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Teacher Job Satisfaction and School Leadership

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Saroya N. Pendleton-Brown

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2019

Abstract

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by

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MSA, Fayetteville State University, 2011

BBA, Baker College, 1993

AAS, Jordan College, 1991

Doctoral Study Completed in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

August 2019

Abstract

The problem in a middle eastern school was the high annual rate of teacher attrition, which is above 25% per year. The purpose of this qualitative case study was to examine teacher perceptions of the attrition rates as they relate to the school leadership style at this study site. Herzberg's theory of motivation, which provides insights regarding job satisfaction, served as the conceptual framework that guided this study. The research questions were developed to examine teacher perceptions about administrative influences on teachers' job satisfaction and the programs and services they believe may enhance morale. A case study design was used to capture the insights of 10 purposefully selected teachers from the target school to conduct semi-structured interviews. Emergent themes were identified through open coding, and the findings were developed and checked for trustworthiness through member checking and a process to identify convergence and divergence. The findings revealed that participants preferred leadership styles that were supportive, and they placed a high value on teacher input. A professional development program was designed to educate participants on the connection between leadership styles and teacher attrition. This program may contribute to positive social change by guiding educational leaders to establish an enhanced learning environment that is responsive to the social, cultural, and ethnic differences of the teachers in the middle east.

A Case Study of Teacher Job Satisfaction and School Leadership

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Dedication

This work is dedicated to my late mother, Baby Grace Pendleton who always believed, trusted and supported me, my late grandmother, Annie Cora Jones who inspired me to always achieve my highest dreams, God who is the head of my life and guides me, my only son, Joshua Anthony Brown, family and friends for supporting me in my efforts to endure and finalize this process. To all the teachers and leaders of education, I wish this small contribution can provide a great paradigm shift for global education in the future.

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Section 1: The Problem

The Local Problem

The problem in the middle eastern school that served as my study site is that teacher attrition continues to be a problem despite the implementation of programs to address possible reasons for leaving, such as teacher morale and/or school leadership. Each year in the eastern country a substantial number of teachers leave the profession after only a short period of time working in the schools. Although the international Ministry of Education (MOE) does not, in general, release specific data on teacher attrition rates, Alkhyeli and van Ewijk (2018) cited MOE reports stating that some schools in the non-secular country experience teacher attrition as high as 60% per year based on a middle east School Inspection Bureau report, with private schools in particular having very high levels of teacher attrition. While the average teacher attrition rate across all Arab state schools was approximately 16% in 2013, the 2018 national data were far higher (Alkhyeli & van Ewijk, 2018).

While individual teachers have specific reasons for leaving their jobs, various factors may affect these decisions. An international report by the Organisation for Economic Co-Operation and Development (OECD, 2015) noted that in the middle east, teaching is not considered a well-paying or a high-status job. More than half of expat teachers are non-Arab, and as many as 95% of middle eastern teachers are women (OECD, 2015). The perceived cultural view of teachers lacking status combined with cultural adaptation issues may be factors that affect teacher morale and thus may contribute to the high attrition rate of teachers in the middle east. The implication from

the OECD (2015) report was that teacher morale may not be high enough for teachers to want to stay in their careers.

Teacher morale is strongly affected by the school organisational structure and the leadership style of school administrators (Maria Cristina, Sara, Guidetti, & Daniela, 2016). They defined teacher morale as the energy, enthusiasm, and team spirit that teachers bring to their teaching jobs. Specifically, school climate factors of goal congruence, curriculum coordination, and leadership styles that encourage participative decision-making have been found to positively affect teacher morale (Maria Cristina et al., 2016). Maria Cristina et al. also found that the administrators and leadership style of the school were more significant in affecting the morale of the teaching staff than other factors such as physical environment, discipline, and extra work demands. In order to discern the gap in practice related to high teacher attrition rates, in this study I examined teacher perceptions of attrition rates as they relate to the school leadership style at a specific middle east school.

Rationale

Evidence of the Problem at the Local Level

I studied the problem of teacher attrition. Specifically, I examined teachers' perceptions of the effect of school leadership styles and how they might contribute to the attrition of teachers at the eastern Arabia target site. The rationale for this study was that by more deeply understanding teachers' and administrators' perceptions regarding teacher attrition and the influence of low morale and/or leadership style, local school leaders may be able to better support teachers to remain in their positions at the target

site. By more deeply understanding the possible reasons for attrition, administrators may be better prepared to design a plan to address the attrition at the target site.

The OECD report (2015) included findings that schools across the gulf had unacceptably high teacher turnover rates, particularly in the case of national public teachers (OECD, 2015). The OECD findings also showed that only about 40% of middle east teachers were local citizens, and only 5% of those were men. This is an issue because the turnover rate for middle eastern women teachers is particularly high due to low status and high workloads (OECD, 2015). Many other than Arab expat educators leave the country to return to their homes of origin or seek other positions elsewhere internationally (OECD, 2015).

Middle east school leaders implemented several proposals to attract more teachers to the country. These included replacing leadership, which had the characteristics of being top-down, authoritative, and non-negotiating, with new leaders displaying high levels of accountability with creativity and innovation, supporting collaboration or data teams, and developing purposeful and meaningful reasons for teacher collaboration. (OECD, 2015). Other proposals introduced by Arabian administrators included providing key incentives to attract teachers (i.e., better salaries and other incentives), improving career prospects, and providing teachers with authority and efficacy within the classroom (OECD, 2015).

In a personal communication with me, a school administrator claimed there have been no improvements in the attrition rates of teachers at the target site. The administrator noted that during the past 3 academic years since fall 2014, many teachers

who had subpar credentials were hired in order to fill vacancies. This administrator stated explicitly that “the same pattern has emerged as schools opened in both the 2016 and 2017 school years.” another administrator working at headquarters emphasized this as well, noting that “regions across the middle east in the public-school sector are facing shortages resulting in what could be a large number of undesirable options: increasing class sizes, cancelling/limiting ‘non-core content’ classes, using short-term substitutes, or assigning teachers from other content areas or teaching fields to fill vacancies.” This administrator provided specific statistics for the district:

- There were triple the number of MOE emergency or temporary teaching permits granted between 2014–2015 and 2016–2017 school years.
- One-third of those emergency permits went to teachers not fully credentialed for the classes they were assigned to.
- The estimated teacher shortage for the district for the 2016-2017 school year was nearly 5,000 teachers, a number that includes positions unfilled at all or filled by teachers lacking credentials for their classroom assignments.

Data from the MOE and school leaders indicated that in the period from fall 2014 to June 2017, 722 teachers left their positions all together.

Evidence of the Problem in the Larger Educational Field

Maria Cristina et al. (2016) identified a number of factors that affect low teacher morale and consequently affect the overall essentials of teaching and learning. Morale is affected by leadership styles, teacher burnout, excessive testing, low pay, and an unclear

career path that provides consistent opportunities for professional growth and development (Maria Cristina et al., 2016; OECD, 2015). Teachers may move to other professions if they are dissatisfied with their current jobs. For example, in the United States, about 30% of new teachers leave the classroom within 3 years, while 40% to 50% leave the teaching profession within 5 years (Rauf, Aktar, Iqbal, & Malik, 2013). According to Skaalvik and Skaalvik (2015) educators with negative feelings about their employment, leadership, working environment, expectations, and salary are less concerned with maintaining their status as an educator and aim for a position with a more positive effect on their lives. Stress and burnout add to the educators' decisions to leave the profession, which creates gaps in the education system as less experienced or even novice educators are placed into teaching positions (Skaalvik & Skaalvik, 2015). Researchers, Skaalvik and Skaalvik also noted that experienced teachers provided a more stable and supportive learning environment, additionally the costs associated with recruiting, hiring, and training new educators are excessive when considering the costs associated with intervening on behalf of tenured educators (Skaalvik & Skaalvik, 2015). A study jointly conducted by the MOE and a collaborating education entity explicitly investigated causes of attrition across middle eastern public schools (Al Nuaizi, 2017). The most commonly cited factors (in descending order) are as shown in Table 1.

Table 1

Reasons for Teacher Attrition

Factors influencing teacher attrition	S.A	A	N.S	D	S.D	% SA or A
Working environment influences attrition greatly	548	134	23	6	11	94.46%
Desire to join family/return to country of origin or other teaching abroad opportunity influenced attrition	428	253	6	10	25	94.32%
Poor remuneration influenced attrition greatly	541	137	13	23	7	94.04%
Principal/administration & HOD's leadership styles impacted highly on attrition	523	124	48	17	10	89.61%
Career advancement affected retention of teachers	445	159	56	41	21	83.66%
Promotion and professional development opportunities influence attrition	388	204	79	45	6	81.99%
Departmental involuntary transfers made teachers leave multiple regions.	299	272	44	87	20	79.09%
Chronic sickness makes teachers leave teaching	114	412	68	92	36	72.85%
Age influences attrition	318	203	71	114	16	72.16%
Teachers' lack of discipline led to attrition	284	109	85	174	70	54.43%

Note. S.A. = Strongly Agree; A. = Agree; N.S. = Not Sure; D. = Disagree; and S.D. = Strongly Disagree.

The rightmost column provides the percentage of those responding to a specific issue who either strongly agreed or agreed that the issue named was a factor in causing teacher attrition. As seen in the table, 3 of the top 4 reasons for teachers leaving their jobs, all with approximately 90% or more teachers agreeing, are that the working environment is not good, there is poor pay for the teachers, and the principals' and administrators' leadership styles tended to send teachers elsewhere for jobs. The fourth of the top four reasons was entirely personal—the teachers feel homesick, found a better job in a different country, or other personal issues were deemed more important. While these factors were the most important in general, it was an open question if these were the most important factors in a specific school or school district within the target site or if other factors were more important.

S. F. Hegazi, the administrator at an international school stated, “It is clear, and evidence has proven, that teacher attrition has a negative and adverse effect on student achievement, teaching, and learning, and overall growth for students” (personal communication, March 2018). He also noted that all of these changes may additionally have a positive influence on student outcomes, as students may benefit by having experienced teachers with higher morale and school engagement. The target population consisted of the teaching staff at the target district.

The purpose of this qualitative case study was to examine teacher perceptions of high teacher attrition rates as they relate to the school leadership styles at a specific middle eastern target school. The findings from this study provided data to help campus leaders address teacher attrition, including diverse steps of action that may improve

teacher morale or alter school leadership styles, thereby supporting teacher retention.

Definition of Terms

Extrinsic motivation: Outside motivating factors, such as bonuses that are offered at the end of the year from the MOE for perfect attendance, salary/pay and recognition/acknowledgement, providing pleasure and satisfaction that particular tasks may not provide (Benedetti, Diefendorff, Gabriel, & Chandler, 2015).

Intrinsic motivation: An internal stimulation sought by an individual that drives them to change, adopt or deviate from a particular behaviour for their own personal self-gratification or internal fulfilment. It is normally self-applied and is a direct result from the individual and/or situation (Benedetti et al., 2015).

Situational leadership: A leadership style that emphasizes a leader effectively combining levels of varying directive behaviour and supportive behaviour, such as directive behaviour as being given a directive that must be followed, and supportive behaviour as providing support or guidance (Nanjundeswaraswamy & Swamy, 2014).

Transformational leadership: A value-based style of leadership established on emotional bonds developed between leaders and followers, inspiring unity and collaborative approaches in every aspect to reach organizational and group goals (Yin, 2003). Transformational leaders seek to understand employee skills, abilities, and needs as well as providing effective coaching, teaching and mentoring to combat weaknesses or inadequacies.

Significance of the Study

This study offers a deeper understanding of the teacher attrition in a specific non-

secular school district and related factors influencing attrition. The findings include perceptions of leadership styles that influence teachers' decisions to leave their assigned teaching positions. By more deeply understanding teacher perceptions at a specific school district, my study provides the district stakeholders with data to analyse and use to support changes in campus leadership and improve teacher attrition rates. The results also provide a greater insight into which leadership styles best motivate teachers and prove effective in teacher retention. Educators have come to realize the importance and significance of effective leadership, and organizations seek to adopt leadership styles that are conducive to their respective operational environments with the goals of gaining a sustainable, yet very competitive edge (Saultz & Saultz, 2017),

In a seminal study, Barnett & McCormick (2003) argued that one of the key goals of any educational organization is employee achievement and that each individual's practices, behaviours, attitudes, values, and beliefs align with the organization's goals. Barnett and McCormick went on to highlight that specific attributes of leadership including listening, honesty and openness, and encouraging teacher commitment in utilizing their talents and expertise toward the common mission and vision of the organization. More recently, Goldhaber, Gross, and Player (2011) found that teacher attrition was also closely tied to teacher effectiveness, with the most effective teachers being more likely to stay in their schools and in the profession than the least effective teachers. Cancio, Albrecht, and Johns (2013) identified administration leadership quality as a key factor in school attrition. Teachers who were not motivated tended to leave before the scheduled work day was over, arrived to work late, and had no desire to

volunteer for opportunities beyond the workday. These individuals often skipped required teaching materials or skipped over concepts and topics, ultimately inadequately covering subject matter content (Rauf et al., 2013). Other studies have addressed issues such as salary, teacher preparation, and non-teaching wage rates as issues that impact teacher attrition (DeAngelis & Presley, 2011; Gilpin, 2011; Hahs-Vaughn & Scherff, 2008). According to Porter (2012) the turnover rate was more than 30% for all teaching staff in the United States. This can cause a high percentage of dissatisfied and demotivated employees, creating a school culture that is toxic, and it also creates myriad issues for any educational institution or organization. Whatever the combination of causes present in a specific school district or individual school, there is little doubt that the problem of teacher attrition is complex (Lindqvist, Nordänger, & Carlsson, 2014). In this study, my key goal was to identify what teachers understand to be the causes of attrition at the specific targeted school and district.

This study was significant to the local setting in that the findings may guide collaborative efforts to enhance learning that is responsive to cultural, societal, and physical differences. Findings from the data clearly showed what leadership styles are key to reducing attrition and improving teacher morale.

Research Questions

This qualitative case study examined teacher perceptions of high teacher attrition rates as they related to school leadership style at the international target school. The project study was guided by the general question: What perceptions do teachers have of school leadership as related to teacher job satisfaction and teacher attrition at the non-

secular target school?

RQ 1: What are teachers' perceptions of how school leadership influences teacher job satisfaction and attrition?

RQ 2: What specific supports or processes do teachers perceive should be added or changed to improve teacher job satisfaction and retention?

RQ 3: What services or professional development programs do teachers perceive should be provided to enhance job satisfaction and retention of new hires in this district?

Literature Review

The purpose of this literature review was to provide an in-depth discussion of topics relevant to this study. Additionally, I have identified pertinent research to address the problem of teacher attrition and how morale and leadership style may influence attrition in order to more deeply understand the phenomenon and thus close the gap in practice at the target site. I conducted an extensive search using Google Scholar and EBSCO Host. To achieve saturation in the literature review, I used the same keywords in both databases and noted repeat entries as well as repetitive citations in the literature. Key terms included *teacher attrition*, *school leadership*, *educator resiliency*, *educator job satisfaction*, and *educator dissatisfaction*. The literature presented in this review was relevant to educator resiliency, educator morale, job satisfaction, causes of dissatisfaction, and current methods of intervention. A discussion of the methodologies and specific findings from the literature review follows that presentation.

Conceptual Framework

This study was guided by Herzberg's (1959) hygiene factors along with Maslow's

hierarchy of needs. Hilmi, Ali, and Nihal (2016), noted that Herzberg's theory of motivation provides insight regarding job satisfaction. This theory puts forward a two-dimensional set of factors influencing work attitudes: the hygiene factors and the motivators. The hygiene factors, termed *dissatisfiers* or *maintenance factors*, are the job factors that promote employee motivation. These factors do not themselves result in long term satisfaction, but if absent in the workplace, there could be dissatisfaction (Hilmi et al., 2016). Hygiene factors are factors that describe the work environment such as organizational policies, salary structures, fair administration, benefits, good interpersonal relations, employee support, safe working environment, workers' rights, and job security. These are the factors that enable employees to achieve superior performance (Herzberg, 1959). Motivators lead to both high and sustained performance while hygiene factors lead to short-term changes in attitude and performance that fall back to their former levels after a while (Hofmans, De Gieter, & Pepermans, 2013).

Unlike Herzberg's hygiene factors, which are extrinsic in nature, the motivators are intrinsically rewarding and reflect the psychological needs of the employee (Hofmans et al., 2013). Hofmans et al. (2013) stated that job satisfaction can be conceptualized as a function of motivators. They described job satisfaction as being related to judgment of job experiences, whether seen to be positive or negative (Hofmans et al., 2013). These include factors such as a sense of achievement, promotion, recognition, responsibility, and opportunities for growth. These factors are perceived by workers as additional benefits. For instance, a sense of ownership and responsibility is created when workers are given specific responsibility for special tasks. Also, when jobs are meaningful and

challenging, they can be sources of motivation, and lead to higher job satisfaction (Hilmi et al., 2016).

To further clarify the motivating factors that lead to job satisfaction, I used Maslow's hierarchy of needs in this study. Comparative to Herzberg's theory of motivation, Maslow explained what drives an individual and focuses on the internal and personal needs as is shown in Figure 1.

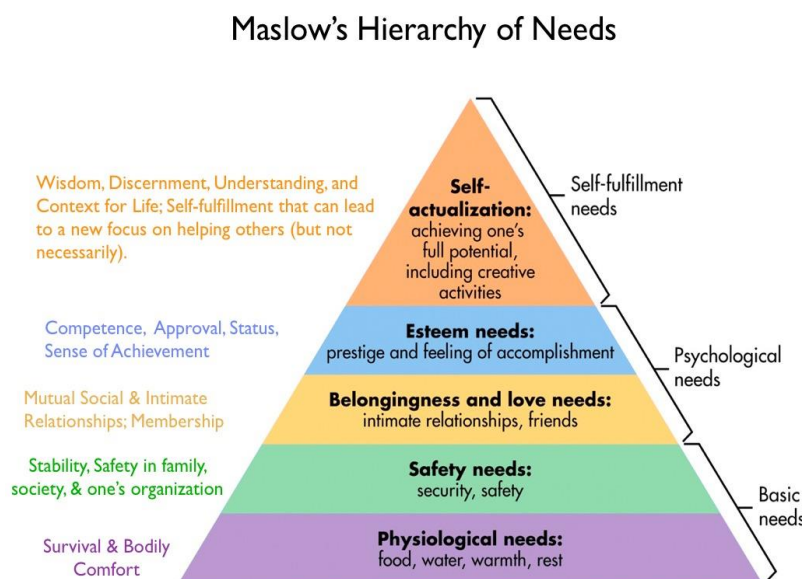


Figure 1. Maslow's hierarchy of needs (Ayele, 2014a, p. 17).

In order to determine the best intervention to improve teacher morale, it was necessary that I identify the internal and external factors that lead to job satisfaction. By integrating both Herzberg's theory of motivation and Maslow's hierarchy of needs, I worked to develop a greater understanding of those factors.

Review of the Broader Problem

Teacher attrition. Many authors have addressed various aspects of teacher

attrition, particularly in the context of attrition during the first years as a teacher.

Researchers in the United States have found that the best-qualified teachers, those with the highest degree of academic training and success, are the ones most likely to leave jobs in high poverty and minority-dominated schools (Goldhaber et al., 2011). Goldhaber et al. (2011) also found that the most effective teachers were less likely to leave the teaching profession, while ineffective teachers “churn” (p. 81) through the public-school system, moving from school to school rather than leaving the profession entirely. Thus, part of the problem in high teacher attrition rates may stem from hiring poorly prepared teachers (Goldhaber et al., 2011).

For certain teachers, specifically English teachers, the only factor found that was statistically significant in attrition rates was teacher compensation, especially as compared to potential non-teaching compensation (Hahs-Vaughn & Scherff, 2008). In a multifactorial assessment of teachers more likely to leave their jobs, Grissom, Viano, and Selin (2016) found a collection of characteristics in those most likely to leave: being younger and less experienced; race and ethnicity when that differs from the racial and ethnicity characteristics of the students and community; having math and/or science qualifications; being female; and being married with children (especially if a female) were all found to be higher risk for attrition than the opposites. Grissom et al. (2016) noted that working conditions were very important, as can the socioeconomic background of the students, with poor and minority schools having substantially higher turnover than wealthier suburban schools (Grissom et al., 2016). A study by Djonko-Moore (2016) found that racial and ethnic beliefs rather than actual race and ethnicity were more closely

tied to teacher attrition. In other words, when the beliefs and expectations of the teacher were inconsistent with the students in the classroom, attrition was substantially more likely to occur (Djonko-Moore, 2016).

Teacher attrition has also been tied strongly to administrative support and leadership. Albrecht, Johns, Mounstevan, and Olorunda (2009) noted that administrative support is a key factor that influences teacher attrition. Four fundamental types of such support have studied by researchers include: *emotional support*, in which administrators show teachers that they are trusted and respected as professionals; *instrumental support*, in which administrators help teachers accomplish work-related tasks (i.e., via providing needed materials, ensuring adequate preparation time, helping with parental issues, etc.); *informational support*, in which administrators offer needed information to teachers including professional development opportunities and practical classroom strategies; and *appraisal support*, in which administrators offer frequent and constructive feedback to teachers (Albrecht et al., 2009). When these types of support were tested against teachers of students with emotional and/or and learning disabilities, specific administrator behaviours were found to significantly affect teachers' intentions to leave (Cancio et al., 2013). In particular, emotional and informational support resulted in greater teacher satisfaction (Cancio et al., 2013).

In considering the problem of new teachers who leave the field, Gallant and Riley (2014) conducted a case study of beginning teachers and found a consistent pattern of entry into the profession characterized by optimism, followed by early teaching experiences characterized by lack of development, a pre-exit mode in which the teachers

were disillusioned, and finally, departure from the field. Clandinin et al. (2015) noted the factors that newer teachers with 2 or 3 years of experience identified as key sources of concern: (a) the need to feel like they belonged in the school, (b) the need for support from administrators and other faculty, (c) tension arising from contracts, (d) the need to find a work/life balance, (e) the need not to let their teaching job consume their lives, and (f) a general confusion about whether they are or can become effective teachers.

DeAngelis and Presley (2011) found that newer graduating teachers may be less inclined to leave the field than new teachers from earlier eras, implying that teacher training programs were beginning to successfully address the problem. However, DeAngelis and Presley (2011) also noted that most often, teacher attrition should be considered a problem that is specific to a school rather than one endemic in the entire school system. That, in turn, implies that solutions to the problem need to arise by considering the specific factors causing attrition at individual schools.

Educator resiliency. Educator resiliency determines the teacher's ability to maintain consistent and effective education in the face of potential concerns or areas of job dissatisfaction in the work force (Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016). High quality, consistently strong educators are the root of a progressive society. As the educational system stakeholders rely on the educators' abilities to maintain their tenure for the purpose of both sharing their experiences with new educators and minimizing the costs of turnover on the education budget, it is essential that researchers focus on strengthening the educators' resiliency in the face of factors leading to job dissatisfaction and voluntary termination (Mansfield et al., 2016). Mansfield et al. (2016)

asserted that the ability to survive a position and maintain tenure is not reflective of resiliency but rather the product of an economic necessity for employment.

Researchers have noted that educators who are not thriving in their positions may produce students who are not thriving in their academic pursuits and eventually in their transition to higher education or the workforce (Beltman, Mansfield, & Harris, 2016). Because resiliency has both financial and social implication, research and evidence-based practices have been aimed at improving the conditions that have led to job dissatisfaction among educators. Beltman et al. (2016) have explored areas of relationships within the education system to include the aid of the school counsellors and psychologists to maintain resiliency in the face of adversity in the school system. Blackburn (2015) reported that, despite these attempts, the job satisfaction among educators continued to drop.

Educator morale. Rauf et al. (2013) noted that there is a relationship between job satisfaction and morale in that persons with high job satisfaction also have high morale. People are motivated to play roles in activities that promote their job satisfaction, subsequently leading to high morale (Rauf et al., 2013). Both morale and job satisfaction are states of mind; however, morale and job satisfaction are not the same thing (Steele, Pepper, Springer, & Lockwood, 2015). Job satisfaction is present-oriented and is a response to the situation at hand. Morale is future-oriented and is determined by reference to events anticipated in the future. At the same time, morale depends on and is guided by past events (Rauf et al., 2013). Ayele (2014b) noted that job satisfaction is an important workplace attitude that reflects the congruence between workers' expectations from their

jobs and what they actually receive. Thus, job satisfaction can increase work motivation and morale and reduce negative behaviours such as absenteeism, apathy and turnover (Skaalvik & Skaalvik, 2015).

In order to determine the relationship between the educators' resiliency, ability to perform, and overall sense of job satisfaction, the term *morale* has been applied to the conditions of job satisfaction and performance of roles and responsibilities in the educational setting (Rauf et al., 2013). Rauf et al. also noted that high teacher morale is advantageous in the educational process and is an intangible element that is challenging to define or describe. Further, morale is challenging to measure because it manifests variably depending on a number of different factors (Rauf et al., 2013). The factors identified by Rauf et al. included rationality, belongingness, and identification.

Rationality refers to a similarity between workers and organizational goals.

Belongingness refers to a positive relationship with co-workers, and *identification* refers to recognition from the organization.

Accordingly, scholars have proffered various definitions of morale. Saultz and Saultz (2017) explained that morale is often defined by the outcomes, but that the outcomes can define the morale. In other words, the causal relationship between the outcomes and the educator morale make it increasingly difficult to assign a comprehensive definition. One such definition comes from Rauf et al.'s (2013) defined factors. Devi and Vijayakumar (2016) described three approaches to morale: classical, social, and psychological. In the classical approach, morale is a job-related attitude that has to do with background conditions such as individual effort in group settings, absence

of conflict and feeling of happiness. In the psychological approach, morale is a mental attitude that enables an individual to accept group goals above own goals. It represents a sum of qualities such as confidence, courage, resolution and fortitude. In the social approach, morale is the tendency to be enthusiastic for common goals and indicates the extent to which the individual perceives that his own motives will be satisfied by cooperating with the group (Devi & Vijayakumar, 2016). The importance of educator resiliency also has been recognized by Mansfield et al. (2016) and the condition of job satisfaction has been linked to morale as an indicator of performance and tenure in the literature presented by Devi and Vijayakumar (2016).

Significance of job satisfaction. Job satisfaction can be discussed in relation to a variety of internal and external factors as well as individualized perceptions as to how each of these factors, when combined, fulfil the expectations of the employee. When considering the role of an educator, job satisfaction is often discussed in relationship to how the factors collaborate to fill the responsibilities of the employee (Fairman & Mackenzie, 2015). *Job satisfaction* is defined as a positive or pleasurable emotional state that results from one's appraisal of their job or job experiences (Hilmi et al., 2016). Job satisfaction is an important aspect of an employee's mental wellbeing, as well. Because work is a major part of a person's day, it helps to define who the person is as well as what affects teachers' social, physical, and mental health (Ayele, 2014b).

According to Steele et al. (2015), economic resources did not appear to influence the academic staff's decision to leave or stay with a school; however, relations with their peers and employee satisfaction were strong predictors for the intention to leave. At the

same time, factors such as salary, levels of stress, administrative support, and peer relationships contribute to job satisfaction (Cerasoli, Nicklin, & Ford, 2014). In the work environment, the sense of community as well as teacher relationships with co-workers cannot be dismissed as essential to job satisfaction, tenure, and morale, and therefore associated with performance (Steele et al., 2015).

Causes of Teacher Job Dissatisfaction

Job dissatisfaction has been defined through the versatility of the social interpretations and individual perception. For teachers, the work situation can also include a combination of factors, such as lack of professional autonomy, low status, fear of increasing accountability, increased workloads, demands from the institution, teachers' perceptions of students and students learning, and poor salary. Low salary has been recognized on its own as a major reason for low morale (Rauf et al., 2013). Teachers' morale may also be affected by other factors outside of the immediate school system such as the effect of government policies, family situation and health (Rauf et al., 2013). More specifically, the focus on the position with respect to the impact that the role has on the entire community can create a conflict between the typical components of a working environment and the expectations placed on the educators. This section presents these contradictions with a focus on the working culture, leadership, stress, and assessments.

Stress is another important factor affecting teacher morale. *Teacher stress* is defined as “an imbalance between risk and protective factors. Stress emanates from risk factors at the personal, interpersonal, and organizational levels” (Prilleltensky, Neff, & Bessell, 2016, p. 104). Risks can be perceived differently based on intrinsic and external

factors specific to the individual, but are widely associated with the workloads and expectations placed on educators in contrast with the amount of support and collaboration received to meet these requirements of the job (Burns, Kotrba, & Denison 2013; Mulholland, McKinlay, & Sproule, 2017). When educators expressed a desire for autonomy in the classroom, it is often misperceived as being directly averse to any attempts for collaborative efforts, and therefore the stress often combined with choosing to either meet the needs of the students or meet the needs of the educator.

Blackburn (2015) defined *school culture* as the beliefs and traditions that characterize a school; it also includes how people treat each other and how well they feel included and appreciated. When discussing the needs of educators in relation to their job satisfaction, it is important to also discuss the sense of value that the school culture can either foster or eliminate in the educators. School culture can be a powerful force for teacher morale (Blackburn, 2015). A positive school culture has been found necessary for high teacher morale, with one of the key characteristics being teamwork among teachers. Improved peer relationships can motivate educators and provide an improved working climate indicative of higher morale (Skaalvik & Skaalvik, 2015). School culture that included professional collaboration, congeniality, information sharing, optimistic learning environments as well as supportive administrators contributed to high teacher morale, and vice versa. However, in the absence of such a culture, the educators may lose motivation, and morale was decreased along with job satisfaction. Kiboss and Jemiryott (2014) explained that the working environment was both a product of and cause for the level of educator morale. In other words, the causal relationship between the working culture and

level of job satisfaction should be a key focus of intervention methods geared towards improving teacher morale and retention.

Grissom et al., (2016) explained that the assessments used to determine an educator's performance did not take into account the ability of the educator to work with diversified students so much as the ability of the diversified students to acquire one size fits all educational materials. In this, the educator who aims to fulfil their duties to the students feels less valued and less autonomous in their ability to do so (Lyons, 2017). Grissom et al. (2016) asserted that the ranking and evaluating system of educators based on dynamics beyond the classroom cannot be used to foster a sense of value nor to improve teacher morale.

Proven Interventions to Improve Job Satisfaction

Teamwork and collaboration. One such intervention shown to improve job satisfaction focused on the peer relationships within the school environment. Collaborative efforts took many different faces in the school environment but maintained the primary focus of increasing communication to boost teacher morale (Behrstock-Sherratt & Rizzolo, 2014; Bissessar, 2014). For this reason, Bissessar (2014) claimed that the collaborative interventions began with encouraging shared resources between the educators in a manner of encouraging communication.

Bissessar (2014) noted that such shared resources led to teamwork and collaboration when the goals were recognized as common goals for the campus community. Forming these relationships, according to Bissessar (2014) supported the assertion that peer relationships positively affected the sense of job satisfaction, boosted

morale, and retained tenured educators. Smaller collaborative groups were assigned tasks with the more tenured educators given authority or leadership roles (Salifu & Agbenyega, 2016). Although the roles were confined to the smaller groups, the ability to encourage collaboration between the groups served as an effective way to implement a two-fold intervention method that included collaboration (Nel & Luneta, 2017). However, these smaller groups typically focused on areas of professional development that the tenured educators had acquired through experience, implying that shared experiences rather than collaboration may have had the greatest impact. (Eboka, 2016; Nel & Luneta, 2017).

Professional identity. Another intervention that has been implemented for the purpose of boosting educator morale is that of professional identity and status. This was achieved through professional development, which focuses on providing the educators with feedback as a means of fostering a sense of recognition (Gore et al., 2017). The professional development intervention included sessions referred to as quality teaching rounds where the educators were grouped together and were provided with feedback based on how their assigned lesson was received by the other members of the group. According to Gore et al. (2017), the sessions provided the educators with an opportunity to communicate with one another and recognize areas of opportunity for improvement in their own teaching styles while still receiving positive feedback. The results showed a positive impact on both teachers' morale and the teachers' sense of recognition that were sustained for six months following the intervention.

Increase in compensation. Notably, although salary is recognized as one of the less apparent reasons for teacher job dissatisfaction, financial concerns cannot be

dismissed as a potential for external motivation to seek other employment. For this reason, many school districts have implemented increased salaries, retention bonuses, and performance bonuses to increase teacher morale while decreasing the turnover rate (Dee & Wyckoff, 2015). Although the monetary aspects of bonuses and salary may show an increase in retention rates, it is not clearly evident that these methods help to increase morale or job satisfaction. Instead, the external motivation may actually create a greater sense of imbalance and result in a lower morale (Dee & Wyckoff, 2015). In brief, Dee and Wyckoff (2015) recognized that monetary incentives may encourage educators to maintain their positions, but their sense of value may be tied only to these incentives.

Leadership Styles and Job Satisfaction

Kiboss and Jemiryott (2014) proposed that the administration and school leadership play a significant role in the student outcomes through influencing the educator morale. The researchers defined this role as “Leadership is defined as the ability to get things done with the support and cooperation of other people within the institution, organization, or system” (Kiboss & Jemiryott, 2014, p. 494). In this construct, the principal had a responsibility to cultivate good teacher morale and was regarded as one of the single most important factors in developing teacher morale (Blackburn, 2015). In brief, teachers cannot perform their jobs when the leadership staff do not encourage subordinates to work effectively. As has been shown through the discussion of job satisfaction, high teacher performance cannot occur without fostering a sense of morale among the educators. In order to improve the communication among educators, Behrstock-Sherratt and Rizzolo (2014) maintained that a focus on the leadership styles

should be included within the collaborative intervention methods; however, they noted that the leadership styles were often inherent and static.

Definition of leadership styles. Certain leadership practices have been shown to be effective at improving teacher morale. The effective practices included establishing rapport between the teachers and principals, effective communication with the teachers, and engaging in professional behaviour with teachers (Beltman et al., 2016). Principals who encouraged collaboration while demonstrating good interpersonal skills and appreciation of their teachers facilitated good staff morale (Blackburn, 2015; Williams, 2013). Another study focused on factors associated with teacher job satisfaction in the international school and took note of the effect that school leadership style had on teacher satisfaction (Alkhyeli & van Ewijk, 2018). Several types of school leadership were considered in this study including transformational leadership, transactional leadership, participative leadership, situational leadership, and servant leadership. Alkhyeli and Ewijk (2018) defined each of those in the context of middle east school leaders.

Transformational leadership, or the leadership of change, places a focus on encouraging continual learning on the part of both students and employees, sharing knowledge within the organisation, and working in the context of the local community to achieve school goals (Alkhyeli & van Ewijk, 2018). In the context of school administrators, transformational leadership refers to those leadership skills that can enable the principal to elevate the school's development to a higher level (Onorato, 2013; Yang, 2014).

Transactional leadership addresses interactions between leader and teachers as an

exchange of goods and services. For example, the teacher may perform specific tasks and the administrator sees that they are paid a salary. This type of leadership places the value of bottom-line outcomes and rewarding success with specific benefits (Harris, 2008).

Participative leadership includes involving teachers in key decisions and actively soliciting input from teachers for decisions, with the goal of encouraging and establishing a cooperative relationship (Porter, 2012).

Situational leadership matches the response of the leader to specific contexts, individuals, and situations. Thus, a situational leader does not necessarily have the same response to similar situations, depending on other aspects of that situation (Kight, 2007).

Finally, servant leaders are those who see their role as one of serving their followers rather than taking a more dictatorial presence (Brown, 2011). All of these leadership styles, with the exception of transactional leadership, have been found in the above studies to have a positive effect on teacher job satisfaction (Alkhyeli & van Ewijk, 2018). Yang (2014), for example, found that the process of building a shared vision between administrator and staff formed the core of developing transformational leadership.

Assessing Leadership Styles

Afshinpour, Germain, Tomlin and Anderson (2014) did a cross-comparison of leadership styles and their impact on improving job satisfaction in an Arab oil company and found that, from most effective to least effective, they ranked: situational, transformational, autocratic, transactional, and charismatic. Afshinpour et al. (2014) defined *autocratic leadership style* as one that asserted absolute power over the followers

and demanded obedience and submission without question from those followers.

Autocratic leadership was associated with low levels of job satisfaction as was found in prior studies (Afshinpour et al.). Charismatic leadership offered followers an inspirational vision of change and the future and that focused on long-term goals of the organization rather than self-benefit (Afshinpour et al.). The issue with this type of leadership was that it demanded a leader who not only inspired but who was totally credible to the followers; any crack in that credibility caused charismatic leaders to fail (Afshinpour et al.).

The ranking of situational leadership above transformation leadership derived, according to Afshinpour et al. (2014), from the ability of the leader to develop open and honest communication with followers. Situational leaders were required to be able to understand the employees' needs and to determine how to respond to each one in a way that met those needs. This made situational leadership extremely challenging to implement because of the demand on leaders to quickly determine an appropriate and innovative response to scenarios (Canaff & Wright, 2004).

Alkhyeli and van Ewijk (2018) determined that of all these leadership styles, teachers in the middle east ranked leadership styles somewhat differently from the rankings identified by Afshinpour et al. (2014), with the most desired style for teachers being servant leaders (i.e., the leaders as servants to the followers), transformational leaders, participative leaders, with transactional and situational leaders ranking as the least preferred styles. The last two leadership styles were found to be two of the five least impactful factors out of the 20 factors studied (Alkhyeli & van Ewijk, 2018).

Emotional Intelligence and Leadership Styles

Taliadorou and Pashiardis (2015) focused on the combination of the school principal's emotional intelligence and leadership styles as it related to teacher job satisfaction. *Emotional intelligence* in this paper was defined as including four key dimensions: expression of emotion, recognition of emotions in others, regulation of emotions, and the use of emotions to achieve goals (Taliadorou & Pashiardis, 2015). The researchers found that principals who had strong emotional intelligence and were politically aware were better leaders and tended to have teachers with greater job satisfaction. Taliadorou and Pashiardis (2015) also found that school principals were important sources of teacher job satisfaction, and their leadership styles directly influenced that satisfaction. Of particular importance was that school principals be adaptive in their leadership and apply contextually appropriate leadership processes to different situations and individuals (Taliadorou & Pashiardis, 2015).

Principal Leadership and Teacher Job Satisfaction

An important note was struck in a study of the impact instructional practices of school principals on teacher job satisfaction (Kouali, 2017). I found that instructional efforts by school principals were not an important factor in teacher job satisfaction. Instead, Kouali (2017) identified the school principal's leadership style as having far greater impact on teacher job satisfaction, with transformational and transactional leadership serving as the most effective path to greater teacher job satisfaction. Kouali (2017) also emphasised the importance of the principal being able to adapt leadership styles to best address the specific individuals and situations.

Furthermore, Rizwan, Zeeshan and Mahmood (2017) identified two key elements of teacher job satisfaction as being an ethical leadership style from the school principal, and the presence of a positive school culture. In this study, ethical leadership was deemed to be leaders who obey socially moral framework and who behave in an ethical manner to all (Rizwan et al.). Rizwan et al. defined school culture or organisational culture as the ways the organisation functions and how participants in that organisation are dealt with—this includes both students and teachers as participants. In the case of teachers, it particularly includes the commitment the teachers have to their school, which may be an indirect measure of how satisfied they are with their jobs and how strongly they intend to stay or leave those jobs. Rizwan et al. found that commitment to the organisation was the result of organisational culture and leaders demonstrating ethical leadership in the school. Specifically, Rizwan et al. identified ethical leadership as an important aspect of teacher job satisfaction.

Implications

The purpose of this qualitative case study was to examine teacher perceptions of high teacher attrition rates as they relate to school leadership style at a specific international middle east target school. This project study was guided by the general question:

What perceptions do teachers have of school leadership as related to teacher job satisfaction and teacher attrition at the target school?

The research questions were supported by the research presented in this literature review. In particular, the importance of leadership styles on teacher job satisfaction

implies that gaining an understanding of how teachers perceive their current school leadership may provide key insights into low teacher job satisfaction and corresponding high teacher attrition. While studies varied in terms of specific rankings of various leadership styles, transformational leadership, servant leadership, and ethical leadership were all considered positive factors at improving teacher job satisfaction. It was anticipated that teachers' preferred leadership styles would differ from their perceptions of existing leadership processes. In addition, teachers had specific suggestions for processes and support factors that may improve job satisfaction and teacher retention. As identified in the literature, specific interventions have been demonstrated to improve teacher job satisfaction. Some of these research-based interventions may be ones that teachers in the subject school district may find helpful. Ultimately, the result of this project study provided clarity on how teachers perceive their school leadership, and suggestions that can be implemented that may improve teacher job satisfaction and teacher retention.

A key implication from this review of the literature was the importance of providing appropriate training in leadership for teachers and the school leaders, including both school administrators and heads of departments. Such professional development training may generate improvements in critical areas that impact teacher attrition and teacher job satisfaction. With school leadership issues demonstrated in the literature as a key aspect of teacher job satisfaction and teacher attrition, providing training in appropriate leadership styles can only improve both.

The results of this literature review were that it is important to understand the

leadership style of current school leaders and then provide training as appropriate to help leaders and teachers demonstrate better leadership styles. Thus, the results of this review resulted in the development of a project that addresses the findings by developing a professional development training program that is specifically designed to improve teacher job satisfaction. In addition, it is hoped that such a program will make it easier to hire qualified educators and retain the qualified teachers currently on staff.

Summary

This literature review was a synthesis of current literature on the concepts associated with educator job satisfaction. Moreover, the discussion afforded the ability to determine educator's needs and evaluate their responses throughout the study. Teacher job satisfaction was determined to be low when they were not supported by the administrators, their peers, and students' parents or when the job is stressful, and they felt unappreciated (Prilleltensky et al., 2016). In addition, the research confirmed low job satisfaction may lead to reactions such as insecurity, frustration, confusion, teacher burnout, turnover, absenteeism, stress, and consequently low student achievement (Porter, 2012). The effect of unmet needs on teacher job satisfaction may be explained by motivational theories; where there are unsatisfied needs, the teachers' job satisfaction at work may become low. School districts that offer professional collaboration, congeniality, information sharing, optimistic learning environments, as well as offering supportive administrators, and teacher support systems resulted in high teacher job satisfaction, and vice versa. According to Saultz and Saultz (2017), effective leadership practices promoted teacher job satisfaction in the school system, such as rapport with

principals, effective communication, and professionalism. Low teacher job satisfaction was associated with high costs related to high turnover and poor student achievement making it important to measure and address teacher job satisfaction. Teacher job satisfaction could be measured using validated tools or local strategies to assess levels of job satisfaction in-house.

Although numerous assertions are made from the data within the literature review, it is necessary to point out areas that cannot be supported with the currently available literature. Interventions to improve teacher retention often were more closely related to the needs of the education system than the needs of the educators (Pogodzinski, Umpstead, & Witt, 2015). Additionally, the literature review found that causes of teacher attrition may be specific to schools or individual districts rather than more general across an entire state or nation's educational system. Thus, while the nationwide survey of teacher attrition for the entire country identified factors that contribute to teacher attrition on a national basis, the specific factors that are most important to a specific target school and school district may vary, having differing degrees of importance. The method of integrating these factors into Maslow's hierarchy of needs for all stakeholders was a notable addition to the currently available literature.

There exists a need to understand low teacher job satisfaction in the middle east to reduce high teacher attrition rates of more than 25% per year. This section presented an introduction to the problem and a problem statement that defines the problem under the study. As was demonstrated in the literature, understanding factors impacting teacher attrition on the large scale may not indicate the factors causing attrition at a specific

school. Thus, I looked at the local scale to understand teacher attrition at a specific school. The purpose of this qualitative case study was to examine teacher perceptions of high teacher attrition rates as it related to school leadership style at a specific international target school. The guiding research question of this project was: What perceptions do teachers have of school leadership as it relates to teacher job satisfaction and teacher attrition at the target school? This section presented the significance of the study as one that will help both leaders and teachers discover which approaches are a best fit for employees as well as better understand leadership styles and expectations. The section that follows builds on this by providing a proposed methodology for studying the research questions posed.

Section 2: The Methodology

Introduction

The purpose of this qualitative case study was to examine teacher perceptions of high teacher attrition rates as they relate to school leadership style at the Arab state school. This project study was guided by the general question: What perceptions do teachers have of school leadership as it relates to teacher job satisfaction and teacher attrition at the middle east target school? I developed the following additional research questions:

RQ 1: What are teachers' perceptions of how school leadership impacts teacher job satisfaction and attrition?

RQ 2: What specific supports or processes do teachers perceive should be added or changed to improve teacher job satisfaction and retention?

RQ 3: What services or professional development programs do teachers perceive should be provided to enhance job satisfaction and retention of new hires in this district?

Qualitative Research Design and Approach

As I noted in Section 1, issues that affect attrition on the large scale, across the entire country are not necessarily those that directly influence attrition in a specific school and its context. Thus, it is important to discover what teachers perceive about the issues related to attrition in their local context in order to understand changes that may reduce high attrition rates.

Specifically, I examined the relationship that exists between the leadership practices utilized by leaders within the school and teachers' perceptions of those

practices. The themes I identified include leadership practices, the perceived effectiveness of leadership styles, and self-reported levels of job satisfaction among teachers. In this section, I explain the methodology and the specific type of research approach, study design, my role as researcher, procedures for data collection and analysis, and ethical and quality issues. The design enabled me to examine teacher perceptions regarding the leadership practices and job satisfaction in the context of the target school setting.

Methodologies in the Literature Used to Study This Problem

Research on the topic of teacher job satisfaction has been met with difficulties of definition. Abdullah-Kanesan, Yiing, and Ling (2016) noted that the easiest way to understand job satisfaction, and therefore measure it, is to understand the domain of life or the context in which job satisfaction is being discussed. Therefore, qualitative methods would be the most effective in studying problems such as this. In the case of teacher job satisfaction, that domain is the school system and the role of teachers in the school. However, it is important to recognize the limitations of this definition because teachers' job satisfaction may also be affected by other factors outside of the immediate school system such as the government policies, family situations, and health (Rauf et al., 2013). Nonetheless, for the studies I reviewed, the response of educators in the school environment was the defining characteristic of teacher job satisfaction (Taliadorou & Pashiardis, 2015).

Because the concept of job satisfaction is of a qualitative nature, I use a qualitative method of data collection and analysis. A case study design provided me with

the ability to integrate live observations and transcripts into the analysis and present the findings according to the method of coding and descriptive analysis (see Ermeling & Yarbo, 2016). Using this methodology, Ermeling and Yarbo (2016) found collaboration to be a key factor in the educators' perceptions of their job satisfaction, which was also recognized through the live observations. Qualitative case study has certain notable limitations, and the researchers clearly acknowledged these limitations as well as their methods of minimizing researcher bias. Ermeling and Yarbo (2016) explained that the collaboration was not only witnessed among other educators and the administration, but also among the members of the community and the students. This indicated a need for a much larger foundation for intervention methods as well as a more profound presentation of the effects of teacher turnover into the community.

Hsieh (2015) also utilized a qualitative case study methodology to assess the intentions of educators to remain in their current position based on their job satisfaction levels. The researcher found that professional identity was highly regarded as one of the primary factors of job satisfaction, in that the educators clearly aimed to meet the needs of the students over their own. However, there is a significant focus on the case study presentation on proper orientation, including methods that meet the needs of the students while minimizing stress and burnout on the educator (Rashid, 2013). By promoting the educator's needs at the onset of employment, Hsieh (2015) found that the retention rates were much higher.

Researchers may adopt inductive or deductive approach to their enquiries. The inductive approach involves conclusions based on empirical data, while the deductive

approach relies on existing theories for decision-making regarding conclusions (Campbell, 2011; Creswell, 2008). I adopted the deductive approach. Existing literature on the research topic, which I collected in the literature review, contributed key data for this study.

This was a qualitative case study. Qualitative researchers use forms of data such as feelings, perceptions, texts, and words to obtain perspectives on a research subject, unlike quantitative researchers who rely on measurable data (Creswell, 2005; Strauss & Corbin, 1998). Qualitative research enables the study of phenomena of interest in their natural settings and in the context of real-life experiences for those involved (Creswell, 2005). A quantitative approach was not appropriate for finding answers to the research questions in this study since there was a need to understand the experiences of teachers in the school and how principal leadership practices affect their job satisfaction. I therefore conducted the study using a qualitative research approach to generate conclusions with regards to teachers experiences and how their job satisfaction is affected.

I selected the case study design because case study is an effective tool in qualitative research (Creswell, 2014). Case study design provides an opportunity to analyse a case in depth, including one or more individuals and covering the specific activity of teaching in the context of the studied school and school district (Creswell, 2014). Mine was a collective case study used obtain multiple perspectives on the issue of factors that impact teacher job satisfaction (Creswell, 2013).

Researchers have used the case study approach to understand programs designed to support and improve efficacy of novice teachers as a way to improve teacher retention

(LeMahieu, Grunow, Baker, Nordstrum, & Gomez, 2017). The overall focus of my case study was teacher retention in the form of understanding factors that lead to changes in teacher job satisfaction and thus ultimately in teachers' decisions either to return to their jobs the following academic year or to leave their jobs. This approach was similar to that taken by Moseley, Bilica, Wandless, and Gdovin (2014) who used a case study design to understand the relationship between teachers' perceived teaching efficacy and the cultural efficacy of novice teachers. In that study, the goal was to identify factors that connected how effective novice teachers believed themselves to be in terms of teaching their students to how effective the teachers were at negotiating cultural barriers with their students. Moseley et al. focused on efficacy measures as a way to identify issues that may cause novice teachers to leave the profession. Such a case study design can provide guidance in developing an approach that can lead to understanding issues that teachers in the current study may face.

Alternative qualitative approaches include phenomenological, grounded theory, or ethnographic designs. A phenomenological study focuses on a specific phenomenon under study and uses participants who have all experienced that phenomenon (Creswell, 2013). Phenomenological approaches include both objective determinants of the phenomenon and subjective experience of that phenomenon, and thus often is best conducted as a mixed-methods study (Creswell, 2013). In the case of my study, I explored what the participants believed and perceived about their jobs individually. Grounded theory was not appropriate in this study because the aim of grounded theory is to develop an abstract theory that describes the phenomenon (Creswell, 2014). This was

inappropriate because the specific causes for job satisfaction were not abstract values that are amenable to the development of an abstract theory. Indeed, the factors elicited in the study may be specific to the studied school or school district. Ethnographical approaches engage with a specific cultural group in a natural setting (Creswell, 2014). While the context of the current study was indeed a natural setting (the school work environment), the cultural group was not specific in that the study included teachers from diverse backgrounds, teaching levels, and experiences. The only real commonality of the participants was their work in a specific school district. Thus, an ethnographic approach was not appropriate for this study.

Participants

I obtained informed consent from the teachers who I purposefully selected for the study. A one-on-one invitation approach ensured participants' identities were kept confidential, even from other potential participants. Because this study included a purpose-driven sample, participants were individually confirmed. I invited participants first orally and then via an email that included the IRB-approved study information for their review. Participants re-confirmed their decision about participation, signed the required informed consent form, and then were added to the list of participants.

The personal invitation detailed a brief discussion of the purpose of the study and the means by which it would be conducted. I provided participants written description of the study process, a copy of the signed informed consent form, as well as an invitation to ask any questions of me. The informed consent form described any associated benefits and risks, their roles and rights, and how the collected data would be used. All

participants knew (as stated in the consent form) that their participation was voluntary and that they were free to withdraw from the study at any time and for any reason.

Protection of participants' information is an important part of ethical practices in research. As Creswell (2005) noted, confidentiality involves not disclosing the identity of the study participants or any person from whom data is obtained. In qualitative research, there is the potential for psychological or social harm to be done to participants through lack of confidentiality, as opposed to physical harm (Merriam, 2009; Patton, 2002). Researchers have to assure that all information from studies are safeguarded. Common methods for safeguarding information include the use of pseudonyms and descriptors rather than participants' names. The researcher can also transcribe all information, personally assuring that no other person has access to the source of the information (Creswell, 2008). At all stages in this study, I reminded all participants that responses were kept completely confidential and that they should respond honestly to all questions in order to provide an in-depth understanding of the issues involved.

For this study, participants volunteered and were not provided remuneration for being in the study. In terms of access to information, appropriate policy of restricted access is adopted. No identifying information was used in the presentation of data. All participants are identified only by number, i.e., Participant 1, Participant 2, etc. This process not only served to protect participants' confidentiality, but it reduced the possibility of a breach of confidentiality.

It was important to adopt data collection processes that were efficient and consistent in qualitative research as such procedures contribute to the validity and overall

success of the research effort (Creswell, 2005). Original data, collected from first-hand sources for the research purpose at hand is termed primary data (Yin, 2003). Primary data has great validity because it is collected from original sources. For this study, primary data collection consisted of the one-on-one interviews (Appendix C) to obtain the experiences, observations, perceptions, and reflections from the participating teachers. This provided an understanding of the basic attitudes of the teachers involved in the study.

Ethical Considerations

The first ethical principle in research studies is that no harm is done to participants or anyone in or through the study in any way, physically, or emotionally (Creswell, 2005). This principle was closely adhered to and guided every step of the research processes. It was also important to fulfil legal requirements associated with research processes to obtain legal validation of the effort. Therefore, I applied and followed the Institutional Review Board (IRB) of Walden University for legal authorization to carry out this study and conduct these interviews (Approval # 12-18-18-0524850). Access also involved obtaining the permission of any involved organizations, in this case, the school being used as the research site; such permission was granted. The Walden IRB submissions contained detailed information regarding the research, its purposes (which were purely educational) as well associated benefits or risks, if any (Merriam, 2009; Smith & Osborn, 2017).

Integrity is an important aspect of ethical behaviour. Negative ethical actions, such as expressing a personal agenda, falsifying or adjusting notes, changing questionnaire

results, or skewing results from data analysis in order to produce a favourable result are forms of misconduct (Merriam, 2009; Patton, 2002; Smith & Osborn, 2017). Accurate and detailed notes were kept on all research activities. All notes were dated, initialled by the researcher, and kept in my personal password-protected computer. All materials used in the study were indexed to indicate where and what time they were acquired (Creswell, 2005; Patton, 2002).

Sampling Methods

Sampling is a research procedure in which a specific number of elements is drawn from a sampling frame that represents the elements possible in a given population (Campbell, 2011; Cooper & Schindler, 2001). Sampling designs may be derived from random or non-random (nonprobability) sampling as the primary typologies (Campbell, 2011; Yin, 2003). Sampling is an important process in research as it enables identification of participants in a study as well as enables representativeness (Cooper & Schindler, 2001). Unlike in quantitative research where the goal is to be able to obtain statistical generalization from the chosen sample to its underlying population, qualitative research mainly seeks to obtain insights from a drawn sample regarding events, processes or practices in a specific setting, location or context (Cooper & Schindler, 2001; Creswell, 2005).

The sampling method for this study was purposeful sampling. Purposeful sampling is the selection of specific participants with the goal of choosing those who can best inform the goal of understanding the phenomenon under study (Creswell, 2013). Because qualitative studies with more than 20 are rare due to factors such as the time

involved and participants' availability (Gay, Mills, & Airasian, 2012), I invited 15 members of K-12 teaching staff and was able to get 10 participants. Qualitative methods are required to meet rigor and trustworthiness; therefore, thick, rich data are important (Onwuegbuzie & Leech, 2010).

The first 10 invitees to complete the consent documents were chosen as participants. Although narrative inquiries focus on inductive investigation rather than generalizations, results from such studies may also be used to inform related procedures and policies and thus a degree of generalization may occur. This makes it important to have a sample that can include the diverse elements in the overall teacher population (Reissman, 2008).

The only limiting criteria for participation in this study were for the teachers to be from the grade levels selected for this study and that they currently taught at the target school. While demographic variables were not considered in the choice of participants, they were part of the data collected, as they aided in descriptive analysis and broader understanding of how teacher job satisfaction was distributed across various demographic factors. The demographics were incorporated as part of the interview protocol, including how many years the participants have worked in the teaching profession and how long they have worked with the current principal.

Establishing Researcher-Participant Relationship

To properly conduct any study, it is important to clearly identify research bias before beginning the study (Creswell, 2013). It was essential for me to be sensitive to any such attempt that could have influenced the responses generated in the interviews. In

order to accomplish this, I emphasized the importance of honest responses to questions asked. In addition, the participants were assured that their responses were kept secure and anonymous at all times, so that only I knew what responses the participants gave to any question. I have no professional or personal relationship with any participant, other than that they were employed in other schools in the district where I am employed.

Data Collection

Interview Data

Creswell (2013) suggested that interviews are one of the most effective ways of collecting qualitative data. I received 48 invitation responses and selected 10 to participate in the study. The data came from one-on-one interviews with those 10 teachers. In particular, the focus of the interviews was on the leadership styles the participants perceived at their workplaces. As suggested by Creswell (2013), the interview questions were based on two general concepts: what each participant experienced in terms of school leadership that impacted job satisfaction, and what contexts or situations typically influenced or affected the participants' experience of job satisfaction. Appendix C provides an interview script (and questions) for this study.

Interviews of teachers lasted on average 45 to 60 minutes long and were conducted at the Curriculum Resource Center, 3rd floor and the target school's library. Interviews were recorded and transcribed for analysis. The identities of participants were fully protected. Although I have never met, supervised, or worked directly with the participants, there were some experiences and biases that I may have brought to the project study.

Data gathered during each interview entailed a two-way conversation, as I asked questions necessary to collect the data and ascertain the views, opinions, beliefs, ideas and behaviours of all participants. Interviews were conducted at a time coordinated and convenient for all participants in the designated and/or allotted locations which included the library, education resource rooms, and off-campus locations to ensure all participants felt comfortable and free to express themselves without concern.

Transcripts of the interviews were written up immediately following each session. The transcripts were written in a format, question-by-question, to ensure I captured all that was said by each participant regarding each question. I included all field notes and documented visible observations such as participant reactions, verbal and non-verbal communications and natural patterns of behaviour. I utilized an anecdotal process for recording exact words and specific incidents, both short and long.

Role of the Researcher

I am currently a K-12 principal in a school in the district where the research took place; however, I am not personally known to the potential participants of this study. I do not have a professional relationship with the site schools of the participants, nor do I have any professional relationship with the potential participants. While a good working relationship with potential participants may be a positive factor, they can have negative aspects if participants moderate their interview responses in an attempt to please me. The primary bias of the researcher in this study was the belief that administrative policies and practices can have a strong impact on teacher job satisfaction. This implies a belief that positive or transformational leadership from school administrators can improve job

satisfaction, while more draconian administrative styles can negatively impact job satisfaction. Recognition of this researcher bias is an important step in overcoming it. Particular care was taken to assure that data collection and analysis was protected from the effects of this researcher bias. To ensure this occurs, the researcher endeavoured at all times to use *epoché*, or bracketing, a process in which personal biases and assumptions are blocked in order to approach phenomenological research with a fresh perspective (Creswell, 2013). Such an approach can allow the development of transcendental understanding of the phenomenon that expands beyond initial assumptions (Creswell, 2013).

Even taking on the role of a researcher, it was impossible for me to immerse myself into the data and not become affected (Corbin & Strauss, 2014). I am a certified K-12 Principal, holding both a teaching credential in business education and a school administrator's license, and I is considered highly qualified to teach and lead within any public or private school system. Although I serve as a school leader, I endeavored to minimize the influences of my experiences and biases in this study by acknowledging them within a personal research journal. Corbin and Strauss (2014) maintained that keeping a personal research journal should allow the researcher, to acknowledge any biases prior to, during, and post data collection.

The second type of bias that I may have demonstrated included potential physical influences, such as facial expressions, tone, or body language. While I have a tendency to be physically expressive, I minimized the influences of this possible bias as I developed the data collection procedures by keeping my body language neutral while making eye

contact with the participant. In addition, I minimized any possible bias by showing interest in their responses without interjecting my personality into the interview. I maintained pleasant yet neutral facial expressions, which did not indicate approval or disapproval of any response provided by the participant. Additionally, I used a normal conversational tone and delivered each question and probe without bias and without emphasizing any key words or concepts.

Lastly, in an effort to create a comfortable environment, I focused on building a rapport with each participant being interviewed prior to asking any research questions. I used general introductory conversations not related to the topic of this project study. This process helped ensure that I did not mistakenly influence the individual by giving away my personal opinions about my research topic. In addition, I minimized the biases during the data collection processes by not asking any leading questions that might have related to the project study topic prior to, and during the interview process. Greenbank (2013) believed it is “useful for the qualitative researcher to keep a research journal explicating personal reactions and reflections, insights into self and past, in a separate journal, and how bracketing takes places” (p.1). Ensuring that I reduced any biases was critical during the data analysis stage of the project study.

Data Analysis Methods

In order to conduct a successful study and achieve research goals, appropriate analysis of the collected data is imperative. Merriam (2009) described *data analysis* as, “the process of making sense out of the data. Making sense out of the data involves consolidating, reducing, and interpreting what people have said and what the researcher

has seen and read—this is the process of making meaning” (p. 176). In this study, descriptive coding was used to identify the issues and concepts that emerged from each interview. These pieces of data were used as building blocks to identify themes and sub-themes in relation to the review of the literature.

The primary steps I began with involved coding. According to Merriam (2009), “Analytical coding goes beyond descriptive coding; it is coding that comes from interpretation and reflection on meaning” (p. 180). It involves multilayer analysis to scrutinize the information contained in various codes or themes. The descriptive and analytical coding strategy used in this study thus elicited pertinent subject matter from teachers, which was then compared with existing theories and the literature in order to understand issues that impact teacher satisfaction.

In this study I made use of narrative analysis, specifically thematic analysis based on analytic coding. The coding process identified themes and concepts within participant responses which then were interpreted based on the literature (Patton, 2002; Smith & Osborn, 2017). Codes and themes were consistent expressions common among study participants, and represented an inventory of collected data (Patton, 2002). In this study, after conducting the interviews, all entries and interviews were transcribed and coded. The process ascribed specific designations to the different aspects of transcribed data and made them easy to identify and retrieve. In addition, I made personal observation notes, (see Appendix D) which assisted in the data analysis.

Based on prior research such as Giacometti (2005), multiple general themes that may impact job satisfaction were expected to emerge from this analysis process,

including issues of compensation, external (i.e., community) forces, school culture, in-service training, motivation to teach, and emotional issues (i.e., stress, burnout, etc.). However, the data collected drove the identification of themes and concepts that impact job satisfaction. The research questions for this study were primarily focused on axes of school culture and the relationship between teachers and administrators. Those were the primary focus of the analysis of each source of data in this study.

I used NVivo 12, a qualitative analysis software package, to encode the transcripts and observational notes generated during the study. This provided assistance in identifying recurring themes and concepts raised during the interviews. Such software also allowed for comparisons between participants, and participant groups (i.e., teachers of different grades or subjects), which enriched my understanding of the collected data.

Evidence of Data Quality

To ensure reliable and accurate analysis of the data, a qualitative software package was used. In addition, I used member checking to verify the accuracy of the primary participant interviews. Bergold and Thomas (2012) noted that member checking is often used as a reliable validation means in qualitative research. *Member checking* occurs when qualitative researchers offer their participants the opportunity to check initial findings for accuracy. I sent a copy of the initial findings to each participant. Each participant had a week to review. In each case, the participant reviewed and confirmed the accuracy of them; none of the participants cited any inaccuracies or requested that I adjust.

In addition to member checking, I analyzed the convergence and divergence of

various themes and concepts in order to help determine the credibility and validity of the study results. Results of both analyses are reported in the Data Analysis Results section below. In particular, I used the processes of convergence and divergence to facilitate the analytical coding process (Merriam, 2009; Smith & Osborn, 2017). For instance, when coding the data based on Research Question 1 (the impact of leadership on teacher job satisfaction), participant responses converged on the theme of leadership communication failures. However, a hierarchical analysis revealed that there was some divergence between participants with respect to the perceived result of such communication failures. Some viewed these communication failures as evidence of unequal treatment (e.g. Arabic speaking teachers were given different information than English speaking teachers) and some viewed these communications failures as an indicator of leaders' disinterest in including teachers in the decision-making process. These types of analyses were used repeatedly during the coding process in order to assure the accuracy and credibility of the findings.

Discrepant Cases

The process for handling discrepant responses within the initial interview was to follow up with participants during their second interviews. To the extent that participants' responses were discrepant between interviews, I asked for clarification during the second interview followed by an immediate transcript review confirming the participants' interpretation of the response. In practice, all of the participants verified their initial responses without modification, and their initial responses were internally consistent.

Scope of the Study

Assumptions. A second assumption was that the participants responded to the interview questions in an honest and open way. In order to address this concern, it was essential that all participants were assured that their responses were completely private and that no specific responses will be shared with anyone other than the researcher.

The scope of the study defined the size of the study including the number of participants, the context from which the participants are chosen, and the timeframe in which the study is conducted. In this study, because one component of the data collection process included one-on-one interviews, the scope of the study was constrained to teachers from one specific target school in the middle eastern country, where there are 50,000 teachers. While all attempts were made to ensure that interview participants were representative of the overall population under study, the purposive sample is not as representative as the researcher would prefer.

Delimitations. Delimitations are those research choices that enable the researcher to control the study appropriately. Overall, the delimitations of a study help define the external validity and generalizability of the study results. In this study, the delimitations included the choice of the specific school to include in the study, the selection of the participants included in the study, the choice of specific measurement instruments used in the study, and the decisions made about how interviews and surveys were conducted in the research. The key delimitations of this study were the choice to limit data collection to a single school rather than covering all schools within the country. The process of conducting a qualitative study that included individual interviews and that included all

non-secular schools would be impractical, expensive, and too time-consuming. Another delimitation was to limit the number of individual interviews to be conducted to a manageable number, again for reasons of practicality. Both these resulted in a more limited level of generalizability of the results of this study.

Data Analysis Results

Results for Research Question 1: The Impact of Leadership on Job Satisfaction and Attrition

Themes from Research Question 1. The data from the initial and follow-up interviews yielded several convergent themes across all participant responses. As detailed below, the majority of participant responses concerning the impact of school leadership focused on the themes of inclusivity, communication and self-efficacy. However, I was also able to identify a common thread between these seemingly disparate themes: the idea of value. More specifically, leaders who do not include teachers in the decision-making process, do not communicate equally well with all teachers and do not allow teachers significant autonomy in directing their students' education, can leave their teachers feeling undervalued. According to the analysis, this perceived lack of value may decrease job satisfaction and thus encourage teacher attrition.

Participant responses to Research Question 1. To investigate this research question, I asked study participants to describe their perceptions of how leaders impacted job satisfaction. In general, there was a consensus amongst participants that leadership significantly impacted teacher morale and turnover rates. One participant explained “[a] bad leader can take a good staff and destroy it; causing the best employees to flee and the

remaining to lose all motivation.” (See Appendix D). In addition, several participants expressed the opinion that good leadership styles could lead to increased teacher morale and decreased attrition. Participants expressed the need for leaders to listen, be supportive, coach, and offer more professional development opportunities. They also noted the need for leaders to be cultural competent due to the unique location of the schools.

When asked to rank leadership styles, participants generally favored leadership styles that focus on inclusiveness, collective decision-making and teacher self-efficacy and disfavored top-down leadership approaches that do not treat the teacher as a valued part of a pedagogical team. Almost all of the participants perceived that authoritarian and transactional leadership styles had the strongest negative impact on job satisfaction and teacher attrition. Conversely, transformational, democratic and servant leadership styles were perceived to have the most positive effect on job satisfaction and teacher attrition. Participants almost uniformly identified the leadership style at their school as an autocratic or authoritative style, with one participant stating that “It is evident that the autocratic/authoritarian leadership approach is equivalent to a toxic disease, causing teachers to flee, leave and not return in the middle of the school year, but more importantly, resign before their contracts end.” (See Appendix D)

Seven out of ten participants directly referenced poor communication from school leaders as a problem area in at least one of their initial interview responses (See Appendix D). Participants attributed these communication failures to various sources, including leadership disorganization and an unwillingness or inability to relay

instructions and announcements to both Arabic-speaking and non-Arabic speaking staff on the same timeline. One participant observed that “our leadership has a very bad habit of sharing information and/or assigning tasks to teachers a day in advance for tasks that are due the next day. This is nearly 90% of the time throughout the school year.” (See Appendix D). Another stated that “often times information is shared with staff in Arabic without English translation and admin fails to take into consideration the differences we all share.” (See Appendix D).

Another less discussed result that became more readily apparent in follow up interviews (during the member-check phase of the study) was a general misalignment between teacher and administrator priorities. For instance, one participant detailed how school leaders had systematically assisted students in cheating during testing session for the core curriculum. When the participant shared video evidence of such practices, she was warned in writing, under threat of termination, not to share the evidence or to tell anyone about it. The participant shared that “I feel like I am in a prison, and students are not learning. The learning environments are all a façade for parents who are not involved nor care about what is going on with their kids’ grades.” (See Appendix D). At least one other participant corroborated this story and several other participants pointed to a general lack of inclusiveness as a strong influence on teacher satisfaction and as an indicator of administrative apathy towards student outcomes.

Results for Research Question 2: Supports or Processes to Improve Teacher Job Satisfaction and Retention

Themes from Research Question 2. The results for Research Question 2 relate

directly to the theme of value of teachers and the time they spend at their job. Participants consistently complained that administrators did not respect their time, appreciate their expertise and that teachers were not fairly or adequately compensated for their services. All of these complaints add to the general sense that current leadership does not “treat teachers as professional human beings that are valued,” and instead treats them as “camel or livestock that can be replaced immediately.”

Participant responses to Research Question 2. In order to investigate this research question, participants were asked to suggest potential leadership changes and other administrative changes that would improve job satisfaction and retention. Some of the suggestions focused on ensuring that both English speaking and Arabic speaking staff received important information on the same timeline. (See Appendix D.) Suggestions included making sure that staff instructions and announcements are translated into English and utilizing more diverse media to convey such instructions and announcements. These changes were perceived to help avoid the following common situation: “Communicating all information in both English and Arabic is also needed. Often times, EMTs are left out of the loop about things communicated [to] AMTs. When EMTs finally find out, there is usually a fast approaching deadline that AMTs have had ample time to meet without being rushed.” Other important suggestions included increasing teacher pay, using a single pay scale for all teachers regardless of nationality and providing teachers with more lead time for significant staff projects and requirements.

Results for Research Question 3: Services or Professional Development Programs for Enhancing Job Satisfaction and Retention of New Hires

Themes for Research Question 3. The major theme associated with this research question was growth. Participants expressed a desire to grow. Encouragement and support opportunities for growth was noted. In specific, letting teachers know, feel and believe that they are valued, by listening and allowing their talents to be as much a part of the learning environments as the curriculum was mentioned.

Participant Responses to Research Question 3. One particular professional development program that was mentioned was a series of trainings on cultural expectations for new teachers. (See Appendix D). This program would help to “prepare staff for the transitions with respect to culture norms, traditions and expectations.” Another mentioned implementing professional development to help teachers “hone their craft.” Both of these responses indicate a desire for growth. The former demonstrates an interest in increasing cultural sensitivity in order that foreign staff can better assimilate into the greater culture. The latter demonstrates an interest in honing the art and the science of teaching.

Participants were asked to suggest services or professional development programs that might enhance job satisfaction and retention of new hires. While participants on the whole were not specific about the professional development programs they wanted to see, several participants did mention that having more opportunity to participate in professional development would represent a positive change with respect to job satisfaction.

Relationship of Discovered Themes to Theoretical Frameworks

The themes identified through this study are consistent with the theoretical frameworks laid out in Section 1. Participants' perceptions of a strong relationship between leadership and teacher attrition is supported by the work of Albrecht et al., (2009), Sklaavik et al., (2015) and Prilleltensky et al., (2016). Furthermore, the remaining themes identified above show that several of Herzberg's hygiene factors are missing at the middle eastern target school and that, for this Study's participants, Maslow's hierarchy of needs is broken at every level.

The basic physiological and safety needs are jeopardized by low wages and a sense that school leaders view teachers as expendable and replaceable. Furthermore the psychological needs of belongingness and accomplishment are damaged by the severe lack of communication and devaluing of teachers. School leadership's attitudes towards its teachers and its managerial style corrodes the feelings of self-actualization that teachers need to feel truly fulfilled in Maslow's framework. Thus, based on the themes discussed above and the theoretical framework laid out in Section 1, one would expect that both teacher job dissatisfaction and teacher attrition would be high at the target school.

Summary of Results

The above analysis revealed several important themes across the data. With respect to leadership, the participants both believed in the connection between leadership style and teacher attrition. I identified communication, value and growth as themes that generally identify the impetus behind many of the participants' particular complaints

about school leadership. These results are discussed in more detail below.

Limitations

Limitations are those elements of the project that are out of specific control of the researcher. Several limitations existed in this study. First, researcher bias may have existed in the conduct of this study. As described earlier, however, explicit procedures were used to minimize that bias as much as possible. Another potential source of bias was that the coding and analysis process may also reflect the subjectivity of the researcher since coding is a subjective process. Efforts were made to assure that such bias was limited as much as possible and accurate information collected and carefully analysed, in part by the process of consenting all participants before the study and by the use of deidentifying their names. Little or no evident bias or subjectivity was identified using either approach. A third potential limitation was related to the school that was the target of this study. Since school cultures, resources, and staffing vary, the problems experienced in one school at one moment in time may not reflect the practices being implemented by the leadership in other schools even within the same district. Furthermore, leadership practices change or other support strategies for teachers may change with availability of resources and school reform processes in general. Therefore, the results from this study represented a snapshot in time and not a long-range progression on how leadership practices affected teacher job satisfaction.

The final size of 10 participants differed from the target number of 12 due in large part to the voluntary nature of the participation. Some teachers chose not to participate, especially given the fact that the study looked at existing leadership practices and their

effects on teacher morale. Despite the sample size, a variety of nationalities, ages, experience, gender, and ethnicities were represented in the sample, allowing a broader understanding of teacher job satisfaction and attrition. Thus, the richness of the data and results were influenced by the constitution of the sample. Careful attention was paid to how demographic and teacher characteristics influenced the findings of the study.

Section 3: The Project

Introduction

Based on the data collected, I am proposing a project that specifically addresses the role of leadership styles in increasing attrition rates in the eastern Arabian school. In particular, I aim to present a professional development program designed to give school administrators, school leaders, and teachers a better understanding of the links between leadership, teacher attrition, and student achievement. The hope is that such an understanding will provide a solid theoretical foundation around which policy addressing the problem of teacher attrition can be developed and implemented. In Section 3, I delineate that project.

The results of this study indicated a gap at the target school between the current leadership styles and administrative policies of school leaders and the styles and policies identified in Section 1 as most beneficial to teacher job satisfaction. To address this gap, I propose the professional development program detailed in Appendix A. The project consists of 3 full days of training aimed at a diverse audience including MOE, school directors, cluster managers, school leaders/administrators, department heads, and teachers. The project is designed to increase audience awareness of how leadership styles and administrative policies can impact a school's educational outcomes and teacher retention and recruitment in particular.

Rationale

A professional development program was an appropriate genre for these goals because of the increasing awareness of the roots of the teacher attrition problem in the

middle east. As I discussed in Section 1, the Arab state school has acknowledged on a national level that teacher attrition is high and that this represents a growing and critical problem in the middle eastern educational system. My qualitative research has demonstrated that conclusions drawn at the national level apply equally well to the specific target school. Thus, the next logical step was to design a program of professional development that can help interested school systems better adapt to the challenge of teacher attrition and to elevate the facts upon which these discussions are based within individual school systems.

The data from the study indicated that low pay combined with a general sense of being undervalued as educators has played a significant role in teacher attrition at the target school. The analysis revealed themes such as *lack of value* and *lack of growth opportunity* as demotivating factors that directly contradict the factors identified by Herzberg, Maslow, and others as essential to job satisfaction. To the extent work environments like these are a result of an incomplete understanding of the role leadership styles play in educational outcomes of the community's students, professional development programs such as the one I am proposing can help to lay the conceptual groundwork for various local school districts and schools to begin to make changes that could benefit their students through teacher retention.

Each year school leaders and teachers encounter intricate challenges that require diverse levels of judgment, knowledge tasks, and teaching and learning outcomes that impact a variety of key elements of educational success. In order to engage in appropriate decision making, school leaders and teachers must be cognizant of the many ways to

unpack the context of professional development (PD). As confirmed in this study and as recent literature has shown, PD initiatives specifically designed to address leadership styles are warranted to address teacher attrition. Exploring the intricacies of effective PD for novice, mid-career, and veteran teachers and school leaders is an ongoing project for educational researchers (New Leaders, 2015). This project illuminates an assortment of factors for implementing PD and professional learning for educators. Massari (2015) conducted a similar study, which supported the global belief that teaching is by far one of the most challenging occupations that extends to nearly every human being, having an impact on society and an unequivocal influence on future generations. Moreover, Massari detailed the significance of schools having a framework for PD and sustaining a continuum of PD for all staff.

The proposed PD program will address these issues by making participants aware of the teacher attrition problem and how it relates to student outcomes and school leadership. The goal of the project is to inform participants of these connections and to persuade them that leadership structures are a viable method for addressing the problem of teacher attrition.

Literature Review

In this literature review, I outline the principle theories that framed my creation of the PD program. Utilizing digital interactive online surveys to identify individual leadership styles and how to engage educators in a continuum of professional development to combat teacher attrition, as well as daily face-to-face collaborative discussions and dialogue sessions, is critical for implementation of a successful PD

program Gaziel (2014). Ilgan, Parylo, and Sungu (2015) affirmed, “Current research and previous research finds a direct correlation with the effectiveness of face-to-face PD programs identifying effective leadership styles...having both theoretical and practical significance in shaping the role of the school leaders’ day-to-day responsibilities and duties” (p. 139).

To pinpoint current research on these topics, I searched databases such as EBSCO, Pro Quest, Eric, Nexis Uni, Academic Search Complete, and Education Source. The search terms included *effective leadership styles*, *effective professional development*, *teacher self-efficacy*, *online professional development*, *leadership styles surveys*, *teacher attrition*, *teacher morale*, and *teacher job satisfaction*. The findings of the study showed that middle east school leaders can benefit from a PD program incorporating information on effective leadership styles, learning how to lead, and understanding teacher morale and job satisfaction.

Wahab, Fuad, Ismael, and Majid (2014) detailed the essentials in implementing a successful 21st century PD program, noting that online leadership styles surveys, webinars, and collaborative leadership role-plays must be employed. These activities will assist in illuminating the role of the school leader and best practices for school effectiveness.

The literature and data from this study provided the impetus to create a PD program to help ensure a greater understanding of effective leadership styles of participants. The literature notes these can be delivered via online leadership styles survey links, dialogue and discussions, self-reflection and applying different styles of

leadership within teaching and learning environments (Ali, Jan, Ali, & Tariq, 2014). Furthermore, the literature showed that development of a PD program to address failed leadership styles that negatively impact schools is a priority, and that PD programs are vital in “seeing a need for high-quality professional development where teachers have received good preparation and support, and where they helped lead the change” (U.S. Department of Education, National Center for Education Statistics. (2016). In addition, through a professional development program, school leaders, teachers, and staff have access to rich sources and opportunities of positive school climates, resulting in; effective school leaders, motivated staff, low attrition, and collaborative learning environments that foster and encourage teacher leaders (Ramachandran, 2017).

This study confirmed Naile and Selesho’s (2014) findings that implementation of a professional development program which compels stakeholders to collaborate, discuss, and ascertain mastery of a variety of leadership skills necessary to motivate, inspire, and influence teacher retention will determine if teachers remain in the profession. The U.S. Department of Education’s National Center for Education Statistics (2016) affirmed there are a few vital factors which must be explored when developing a PD program including engagement of participants, understanding and application of facilitated content, and intended outcome. More importantly, and as affirmed by researchers Sutchter, Podolsky and Espinoza, (2017), PD programs directly influence the quality of leaders – teachers’ relationships and therefore, though more indirectly, the learning results of young children and teenagers. In addition, Sutchter et al. (2017) noted there is consensus that program leaders’ specific styles affect educators’ abilities to engage their students in specific skills

needed for them to achieve academic mastery.

Several researchers recommended that a variety of online interactive and face-to-face formats for implementation of a PD program is critical to decrease the revolving door of teacher attrition. The data have shown that school leaders must encourage collaboration through engagement and demonstrate flexibility in online PD environments, which also is shown to be a factor in improving teacher perception of effective leadership through communication (Bellibas & Liu, 2017). The implementation of the digital interactive component serves as a precursor to the face-to-face interactions and introduction to embedded professional learning communities (PLCs). These can be implemented during individual schoolwide staff development and may contribute to an increase in embracing effective leadership styles by fostering cohesive collegial collaboration, indicative of the professional leadership development framework (Daggett, 2015). The literature confirmed that by bringing together a well-developed PD program, on that establishes school cultures fundamentally based upon collaboration, diverse effective communication strategies, and encourages inclusivity, makes employees feel valued and will have a positively direct effect on teacher morale and job satisfaction, compelling teachers' decision to remain or stay (Abdullah-Kanesan, Yiing, & Ling, 2016). The results of the study as well as those in other studies verify the strengths of utilizing a combination of digital interactive surveys and face-to-face PD opportunities including embedded staff development and PLCs, which have been empirically associated with effective leadership styles (Alkhyeli & Ewijk, 2018). Likewise, the literature has detailed how digital online interactive and face-to-face format PD programs

encourage collaboration and engagement given the flexibility of online PD environments (Bellibas & Liu, 2017). Furthermore, these factors were also mentioned by participants to improve teacher perception of effective leadership through a variety of communication methods. The findings from this study indicated that school leaders must consider advocating for districts to have annual “well-developed professional development programs, guided by a framework of leadership excellence and a continuum of on-going PD,” putting on notice, the current and future education of all leaders, teachers, students and stakeholders, which is a global risk for education (New Leaders, 2015).

The design elements of the PD program in response to this study promotes utilizing diverse mediums to allow full participation of all participants, including after the initial annual PD program is implemented. Authors Green and Munoz (2016) applauded the use of interactive and video technology for implementing PD programs such as AnyMeeting and Zoom to conduct synchronous videoconferencing PLC’s, webinars, to simultaneously engage in online digital surveys and is advantageous in establishing cohesive shared communities for leadership, teachers and all stakeholders. One of the key features of the digital interactive surveys and collaborative meetings provides participants the opportunity to physically see colleagues and reinforces a cohesive teaching and learning community for leaders, teachers and all staff. It affords participants who are “signed in or enrolled,” in an interactive PLC to view and respond with visual and type written cues in collaborative trainings designed to embolden confidence with technology based PD programs, discussion and dialogue and reflection through edification that empowers staff (LeMahieu et al., 2017).

In addition, the study revealed these opportunities are imperative to achieving and enhancing teacher perceptions of school leadership abilities and are a much needed PD program resource to drive collegial relationship building and social interaction... moreover, the study and the research allows participants the ability to improve self-efficacy through diverse means of effective communications (Hadar & Brody, 2017). This study also showed indicators from the results which confirms the notion by researcher Vara-Orta (2018) that PD programs must be meticulously devised, planned and implemented with stakeholder outcomes where effective leadership styles support the “holistic approach to teaching and learning,” and determined that arguably one of the leading causes of teacher attrition is failed leadership.

Validation of the results of this study indicate all participants perceive leadership styles as the key factor in teacher self-efficacy and attrition. Furthermore, and as corroborated by the U.S. Department of Education, National Center for Education Statistics (2016), shares data from a much larger study conducted in 2017, found that an online survey of respondents, represented nationally of over 500 K-12 US teachers, strengthens the argument that districts must implement a PD program on effective leadership styles which has a direct effect on teacher morale and job satisfaction, ultimately a teachers decision to remain or stay (U.S. Department of Education, National Center for Education Statistics, 2016).

The PD program also takes into account the various approaches to what teachers perceive is non-effective leadership styles that are currently being used by leaders in the middle east. Findings of the study as a result of participant interviews clearly highlights

the dire need for school leaders to engage in a framework of effective communication to explain the purposes and reasons behind their leadership behaviors through a process of collaborative leadership training and a PD program that meshes teachers with leaders and leaders with all stakeholders (Brody & Hadar, 2015). This study established how the need for such a PD program in concert with PLC's would enhance the development of leadership within the country, combining activities to engage co-leadership skills and abilities; interchanging role-play models where one participant is teaching and modeling effective leadership skills, while the other observes, documents observation activities and all participants engage in debriefs with the trainers on challenges, dilemmas and what best practices they deem may facilitate positive leadership change (Pirtle & Tobia, 2014).

This study and the data results shows this type of approach will help school leaders and teachers in their prowess to reflect on parallel processes in their respective leading and teaching roles. Additionally, this study's findings from participants verbal and written responses, and as substantiated by researchers Van den Bergh, Ros, & Beijaard (2014), believe "a video-based professional development program incorporating features needed for effective leader and teacher learning (e.g., active, collaborative, feedback, reflection), showed changes in beliefs, perceived problems, and goal-directed feedback behaviors." Besides, the results of this study back up why a professional PD program on school leadership styles and learning how to lead is deemed to increase educator effectiveness and conceptual outcomes of the following core components: (1) building coherence, (2) leadership communication & collaboration, and (3) achieving set goals (Killion, 2015). The data also suggests that implementation of an effective

leadership style PD program across the middle east aligns with the MOE educator effectiveness goals, aligned to meet the needs of all students, educator performance and the new vision for curriculum standards.

Diverse key elements arose from participant responses which details the reason for and purpose of adopting an annual professional PD program on effective leadership styles. Of particular relevance were styles from the data results identifying; transformational, democratic and servant leadership styles which ultimately leads to school effectiveness and increased morale, job satisfaction, prompting teachers to remain in their profession and teaching assignment, and asserts how critical leadership styles impact teachers perceptions about school leaders (Larkin, Brantley-Dias, & Lokey-Vega, 2016).

Furthermore, Massari (2015) in a similar study and which correlates with the results of participants in this study, regards implementing a professional PD program for leaders is vital to combat teacher attrition especially in the gulf state country where teachers perceive if leadership was effective then the following would result, “claims to have higher levels of job satisfaction, have higher commitment to the profession and are less likely to leave the field of education to pursue other career choices.” Participant data successfully identified the effects of ineffective leadership on teacher self-efficacy, morale, job satisfaction and morale which reiterates and in accordance with Jacob, Goddard, Kim, Miller, and Goddard (2015). They noted that districts facilitating a principal leadership PD program will positively change and impact the collegial climate of the school culture as well as links successful leadership training and practices to

decreased teacher attrition.

Findings from this study as confirmed by a number of scholars (Baran, Maskan, & Baran, 2015; Gius, 2015; Rahmanpour, & Yazdanseta, 2015), highlight that research styles on leadership coupled with implementation of a professional PD program, have significantly impact how leadership styles drive employee efforts, attitude and job performance, in both educational and non-educational organizations. Finally, the participant data and results confirmed research conducted by Sungu, Ilgan, Parylo, & Erdem, (2014) that fundamentally, PD programs for leadership training fall into three vital categories: decision-making, communication, and interpersonal, concluding; In the decisional role, the leader is an entrepreneur, resource allocator, disturbance handler, and negotiator. The PD program I have designed will afford participants to apply learned leaderships styles to establish open lines of communication, frameworks for building relationships and diverse collaborative learning communities, but more importantly transform leadership styles that increase self-efficacy, create positive cultures of teaching and learning, ultimately retaining highly qualified teachers to improve student achievement.

Description and Goals

In this study, I addressed the problem of teacher attrition, job dissatisfaction and perceived self-efficacy of teachers in the middle east with respect to school leadership styles. The results indicated that teachers perceived nearly 100% of the school leaders who lead schools in the non-secular country are autocratic and/or authoritarian style leaders. Findings revealed these types of leadership styles directly impact multiple

domains: teacher attrition, failed communication, poor collegial relationships and job dissatisfaction.

Moreover, the results highlighted that the most dominant contributor to teachers' perceptions of teacher attrition and job dissatisfaction was leadership styles. The participants also indicated that they have not received any PD concerning Professional Learning Communities (PLC's) or engaging teachers to boost morale, teacher job satisfaction and teacher retention strategies. However, they were dissatisfied with the minimal PD offered by the MOE and collaborating educational institutions. The resolution to the problem is to develop a PD program that concentrates on best practices for school leaders' and effective leadership styles, boosting teacher morale and retaining good teachers, as well as effective communication.

The PD program was developed with the fundamental goal of increasing school leaders and teachers' perceptions of effective leadership styles that go hand-in-hand to create a positive culture of teaching and learning, retain good teachers and ultimately increase student achievement. As a result of the findings from this study and informed by literature, the PD program will be facilitated via face-to-face annually, for a three-day workshop to be held at the Education Resource Conference Center, at the onset of each school year. Schools may opt to have a schoolwide quarterly follow-up and refresher during PLC's, for new staff entering after the official school year start date. The goals of the workshop include the following:

- Develop and build positive collegial relationships between leaders and staff.
- Introduce all stakeholders to a framework of online webinars, digital

leadership and meetings, embedded staff development and PLC's (online and schoolwide/face-to-face).

- Provide and disseminate information on what leadership essentials are needed to establish and practice effective leadership.
- Establish, build and implement a continuum between the MOE, directors, school leaders and all stakeholders on mannerisms of effective communication, how to hire, develop and retain high quality teachers.
- Disseminate and share research based and historical evidence on effective leadership styles that have a positive impact on teacher morale and job satisfaction; combatting teacher attrition.

Project Description

Resources, Supports and Barriers

The project resulting from the proposal study is a 3-day professional development program designed to educate participants about the connections between leadership, teacher attrition and student achievement. The thematic data gleaned from the qualitative study helps demonstrate that certain trends observed on the national level are equally applicable on a local level. It is my hope that this professional development program will help to convince more local school leaders of the importance of implementing effective leadership styles in order to slow teacher attrition.

This project requires the following key resources for effective implementation:

Table 2: Project Resource Requirements

Resource type	Description	Estimated cost (USD)
1. venue	I anticipate an attendance rate of 250 – 300 participants per day. This will require a primary conference room with smaller rooms for breakout sessions. The preferred venue is the Education Resource Conference and Convention center. Refreshments and other amenities are included in this estimate. Cost estimate is based on author’s previous use of the facilities	\$3,500
2. panelists	The project will require expert panelists in order to provide a variety of perspectives on the issue of teacher attrition. Each topic should include at least one teachers and administrator. Ideally some panels should also include government officials and academic researchers. In addition, each panel will need to have a moderator familiar with the relevant subject matter. I estimate a 3 to 5 person panel for each topic. Project staff will make a determination on how to attract the best suited panelists. Cost estimate ultimately depends on compensation policy decided by staff.	\$10,000
3. project staff	The project will require staff to setup, organize and coordinate the program. I estimate that a 2 person staff (in addition to I) would be sufficient to meet the project’s needs. Cost estimate is based on a staff schedule of seven 40-hour weeks at a \$30/hr rate.	\$16,800
4. program materials	Participants will receive program materials that make it easy to participate in and learn from the program. In addition, panelists may receive written materials designed specifically for them. Project staff will also need to design and display signage and marketing materials in the venue during the program.	\$2,500
5. translation services	In order to deliver the most inclusive program possible and to elicit buy-in from school leaders, it is imperative to generate Arabic materials to share with Arabic participants. This includes written materials in	\$3,750

Arabic as well as possible Arabic language panels or break – out sessions. Estimate is based on approximately 50 hours of translation work at a \$75/hr rate.

Implementation Proposal

Implementing the project will involve four primary phases: proposal, setup, execution and evaluation. The timelines and descriptions for each phase are detailed below. The total time for all four phases is approximately 7 to 11 weeks.

Proposal phase – 2 to 4 weeks. The goal of the proposal phase is to secure funding for the proposal and to obtain any approvals necessary in order to deliver the program within the country. I would seek both approval and funding from the MOE. Based on the approval timeframe achieved for the project study, I estimates that the approval process will take approximately 2 weeks for the project proposal. However, I has added a 2-week cushion to this phase in case any further interaction with the MOE is necessary for obtaining funds. In addition, if the MOE approves, but does not agree to fund the proposal, I would need to extend the proposal phase in order to seek alternative funding sources.

Setup phase – 4 to 6 weeks. The goal of the setup phase is to eliminate all possible uncertainty from program logistics. This entails sourcing vendors, renting a venue, hiring project staff, engaging expert panelists, training both panelists and staff, generating necessary materials and registering participants. I anticipates that training panelists and registering participants will be the most time consuming of all of these tasks. In addition, renting a venue can sometimes require significant advance notice.

However, I believe that the Education Resource Conference and Convention center would be available on the time scale allotted for this phase. I, along with other project staff, should be able to execute all of the aforementioned tasks simultaneously.

Execution Phase – 3 days. As detailed in the project description section above, the professional development program lasts for 3 days. During this period, the primary focus of project staff will be on successful delivery of the program along with participant support and troubleshooting any problems that may arise during the 3-day program. If this implementation is successful, staff and panelists will, for the most part, be able to rely on training received during the setup phase to help them adequately address issues that may arise.

Evaluation Phase – 1 week. The goal of the evaluation phase is to critically analyze participant surveys, debrief staff and panelists, and liaise with vendors in order to assess the effectiveness of the project. Once project staff has completed this assessment, they will produce a set of recommendations for improving the program during its next iteration. I hope that each iteration of the program will help school leaders develop increasingly practical tools and tactics for addressing teacher attrition.

Roles and Responsibilities

I will oversee all four phases of the project described above. My primary role prior to the execution phase will be obtaining project approval and funding. In addition, I will be responsible for training project staff and ensuring that panelists have access to the proper materials and that panel moderators clearly understand the goals of their particular panels. During the execution phase, I will be responsible for troubleshooting any

problems that arise.

Prior to the execution phase, project staff will be responsible for organizing and streamlining the participant registration process, preparing conference materials, working with vendors and coordinating with presenters. During execution, project staff will assist I in troubleshooting any issues that arise during the program. During the evaluation phase, project staff will provide feedback and suggestions on how to improve the program in subsequent iterations.

The project will involve panelists in order to provide participants with multiples perspectives on teacher attrition in the middle east, including that of teachers, administrators, government officials and researchers. Panelists will be moderated and will provide their unique perspectives on the prevailing themes of the professional development, specifically the role of leadership in teacher attrition.

Project Evaluation Plan

To the extent that lack of awareness is a roadblock to certain schools' adoption of more effective leadership styles, this Project is designed to help fill the gap between practice and knowledge and to provide participants with the theoretical framework necessary to drive change at individual schools. In particular, local school administrators may not be aware of the theoretical underpinnings that drive teacher attrition. Furthermore, teachers themselves may not have the theoretical vocabulary to express what they are looking for in a school environment. The goals of this professional development program are (1) to help participants understand the connection between teacher morale and student educational outcomes, (2) to provide participants the

theoretical framework evaluating how a school's management policies affect teacher morale, and (3) to raise participant awareness of specific changes in leadership style that may positively affect teacher morale and thus help to reduce teacher attrition rates.

The primary methods of conducting this goal-based evaluation of the project will be the exit questionnaire given to participants as well as an internal assessment of participant response and receptiveness during the program itself. A goal-based assessment is appropriate because the project goals are all centered around increasing participant knowledge and awareness. While the project is related to the overall outcome of reducing teacher attrition, it is not necessarily the primary mechanism for achieving such an outcome. Instead this professional development program focuses on increasing participants' knowledge and awareness of the fundamental causes of teacher attrition and how leadership styles might help to improve teacher morale. Since the professional development program is designed to deliver knowledge, a goals-based assessment is an appropriate evaluation method.

The questionnaire attached as Appendix B includes questions that participants' will be asked. In particular, the questionnaire is designed to assess whether participants recall and understand the connection between teacher attrition and student outcomes as well as the connection between teacher morale and leadership styles. Furthermore, the questionnaire assesses the persuasiveness of the presentation by including questions requiring the participants to apply knowledge gained from the program to their own schools and school districts. To the extent that Project goals were met, participants should be able to give accurate answers to the factual questions and to provide sensible

recommendations for improving teacher morale in their own schools and school districts. The overall goal of the evaluation is to help improve the program content and presentation and to make it more effective for subsequent participant cohorts.

Project Implications

This project is envisioned as part of a larger effort to reduce teacher attrition in the middle east. The primary quantitative measure for the success of this professional development program will be the change in teacher attrition over time. The primary qualitative measure will involve teacher perception of job satisfaction at a given school. The project provides policy makers, administrators, educators and other school leaders with a theoretical framework to motivate positive changes affecting teacher morale within their schools and districts. Ideally, this can lead to more innovation and sharing of best practices amongst schools, increasing buy-in from school administrators and overall reduction in teacher attrition over time. Given the focus on attrition and its effects, I am optimistic about the reception for this type of program at a national level. Key stakeholders include school administrators, MOE, other state agencies, teachers and students. While some stakeholders can directly benefit from this Project, others are indirectly affected by its findings and methodologies.

It is clear that the middle east has been trying to implement policies to counteract the alarming increase in teacher attrition nationwide. However, there has not been much guidance provided for local schools and districts to understand the extent to which these trends are present in their own schools and communities. Local studies and corresponding professional development programs such as the ones described in this proposal help local

schools and districts evaluate their own policies and procedures in the larger context of well-researched national and international studies linking student outcomes, teacher morale and leadership style.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

The PD program outlined in Section 3 is a focused, research-based program designed to increase local school leaders' awareness of the connection between leadership and teacher attrition. The strength of the project lies in its narrow focus on leadership and the fact that it is based on a local data set that reinforces the applicability of educational leadership theory to specific local contexts. However, the format of the project and the nature of the problem it addresses present important limitations on the project's potential impact.

The project deliverable is to provide participants with a baseline awareness of the basic theoretical connections between leadership, teacher attrition, and student outcomes. By focusing narrowly on this deliverable, I can generate a program that is relatively inexpensive to deliver and that can provide participants with a flexible foundation from which to propose and implement policies that address unique local contexts.

However, since the project is limited to 3 days, follow up work will be required in order to derive measurable impact on teacher attrition and school outcomes. Such sustained effort will have to be made in an environment that, according to findings in this study, can sometimes be extremely indifferent to teacher well-being. Such indifference may be a result of many factors including lack of knowledge about effective leadership and cultural attitudes towards teachers and education in general. Since the project only focuses on one factor—leadership—it may be difficult to overcome any institutional inertia that is caused by other factors like cultural attitudes towards teachers.

Recommendations and Alternative Approaches

There are several viable approaches to studying the problem of teacher attrition in the middle east. For instance, one alternative would be to conduct an observational study comparing schools with the lowest attrition rates to schools with the highest attrition rates in order to identify observable factors that might affect teacher attrition. While this may involve some interviews to lend depth to the data, the approach would rely primarily on observable quantitative factors such as class size, teacher salary, and teacher ratings of school leadership. Another alternative might be to develop a model school within the country that serves as an incubator for best practices to curb teacher attrition. These practices, once established as sound within the pilot school, could be exported to other schools in the country's education system for testing, refinement, and eventually widespread implementation.

In addition to changing the methods used to study the problem, the problem definition could be reformulated. For instance, the importance of teacher attrition is directly related to student outcomes. If the literature did not indicate a connection between the two (i.e., if high teacher turnover did not have adverse consequences on student outcomes), teacher attrition would not be as valuable a topic for study. Thus, one viable reformulation of the problem would focus on underperforming schools and the factors that contribute to such underperformance.

In addition, given the results of the study, there are alternatives to the project proposed in this paper that might equally address the themes that the study revealed. In particular, policy recommendations to national and local governments could result in

rules, regulations, or directives aimed at incorporating more positive leadership styles into schools across the country. However, as I detailed in Section 1, the country is aware of and has been attempting to address the problem of teacher attrition on the national level. Despite these efforts, schools such as the international target school in my study may continue to exhibit a flawed culture that is detrimental to teacher morale and ultimately to student achievement. Thus, any alternative approach must also account for a likely disconnect between national and local efforts.

Scholarship, Project Development, Leadership, and Change

In this section, I explore some of the lessons I learned in conducting this study and designing the resultant project. There were several lessons that stood out not because of their magnitude, but because I did not anticipate them. Going forward, I hope to apply these lessons in any further scholarship I undertake.

While follow-up meetings were reserved primarily for member checks, I also greatly benefited from deeper insights given when several of the study participants were able to elaborate on answers they had provided as part of their primary interviews. From this experience, I plan to include an unstructured interview when conducting qualitative studies of this type in the future. In addition, while the relatively small sample size and high level of congruence between participant responses made themes readily identifiable, coding the information with different node sets still revealed more subtle and overarching themes. For instance, the idea of value, while not repeated by a large proportion of the participants, became a unifying theme for the ideas of increased participation, equal pay, and respect for teachers' time. Without the process of coding, the conceptual connection

between seemingly disparate complaints may not have made itself apparent.

With respect to development of the project, I learned the importance of a narrow, well-defined objective. Given the vast scope of the teacher attrition problem in the Arab state school, it would be very easy to develop a project that tries to reach beyond what is possible with limited resources. In addition, the apparent failure of national efforts to curb teacher attrition demands a more localized approach to the problem. Thus, the major lesson I took when designing this study was to produce a project that could help give local administrators some practical basis for addressing teacher attrition in their own schools. In this respect, a narrow focus resulted in a PD program that could be disseminate at low cost and that could thereby be rapidly iterated to produce the most effective program in the shortest period of time.

Importance of the Work

While a PD program geared towards local school leaders could easily feel like too incremental an approach, achieving buy-in from local school leaders will be invaluable in the country's efforts to improve teacher retention. Given that teacher attrition continues to rise in the face of middle eastern efforts to better retain its teachers (OECD, 2015), it becomes increasingly important to convince local leaders that teacher attrition is a real problem. To the extent that school administrators wish to improve their students' educational outcomes, both the study and the project provide valuable insights into how simple changes in leadership styles and methods could have a tremendous impact on teacher morale and thus student outcomes.

The findings of Rauf et al. (2013), who noted the connection between high job

satisfaction and high morale, and those of Kiboss and Jemiryott (2014), who proposed that administration and school leadership influence student outcomes through teacher morale, support the notion that managing teacher attrition is critical to producing good student outcomes. This project contributes to the understanding of factors affecting teacher attrition on a local level and provides a means for beginning the process of reversing poor trends in teacher retention.

Implications, Applications, and Directions for Future Research

The project is designed as the cornerstone of an effort to effect social change with respect to student outcomes in eastern Arabia. In general, research like that conducted by Vara-Orta (2018) has indicated that authoritarian leadership styles and the lack of support provided to teachers are especially significant and arguably two of the leading causes of teacher attrition. However, it is unclear that local administrators in the middle east have come to this same conclusion. If, through professional development, administrators and other school leaders can begin to think more critically about the specific effects of their leadership styles, those leaders can begin to build coherent plans for improving their individual school environments. It is my hope that the study and the project might help to clarify whether national trends of teacher attrition are playing out at the local level and to convey such a possibility to local leaders.

Future researchers have an opportunity to build on my research. One direction that could be promising is implementation of leadership experiments designed to produce favorable outcomes and develop best practices with respect to teacher morale and student achievement. An example from the study demonstrates why school experiments might be

a good source of practical knowledge. One participant stated, “Last year we gained an extra AP who was an American male, considerate and understanding of the challenges for teaching and learning in this area of the country where parental involvement is non-existent. He was able to encourage parents to get involved with the school by offering day care services, volunteer training, and proctor/invigilator training so that parents felt they were a part of the school. He selected and provided a group of parents to facilitate Curriculum Night and that brought out even more parents. The MOE unfortunately decided to transfer him to a school within the country. The school regressed to the old non-innovative and collaborative ways of the past. His leadership style had an immediate impact on the entire teaching and learning environment, students and all stakeholders.” If a future researcher can systematically replicate an environment like the one created by the assistant principal described above, then that research would represent a valuable body of practical knowledge that school leaders could apply immediately, should they so choose.

Conclusion

This study suggests a strong connection between leadership style and teacher attrition. In particular, leadership styles that encourage participation, self-efficacy and communication tend to be more beneficial to teacher morale than the authoritarian styles that dominate many local schools in the middle east. The resulting project seeks to address this issue by educating school leaders on the connection between leadership and attrition mentioned above and encouraging those leaders to experiment with leadership styles that are more aligned with teacher needs.

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Appendix A: The Project

Invitation to Participate in the PD Project

Dear Colleagues,

The number of teachers who perceive leadership styles as a problem and the root cause of teacher attrition in the middle east has alarmingly increased over the past five years.

Furthermore, with the significantly large numbers of new teachers coming to the Arab state country to teach and the goals set by the MOE for hiring and retaining highly qualified teachers, more emphasis is being placed upon school leaders to engage in effective leadership styles that improve teacher morale, teacher job satisfaction and decrease teacher attrition. Unfortunately, in recent years, there has been little to no opportunities for professional development (PD) with regard to harnessing school leaders and teacher leaders with effective leadership skills. That fact compelled me to develop a PD program specifically designed to and which focuses on a framework, strategies and techniques of effective leadership, building and sustaining positive collegial relationships and boosting teacher morale, motivating teachers to engage in best practices at all times in every aspect of teaching and learning.

I would greatly appreciate your presence and invite you to take part in the professional PD program opportunity. This PD program will encompass a combination of blended learning in the forms of interactive online surveys, daily face-to-face workshop training, followed up with online participant collaborative Professional Learning Communities (PLC's). The fundamental principle of the face-to-face professional workshop is to establish and build collegial trust and relationships with other

school leaders, teachers and participants, to include a tremendous opportunity to network, but more importantly to acquaint and train participants with historical evidence of effective leadership, enlighten and gain a greater understanding of effective leadership; what it looks like, the effects of effective leadership and how you can become a better leader. Participants will share experiences, share information, discuss and dialogue how effective leadership manifests to create cultures conducive to success, give and share strategies on relationship building and disseminate information regarding the follow-up online PLC collaboration environments, norms and format.

The daily three day face-to-face workshop is set to begin at 8:00 a.m. and concludes on 3:00pm each day

The goal of the online professional PLC's are a continuum of what effective leadership styles look like, the impact on teaching and learning through the lens of followers and how to ensure the most effective styles are continuously implemented to establish and sustain a positive school climate. The professional PLC's will also serve as a collaborative learning environment for school leaders, teachers and staff to share their leadership successes, reflect on effective leadership techniques and provide participants with an opportunity to network and build country wide positive collegial relationships. The voluntary quarterly online PLC's will take place via AnyMeeting.com website, which I will facilitate and set dates for. We will discuss and dialogue via video conference about learned strategies and comment on effective leadership experience outcomes.

If you are interested in taking part in this amazing professional PD program opportunity please respond to this email. As the date of the PD program draws near, I will contact you with additional information and look forward to sharing in this program.

Kind regards,

Saroya N. Pendleton-Brown

School Leadership Behaviors: Impact on Teachers & Teacher Attrition

SAROYAN N. PENDLETON-BROWN

Purpose, Goals, Learning Targets, Audience

- ▶ Purpose: Empower school leaders and teacher leaders in both personal and career development, ultimately to advance learning for educators, students and improve employee current job performance.
- ▶ Goals: To assist current and future employees in professional and personal career development. With a keen focus on effective leadership styles, teacher motivation, retention and recruitment.
- ▶ Learning Outcomes: Identify leadership styles that positively impact teacher morale and improve job satisfaction, reducing teacher attrition.
- ▶ Audience: MOE, School Directors, Cluster Managers, School Leaders/Administration, HOD's Heads of Departments, Teachers.

Develop	Introduce	Provide	Establish/Build & Implement	Disseminate
<p>* Develop & build relationships among leadership, novice & veteran teachers to increase support of and establish potential interventions to help assist teachers with resources necessary to retain and train teachers to be highly qualified.</p>	<p>* Introduce all stakeholders: MCE, school leaders, directors and teachers to a framework of online webinars, digital leadership meetings and online PLC's (Professional Learning Communities) to share, collaborate and actively engage staff and communicate this information within their schools.</p>	<p>* Provide & disseminate information on what leadership essentials are needed to establish and practice effective leadership, so that teachers are satisfied with their work, assignment and able to perform at a higher level.</p>	<p>* Build a continuum between the MCE, school leaders, directors, teachers and parents about applicable leadership styles that are most effective to hire, retain and ensure development of highly qualified teachers.</p>	<p>* Disseminate research based and historical evidence on effective leadership styles that have a positive impact on teacher job satisfaction and teacher attrition.</p>

GOALS

3 - Day PD Overview Presentation

Day 1 – Effective Leadership Styles: Learn How to Lead	Day 2 – Effective Ways to Increase Teacher Morale & Job Satisfaction	Day 3 – Study, Impact, Results
<ul style="list-style-type: none"> • What are Effective Leadership Styles? • Why Does Effective Leadership Matter in Schools? • Myths about Effective Leadership Styles • Current Research • Importance of School Leaders Harnessing Effective Leadership Styles & Skills • Sample Leadership Style Quizzes • Ineffective Leadership Styles in Schools 	<ul style="list-style-type: none"> • What can Leaders do to Increase Teacher Morale & Job Satisfaction? <ul style="list-style-type: none"> • The Many Ways to Improve Teacher Morale • Effective Ways to Increase Morale & Job Satisfaction <ul style="list-style-type: none"> • Objectives • Misconceptions • Utilized in schools • Benefits • Current Research 	<ul style="list-style-type: none"> • Research Question • Project Study <ul style="list-style-type: none"> • Literature Review • Sample Leadership Style Quizzes • Sample Teacher Morale & Job Satisfaction Quiz • Data Collection/Results • Benefits of a framework of strategies for increasing teacher morale & job satisfaction

Day 1

"You can't lead the people if you don't love the people. You can't save the people if you don't serve the people." - *Corael West*

DAY 1	SESSION DESCRIPTIONS
8:00 – 8:30	Registration/Check-In
8:30 – 9:00	Workshop Overview & Introductions
9:00 – 10:30	What are Effective Leadership Styles?
10:30 – 10:45	Break
10:45 – 12:45	<ul style="list-style-type: none"> • Myths about Effective Leadership Styles • In-effective Leadership Shortfalls/Deficits
12:45 – 1:45	Lunch
1:45 – 2:30	Importance of School Leaders Harnessing Effective Leadership Styles & Skills
2:30 – 3:00	Q&A – Concerns, Final Thoughts/Wrap-Up

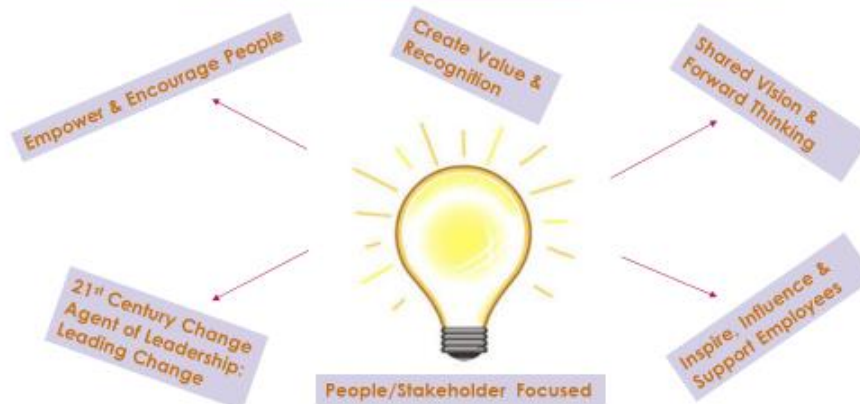
What are Effective Leadership Styles?

TRANSFORMATIONAL LEADERSHIP STYLE: A value-based style of leadership established on emotional bonds developed between leaders and followers, inspiring unity and collaborative approaches in every aspect to reach organizational and group goals (Yin, 2003). Transformational leaders seek to understand employee skills, abilities, and needs as well as providing effective coaching, teaching and mentoring to combat weaknesses or inadequacies.

PARTICIPATIVE/DEMOCRATIC LEADERSHIP STYLE: The democratic leadership style means facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision. The democratic leader is able to communicate that decision back to the group to bring unity for the plan that is chosen. This style is needed in dynamic and rapidly changing environments where very little can be taken as a constant.

SERVANT LEADERSHIP STYLE: Servant leadership is "a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world," according to the Center for Servant Leadership. If that evokes your ideal of socially responsible organizations, you're probably thinking of places where servant leadership is the norm. Consider the needs of employees first. Servant leaders focus on satisfying the highest-priority needs of others. Servant leaders feel a strong sense of caring and responsibility for their staff. Commits to helping employees develop expertise and improve performance. Servant leaders prioritize the personal and professional development of others, ensuring they build their knowledge base and professional skills.

Effective Leadership



Effective Leadership Styles Will...

- ▶ Have followers who have bought into the vision
- ▶ Know how to lead people & are 110% people focused
- ▶ Proactive NOT reactive
- ▶ Raise expectations for educational excellence engaging ALL stakeholders
- ▶ Accomplish goals
- ▶ Practices and engages in a self-reflective framework of continuous improvement
- ▶ Shared vision that is explained, understood and embraced
- ▶ Motivates and encourages others
- ▶ Mobilizes diverse resources in collaborative efforts to achieve goals
- ▶ Builds organizational capacity
- ▶ Model/Create an ethos of high ethical standards, expectations and influence others in a willing/proactive approach towards pre-determined objectives
- ▶ Understands the VALUE of human capital and recognizes the importance of empowering others

How Significant is Effective Leadership?



The Top 10 Leadership Competencies, Grouped Into Five Themes

When 195 global leaders were asked to rate 74 qualities, these rose to the top.

PERCENTAGE OF RESPONDENTS		
Strong ethics & safety	67%	Has high ethical and moral standards
Self-organizing	59	Provides goals and objectives with loose guidelines/direction
	56	Clearly communicates expectations
Efficient learning	52	Has the flexibility to change opinions
Nurtures growth	43	Is committed to my ongoing training
Connection & belonging	42	Communicates often and openly
	39	Is open to new ideas and approaches
	38	Creates a feeling of succeeding and failing together
	38	Helps me grow into a next-generation leader
	37	Provides safety for trial and error

SOURCE: SUNNIE GILES

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Harvard Business Review (2016)

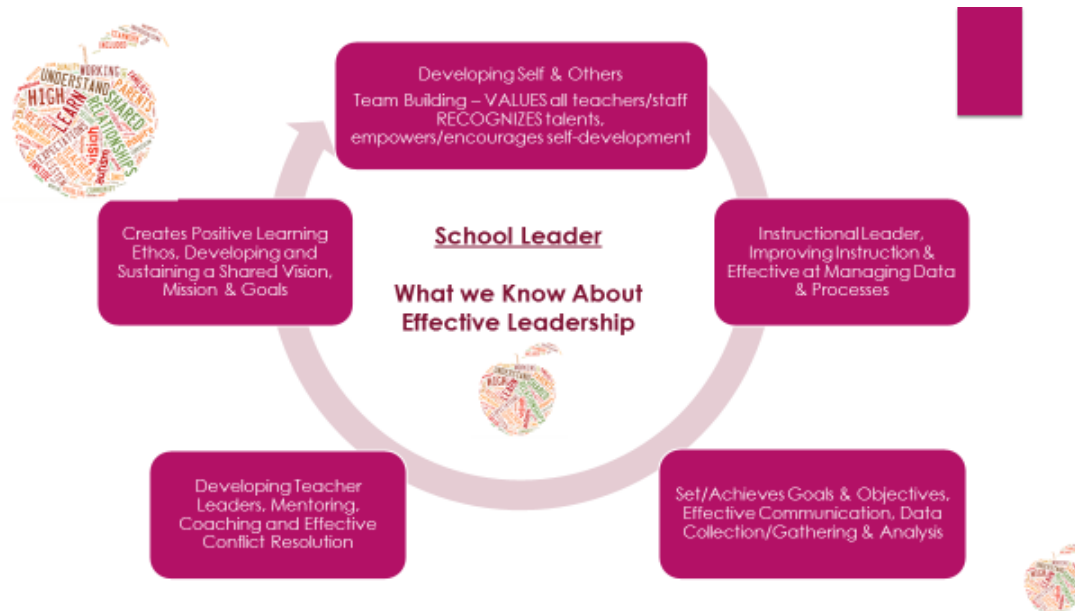
Effective School Leadership VS Teachers/Followers Myths

School Leaders

- ▶ Most school leaders do not welcome and encourage change
- ▶ School leaders always do things right and always make the right decisions
- ▶ It is impossible to manage and lead at the same time
- ▶ Only school leaders need leadership development and training to be better leaders
- ▶ School leaders do not need a framework of continuum for leadership development to be an effective leader

Teachers/Followers

- ▶ Teachers/followers and/or staff almost always resist change
- ▶ Teachers/followers and/or staff are pre-dispositioned and expected to make multiple mistakes
- ▶ Teachers/followers and staff are to agree with all decisions made by school leaders
- ▶ Teachers/followers staff are not leaders unless they participate in trainings or workshops
- ▶ Teachers/followers and/or staff are not considered leaders if they are not allowed to share and facilitate their talents



Current Research about Effective Leadership

- ▶ Encourages a continuum of professional learning for principals
- ▶ Focuses on leadership essentials and factors including: Inclusiveness, equity, and social justice
- ▶ Engages in supporting and empowering teachers, and cultivating leadership among all staff
- ▶ Collaborating and Integrating the school with the community at every level
- ▶ Commits to and regularly seeks to participate in continuous opportunities for best practices
- ▶ Identifies the main reason for teachers' decisions about whether to leave or stay in a school, fundamentally is believed to be the quality of school leadership/administrative support
- ▶ Trainings/Workshops provided to "positively influence principal practices, school climate and educator behaviors, teacher effectiveness and retention, and ultimately student achievement."

Burkhauser, S. (2016). How much do principals matter when it comes to teacher working conditions? Educational Evaluation and Policy Analysis.

As a School Leader... Leaders MUST Understand that Relationships are Essential



Relationships Essentials – Cont'd

WITHOUT RELATIONSHIPS

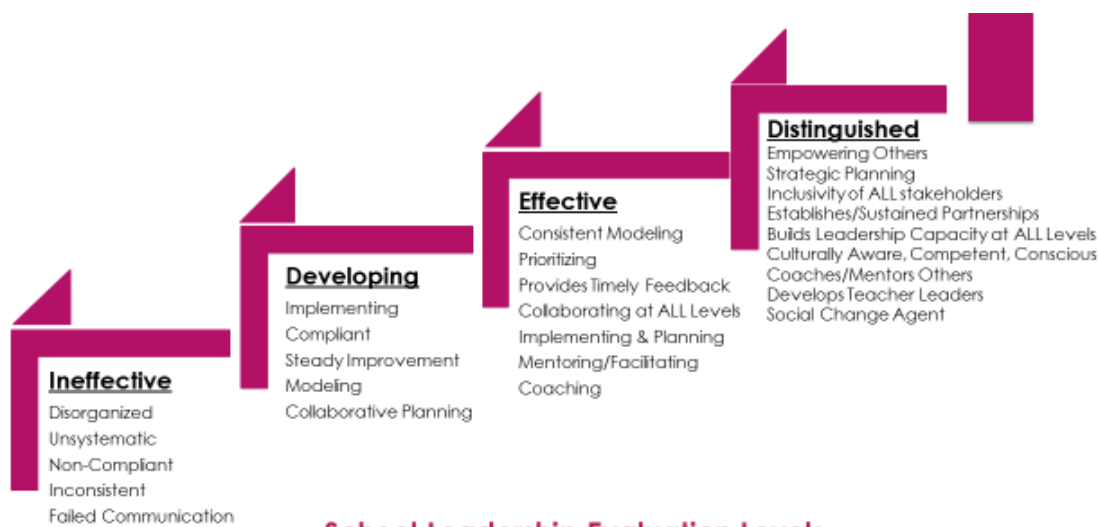
- ▶ Goals unaccomplished, no stakeholder involvement, success is intermittent
- ▶ Results are short-term
- ▶ Poor planning– no partnerships
- ▶ Ineffective/closed communication
- ▶ Teacher isolation/creates resistance & non-compliance

WITH RELATIONSHIPS

- ▶ Goals set, achieved & establishes an ethos of success among stakeholders
- ▶ Short-term & Long-Term results are positively evidenced
- ▶ Strategic, collaborative planning engaging all necessary stakeholders
- ▶ Open, effective communication using a variety of mediums
- ▶ Creates a culture of teachers feeling and believing they are valued, a strong sense of inclusivity
- ▶ Teamwork at every level is demonstrated by all

In-Effective Leadership Styles: Deficits/Shortfalls

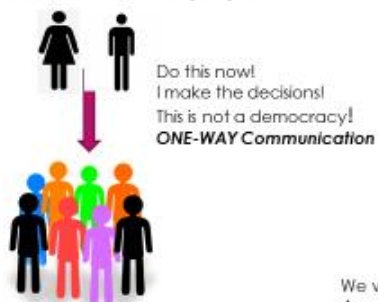
- ▶ Low Teacher Morale
- ▶ Job dissatisfaction
- ▶ Inspires fear, intimidation and laissez faire attitudes among staff
- ▶ Blames teachers/others for not achieving set goals
- ▶ Fails to encourage and/or initiate teacher development or staff development
- ▶ Limited/Lack thereof in leadership trainings to advance professionally
- ▶ Challenges/difficulties adjusting to and/or implementing positive change to address/meet teacher concerns, student concerns, and stakeholder concerns
- ▶ Verbal/non-verbal communications with all stakeholders are not conducive to positive stewardship and servant behaviors
- ▶ Inability to establish, build and sustain partnerships with both internal and external stakeholders



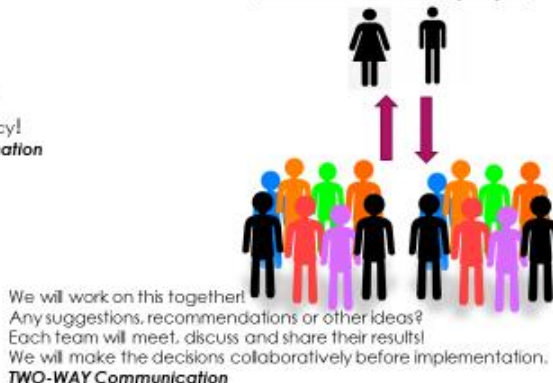
School Leadership Evaluation Levels

Addressing
 In-Effective Leadership Styles
 VS
 Effective Leadership Styles

Ineffective Leadership Styles



Effective Leadership Styles



What Type of Leader are YOU?

Interactive Leadership Style Assessments

- <https://eml.usc.edu/leadership-style-quiz>
- <https://www.metarasa.com/mmdi/questionnaire/>
- <https://www.verywellmind.com/whats-your-leadership-style>
- <https://www.skillsyouneed.com/ls/index.php/325444>



Q&A, Final Thoughts, Concerns?

Leadership Styles...
What Type of Leader are YOU?



Great leaders harness personal courage, capture the hearts and minds of others and empower new leaders to make the world a better place. – *Maxine Driscoll, Founder of Think Strategic*

DAY 2	SESSION DESCRIPTIONS
8:00 – 8:30	Registration/Check-In
8:30 – 9:00	Essentials of Teacher Morale
9:00 – 10:30	Essentials of Job Satisfaction
10:30 – 10:45	Break
10:45 – 12:45	Ways to Improve Teacher Morale: Interventions & Strategies
12:45 – 1:45	Lunch
1:45 – 2:30	Teacher Morale & Job Satisfaction: Why do Teachers Leave Attrition/Benefits/Current Research
2:30 – 3:00	Q&A – Concerns, Final Thoughts/Wrap-Up

What is Morale?



THE OXFORD ENGLISH DICTIONARY PROVIDES **THREE KEY CHARACTERISTICS** OF MORALE AS A:

- (1) "MENTAL OR EMOTIONAL STATE,"
- (2) HELD BY A "PERSON OR GROUP,"
- (3) THAT IS "ENGAGED IN AN ACTIVITY."
- THE DEFINITION ALSO ASSOCIATES MORALE WITH OTHER MENTAL STATES: "CONFIDENCE, HOPE, ENTHUSIASM."

<http://www.oed.com/>

Essentials of Teacher Morale

- ▶ Establish and create relationships that are evidenced of teachers feeling, believing and knowing they are VALUED!
- ▶ Develop/Create/Sustain a "Home away from Home" framework in both the personal and professional environments of all personnel.
- ▶ Reflect on and celebrate SUCCESSES!!!! Feelings of appreciation is a significantly core emotional essential for all humans. "Celebrating small wins as a team enhances motivation."
Dr. Nicole Lipkin



Essentials of Teacher Morale... Cont'd

- ▶ Teamwork makes the Dreamwork! Inclusivity of all is **VITAL** to boosting teacher morale, and igniting a stronger desire to improve morale of current staff.
- ▶ TRUST! Encourage and give teachers autonomy. Leaders should afford a guided pathway/roadmap, provide self as a resource, sounding board and unwavering support of THEIR decisions.
- ▶ Everyone is an INDIVIDUAL! Encourage and afford opportunities for teachers to share and develop their unique talents. Diversity is essential to sustaining a GREAT SCHOOL CULTURE!



The Many Behaviors of School Leaders: Success or Failures on Teacher Morale

Behavior

- Task/Directives
- Builds Relationships
- Persuasive
- Initiating Structure
- Consideration
- Visionary/Unity

Leadership Style

- Autocratic
- Democratic
- Charismatic
- Situational
- Servant
- Transformational



Success or Failure

- Close Supervision = Fails for teacher morale
- Emphasize Development = Success for teacher morale
- Driven by Convictions = Success for teacher morale
- Varying Directives at Points in Time = Success & Fails for teacher morale
- Life Enrichment of Others = Success for teacher Morale
- Values People, Collaborative, Inspires = Success for teacher morale

- Show respect, recognize the WHOLE person
- Offer/provide internal and external support framework (mentoring/teacher support programs)
- Offer/provide competitive compensation & accommodations
- Offer/provide rich professional development opportunities and encourage advancement
- Practice open communication, provide a work environment conducive to success at all times, at every level

ESSENTIALS OF TEACHER JOB SATISFACTION

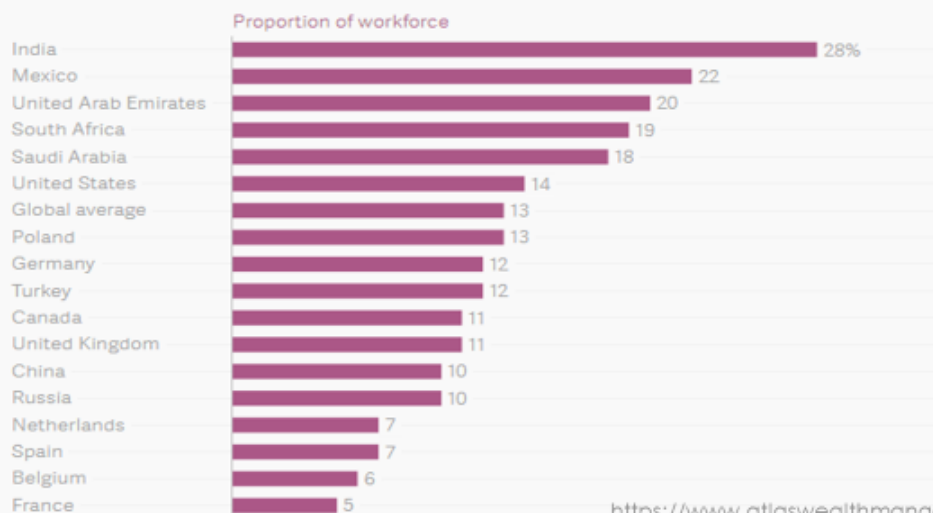
True motivation comes from achievement, personal development, job satisfaction and recognition. – Frederick Herzberg

Essentials of Job Satisfaction... Cont'd

- Develop and share a clear GROWTH trajectory
- Provide FEEDBACK in timely manner, constructive criticism, and ways to contribute in the work environment
- DO NOT micromanage
- Collaborate, continuously communicate, give autonomy
- Most importantly – LISTEN! Eliminate barriers, have a welcoming and open-door policy, evaluate job satisfaction, ask employees "what are you feeling," so that they know they are being heard



Highly engaged and satisfied workers by country



<https://www.atlaswealthmanagementgroup.com/blog/satisfied-workers-by-country>

What Objectives(Interventions/Strategies) Can Address Teacher Morale & Job Satisfaction



PROMOTE:

- Recognition & Praise (I.e. Teacher of the Month)
- Encouragement & PD Opportunities
- Greatness & Teacher Appreciation



ENGAGE:

- Collaboration & Feedback Parties/Events
- Teacher Talks & Professional Dialogue & Discussions
- Progressive Pathway Trajectory of Necessary Change



IMPROVE:

- Substantive School Improvement Effective PLC's
- Adherence to Core Practices & Teacher Autonomy
- Strong Administrative Leadership & Support for Teacher Empowerment

Why do Teachers Leave Schools?

- ▶ According to research, and as reiterated by authors *Borman, G., & Dowling, M. (2015)*, Teachers often leave schools with autocratic/authoritarian style leadership, strict district and/or individual school rules that prevent innovation, devalues teachers and fails to recognize teacher talents. This type of school culture inevitably creates hostile working environments, producing and resulting in low teacher morale.

Why do Teachers Leave Schools... Cont'd?

How to Combat Teacher Attrition: Ways to Support Teachers

Ways that we can support teachers and ensure school climates are instilled with good morale.

- ▶ Supportive, caring, nurturing leadership at all levels
- ▶ Active and sustain an effective 2-way communication channel for all stakeholders
- ▶ Adopting and implementing a strong teacher mentoring support group & teams
- ▶ Develop a school culture program addressing: Cultural Awareness, Cultural Competency, Cultural Consciousness
- ▶ Engage, encourage and provide diverse support channels to meet the needs of all teachers (focus on improving morale)
- ▶ Ensuring a supportive PTSO/PTA and Student-led education group



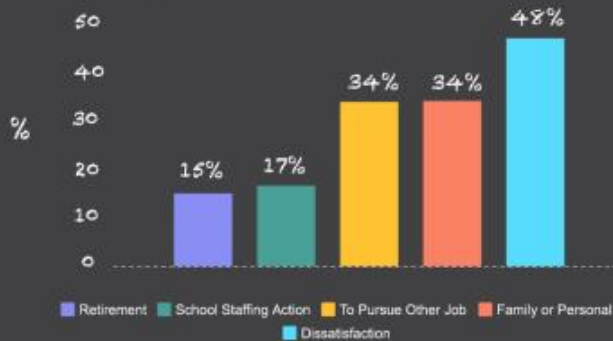
Current Research on Teacher Morale, Job Satisfaction & Attrition

Determined the following KEY FACTORS

- Teacher preparation is inadequate
- Dissatisfaction with compensatory/fringe benefit package
- Inadequate/challenging working conditions: Citing lack of administrative support and autocratic leadership
- Advancement in pursuance of other career opportunities
- Personal/family reasons
- #1 reason: Lack of leadership support (**specifically noted for novice: 1 – 3yr teachers**)

Finster, M. (2013). Teachers' job satisfaction, organizational commitment, turnover intentions, and actual turnover: A secondary analysis using an integrative structural equation modeling approach.

Why Teachers Leave



*Respondents were permitted to give more than one reason
Source: R. Ingersoll & D. Purda, University of Pennsylvania

<http://neotoday.org/2017/10/25/why-i-quit-teaching/>

Benefits of Teacher Preparation Programs in Combatting Teacher Attrition

- ▶ Teacher preparation programs are a **CRITICAL** component in teacher attrition, however, Burkhauser (2016) details that when it comes to teacher attrition “A good principal is the single most important determinant of whether a school can attract and keep high-quality teachers.”



School leaders **MUST** ensure that working conditions & administrative support work hand in hand, collaboratively (sharing positive efforts to boost morale, improve job satisfaction and retain highly qualified teachers). There must be a framework that is structured and built upon the following:

Working Conditions

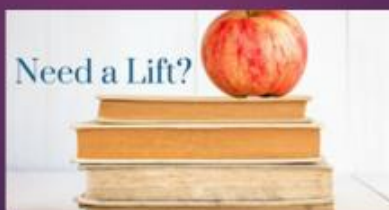
Administrative Support



Finster, M. (2013). Teachers' job satisfaction, organizational commitment, turnover intentions, and actual turnover: A secondary analysis using an integrative structural equation modeling approach.

Q&A, Final Thoughts, Concerns?

How Are you BOOSTING
your Teachers' Morale?



"Leaders instill in their people a hope for success and a belief in themselves.
Positive leaders empower people to accomplish their goals." - *Unknown*

DAY 3	SESSION DESCRIPTIONS
8:00 – 8:30	Registration/Check-In
8:30 – 10:30	Video/Research Question/Project Study
10:30 – 10:45	Break
10:45 – 12:45	Data Collection/Results
12:45 – 1:45	Lunch
1:45 – 2:30	Benefits of Effective Leadership Styles on Teacher Morale & Job Satisfaction
2:30 – 3:00	Q&A – Concerns, Final Thoughts/Wrap-Up

Leadership Styles & the Impact on Teacher Morale & Job Satisfaction

https://youtu.be/yoZ_VtSGao

► Teachers who are Respected, Valued, Appreciated, Provided Autonomy, Support and Lead by a VISIONARY who Champions for Teachers, Can Change the World!

► Effective Leadership are the



Instrumentation & Materials

TO THE PARTICIPANTS:

This portion of the study focuses on school leadership. It is important to understand what leadership styles you have experienced at this school and how you feel about the leadership here. Be assured that your responses will be kept completely confidential and none of your answers will be shared with anyone in the administration, except as a group aggregate response.

I'm going to show you a series of definitions of types of leaders. I'm going to ask you which leadership style is the one your school leader demonstrates. I'll also ask you about how you feel about this style of leader, and I'll ask you to offer one or more specific incidents where you think the school leaders displayed this type of leadership.

The order of presentation of the various leadership styles will vary, but a series of cards, each with one style clearly defined, will be shown. The styles include situational leader, transformational leader, transactional leader, autocratic leader, participative leader, charismatic leader, and servant leader.

For each style:

1. How do you think this style of leadership affects job satisfaction?
 2. Can you give a specific example or incident you have experienced when working for this type of leader?
-

TRANSFORMATIONAL LEADERSHIP STYLE : 1	AUTOCRATIC/AUTHORITARIAN LEADERSHIP STYLE : 2	SITUATIONAL LEADERSHIP STYLE : 3	TRANSACTIONAL LEADERSHIP STYLE : 4
<p>A value-based style of leadership established on emotional bonds developed between leaders and followers, inspiring unity and collaborative approaches in every aspect to reach organizational and group goals (Yin, 2003). Transformational leaders seek to understand employee skills, abilities, and needs as well as providing effective coaching, teaching and mentoring to combat weaknesses or inadequacies.</p>	<p>Autocratic leadership style is a strong one-dimensional leadership style that gives full power or authority to the leader/boss/manager. In this style, the leader makes all the decisions without any consultation with subordinates or team members. He/She makes all the crucial calls which are then communicated to team members and they are expected to work on the instructions immediately.</p> <p>In a nutshell, the leader is the ultimate decision-maker in an autocratic leadership style.</p>	<p>A leadership style that emphasizes a leader effectively combining levels of varying directive behaviour and supportive behaviour, such as directive behaviour as being given a directive that must be followed, and supportive behaviour as providing support or guidance (Nanjundeswaraswamy & Swamy, 2014). The best part of this kind of leadership style is that the communication is active upward to downward. Also called participative leadership, it requires the leader to be intelligent, creative, considerate, and competent.</p>	<p>Transactional leadership, also known as managerial leadership, is a leadership style where the executive relies on rewards and punishments to achieve optimal job performance from his or her subordinates. Transactional leadership is based on an exchange, or transaction: The leader rewards workers who perform their tasks to the specified levels and punishes workers who do not perform to those set standards.</p> <p>This relationship between leader and subordinates is based on theories that assume individuals are not self-motivated to do their tasks and need structure, instruction and supervision to accomplish their jobs. The theory also postulates that workers will perform their tasks as the transactional leader wants them to do in exchange for the leader's offering something that the workers want.</p>

PARTICIPATIVE/DEMOCRATIC LEADERSHIP STYLES : 5	CHARISMATIC LEADERSHIP STYLE : 6	SERVANT LEADERSHIP STYLE : 7
<p>Participatory leadership as a management style and in leadership is a style of management where decisions are made with the most feasible amount of participation from those who are affected by the decisions. Leadership style is based on mutual respect. It is often combined with participatory leadership because it requires collaboration between leaders and the people they guide. Leadership style is a very open and collegial style of running a team. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing.</p> <p>This style is needed in dynamic and rapidly changing environments where very little can be taken as a constant. In these fast moving organizations, every option for improvement has to be considered to keep the group from falling out of date.</p> <p>The democratic leadership style means facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision. The democratic leader must also be able to communicate that decision back to the group to bring unity the plan is chosen.</p>	<p>The charismatic leadership style relies on the charm and persuasiveness of the leader. Charismatic leaders are driven by their convictions and commitment to their cause.</p> <p>Charismatic leaders also are sometimes called transformational leaders because they share multiple similarities. Their main difference is focus and audience. Charismatic leaders often try to make the status quo better, while transformational leaders focus on transforming organizations into the leader's vision.</p> <p>Dr. Martin Luther King, Jr. was a charismatic leader who used powerful oratory, an engaging personality, and unwavering commitment to positive change in the lives of millions of people.</p>	<p>Servant leadership is "a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world," according to the Center for Servant Leadership. If that evokes your ideal of socially responsible organizations, you're probably thinking of places where servant leadership is the norm.</p> <p>Servant leadership is a classic concept, but the term was coined in 1970, when Robert K. Greenleaf published his essay, "The Servant as Leader." Greenleaf maintained, "The servant leader is servant first."</p> <p>The servant leader does not depend on accumulating or exercising power within a company. Instead, the servant leader:</p> <ul style="list-style-type: none"> Considers the needs of employees first. Servant leaders focus on satisfying the highest-priority needs of others. Servant leaders feel a strong sense of caring and responsibility for their staff. Commits to helping employees develop expertise and improve performance. Servant leaders prioritize the personal and professional development of others, ensuring they build their knowledge base and professional skills. Insists that the organization make a positive contribution to society. While not losing their focus on a healthy bottom line, servant leaders make sure an organization improves its community, region, and nation.

Teacher Perceptions

What is Perceived

- ▶ School Leaders do not value teachers
- ▶ "We will just hire someone to replace you!"
- ▶ Belief that autocratic leadership is effective
- ▶ School culture is dysfunctional
- ▶ Teacher morale is low and will continue to remain low
- ▶ Teachers do not like their assignments
- ▶ No collegial collaboration or comradery; especially in concert with the Arabic staff



What needs to Change

- ▶ School leadership styles from autocratic to either Transformational, Democratic, or Servant (non-aggressive, and micromanaging is "counter-productive.")
- ▶ More diverse professional development opportunities
- ▶ A voice in decision making
- ▶ Ability to share and develop talents
- ▶ A teacher leader/mentoring program that caters to the "expatriate" experience
- ▶ Cultural respect at all levels

NVivo Qualitative Data Analysis

Nvivo Qualitative Software was used to organize and analyze interview data; examined relationships in the data, identified themes, and combined analysis linking, searching & cross-examining/observing information.

Examples from data include identified themes such as:
 Autocratic leadership failures
 Teacher pay
 Failed communication
 Respect and feeling valued

Each participants' data revealed the #1 & #2 reasons for resigning with ADEK was
 Autocratic Leadership Styles
 &
 Failed Communications

Results

- ▶ Although an in-depth analysis of the data resulted in several factors identifying aspects of low teacher morale, job dissatisfaction and ultimately teacher attrition; four KEY themes which included the following (a) transformational & democratic leadership styles that improve job satisfaction, (b) teacher self-efficacy (c) leadership practices that trigger trepidation, and (d) lack of communication, are significant indicators of the impact school leadership styles have on the research questions. In addition, the themes provides an overview of the characteristics identified in the results.

Results Cont'd

Themes	Characteristics
Transformational Leadership Style & Democratic Leadership Style are preferred styles of leadership, and Transformational leadership is believed to be the style that will most improve job satisfaction and lower attrition for teachers in the UAE.	<ul style="list-style-type: none"> • Professional emotional bonds • Inspiring unity and inclusivity • Collaborative approaches to achieve goals • Listens, provides effective communication • Increased student achievement • Teachers remain in teaching assignments
Teacher Self-Efficacy	<ul style="list-style-type: none"> • Valuing employees & mutual respect • Self-fulfillment & gratification • Professional achievement • Professional development opportunities
Leadership practices that trigger trepidation, decreased confidence, and inability to advance	<ul style="list-style-type: none"> • Impact on self-efficacy • Early resignation submissions and "runners," or breach contracts • High, steady increase in teacher attrition rates • Poor job performance & decreased student achievement
Lack of Communication	<ul style="list-style-type: none"> • Last minute decision-making • Non-collaborative approaches to leading • Low sense of community and collegial relationships

What Type of Leader are YOU?

Interactive Leadership Style Assessments

- <https://eml.usc.edu/leadership-style-quiz>
- <https://www.metarasa.com/mmdi/questionnaire/>
- <https://www.verywellmind.com/whats-your-leadership-style>
- <https://www.skillsyouneed.com/ls/index.php/325444>



Q&A, Final Thoughts, Concerns?



Appendix B: Model Evaluation Questionnaire

Questionnaire

Understanding the link between attrition and student outcomes

1. What was the teacher attrition rate in 2013 in the middle east? (13%)
2. What was the teacher attrition rate in 2018 in the middle east? (60%)
3. What are some adverse consequences of teacher attrition in the Arab state country? (p.4)
4. To what extent is teacher attrition linked to adverse student outcomes?
5. What type of leader are you based on the leadership style evaluation performed during this professional development program?

Understanding the link between leadership and teacher attrition

1. Name three important drivers of teacher attrition.
2. Name two essential traits of effective leadership styles.
3. Name two essential traits of ineffective leadership styles.

Apply these theoretical concepts to your local school or school district

1. What is the teacher attrition rate in your own school or district?
2. What is the reason for this attrition?
3. Based on the presentation given, what are the top two changes that you could implement in your own school that might have a positive effect on teacher morale?

Appendix C: Individual Interview Script

TO THE PARTICIPANTS:

This portion of the study focuses on school leadership. It is important to understand what leadership styles you have experienced at this school and how you feel about the leadership here. Be assured that your responses will be kept completely confidential and none of your answers will be shared with anyone in the administration, except as a group aggregate response.

I'm going to show you a series of definitions of types of leaders. I'll going to ask you which leadership style is the one your school leader demonstrates. I'll also ask you about how you feel about this style of leader, and I'll ask you to offer one or more specific incidents where you think the school leaders displayed this type of leadership.

The order of presentation of the various leadership styles will vary, but a series of cards, each with one style clearly defined, will be shown. The styles include situational leader, transformational leader, transactional leader, autocratic leader, participative leader, charismatic leader, and servant leader.

For each style:

1. How do you think this style of leadership affects job satisfaction?
 2. Can you give a specific example or incident you have experienced when working for this type of leader?
-
-

Once all the leader styles are reviewed, additional questions (the definition cards laid out where the participant can see all of them):

1. Which kind of leadership best matches the style of your current school administrators and leaders?
2. Of all these types of leaders, please place these cards in your order of preference from the one that you believe will **most improve** job satisfaction to the one you believe would **most negatively impact** job satisfaction.
3. Explain why you put them in this order.
4. In what ways do you think job satisfaction and teacher attrition in general would change if your leader demonstrated your most preferred style?
5. In what ways do you think job satisfaction and teacher attrition in general would change if the leadership style you least preferred last was demonstrated by your principal?
6. What one or two things could your current leader change in their leadership style that would help increase either your job satisfaction or teacher attrition at your school?
7. What are your perceptions about how leadership style affects teacher attrition?
8. What are your perceptions about how job satisfaction affects teacher attrition?
9. What one or two changes do you think could be made to this school that would reduce teacher attrition?
10. Finally, I would like to get some personal data on your teaching career here in the middle east:

How many years of teaching experience do you have?

What is the location of your teaching assignment?

What is your highest college degree?

What is your nationality?

Appendix D: Selected Observation Notes from Follow-Up Interviews

Participant	Observation Notes
Participant #1	<p data-bbox="565 569 1417 642">Participant confirmed notes as statement of fact, per her thoughts, feelings and interview session.</p> <p data-bbox="565 680 1417 863">Participant expressed that leadership does not listen to staff, where every day is hit or miss, and last minute directives are the norm. For example, she shared that she was appalled at the “end of day – last period” announcement of Parent/Teacher conferences the day before.</p> <p data-bbox="565 900 1417 1041">Participant detailed video-taping the cheating atrocities, she then shared with admin and she was given a written warning not to share or tell anyone about it, if she did she would be immediately terminated.</p> <p data-bbox="565 1079 1417 1304">She discussed in detail the high turnover and very low teacher morale and how teachers are silenced, treated badly for suggestions or just ignored for trying to help. “I feel like I am in a prison, and students are not learning. The learning environments are all a façade for parents who are not involved nor care what is going on with their kids grades.”</p>
Participant #2	<p data-bbox="565 1331 1417 1440">Participant has accepted a position back in the US and will return at the end of this school year, with hopes of this study at least being heard for someone to make change.</p> <p data-bbox="565 1478 1417 1619">She added the value of international networking in itself was a tremendous asset, but most certainly believes that more professional development must be embedded and required to advance teacher skills.</p>
Participant #3	<p data-bbox="565 1646 1417 1845">Participant didn’t seem interested in sharing much about the perceptions he has about the schools leadership, his personal experiences at his current assignment, but adamantly denounced the disparity in pay and accommodations vs “Westerners and their families.” However, he assured me that during the Member</p>

	<p>Check session he will speak openly and free.</p> <p>The majority of the questions he matter-of-factly answered and did not elaborate.</p>
Participant #4	<p>As I asked her to look over notes, I asked if there was anything I missed or that she would like to add. She emphatically states no, that there is nothing and all of her thoughts, feelings and experiences are documented appropriately.</p>
Participant #5	<p>Participant was keening in on the leadership placards with examples of leadership she has experienced in her 5yrs as a teacher. However, zoned in the repeated failures of leadership at her current assignment. Repeating many of the same deficiencies mentioned by Participant #6: toxic work environment, incompetence, last minute decision making, ineffective leadership, low teacher morale, job dissatisfaction, increased resignations, teachers who run and disparity in teacher pay.</p> <p>Participant described egregious achievement gaps due to language barriers and curriculum that takes weeks to be transcribed into English in order to deliver instruction. “These barriers impede learning, cause confusion and delays instructional delivery where we cannot follow the mandated pacing guide.”</p> <p>Participant also stated that the curriculum does not match the assessments and that cheating and [teachers’] being pulled from administering assessments are all too common and cause stress for students and teachers.</p>
Participant #6	<p>Participant appeared to be at ease, at times laughing at the “hypocrisy,” with which people are manipulated and deceived into their respective teaching assignments. Participant was moved three times within the first two weeks of the school year and was told it was due to “teacher over-hiring” although schools are struggling to keep and maintain staff.</p> <p>Participant works at an all boys school and heard that “my professionalism was too western and the other two schools did not know how to address me or explain why I chose not to wear a dishdashda.”</p> <p>Participant appeared angry at times when discussing the</p>

leadership styles and was able to quickly identify and provide many examples of the failed leadership styles of the three schools he experienced in his 1st year teaching in the middle east.

Participant said he felt “less than a man when approached to wear a “Man Dress” and refused.” He looked confused and was adamant that he was not advised of such conformity prior to signing his contract, because he would not have signed at all.

Participant explained that he had announced his resignation: “I don’t care what I have to pay back or what I owe for the furniture allowance given to me. I am happy to refund whatever I owe and keep it moving.”

Participant #7

Participant stated immediately “We need better pay!” laughed and took a seat at the table.

“Administration cares nothing for us. They often tell us - I don’t care! We can just hire more people, leave and be gone! You all are replaceable.”

Participant shared that he has taught MS ELA his entire career and was not told until his arrival at his assignment that he would be teaching HS ELA (having no experience at this level) participant felt that he was automatically set up to fail. His two annual evaluations have rated him as ineffective and needs developing, but he was not given the proper training and professional development to develop the necessary skills.

Participant was visibly upset when speaking of his current school leader’s leadership styles and perceived/believes that this study will do no justice, it will not be heard and no initiatives will change because of the deep rooted attitudes of keeping the natives/locals happy. In essence he says “we are complicit in facilitating the so-called education of students who are nothing more than functional illiterates!”

Participant #8

Participant confirmed 4 years of service in the US Army.

Participant wanted to teach and did Troops to Teachers, and under the advice of a friend was asked to try international teaching.

I quickly placed the leadership placards on the table, and very meticulously participant analyzed each leadership style, tapping

on the placards 1 and 5, mumbling “if only these leaders were in our school!”

Participant shared comparisons of leadership within the military ranks that he has experienced with the current leadership he has now, detailing that type of leadership tears down morale, and builds up dissention, discontent and discord. “Creates a toxic and “I don’t care” attitude among the followers.

Participant believes there are simplistic and fundamental changes in leadership that could turn the school around positively; reducing teacher attrition, increase morale and improve teacher motivation.

Participant #9

Participant smiled the entire interview, very cordial and exhibited brief moments of glassy eyed tearing when asked about perceptions affecting leadership styles – Q7 & Q8, how it affects teacher attrition.

Participant serves as the swim coach and is often asked to take on additional tasks for the girls because she believes the administration perceives her as “weak and believes I am afraid to say no” often piling on all the “girl extras” that other female staff members blatantly refuse to supervise.

A sense of sadness, whispering and choking up began to take over her voice when speaking of the students. Condemns Iitarian and autocratic leadership styles of admin and how it is destroying the motivation of all teachers, low morale and disrespect/discipline reporting at an all-time high.

Participant #10

Stated that “these people have no clue about educational standards, ethics or their roles as school leaders.”

Participant readily identified the styles exhibited by her current leaders.

Participant used her ink pen and highlighter to emphasize the significance of inclusivity, communication and motivation for teachers to be happy, stay happy and consider remaining in the profession of teaching.

Appendix E ---Primary Interview Responses					
Interview Time and Location	1. Place Leadership Styles Placards in order from 1 - 7 (In order of preference, 1 being most preferred - 7 being least preferred)	2. How do you think this style of leadership affects job satisfaction?	3. Can you give a specific example or incident you have experienced when working for this type of leader?	1. Which kind of leadership best matches the style of your current school administrators and leaders?	2. Of all these types of leaders, please place these cards in your order of preference from the one that you believe will most improve job satisfaction to the one you believe would most negatively impact job satisfaction.
Participant #1 - Interviewed at Education Resource Center 3rd floor - WED, January 5, 2019 @ 5:30pm - 7:10pm).	6, 7, 5, 1, 3, 4, 2 (Charismatic Leadership Style is best)	Charismatic leadership style and at times situational leadership style impacts the teaching and learning environments positively. It is more collaborative for teachers and encourages teachers to embrace and share their talents without micromanaging.	Last year we gained an extra AP who was an American male, considerate and understanding of the challenges for teaching and learning in this area of the country where parental involvement is nonexistent. He was able to encourage parents to get involved with the school by offering day care services, volunteer training and proctor/invigator training, so that parents felt they were a part of the school. He selected and provided a group of parents to facilitate Curriculum Night and that brought out even more parents. The MOE unfortunately decided to transfer him to a school in Abu Dhabi and the school digressed to the same old non-innovative and collaborative ways of the past. His leadership style had an immediate impact on the entire teaching and learning environment,	A combination of autocratic and glimpses of servant leadership. However, the majority of the leadership parlayed and shared with teachers is autocratic. Not very effective and many leadership decisions are met with opposition and teachers not giving 100%.	Charismatic leadership style, servant leadership style, democratic leadership styles, transformational leadership styles, situational leadership style, transactional leadership style and lastly autocratic leadership style.

			students and all stakeholders.		
Participant #2 - Interviewed at school in Teacher Resource Room 115 - TUE, January 8, 2019 @ 3:30pm - 4:55pm).	1, 7, 6, 3, 5, 4, 2 (Transformational Leadership is best)	! As leaders expect the holistic child to be taught, holistically, leadership style has a tremendous effect on job satisfaction. It will either negatively or positively impact the way an educator is happy both on and off the job.	Transformational leadership, if truly embraced and executed is the best type of school administrator leadership in my opinion. This type of leadership is non-existent in the middle east. However, in my previous school in Atlanta, GA; I teach MS ELA, our school leaders valued all contributions all staff made. Teacher of the Month was implemented, teachers leading and facilitating book studies, embedded school-wide PD and included all staff in the decision making processes, ensuring all voices were heard.	Autocratic/Authoritarian	1, 7, 2, 6, 3, 5, 4
Participant #3 - Interviewed at school in Teacher Resource Room 118 - THU, January 10, 2019 @ 12:00pm - 1:20pm).	5, 1, 7, 3, 6, 4, 2 (Participative/Democratic Leadership best fits with my teaching style)	It affects the motivation of teachers, their desire for growth and development, but also impacts student achievement.	In my native gulf coast country, this is the style of most school administrators, because students are eager to learn, and teachers believe and prefer a "TEAM" framework for learning environments. Teachers are free to teach and use a variety of strategies for learning, with a clear vision for increasing student achievement.	Autocratic/Authoritarian	1, 5, 6, 7, 3, 4, 2
Participant #4 - Interviewed at Education Resource Center 3rd floor - WED, January 16, 2019 @ 4:00pm - 5:45pm).	5, 1, 7, 6, 3, 4, 2 (Participative/Democratic Leadership is my preference and works best for me).	Positively impacts feelings of value, worth and compels teachers to go above and beyond. Makes teaching a worthwhile profession when you have a great leader,	Leadership allowed us to collaborate during PLC's to create a POA (Plan of Action for remediation/extended learning) for failing students. It was all teacher/team developed.	Autocratic/Authoritarian	5, 1, 3, 7, 6, 4, 2
Participant #5 - Interviewed	1, 5, 6, 3, 7, 4, 2 (Transformational Leadership is my	Positively to motivate teachers, cultivates and fosters innovative and	Teacher-led staff meetings and schoolwide PD.	The Arabic/Female Principal demonstrated: AUTOCRATIC/AUTHORITARIA	5, 7, 1, 3, 6, 4, 2

d at Education Resource Center 3rd floor - SAT, January 19, 2019 @ 9:00am - 10:20am).	preferred leadership style)	genuine 21st century learning environments, fostering an overall culture of success towards goals for student achievement.	where everybody had a voice, and everyone was included, given an opportunity to showcase their respective talents in a variety of ways. It was the most collaborative school culture I have ever worked in as a teacher in SC/USA.	N LEADERSHIP STYLE and the Arabic Vice Principal engaged in: SITUATIONAL LEADERSHIP STYLE	
Participant #6 - Interviewed at Education Resource Center 3rd floor - WED, January 23, 2019 @ 5:00pm - 6:20pm).	5, 1, 7, 3, 6, 4, 2	Participative/Democratic leadership style positively affects job satisfaction and motivates teachers to improve in all areas of their professional and personal life. I flourish under this leadership style!	My previous admin team involved all HOD's and Content Team Leads to assist in the development of a framework for PBIS. This was then rolled out to all staff, allowing their input for the final tiers and implementation.	Unfortunately, the leaders are a combination of Autocratic/Authoritarian and Situational. However, the three leaders tend to lean on the autocratic end of the spectrum for leadership.	5, 7, 1, 6, 3, 4, 2
Participant #7 - Interviewed at Education Resource Center 3rd floor - THU, January 24, 2019 @ 4:30pm - 5:35pm).	5, 1, 7, 6, 3, 2, 4	Participative/Democratic has a positive impact on the entire school culture and leading people.	Given opportunity to mentor new hires and facilitate the abroad entry program for new hires at a previous private school in Qatar.	Head Principal is Male - Arabic (Transactional) and vindictive, AP Briggons is Male (Autocratic) - Austrian, AP Kimble is Male, African American (Situational/follower).	1, 5, 7, 6, 3, 4, 2
Participant #8 - Interviewed at Education Resource Center 3rd floor - SAT, January 26, 2019 @ 10:00am - 11:35am).	1, 7, 5, 6, 3, 4, 2	Accountability, shared responsibility and opportunities for professional growth as leaders are able to develop teacher-leaders.	School leaders provided a variety of diverse growth opportunities for teaching & learning in comparison to previous leader.	Situational leadership & Autocratic/Authoritarian	5, 1, 7, 6, 4, 3, 2
Participant #9 - Interviewed at Education Resource Center 3rd floor - SAT, January 26, 2019 @ 2:00pm - 3:20pm).	1, 5, 7, 6, 3, 4, 2	Positively, with fidelity to ensure overall student success and teacher professional growth and development.	Worked with a dynamic principal & admin team who allowed and encouraged teachers to flourish and grow, leading PLC's, facilitating programs within the school, and offering cross curriculum teaching opportunities	Transactional leadership.	1, 5, 7, 6, 4, 3, 2

			(vertically and horizontally). We do not have these opportunities at my current location.		
Participant #10 - Interviewed at Education Resource Center 3rd floor - FRI, February 1, 2019 @ 11:00am - 12:20pm).	1, 5, 6, 7, 3, 4, 2	Affects job satisfaction positively, compels teachers to higher standard of instructional delivery and focus on improving student achievement.	Leadership Placards are placed in front of participant to read, review and reflect upon.	Autocratic/Authoritarian (Entire admin team: Principal, AP, HOD's and Team Leads).	1, 7, 5, 6, 3, 4, 2

Participant	3. Explain why you put them in this order.	4. In what ways do you think job satisfaction and teacher attrition in general would change if your leader demonstrated your most preferred style?	5. In what ways do you think job satisfaction and teacher attrition in general would change if the leadership style you least preferred last was demonstrated by your principal?	6. What one or two things could your current leader change in their leadership style that would help increase either your job satisfaction or teacher attrition at your school?	7. What are your perceptions about how leadership style affects teacher attrition?	8. What are your perceptions about how job satisfaction affects teacher attrition?
1	The reason I put the leadership styles in these order is that I feel that a leader should be able to take charge and lead a group of people with different personalities and be able to withstand the pressures their business/company faces. They should be able to give orders but not be demeaning to employees as when an employee is happy in their workplace everything else works better and the employees don't mind doing extra work or staying longer than needed at certain times. Leaders should be able to listen to their	I think job satisfaction for employees when leaders take into consideration what pressures they're working under and dealing with, identify cultural problems, cultural awareness and learn more about the staff in general, employees would stay on longer instead of looking for other work preferences, to include moving to other countries for work. If the leaders make decision without thinking about their employees, whether good or bad, they will feel they don't matter, and their	If the leader is leading charismatically, with a clear vision and mission for teaching and learning, the situational and servant leadership styles will also be evident and student achievement will improve as well as teacher morale. Leader - teacher relationships would improve, teacher attrition would decrease, and teachers would believe they have a say and/or voice and would be more willing to do extra and give extra. It would be a collaborative learning environment where student achievement, student improvement and overall success is the fundamental goal.	The #1 leadership element I believe my admin team can do better at is communication. Communication is key! Employees need sufficient time to ensure that whatever task they're assigned; from daily school duties, to student assignments, events, PTSO meetings, are briefed in advance and assigned completely without error, giving teachers ample time to ask questions, ensure clarification and make sure enough time is allocated to successfully complete tasks. Our leadership has a very bad habit of sharing	If a leader can handle a bad situation and still maintain a good relationship with their employee (s), then there is always a good outcome especially if the leader understands what their employees go through, especially coming from a variety of countries and cultures. I believe teacher attrition can be decreased by humanizing and respecting the diversity in all staff, respecting, embracing and understanding differences, not believing that it is a "One size fits all," approach to leading. Encourage and support opportunities for growth, letting teachers know, feel and believe that we are valued, by listening and allowing our talents to be as much a part of the learning environments as the curriculum.	I believe if an employee is happy in their job/position within a company they're more likely to stay and work in their environment rather than leave in hopes of being appreciated elsewhere with better professional as well as personal opportunities for advanced development and growth. I believe that teacher attrition has an in-depth holistic framework that can be shaped or molded for positive or negative gains.

	employees, give advice and make the best of a bad situation. Leaders should not just tell employees what to do and punish them as they see fit. There needs to be a balance.	opinion isn't of any value. When leaders take full control and don't consider input from others it takes a toll in the workplace and leaders end up with a large group of resisters and educators who don't care.		information and/or assigning tasks to teachers a day in advance for tasks that are due the next next day. This is nearly 90% of the time throughout the SY.		
2	The inclusive nature of leadership styles ranked 1-4 could be in any order. They are positive and are not leader-centered.	Teachers would feel included and appreciated. Morale would be high, along with teacher buy-in on initiatives and changes.	Increased (unnecessary) stress, confusion/lack of clarity, increased workload and low morale would be experienced.	Suggestions: improve communication and organization and utilize staffs' strengths and knowledge-base.	A bad leader can take a good staff and destroy it; causing the best employees to flee and the remaining to lose all motivation.	Teachers are more willing to work (even go above and beyond) and remain at a school where they are satisfied.
3	I put them in this order because I have experienced a variety of leadership styles both good, bad and indifferent. Having excelled in diverse schools (I have taught in Islamic schools, Bilingual schools, and American curriculum schools), where leadership is inclusive of all teachers.	Morale boost, teachers would ask to remain, volunteering for duty assignments would increase, after school club offerings would increase/improve, parental involvement increase, students would be more respectful.	Autocratic/Authoritarian leadership style is evident currently. Thus, the continued revolving door of teachers requesting transfers and/or resigning, leaving for a better opportunity is daily teacher workroom talk.	Communications in a timely manner and inclusivity for school wide decision making that affects all curriculums. Work harder on parental involvement. As well as course offerings that students are more interested in (i.e. - the elective course offerings & clubs).	Perceptions are the leaders currently do not have a vision, do not value teachers, do not care about teaching and learning, yet are afraid to challenge to status quo. Students are not learning. There is a "I don't care," attitude for not only staff, but students, and the grades are evidence of their true sentiments. Attendance is unfortunately an increasing problem, year after year.	Being satisfied is significantly important, because when teachers are happy, students are happy, and you have a school culture where the vision and mission are working together in a cohesive framework to satisfy all elements of teaching and learning.
4	Positively impacts teacher morale, student achievement, encourages a school culture that is inclusive, inviting stakeholder input/involvement and I believe students would be motivated to achieve and succeed.	I know that job satisfaction would improve tremendously, and teacher attrition would decrease, teachers would want to stay, and stability would be best for all involved.	It is evident that the Autocratic/Authoritarian leadership approach is equivalent to a toxic disease, causing teachers to flee, leave and not return in the middle of the SY, but more importantly, resign before their contracts end.	Effective communication with every component of the teaching and learning environment. Avoid waiting until the last minute to disseminate pertinent information, as well as provide more PD for new and veteran teachers, to continue to hone their craft. Allow teachers	An autocratic leader is doomed to fail and will have nothing more than disgruntled staff that will utilize various modes of leave (as is evident in our school) even when they are not sick, just don't want to be at work.	Just as in previous question, job satisfaction or lack thereof is evident when absences are more common than established SY off days. This affects teacher attrition and often leads to large groups of teachers resigning often times at Xmas break, and many 1st year teachers willing

				to engage other teachers more, use a team approach to solve problems, addressing issues and allow teachers to have more of a voice in school wide decision making.		to breach their 3yr contracts.
5	<p>I put these in this order because I believe that in order to successfully flourish in your vision, you have to have people are invested in you, but who also believe you are vested in them just as much as the student.</p> <p>Teachers want to know that they too hold a valuable part within the system, because at the end of the day, it's the teachers who are the ones teaching. If things are ran as a dictatorship, then teachers are more apt to become disengaged from the environment, which could ultimately negatively affect their performance with the students. If the students are the main goal, then the leaders must provide positive support to teachers to ensure that the best and most effective type of teaching is taking place at all times. This means that we</p>	<p>I believe job satisfaction would increase and teacher attrition would decrease because the teachers would not feel so personally attacked. The teachers would understand that the leader is here to work with them and not against them. The teachers would feel that the leaders would see them as being a valuable asset to the environment and not just "another worker" in their country.</p>	<p>Job satisfaction will continue to decrease as it has been doing because people do not feel their valued. Teacher attrition would increase because sooner or later people finally get to the point where the money is no longer worth their sanity and refuse to stay in an environment that negatively affects their overall well-being.</p>	<p>They could become less of a dictator and quit leading based off of personal feelings or vendettas they have against teachers. I believe that the main leader in the school lacks some of the professional attributes that many effective leaders possess and its okay to lead while taking input and ideas from the teachers who are working with the students on a day-to-day basis. Sometimes it's okay to facilitate and release some of the control to those who are more capable of handling certain tasks.</p>	<p>I believe that there is a negative and positive correlation between the two. If the PARTICIPATIVE/DEMOCRATIC leadership style is increased then teacher attrition will decrease. If AUTOCRATIC/AUTHORITARIAN leadership style is decreased then teacher attrition will be decrease.</p>	<p>I believe that there is a negative correlation between the two. If the job satisfaction is increased then teacher attrition will decrease.</p>

	expect leaders to actively participate in teaching and mentoring teachers to help reach students if that what it takes.					
6	Because the democratic leadership style, matriculating to the other styles I find to be most effective in creating collaborative learning environments to motivate teachers, which compels positive cultivating of student minds, to increase student achievement.	Job satisfaction would lean towards a more positive and respectful team effort for all if our leaders demonstrated and illustrated an effective democratic leadership style.	There would be no change. Job dissatisfaction is all I know since I've arrived at this school. The teacher attrition is high, as I have submitted my letter of resignation and will not return next SY.	Change leadership styles immediately! Communicate effectively and avoid blatant acts of favoritism among teachers.	Leadership styles affect teacher turnover, teacher morale, and my ability to pursue PD opportunities for continued growth and advancement.	Job satisfaction affects whether a teacher will stay in their current school, request a transfer, and/or resign. Unfortunately, the latter seems to be increasing every year.
7	Effective leadership starts with a collaborative vision and inclusivity of all students, staff, parents, stakeholders and forward thinking leadership where the goals and objective for student achievement, teacher development and a school culture are driven by objectives towards success. This will inevitably sustain a framework of increased student achievement for goals that are clear and measurable.	Teacher attrition would not steadily increase each year. Job satisfaction surveys would reflect the way it should be in the school, and the culture of projecting resignations by admin each year would no longer be a staff meeting agenda item early on in the SY.	It is being illustrated now. Job dissatisfaction is at an all-time high, and the admin team appear to take on the attitude of "I don't care," we will just hire more. It is quite bothersome to see so many good teachers like myself leave because leadership refuses to listen to the needs of those who cultivate the minds of the students.	Support teachers with resources, better accommodations , pay on time, but more importantly engage in fair and constructive teacher evaluations, not based upon a prior grudge or issue with admin.	Leaders who are willing to listen and change. Support teachers and ensure the transition meets the needs of teachers, with a sustained support system that continues to motivate and encourage teacher success, both professionally and personally while living abroad.	Avoid the tremendously huge disparity in teacher pay based upon nationality. Teachers who work just as hard as others, suffer a significantly lower base pay solely because of their country of origin/nationality. Quite discriminatory and unfair.
8	I believe collaborative, inclusive teaching &	I believe teachers would be committed to serving in their	The attrition that is evident at this time would exponentially increase if leadership	Communication & pre-communications (before traveling	Leadership styles are a significant component affecting teacher attrition, as teachers seek to follow leaders who are	Job satisfaction is a key element in a teachers level of

	learning environments improves the overall school culture and student achievement.	current positions, longevity and dedication to their craft would be fundamental, reinventing and bringing back a feel good sense of being and doing with respect to teaching as a profession.	styles and a focus on teacher retainment continue to be ignored.	abroad) that is clear, relevant and in a timely manner. Teacher orientation that covers a myriad of questions/concerns about culture, traditions, religion, Islamic laws and expectations.	competent, qualified, great listeners, provide feedback, but more importantly understands the value of human capital, being culturally competent, culturally aware, and culturally conscious, respecting the diversity and differences in all staff.	motivation, dedication and commitment to teaching & learning. When teachers are not motivated at work, those influences affect negatively not only teacher performance, but also student achievement.
9	Positively impacts teacher morale, student achievement, encourages a school culture that is inclusive, inviting stakeholder input/involvement and I believe students would be motivated to achieve and succeed.	I know that job satisfaction would improve tremendously, and teacher attrition would decrease, teachers would want to stay, and stability would be best for all involved.	It is evident that the Autocratic/Authoritarian leadership approach is equivalent to a toxic disease, causing teachers to flee, leave and not return in the middle of the SY, but more importantly, resign before their contracts end.	Effective communication with every component of the teaching and learning environment. Avoid waiting until the last minute to disseminate pertinent information, as well as provide more PD for new and veteran teachers, to continue to hone their craft. Allow teachers to engage other teachers more, use a team approach to solve problems, addressing issues and allow teachers to have more of a voice in school wide decision making.	An autocratic leader is doomed to fail and will have nothing more than disgruntled staff that will utilize various modes of leave (as is evident in our school) even when they are not sick, just don't want to be at work.	Just as in previous question, job satisfaction or lack thereof is evident when absences are more common than established SY off days. This affects teacher attrition and often leads to large groups of teachers resigning often times at Xmas break, and many 1st year teachers willing to breach their 3yr contracts.
10	The school culture and leadership are in dire need of a transformation that is collaborative, inclusive and involves ALL stakeholders.	Teacher attrition would not exist, teachers would stay in their current positions and motivation to do extra and volunteer within the school would increase.	Job satisfaction would continue to decline, more teachers will leave, reputation of school will remain in a negative status.	Improved more positive school culture based upon principles of inclusiveness, avoid favoritism and effective communication.	Leadership styles will positively or negatively impact teacher attrition. I believe good leaders share a common bond and fundamental attributes that inspires unity and collaborative approaches in every aspect to reach organizational and group goals	Satisfied staff/teachers will have higher levels of performance and standards of expectations for excellence not only in education, but every aspect of my personal and professional goals of life.