maximize resource that enables the schools to "provide weekly professional development for all staff from different departments" (district website).

Five of the participants revealed that students' discipline has a more significant influence on school culture and climate in a turnaround school and asserted that leaders who tend to reduce turnover must positively manage the issue (P1, P2, P4, P5, and P6).

P7 stated that: "Leaders who can effectively address students' discipline will be effective in retaining teachers." P6 explained that addressing students' discipline involves addressing attendance issues, the gap in knowledge, and students' social-emotional learning. P6 then posited:

> Most of the students exhibited negative behavior due to their excessive absence in class resulting in gap in their learning. They do not want their friends to know they do not know; they start to act up. So, this becomes a challenge for teachers. We solve this by making sure they come to school, get extra tutoring after school, engage the students in leadership roles and promote positive behavior through the PBIS program. We were able to reduce teacher turnover intentions by improving student discipline.

The practice aligns with the schools' goals of establishing the PBIS policy as stated in the students' handbook. This policy stipulated that the leaders would assume a supportive role to aide teaching staff regarding student discipline using the PBIS program to create a positive learning environment that will ensure the safety and welfare of everyone.

Career advancement is another category of support revealed by the leaders that help reduce turnover among the staff. Most of the participants advanced that supporting teacher with their career growth reduces turnover. P7 shared: "I always support my teachers' growth to become anything they want to become, especially if they work to add for it." P3 Stated: "I know supporting teachers' career development might sometimes lead to few attritions, but teachers having the understanding that I do support their career keep most of them happy and retained." Data from the review of organizational documents

(such as employee handbooks, minute of board meetings, policy, and school websites) revealed that teachers who further their career get tuition reimbursement for classes taken while employed with the school. The schools enforced the mandatory one-year mentorship for new teachers. The specialist positions are always filled with coaches who help the teachers during regular daily professional learning community (PLC) meetings.

Theme 2: Building Positive Relationships

The second theme from data analysis was building positive relationships. All participants reported that building a positive relationship with the staff members always improves the possibility of the teachers staying at their location longer. Participants declared that establishing a positive and meaningful relationship with staff members based on three categories of behaviors: (a) operating open and effective communication, (b) relationship based on respect and fairness (c) establishing personal connections.

Seven participants (P1, P2, P4, P5, P6, P7, and P8) declared that establishing a positive and meaningful relationship with staff members based on respect, fairness, personal connections, and effective communication has a strong influence on teacher retention. The outcome of data analysis showed that operating an open-door policy and effective communication allowed the participating leaders to access teachers' concerns which helped reduce job dissatisfaction when addressed promptly. Most participants expressed that operating an open-door policy helped them communicate directly with their teachers and understand their concerns and needed support. P1 stated that open-door policy and communication allow staff to "form a bond with the leader beyond the requirement of the job." According to P4, this bonding creates personal connection and

loyalty, which in turn improves retention. P5 revealed that "open, direct, and effective communication help reduces turnover by ensuring that teachers are focused on what is important to successfully meet the school goals without distractions." P5 stated:

> For example, during one of our data meetings, I communicated that we were teaching really hard, really well. However, we were not focused on what we were supposed to teach. And if we knew what to focus on, we would do well. … we can drive well, but we were driving down the wrong road. So that had to be communicated. So that really helped.

P2 and P4 revealed that teacher retention is enhanced when leaders engage in a relationship built on trust and fairness. P2 explained that teachers' dissatisfaction is reduced when leaders treat and evaluate teachers with fairness. She then stated that: "the main concern of the new teachers on arrival at the school is how are they going to be treated." While P4 revealed that "a leader could build any relationship if it is not with respect, it will mean nothing to the teachers, and they will leave."

Most participants stated the importance of establishing a personal connection with their teachers to build a positive relationship. P4, P5, and P8 stated that teachers prefer to work in a school with strong connections with their principals, other administrators, and colleagues. P8 further stated: "The challenges in turnaround schools are so much that gives no room for any hostility. The task of meeting our expectation lies on how well we communicate and treat each other." P4 explained that "the kind of relationships you build with your staff will dictate how much they trust you and how long they want to stay working with you." Some participants further emphasized the significant role of open

communication in building a productive relationship with their staff as a strategic retention behavior. P6 affirmed that "when you create a strong and positive relationship, it creates loyalty that aids retention."

The review of the employee handbook, student's handbook, SIG plan, and organization policy documents showed several schools' and the district's efforts to ensure positive behaviors between employees and the students. Such efforts include creating and promoting the Positive Behavior in School (PBIS) program in all schools to help shape the culture of the schools with positive students' behavior. The school district's policies reflected fostering positive collegial relationships among employees by regulating unwanted behaviors such as discrimination, harassment, intimidation, and bullying. Data from the minutes of board meetings and employee development policies showed evidence of constant training for all employees on harassment, intimidation, bullying and sexual harassment to foster an environment devoid of unwanted behaviors. Reviewed documents also showed procedures for mitigating employee crisis.

Theme 3: Creating a Healthy Working Environment

Finally, the last theme from data analysis was creating a healthy working environment with four associated categories. The categories are workplace safety, recognition and reward, teamwork, and collaboration, and then shared leadership. Participants talked about the importance of establishing a healthy working environment that fosters teacher safety, recognition and reward, teamwork and collaboration, and shared leadership. Each of the participants believed that promoting positive working environment has positive impact on teachers' satisfaction and engagement.

Four of the participants mentioned creating a workplace with considerable safety to reduce teacher turnover in turnaround schools. Participants 1 and 2 believed that establishing an environment where people feel comfortable and like family reduces emotional stress and serves as a precursor for retaining teachers in turnaround schools. P7 stated that "it is important to make the environment safe and the culture welcoming because teachers would not be motivated to stay in a school setting that they perceived toxic to their wellbeing. "P2 and P4 reported that a safer and supportive environment always reduces teachers' anxiety and promotes job satisfaction. P2 stated:

> When people come to turnaround schools like ours, they always come with anxiety concerning how they will be treated. So, I always ensure that they are treated and evaluated fairly. I have to make the environment a relaxed, fun, safe, and family environment to perform their duties and continue working with the students.

Majority of the participants believe that rewarding and recognizing teachers' efforts is a good strategy for reducing turnover. Seven out of eight participants recognized the importance of this strategy to create a positive and healthy environment. P8 asserted that: "appreciating teachers' work increases their satisfaction and commitment." P3 recounted: "a positive climate and culture have to do with celebrating, commending, and praising teachers. I just have to do a lot of commending." Consequently, P7 and P8 pointed out that leaders who fail to recognize and reward employee success will create a hostile environment filled with dissatisfaction and find it challenging to reduce turnover. P1 posited: "the other strategy I use was to celebrate

small wins. So, as we began to show improvement, I will celebrate these things at every turn. And teachers appreciated that."

All the leaders acknowledged that salary and compensation have a significant influence on teachers' turnover. Many participants believed that some teachers would leave school with low pay for the one that has better pay. However, the participants acknowledged their lack of control over teachers' salaries and compensation. The review of organization documents showed that employee salary and compensation control lie with the district and teachers' union bargaining power.

Fostering teamwork and collaboration among teachers was another category of participants' behavior and practices that the participants reported using to create an environment that reduces teacher turnover in a turnaround school. Many participants indicated that collegial collaboration and teamwork create an environment of support, fun, and trust for teachers and increase their motivation. Participants 6 and 8 explained that teacher satisfaction increases when leaders sustain an instructional environment nourished with teachers' collaboration. P6 stated: "I always try to put my teachers in committees to collaborate, bund together, and solve problems. The use of PLCs is another way we support them to collaborate on a departmental level, reducing the teachers' burden and anxiety." P2 equally narrated that maintaining a healthy environment where collegial collaboration persists greatly influences teacher satisfaction. P2 then stated: I try to do more things where staff can collaborate without an administrator; so that they feel more comfortable and voice their opinion.

Another set of strategies the participants revealed on reducing teacher turnover in turnaround schools is creating an environment that encourages shared leadership. P2, P3, and P5 submitted that an effective leader aiming to reduce teacher turnover must give voice to the teacher, give them autonomy in their classes and assign them leadership roles in committees or PLCs. P6 stated that: "teachers who can voice their opinions and participate in decision-making are more likely to stay. That is why I encouraged them to join a committee or lead a program such as PBIS." P5 agreed and informed that: "I put my teachers in committees to give them a voice and show them that we are all in it together." Data from the organizational document (minutes of the Board of Education meetings) showed that school leaders created various leadership positions in the form of committees for teachers to be part of, including the data committee, school improvement committee, and school leadership committee. The data equally revealed that teachers who served in committees do receive financial compensation for their time.

The outcome of data analysis revealed that teachers would stay in an environment that enables them to be supported, give them a voice, be part of the decision-making process, and promote positive behavior among the students' populace. Herzberg et al. (1959) asserted that when there is an interplay between working conditions and interpersonal relations in an organization, employee satisfaction increases, and the turnover intentions reduce. This notion aligns with the sentiments expressed in the employee (teacher) handbook, where the organizational mission and values entail creating a safe and respectful environment led by leaders whose priority is to foster

teachers' development and students' achievement. Many SIG plans reviewed echoed this sentiment.

Discrepant Cases

Discrepant cases are those atypical cases or data that produce a new insight different from majority opinions (Merriam & Tisdell, 2016). In this study, discrepant responses uncover during data collection were treated and analyzed during the theme review stage of data analysis. Though these responses were not strong enough to generate a separate category or theme, they presented new insight into teacher turnover. One example of a discrepant response from data collection was the notion that salary does not strongly influence teacher retention in turnaround schools, which differs from other responses. Two participants (P4 and P5) asserted that salary and compensation influence attritions, and its impact is felt more at the recruitment stage. However, there are other factors with more influence on retention than salary. P5 stated: "I believe that teachers who were employed accepted the offer because they found the salary and benefits to be attractive. Therefore, I do not believe that teachers left due to salary." While P4 buttressed that:

> what allows teachers to remain, even though they are not getting paid as much as other districts, is the relationships built between administration, teachers, parents, students, and the community at large. If the relationship is very positive, teachers will stay unless there is a desperate need to increase salary.

The discrepant response was addressed by repeatedly and concurrently reading the interview transcripts and document reviewed data to juxtapose the themes and

emerging subthemes. Further analysis of data shows that, in turnaround schools, the

leaders do not focus their retention efforts on salary because it is out of their control. The

responsibility lies in the district office and the negotiating power of the teacher's union as

stipulated in the school policies and employee handbook. The finding aligns with Ozsoy

(2019) assertion that salary has a higher motivating power among private sector

employees than those in the public sector, while recognition had higher motivation in the

public sector than the private sector.

<div align="center">**Evidence of Trustworthiness**</div>

One of the ways a researcher enhances the quality of a study is to address the

issue of trustworthiness with rigor throughout the study (Kyngäs et al., 2020; Nowell et

al., 2017). According to Amin et al. (2020), establishing trustworthiness in the qualitative

study requires the researcher to analyze data and report the findings representing the

participants' experience accurately and thoroughly. The strength of the study also

depends on the validity and reliability of the instrument used. Since qualitative study

allows researchers to interpret the observed actions and experiences of the participants

without any established metric (Amin et al., 2020), the researcher needs to enhance the

quality of the study by ensuring that the study's outcome is credible, dependable,

transferable, and dependable, which represent the four criteria of trustworthiness.

Credibility

Credibility in qualitative study entails accurate data collection, analysis, and

interpretation as represented in the researcher's reconstruction and reporting (Yin, 2018).

The use of multiple case studies and semistructured interviews allowed me to collect

robust and credible data from different turnaround principals in different settings. An open-ended nature of the interview protocol (see Appendix) allowed me to ask to follow up questions that strengthened the participants' responses. Credibility in this study was also established by using member checking to verify the accuracy of the findings and interpretation of participants' responses by sharing a draft summary of the findings with participants. Data from the interview was triangulated with a review of organization documents organized and analyzed using Nvivo data analysis software. A peer with a doctorate provided feedback on the analysis process.

Transferability

Transferability is a criterion of trustworthiness through which researchers show evidence of rigor and that the outcome of the study can be applied to other contexts. Ravitch and Carl (2020) described transferability as how a qualitative study can be applied to other contexts without losing its original contextual richness, which can be achieved through a thick description. A thick description provided a thorough narrative of the context and participants' experiences to extend the study's transferability to settings with the same demographics (Ravitch & Carl, 2019). I enhanced the transferability of the study by using the purposive sampling method to recruit participants with in-depth knowledge of teacher retention strategies in turnaround settings to provide rich data.

Dependability

Qualitative studies achieve dependability when the researcher ensures that the process is logically documented and audited (Nowell et al., 2017). I addressed dependability in this study by keeping an audit trail of all raw data, transcripts, analysis

process, and all other relevant notes on the study. I equally ensured the dependability of

data collection instruments by sharing the interview questions with my committee and a

school leader who did not participate in the study for feedback. The feedback fortified the

tools and process to be replicable and achieve the same outcome in any future study.

Confirmability

Confirmability represents the degree to which the researcher is neutral, the data

can be confirmed, and the findings are objective (Kyngäs et al., 2020; Ravitch & Carl,

2019). Researchers use confirmability to show that the outcome of the study represent the

participants perceptions and not the researcher's own bias. To establish this study's

confirmability, I used content analysis to mitigate my thoughts and biases concerning

teacher turnover in turnaround schools to ensure that the findings and interpretation are

solely derived from the collected data. I provided a summary of the findings to the

participants to confirm that the findings represent their experiences and requested a peer

reviewer with a doctoral degree to help review the findings.

<div align="center">

Results

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Findings in this study and the analysis of the outcome were informed by Herzberg

et al. (1959) two-factor theory. Using a set of 11 interview questions (see Appendix)

based on the construct from Herzberg's two-factor theory, I used a semistructured

interview to collect data from turnaround principals to answer the research question. The

research question addressed in this study was: What strategies, behaviors, and practices

do turnaround principals report that they use to improve teacher retention during school

turnaround? A thorough analysis of the interview data triangulated with data from a

review of archival organizational documents generated three broad themes, which are summarized below.

Theme 1: Providing Leadership Meaningful Support

Four categories evolved within the theme-- providing meaningful support: leadership support, professional development, coaching and mentorship, and career advancement. All eight principals interviewed expressed the importance of providing meaningful leadership support to reduce teacher turnover in turnaround schools. Each participant believes that teachers who serve in turnaround settings must be fully supported to overcome the challenges of meeting the stringent goals of the accountability measure that influence their turnover intentions. Many of the participants mentioned most of the categories as various ways they support their teachers to prevent turnover intention.

All the participants mentioned that they support teachers with one form of professional development or the other. Five out of the eight participants described professional development as one of the leading strategies for supporting teachers in turnaround schools. Many participants perceived comprehensive professional development as a duty that an effective turnaround principal must provide to support the teaching staff, especially the new, inexperienced, and novice teachers, to succeed. Participants reported that teachers' job satisfaction increases, and their turnover intention extinguished when the leaders provide teachers with constant and comprehensive professional development.

In contrast, half of the participants reported that professional development helps teachers grow and become effective during their evaluation. Participants (P1, P2, P3, P6,

P7 and P8) described different practices implemented to support teachers with professional developments. P2 informed that: "The most vulnerable teachers are non-tenured teachers who have less experience and tend to leave early. So, I have to support them through training and professional development because the question many people ask when they were hired is about professional development." P5 buttressed this point by saying: "We had to hold multiple workshops to explain the Danielson model and do those post conferences to explain even more." Other comments include P6 statement that: "The first thing I do is make sure that our new teachers feel welcomed, supported, trained, [and] they were getting freebies. We provide them with professional development and coaching." While P4 submitted that: "Though the central office controls professional development workshops scheduling, I organized other workshops and webinars for my teachers to meet their needs."

Another category that emerged from meaningful leadership support is coaching and mentorship. All participants acknowledged that providing coaching and mentorship is a mandatory practice for leaders in turnaround schools and is directed toward supporting the retention of new and novice teachers. P3 shared the same sentiment and informed that teachers must be given professional and nonprofessional support either directly by the leader or through a mentorship program. So, "they have someone to support them, in addition to the coaches and the specialists," and for the experienced teachers, "aligning them with a seasoned teacher for support in the areas of district norms and expectations will always provide them with intentional professional development" (P3). Participant1 affirmed that: "I make it my business to help them as much as possible.

And if I cannot help them, I will find somebody who can, and they know that". Other comments also include a statement from P6: "Because we are able to secure the two specialists who provide additional instructional assistance to our teachers in math and ELA content areas, my teachers feel supported. And that makes a big difference."

More so, data from reviewed SIG documents and minutes of the board meetings revealed that each of the settings engaged in intensive professional development for all teachers regularly and maintained two state-mandated specialist positions to provide instructional support to teachers in Math and ELA.

Another category of leadership support mentioned by most participants that help improve teacher retention is career advancement. Four of the participants stressed the importance of supporting teachers by providing opportunities for advancement. Many participants acknowledged that career advancement in teaching is primarily based on certification, which is different from what is obtainable in other sectors for career growth. The participants affirmed that helping teachers in their quest to be certificated and fit for a position, an increment or upper movement in level, help reduce teacher dissatisfaction. P6 said, "I always like to fill my positions with my teachers, so I always inform and encourage them to take classes needed to be a fit for a position." According to P7, "not all teachers want to be an administrator; they just want to move up or across on the pay scale. So, I got to support them." P8 stated, "sometimes the support could be just informing them of a scholarship opportunity, the due date for submission of tuition reimbursement or workshop on teacher loan forgiveness."

The organizational documents reviewed equally confirmed several efforts of the schools and district towards supporting teachers' advancement, such as an internal advertisement for a leadership position, tuition reimbursement, and collaboration with several higher institutions for teachers' career development. A policy statement from the district website read: "We offer a number of benefits to support the varied needs of our staff"… "opportunities for staff career advancement and skill development." The district asserted in the staff development policy their belief and commitment to ensure "more teacher satisfaction, higher morale, lower rates of absenteeism and reduction in teachers' isolation" through the PLCs, professional development and mentoring program.

The other category found under the meaningful leadership support theme is students' discipline. Four Participants pointed out that when teachers are assisted with students' behavior and growth, teachers become more motivated, satisfied and the turnover rate reduces. Two of the participants believed that paying attention to and helping teachers improve students' issues (such as attendance, behavior, socioemotional learning, and the academic gap), which many teachers struggle with, go a long way to improve teachers' satisfaction and reduce turnover. Participant 6 said:

> I recognize that in turnaround schools, attendance, behavior, and the difficulty of the academics cause what I would say, the tension between teachers and students, right. So, students not attending regularly causes natural gaps in their education. A teacher constantly has to fill the gap, provide extra help, maintain records of what they still need to do makeup homework, makeup quizzes, on and on. So, to help prevent involuntary turnover, I tried to address attendance, student behavior,

and gaps in student learning by encouraging reading and mathematics, and other things.

Three participants (P2, P7 and P8) shared this sentiment when they informed that addressing students' behavior and supporting teachers to increase students' growth help improve teachers' satisfaction, effectiveness, and motivation to stay on the job. Participant 2 shared: "I interact with those students to reduce issues for teachers because you do not want teachers to feel afraid to come to work." P8 shared the same sentiment and added: "During this time, I am more accessible to the teachers to work together, especially with the new teachers."

Findings from the interview data and archival document analysis showed that the school leaders support the teachers by regularly attending professional learning community (PLC) meetings where the teachers interact and receive collegial support. Findings also revealed that leaders in turnaround schools effectively retain teachers by providing adequate support.

Theme 2: Building Positive Relationship with Staff

The second theme of building positive relationships emerged from data analysis with three categories. The categories include operating open and effective communication, relationship based on respect and fairness, and personal connections. All principals interviewed reported that building a strong and positive relationship with teachers helps decrease turnover and motivates teachers to show up for work.

The first category that emerges under building positive relationship theme is promoting and operating open and effective communication. Five of the participants

mentioned operating an open-door policy as a method of communicating effectively with the staff. The turnaround principals submitted that having a positive relationship nurtured with open communication beyond the requirement of the job strengthens teacher motivation, loyalty, and intention to stay on the job. Participant P7 reported that using an open-door policy and effective communication provides the teachers direct access to the leader and makes them feel valued.

Some participants reported sharing personal phone contacts with staff and engaged in extra-curricular activities outside the school hours, which helped them form a strong personal connection. Participant 4 informed that open communication allows leaders to listen to teachers' concerns and address them promptly to reduce dissatisfaction. Participant 3 agreed and stated: "I make myself accessible to hear their concerns, if not in person, definitely, via email. I will respond to their concerns, whether it be professional or personal." Participant 5 also stated that: "Teachers would say to me, can I see you? Sometimes they are at the desk. And they will say, can I see you, and I will let them walk in. So, if they feel as if they can talk to you, close the door, and just let them vent even if it is because of something you have done, that also helps the situation". In other conversations, P2 stated: "I want everybody to feel comfortable that they can have a conversation with me." P1 reiterated: "I have an open-door policy, so they know they can talk to me anytime. I share my cell phone number, and many of them have it, and I have their cell phone number." While P7 submitted that "the communication must be timely and data-driven."

The second category that evolved from data analysis under building relationships is relationships based on respect and fairness. Five out of the eight participants mentioned this category in their responses. Findings from the interview data showed that the teacher-leaders relationship based on respect and fairness helps school leaders mitigate dissatisfaction and motivate the teachers to be more committed. Two participants explained that treating teachers with respect and judging or evaluating them with fairness results in their trust and loyalty, which aids retention. The participants' sentiments were shared as follows: P4 stated that: "You can build any relationship, good or bad, but you must have respect for what teachers do, …. because ultimately, we are all teachers with different responsibilities." While P5 asserted that: "Out of respect, I called my teachers scholar leader because I cannot lead if they do not lead. So, I try to be fair, and for the most and give accolades to those that deserve it." Whereas P5 also informed that she improved the relationship with teachers by engaging in self-reflection of her practices by asking some fundamental questions:

Do I treat all staff with respect and fairness as I communicate, rate, coach, etc.?

Do I have prejudices regarding age, gender, culture, class, etc.? Do I hold grudges and keep a record of wrongs? This help put me in the right place for a better relationship with my teachers that supports their retention.

The last category is the personal connection. Four of the participants mentioned the importance of building a personal relationship with the employees and explained that fostering interpersonal relationship among staff aid satisfaction, commitment, and productivity. Three participants explained that they form a personal relationship with

staff to create a familial environment where teachers feel comfortable. Participants 1 and participant 4 explained that establishing a personal relationship with an employee aid in putting human face on the job. One of the participants (P1) expressed that establishing interpersonal relationship with the teachers "bring us closer together in a different form aside than, than the eight to three, where the focus is more on academics". While P2 affirmed that: "I also try to spend time learning about people in the background other than teaching, so their personal life, children, marriage, those kinds of things to get a personal feel of what is going on with them; so that I can I manage around that."

P4 buttressed this idea: "I believe we have to put a human touch to the connection and follow the golden rule, treat others the way you want to be treated." He then concluded that "my taking interests in all my teachers does not mean how you are teaching Johnny or Susan. How are you doing? How's your family? How can I assist you? Is there anything I can do to help?" All participants shared that building a strong positive relationship based on trust, fairness, and equity will continue to improve teacher's satisfaction and decrease their turnover intention.

Theme 3: Creating a Healthy Working Environment

The third theme from data analysis is creating a healthy working environment. This theme has four categories: workplace safety, recognition and reward, teamwork and collaboration, and shared leadership. All school leaders in this study shared the various leadership behaviors they displayed in their turnaround setting to create a conducive environment for retaining teachers.

Six of the participants mentioned the importance of workplace safety in creating a healthy working environment for the staff. Most leaders acknowledged that teachers would like to stay where leaders promote a positive culture and environment nurtured by workplace safety. Many respondents informed that teachers retention increases in a setting where job security and workplace safety are guaranteed. Two participants (P6 and P7) explained that ensuring workplace safety and job security while teachers are trying to overcome various challenges that come with schools getting out of status helps reduce turnover. Participant 6 affirmed in her response that "I have to ensure that my teachers do not have the feeling that their job or positions will be threatened if we do not come out of status". Participant 5 complimented this position with the statement: "I often stayed late with teachers after school and made sure that they left the building when I left during evening hours." While P7 submitted: "We always ensure that teacher-student relationships were respectful, safe, and consequences were enforced if safety was breached."

The second category that participants attested to in fostering a healthy environment is recognition and reward. Five participants acknowledged that recognizing and rewarding teachers' efforts and achievements is important in reducing teacher turnover in a turnaround setting. All interviewees believed that teachers' quest for a better salary and benefits greatly influences teacher attrition but noted that teachers, especially the young and non-tenured, are more likely to leave because of a better salary. The participants asserted that tenured teachers are more influenced by recognition and reward than salary and compensation. However, there is a commonality in all respondents'

submissions that dictating teachers' salary, compensation, and benefits rests with the district office and not with the principals. When an employee is dissatisfied with salary, the leaders have no control over the matter. Participant 1 explained:

> Teachers are constantly searching for opportunities to increase their salaries, and I wish them well. I always tell them this is something to be discussed with human resources. I have no influence on how much money teachers get paid, but I believe teachers should get paid more money.

P8 buttressed that "teachers have the power to negotiate the salary before they were hired; after that, the request for salary increment depends on the contract negotiation power of their union." While P2 posited that: "If they are tenured, they are basically established here, and their staying depends more on other factors like how they are treated and the culture of the school." The statement from P2 aligns with the district policy on employee remuneration and benefit, which stipulated that all employees' salaries, as a member of collective bargaining, are set by the salary guide in which increments are subjected to yearly movement in steps or attainment of a new level.

Participants enumerated different behaviors to promote a positive environment that aids teachers' retention in their building, compensating for their lack of influence on teacher salary and benefits. Six participants reported using rewards mechanisms such as teacher of the week, teacher of the month, perfect attendance certificates, monthly staff breakfast, celebrating small wins, and assigning teachers into committees where they get compensated for participation. Two participants (5 and 7) added that leaders have to be public about celebrating teachers' progress, hard work, and growth to boost their self-

esteem. P5 informed that "some people need that handshake, that public celebration, that party, that certificate, so I had to be more public about celebration." At the same time, P3 responded that "positive climate and culture have to do with celebrating when we have 100% attendance when everyone is here. Commending the staff for going above and beyond". P4 said, "I realized, yes, compensation plays a major role, but often the relationship and the culture, and climate of a school will outweigh the compensation." The review of the board meetings and other documents on the school district websites showed that teachers get financially compensated for serving in committees.

The fourth category reported was by the leaders in creating a healthy work environment Teamwork and collaboration. Many reported promoting teamwork and collaboration among staff members by assigning teachers into committees and teams to work together. Participants equally informed that collegial collaborations among teachers create bonding, reduce anxiety, and sense of isolation, and make teachers comfortable in the schools. Most participants shared that when teachers work and collaborate with each other, it is easier to achieve the school's goals and help reduce dissatisfaction among the teachers. Participant 8 shared that "part of the success of retaining teachers reflects how everyone in the school communicated effectively and worked with each other." The archival document reviewed reflected the same sentiment when the schools reported using PLCs to foster a community of collaboration among teachers. District documents further enumerated the implication of PLCs for teachers, including removing isolation, creating new knowledge, fostering shared responsibility, and reducing absenteeism.

The findings showed that promoting shared leadership among the teachers helps create a healthy work environment and reduces turnover in turnaround schools. Many participants affirmed that a positive working environment would persist when teachers are given a voice, participate in the decision-making process, and encouraged to take a leadership role. Some participants equally posited that teacher turnover reduces in a setting with an effective communication process, constant collaboration amongst teachers, and leaders promoting shared leadership. Participant 4 declared:

> Every opportunity, I build leaders at every level. When teachers feel they have input and their suggestions are followed and implemented, that will ultimately build cohesiveness throughout the building. Furthermore, it will almost eliminate the voluntary turnover, sometimes involuntary (district transfer), depending on where the need is in the district.

P5 agreed and posited that: "I cannot lead the school unless you are leading unless you are leading the students unless you are helping to work with me as a co-leader."

Other participants comments include P7 statement that "you want to make sure that everyone is getting a chance to serve in leadership positions." P6 shared that: "I asked for volunteers if they want to join committees, clubs, sporting, coaching parts, possibilities, work with your PLCs, and build leaders within PLCs." He then added, "If you think you are being heard that you are contributing at a high level, I think your motivations will be higher." The behaviors and practices reported under this theme aligned with the organizational strategic goals of fostering a "climate and culture of healthy, sustainable relationships in the learning community" (school website).

Summary

In this chapter, I reviewed the purpose of this study which was to understand the strategies used by turnaround principals in reducing teacher turnover in turnaround schools. I also reviewed the characteristics of the settings involved in the study and the participants' demographic information with confidentiality. I described the steps used in data collection and data analysis for the study. I presented the findings from data analysis of both the interview data and reviewed archival data, with a detailed description of the result of the findings. Four trustworthiness evidence were described as it affected credibility, confirmability, dependability, and transferability.

Three main themes generated from the analysis of collected data presented the behavior, practices, and strategies used by the turnaround principals to reduce teacher turnover. Findings revealed that turnaround principals reduce turnover by providing meaningful leadership support, building positive relationships with staff, and creating a healthy working environment. All participants revealed that teachers are mostly retained when supported by their leaders and colleagues through professional development, coaching, mentorship, and career development. Results showed that leaders who build a relationship that permits open communication, trust, respect, fairness, and is personally connected with the staff help reduce teacher turnover. Lastly, participants shared that nurturing an environment where teachers are safe, well-compensated, and rewarded encourages collaborations, teamwork and ensures student discipline will help reduce teacher turnover in turnaround schools. In Chapter 5, a detailed discussion of the findings will be provided relative to the knowledge in the literature concerning the strategies used

to reduce turnover in turnaround schools. The chapter also includes limitations of the

study, recommendations for future studies, and a discussion on the potential implication

for positive change.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative multiple case study was to explore the leadership strategies, behaviors, and practices used by turnaround school leaders in reducing teacher turnover in urban turnaround schools in Northeastern United States. I conducted a qualitative multiple case study using a semistructured interview to collect data to answer the research question:

RQ: What strategies, behaviors, and practices do turnaround principals report that they use to improve teacher retention during school turnaround?

Data were collected from eight turnaround principals with experience of reducing teacher turnover during turnaround period using Zoom and Google meet. Due to lack of knowledge concerning leadership strategies to reduce teacher turnover in turnaround schools, this study was significant in bridging the knowledge gap and explored the effective strategies used to retain teachers by turnaround principals.

Data from the interview were triangulated with organization documents including employee handbook, minutes of district meetings, staff development policies, school improvement plans, and annual school performance report. A thematic analysis of the collected data resulted in three themes representing the behavior, practices, and strategies the participants reported using to reduce turnover in their respective turnaround schools. These themes were (a) providing meaningful leadership support, (b) building positive relationships, and (c) creating a healthy working relationship. In this chapter, I discuss the interpretation of the findings relative to the literature, enumerate the study's limitations,

suggest recommendations for future studies, and present the implications for social change.

<p style="text-align:center">Interpretation of Findings</p>

Findings from the analysis of data collected from participants and organizational documents showed that turnaround leaders confront the challenges of reducing teacher turnover in turnaround schools by engaging in behaviors, practices, and strategies represented by the following three themes: (a) providing meaningful leadership support, (b) building positive relationships, and (c) creating a healthy working relationship.

Theme 1: Providing Meaningful Leadership Support

The outcome of this study showed that providing meaningful support for the teachers is one of the leading behaviors and practices reported by turnaround principals for reducing teacher turnover. Participants in this study shared that the demands and expectations of the accountability requirements in turnaround schools are enormous and can help initiate a turnover intention if the teachers are not well supported. P3, P5 and P7 informed that providing adequate support to teachers in turnaround schools significantly influences their job satisfaction and reduces turnover intention. These participants assertions confirm Redding and Nguyen's (2020) position that leadership support is critical to teacher satisfaction and providing teachers, especially the new and inexperienced teachers, with direct or indirect leadership support plays a vital role in their retention. The authors asserted that teachers rely on leadership support to overcome their dissatisfaction toward the working conditions and tend to stay in school where the support persists. P8 asserted that lack of leadership support for teachers, "whether new or

old, novice or veteran, makes them feel uncomfortable, unwanted and dissatisfied." Results from this study showed that for teachers' turnover to be reduced in turnaround schools, the leaders must support teachers directly or indirectly. Sims and Allen (2018) confirmed that teachers' commitment and intention to stay on the job improve when the leaders support their growth and satisfaction.

Findings from this study showed that turnaround principals engaged in various supportive practices, such as providing teachers with professional development, coaching, mentoring, managing student discipline, and promoting career advancement to promote retention. Four of the participants (P1, P2, P3 and P8) noted that new and nontenured teachers are mostly inexperienced and are vulnerable to leave the job early if not supported, and P8 stated that "supporting them [new teachers] with professional development and training will allow them to grow and be more effective." An outcome of data analysis indicated that supporting teachers with adequate professional development, coaching, and mentorship will help them improve the skills needed to increase student outcomes and overcome the challenges of being under school turnaround status. The outcome resonates with Sims and Allen's (2018) claim that teachers working in a supportive environment would acquire essential skills and competencies to excel in their field. This point also correlates with the work of Redding et al. (2019), which posited that teachers who initiate their career in a supportive working environment would have a low rate of turnover intention. Thus, findings from this study adds to literature by suggesting that leaders who engage in supportive behavior and practices that promote fewer student

discipline issues, continuous professional development, and collegial mentorship would effectively reduce teacher turnover in turnaround schools.

The leadership behaviors, practices, and strategies depicted in this theme were in resonance with the theoretical framework. Herzberg et al. (1959) recognized leadership support and student discipline management as part of extrinsic hygiene factors that affect the performance of the job and influence job dissatisfaction. Professional development, mentorship, and career developments are intrinsic, affect employee attitude, and influence job satisfaction (Herzberg et al., 1959). Herzberg and colleagues asserted that improving the hygiene factors by any organizational leaders will help reduce employee job dissatisfaction and improved performance and satisfying the motivating factors will improve teachers' motivation and competency (Podolsky et al., 2016). Though the overall leadership strategy presented by this theme might broadly focus on reducing employee dissatisfaction, the embedded practices also showed simultaneous efforts improving teachers' satisfaction factors that motivate them to meet their goals and reduce turnover intention.

Theme 2: Building Positive Relationships

The turnaround principals who participated in this study reported that building a positive relationship with employees remains a fundamental strategy for reducing teacher turnover. The outcome of data analysis indicated that the type and level of relationships that leaders promote affect teachers' turnover intention. Findings also showed that teachers are successfully retained when turnaround school leaders nurture relationships based on respect, fairness, and effective communication with the teachers. The findings

extended the work of Waddell (2010), which affirmed that building a positive

relationship with teachers is at the core of the efforts of promoting their productivity and

retention. The author believed that nurturing teachers' growth and retention should

involve fostering a relationship in which the teachers are given value added support.

In alignment with the literature (Waddell, 2010), findings from this study

affirmed that building a positive relationship with the teachers makes them feel valued

and affords them the needed support by addressing their professional and nonprofessional

concerns. Also, that the effect of building positive relationships with teachers on turnover

is greater than that of compensation. The participants believed that teachers would

continue to trust, show loyalty, and bond well with a leader who builds a personal

connection with them, and the bonding will reduce dissatisfaction and retention. Findings

equally showed that a turnaround leader who displays positive behaviors would make

teachers comfortable and effectively promote a stress-free environment, which echoed

Perrone et al.'s (2019) position that teacher burnout occurs when teachers work in a

conflictual environment.

Findings from the study resonated with Herzberg's (1966) two-factor theory that

identifies employee relationship with supervisor and the interrelationship with colleagues

as leading factors influencing employee dissatisfaction. Herzberg argued that employees

working in an environment that lacks positive relationships are more likely to be

dissatisfied and leave the job. Mathieu et al. (2016) explained that a leadership behavior

that promotes growth is socially based and will positively influence teacher job

satisfaction when it promotes meaningful professional and personal relationships based

on trust, respect, and collegiality (Gordon, 2017; Sowell, 2017; Whalen et al., 2019). To effectively establish a meaningful relationship that reduces teacher turnover, P2 charged that leaders must proactively engage staff and readily address their concerns. She then posited:

> I try to read people, and maybe stop by the room and say hello. Sometimes when you do that, other things come out. [Then] I always say to myself, what can I do to make people stay? I just think that making this a family environment where people are comfortable.

Theme 3: Creating a Healthy Working Environment

Another central behavior reported by the turnaround principals for reducing teacher turnover is creating a healthy environment. Participants reported that teacher turnover is reduced when school leaders create and sustain a healthy working environment. This theme aligns with several studies of which Arnoux-Nicolas et al. (2016) informed that there exists a positive correlation between an employee turnover intention and a lack of a positive working environment. Podolsky et al. (2016) affirmed that working conditions are a strong predictor of teacher turnover and that teachers are more likely to leave a setting if its working condition is toxic. Participants shared that workplace safety, recognition and reward, shared leadership, and collegial collaboration are significant ways to maintain a healthy working condition in their schools.

Findings from this study showed that leadership practice of promoting a safe workplace, rewarding and recognizes teachers' efforts help reduce teachers' dissatisfaction and increases their motivation to stay. The study outcome also revealed

that teachers would continue to work satisfactorily in an environment that promotes job security, the safety of life, and productivity. This point aligns with Kamrath and Bradford (2020) position that turnover is reduced when school leaders pay attention to the problems causing employee dissatisfaction. Result of this study adds to the literature by submitting that lack of effort to address workplace safety could lead teachers to initiate the feeling of exhaustion, isolation, and dissatisfaction. More so, a healthy working environment can be achieved with collegial collaboration and dignified interaction among employees, devoid of animosity and unwanted behaviors.

Another strategy that participants reported fostering a healthy working environment in turnaround school is teacher recognition and rewards. The outcome of this study acknowledged the importance of recognizing and rewarding teachers for reaching a milestone or achieving a positive outcome. The participants believe that this leadership behavior positively influences teachers' involvement, self-esteem, and productivity, confirming Robescu and Iancu's (2016) assertion. Robescu and Iancu asserted that teachers are more likely to increase their job engagement and productivity when working in a supportive environment that recognizes, appreciates, and rewards their efforts and achievement. However, the call by some participants for turnaround leaders who want to effectively reduce turnover to recognize teachers' efforts and reward their achievement confirmed Ozsoy's (2019) position that teachers' recognition has a higher motivating effect on the public sector than the private sector.

Encouragement of teachers' collegial collaboration and shared leadership are two other behavioral practices leaders reported using to fortify a healthy working

environment. School leaders reported that they promote employee satisfaction by assigning teachers to committees and clubs where they collaborate, participate in decision-making, and hold leadership positions. Jacobson et al. (2020) explained that teachers, especially the new and inexperienced, would overcome the feelings of exhaustion and isolation from the work demand (especially in turnaround schools) if they were provided with collegial support and the opportunity to lead. The result of this study revealed that turnaround principals fostered collegial collaboration and shared leadership among teachers in PLCs, clubs, and teams to reduce anxiety and a sense of isolation within the working environment. Most believed that when teachers work and collaborate, it is easier to achieve the school's goals and help reduce dissatisfaction among the teachers.

Herzberg et al. (1959) identified working conditions, job security, reward, and shared leadership as hygiene factors while categorizing recognition as a motivating factor. Herzberg et al. explained that when employers engage in efforts geared towards improving the motivating factors among their employees, the employee will be satisfied and motivated to stay on the job. Recognizing employee efforts has a greater motivating effect on teachers' job satisfaction and turnover intention (Hur, 2017). Herzberg asserted that when employees experience recognition and advancement, their productivity will also increase (Hur, 2017). While leadership behavior that focuses on improving the hygiene factors such as collegial collaboration, reward, and workplace safety tends to improve the working conditions and reduce employee dissatisfaction (Herzberg et al.,

1959). Teachers' intention to quit will reduce in a school setting with a working condition and culture perceived to be conducive and healthy to them and their families.

Using the two-factor theory of motivation as a framework, and relative to answering the research question, the outcome of this study showed that turnaround principals engaged in three broad behaviors and practices that strategically reduce teacher turnover during the turnaround periods. These behaviors entail providing,

1. meaningful support for the employees focusing on professional development, coaching, and mentorship, improving students' discipline, promoting career advancement;

2. building positive relationships centered on effective communication, fairness, and respect, and establishing personal connections with the teachers;

3. creating a healthy working environment ensures security and safety, employee recognition and rewards, shared leadership, and collegial collaboration.

Limitations of the Study

The primary limitations in this study were the participant selection method and the small sample size. Sampling method restricted the participants' selection to principals leading a turnaround public school in urban areas and effectively reducing teacher turnover in their schools. The choice of purposeful sampling reduced the samples to a small size that meets the study's criteria. Eight principals participated in the study whose perceptions do not represent all the turnaround principals outside the population settings. The transferability of the outcome would be affected by these limitations. Though the sample size is small due to the constraints of the ongoing COVID-19 pandemic, it was

within the requirements needed for data saturation with methodological triangulation (Fusch & Ness, 2015; Fusch et al., 2018).

Another limitation in this study was securing a schedule for data collection during the COVID-19 pandemic. The recruiting started after IRB approval at the end of May. The approval happened to be at the time the schools were preparing for graduations and school closings. Most principals were preparing for in-person graduation or transition ceremonies for the first time since the start of the pandemic. Securing an interview date conflicted many times with the principals' schedules. One interview date was postponed more than twice. While some potential participants did not respond to the invitation to participate in the study. More so, the COVID-19 constraints on social interaction served as a barrier to organizing a face-to-face interview in any setting, and most schools were operating on a virtual base.

Recommendations

This study collected data that represented the perceptions and behaviors of the turnaround principals only. The perceptions and views of assistant principals and the teachers serving in the same turnaround settings are missing. One recommendation for future research would be to expand the data collection to include teachers' and assistant principals' perceptions of leadership practices that reduce teacher turnover in a turnaround school. Adding the opinions of the teachers and assistant principals will provide diversity and increase the validity of the study.

The settings involved in this study were limited to different urban public K-12 Title1 schools. Another recommendation for future research would be to expand the

participant pool to include leaders and teachers from chattered schools under turnaround status. Future researchers will have the opportunity to collect thick and rich data on teacher turnover in turnaround public schools since chattered schools are publicly funded. One of the study's limitations is the sample size; future research may increase the study's sample size, including participants from multiple school districts and urban areas, to improve the richness of data and transferability of the study across different populations, settings, and contexts.

Findings from this study showed that salary and compensations (hygiene factors) are not within the principal's control. The school districts and teachers' unions play a major role in controlling these variables as tools for contract bargaining. Thus, there is a lack of clear understanding about the impact of financial compensation and school district in retaining teachers in public turnaround schools. Thus, the recommendation for future study would also be for researchers to conduct studies that will explore the role of salary and district leaders in teacher turnover in turnaround schools.

Implications

Positive Social Change

The consequence of teacher turnover in low-performing poor urban schools is a mega problem that will continue to have an accretive impact on the social and economic prosperity of the schools and society (Alliance for Excellent Education, 2014; Klassen & Kim, 2019). Consequent to the demand of our knowledge economy, school leaders, in collaboration with all stakeholders, need to ensure that all students are equipped with the knowledge, skills, and competencies needed to be productive in society. This task is only

achievable when school leaders clearly understand the behavior, practice, and strategies needed to retain high-performing teachers to turn around failing schools. The outcome of this study might contribute to social change by providing knowledge concerning productive strategies that promote retention in turnaround priority schools. A better understanding of effective strategies to retain teachers will help improve the educational opportunities for students in low-performing turnaround schools and turn them into productive members of the community.

The findings showed that turnaround school leaders can improve teacher retention by consciously establishing a working environment that fosters collaboration, job security, positive interpersonal relationships, meaningful leadership support, professional development, and shared leadership. The social change implication is that when teachers are retained, students' access to qualitative education improves, students' achievement increases, and schools' organizational goals are achieved. More so, the schools' positive outcomes might help reduce the attrition of residents who might want to search for a better school outside the community for their wards. Staffing stability will help improve teachers' quality, competencies, and commitment through comprehensive professional development and adequate mentorship, which will help bridge the skill and knowledge gap needed to improve the economic disparities within the community.

Thomas et al. (2009) asserted that using emotion to turn apathy into a movement for positive social change is fundamental to the prosocial change effort. Understanding the "what" and "how" of the strategies used by successful turnaround school leaders in increasing teacher turnover will help turn our discontentment towards our failing schools

into a movement to produce more successful turnaround schools and improved student achievement. With continuous application of strategies that promote teacher job satisfaction and retention, the school will contribute to teacher job market stability, which in turn helps improves the economic well-being and reduces the financial cost associated with recursive recruiting and retaining teachers by the school. By promoting teachers' job retention with adequate training and professional development, teachers' effectiveness increases through experience (Klassen & Kim, 2019), bridging the teacher quality gap and improving students' outcomes that get the schools out of turnaround designation.

Recommendations for Practice

The purpose of this qualitative case study was to explore and understand the behavior, practice, and strategies used by turnaround principals to reduce teacher retention in turnaround schools. The problem was the lack of leadership competencies to address teacher turnover in high-poverty and low-performing turnaround schools. Using Herzberg (1966) two-factor theory of motivations as a framework, the findings in this study showed that leaders in turnaround schools successfully reduce teacher turnover by (a) providing meaningful leadership support for teaching staffs, (b) building positive relationships, and (c) creating a healthy working environment. This outcome resonates with the ideas from the Herzberg (1966) two-factor theory of motivations that organizational leaders need to take care of two sets of factors (satisfaction and dissatisfaction factors) to motivate teachers and influence their decision to stay on the job.

The outcomes of this study 'indicated that turnaround school leaders who meaningfully support their teachers increase job satisfaction by providing adequate professional development, mentorship programs, and career advancement support. At the same time, teachers' job dissatisfaction is minimized when leaders ensure that teachers work in a healthy environment that nurtures job safety, positive interpersonal relationships, effective communication, reward, and recognition. The study aligns with Herzberg (1966) assertion that by addressing the motivation and hygiene factors simultaneously and separately, leaders can maximize the retention practices' outcome and produce a high level of teachers' motivation, efficiency, and commitment. Turnaround leaders can maintain stability in the staffing needed to improve students' achievement by sustaining a positive relationship with the teachers full of respect, fairness, open and effective communication, and personal connection. According to Love (2021), teachers leave their jobs for personal than professional reasons. When leaders can connect with them on a personal level, the intention to leave gets minimized.

Another implication for practice presented by this study reflects the focus on reward and recognition rather than salary and compensations for teacher retention in public turnaround schools. The study showed that salary has a more significant effect on teacher recruitment than retention in turnaround schools. Turnaround leaders focus their practice and behavior on acknowledging and rewarding teachers' achievements to improve their job motivation since they have no control over employee salary and compensation. The kind of relationship the leaders have with the teachers outweighs the influence of salary in their retention. Creating a working condition devoid of leadership

support, shared leadership, collegial collaboration, and positive student discipline will exacerbate teacher turnover in hard-to-fill turnaround schools. School leaders need to incorporate strategies and behavioral practices to mitigate teachers' dissatisfaction and promote the motivation and retention needed to achieve the organizational outcome.

Conclusions

Teacher turnover in poor low-performing schools serving a high percentage of minoritized students hurts students' achievement and school outcomes. Literature has shown that urban minoritized students with low socioeconomic status attending Title 1 schools can compete and outperformed their counterparts in affluent schools if given the right resources (Reeves, 2000, 2003; VanderWey, 2019). Paramount among the needed resources are teacher quality and stability, which influence students' learning achievement. Leaders in turnaround schools must improve their teacher retention competencies to turn around the school and improve students' outcomes ultimately.

The purpose of this qualitative case study was to explore and understand the behavior, practice, and strategies used by turnaround principals to reduce teacher turnover. A semistructured interview was used to collect data from eight turnaround principals and triangulated with organizational documents to answer the research questions. The findings from the study revealed three major themes representing the behavioral practices and strategies used by the school leaders to reduce teacher turnover and increase retention. The themes uncovered include (a) providing meaningful leadership support, (b) building positive relationships, and (c) creating a healthy working environment as major strategies that leaders in turnaround schools need to use to reduce

turnover and promote teacher retention successfully. The research outcome echoes the assertions in Herzberg's theory that teachers will be motivated to continue working in an organization where the leaders comprehensively address both the motivation and hygiene factors. One outcome that emerged from the study challenges the leaders who intend to reduce teacher turnover to create a working environment that promotes collegial collaboration, effective communication, respectful interpersonal connection, teachers' recognition, positive student discipline, and meaningful professional development. The set of leadership competencies needed to run turnaround schools are different from those needed to run other schools; therefore, stakeholders can lean into the outcome of this study to develop and improve the strategic knowledge required for turnaround principals to reduce turnover in their schools. Implementing the strategies uncovered in this study might help schools and districts improve teacher effectiveness, motivation, commitment, and retention while improving students' achievement and organization goals.

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Appendix: Interview Protocol Draft/Interview Guide

You were selected to participate in this qualitative case study interview because of your experience in reducing teacher turnover rate during the school turnaround process. Your experience, voice and knowledge will help in better understanding the beliefs, behaviors and leadership strategies used by school leaders to reduce teacher turnover during turnaround.

Introductory statement

Hello.

Thank you for honoring the invitation to take part in this interview. The aim of this interview is to collect information that will help me better understand your experiences of reducing teachers' attrition/turnover during the turnaround period and the strategies used to retain teachers. This interview will be recorded. Please do not hesitate to let me know if you need a break, want to ask a question or if you have any concerns during the interview.

Interview Questions

1.   What do you think were the challenges of being an administrator in a turnaround school?

2.   As an instructional leader, how would you describe the impact of teacher turnover on your organization outcomes?

3.   What factors do you perceive to influence teachers' motivation to remain on the job?

4.   How will you describe your understanding of the factors that promote job

        satisfaction among your teachers?

5.   What factors do you think make teachers feel dissatisfied with their jobs?

6.   What are the most important practices or policies you put in place that create

        positive employee-leadership relationship?

7.   What role did employee compensation (salary) and benefits play in teacher

        turnover in your school?

8.   What strategies did you use to retain teachers and how did you sustain these

        strategies throughout the turnaround process?

9.   What were the difficulties or challenges you encountered while trying to reduce

        teacher turnover?

10.   If asked to lead another turnaround effort, what would you do differently as relate

        to teacher retention?

11.   Are there any other lessons learned that you would like to share concerning your

        experience as a leader in reducing teacher turnover during the turnaround

        process?

Concluding/Closing Statement

Thank you for taking part in this interview. You have indeed contributed to the

development of knowledge concerning reducing teacher turnover in turnaround schools.

Are there any questions you would like to ask me at this point? As we conclude this

interview, I will ask if you can provide any documentation that can buttress the

understanding of the leadership style, behavior and strategies stated in this conversation?

These documents will serve as secondary data and may include, mission and vision statements, employee policy and procedure handbook, training manual, meeting minutes, or any other useful documents. You can forward the documents to me through my email address. Till when we meet again, thank you and bye for now.