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Faculty and Administrator Perceptions of the Attrition of Female Expatriate ESL Teachers' in Saudi Arabia

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Walden University
2019

Abstract

Faculty and Administrator Perceptions of the Attrition of

Female Expatriate ESL Teachers' in Saudi Arabia

by

Salisha Bhola

MA, Phillips Graduate Institute, 2005

BA, California State University Northridge, 2000

Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

September 2019

Abstract

Colleges in Saudi Arabia require students to take content classes in English. As the number of English learners in Riyadh continues to grow, it is important to retain quality English as Second Language (ESL) teachers. The problem investigated in this study was the high attrition of female expatriates teaching ESL at an all-female university. The purpose of this qualitative case study was to explore teacher and administrators' perceptions about the attrition of female expatriate ESL teachers at the university. The conceptual framework was Herzberg's motivation-hygiene theory, which focuses on influences that motivate or demotivate employees. The research questions explored why female ESL instructors leave their teaching positions. Data were collected through SKYPE interviews with 4 ESL experienced instructors, 4 ESL novice instructors, and 4 ESL program administrators. The data were analyzed for emerging themes using an open coding process. Three themes emerged from the analysis: poor long-term planning, lack of employee recognition, and lack of leadership professionalism. These findings were used to develop a 3-day professional development workshop for human resource representatives, university administrators, deans, and ESL instructors. The workshop promoted the collaboration of key stakeholders to develop strategies aimed at reducing teacher attrition through improved long-term planning, the implementation of incentives to recognize exemplary professional practice through the development of a faculty council, and interventions and training to improve leadership styles. This study was expected to contribute to positive social change by offering university administrators an opportunity to decrease ESL teacher attrition and increase teacher satisfaction which, in turn, may positively influence students' achievement of their educational goals.

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Dedication

I certainly could not have gotten through this endeavor without emotional support. Mom, you are the one person who has always believed in me, always pushed and supported me even when I thought this is not meant for me. You once told me that things will come and go, but my education can never be taken away. You experience my ups when I tell you and my downs even when I chose to do it alone. Mom you are an amazing human being and this is for you. Dad you have always provided me with sound advice be it personal or professional, you have guided me throughout my life. Thank you both for paving the way for me to do this by providing me with a life that I am grateful for. Farrah, you are my one and only cheerleader. Thank you for always celebrating my achievements, when I chose to ignore them. Thank you for helping me to remember that I did work hard for this, but most of all, thank you for just being such a wonderful sister. I love you. Shereen, you have never doubted me, you always remind me of who I am and who I will be. Your love has been unconditional and one that is irreplaceable.

Sera, you are the friend that I can count on. When we were close by you encouraged me, when we were continents apart you still made sure that I did not lose hope. We have grown up together in many ways and your friendship is one that I will always value. Thalia, you were my family for such a long time. You went through all my ups and helped me get through my downs by simply making me laugh.

Table of Contents

Section 1: The Problem

The Local Problem

Qualified instructors are vital to the achievement of institutional goals. The loss of skilled language instructors may have unfavorable effects on student outcomes and negatively impact instructors who remain. Thaden, Jacobs-Priebe and Evans (2010), and Diaz-Rico and Smith (1994) found that the need for qualified instructors who are prepared to teach English as a Second Language (ESL) is a significant challenge. The problem investigated by this study was the high attrition of female expatriates teaching ESL at Saudi Girls University (SGU). At SGU, ESL teachers resigned due to poor leadership, lack of long-term academic planning, and lack of recognition and incentives. From 2014-2018, SGU hired 30 ESL instructors but only 18 of them stayed for longer than a year (Human Resource Representative, personal communication, November 19, 2018). Shrinivas, Harrison, Shaffer, and Luk (2005), and Sadeghi and Sa'adatpourvahid (2016) proposed in their studies of novice ESL instructors, that they face high levels of psychological discomfort. They are adjusting to a new country, they are new faculty who do not know their students, they may be unfamiliar with the new environment, and they need to adapt to unfamiliar administrative policies.

At SGU an all-female staff persistently works through concerns on how to retain qualified ESL instructors. Teaching ESL students is demanding and requires energy, enthusiasm, and knowledge. Instructors at SGU are required to have a Certificate in English Language Teaching to Adults (CELTA) in addition to a degree in either English or education to instruct ESL classes (*Policy for Hiring Standards at SGU*, 2016). Before

this CELTA requirement, many institutions in Saudi Arabia accepted either Teaching English as a Second Language (TESOL) or Teaching English as Foreign Language (TEFL) online certificates. The need to retain experienced and qualified instructors is a challenge for leaders managing colleges in Saudi Arabia (Deputy Director, personal communication, January 26, 2016).

Samuel and Chipunxa (2013) affirmed that many organizational managers in the Middle East are challenged to retain qualified employees. The Dubai School Inspection Bureau conducted a research study at 136 schools from October 2010 to April 2011. The Bureau works in conjunction with the Knowledge and Human Development Authority (Dubai Inspection Bureau, 2011) and is tasked with establishing and maintaining quality standards. The Bureau discovered that nearly 60% of the instructors departed employment early from the various institutions (Dubai Inspection Bureau, 2011) According to Karam, Director of the Knowledge and Human Development Authority, stakeholders in Dubai need to understand the cause of turnover and examine ways to prevent the attrition of faculty (Dubai Inspection Bureau, 2011). Kamel (2014) stated that the quality of education is deteriorating due to a lack of qualified instructors in the Middle East.

Description of the Local Problem

As reported by Garcia (2015) data on faculty turnover in Saudi Arabia are not available because many institutions do not publish information on the attrition of teaching faculty, nor are exit interviews a common occurrence. Based on personal communication

with a human resource representative at SGU (November 19, 2018), for the years 2014 –

2018, the one-year attrition rate at SGU averaged 60%.

Academic administrators in the English Skills Department at SGU were not

informed of the reasons why many ESL instructors resigned from their teaching positions

before their terms of appointment concluded (Academic Manager, personal

communication, January 29, 2016). Instructors who resigned in 2015 - 2016 at SGU were

not asked to complete exit interviews nor to provide a reason for their departure. It is not

common practice for universities in Riyadh to conduct exit interviews. Saudi institutions

need to be informed of the challenges ESL instructors face for the purpose of designing

policies aimed at retaining quality ESL teachers (Consultant to the English Language

Program, personal communication November 12, 2017). In a study conducted by Habhab

and Smith (2014), the Ministry of Higher Education suggested that the retention of

foreign employees remains a major challenge for higher education institutions in Saudi

Arabia.

Rationale

Employees are important to any organization and should be supported to facilitate

growth and development (Islam, 2013). According to Habhab and Smith (2014), it has

not been established why faculty in the Middle East leave their professional

appointments. It is important for policy makers and stakeholders to develop strategies to

retain qualified and effective teachers. The Dean at SGU was concerned about ESL

teacher attrition and wanted to improve retention rates within the program (Academic

Dean, personal communication, April 15, 2017). By conducting a qualitative study to

explore why ESL instructors leave, I provided data related to teacher attrition in the Middle East and informed retention interventions aimed to increase ESL instructors' job retention rate and job satisfaction.

The more teacher support SGU can offer, the less likely it is that ESL instructors will leave due to high levels of job dissatisfaction (Consultant to the English Language Program, personal communication, November 15, 2017). While factors such as motivation, salary, and incentive could positively influence teachers' satisfaction, and lead to improved performance (Tehseen & Hadi, 2015), Habhab and Smith (2014) indicated that a key source of employee turnover in Saudi organizations was the lack of recognition. As higher education institutions continue to grow and expand in Saudi Arabia, so does the need for developing strategies in human resource knowledge and skills (Ministry of Education, 2010).

Brittiler and Thabet (2015) conducted a study at a health college in Saudi Arabia to determine predictors of job retention. They concluded that extrinsic factors, such as company policies and managerial support, work values, and meaningful use of time at work, ranked high for instructor retention. It is important for all Saudi academic institutions to positively address faculty turnover (Albaqami, 2016). The hiring and retention of qualified ESL instructors in a competitive environment requires not only offering competitive salaries, but also appealing working conditions (PMU, 2013). There remains an urgent need to retain qualified ESL instructors to fulfill the country's long-term education plans (MOE, 2010). Understanding ESL teacher attrition perspectives from novice and experienced teachers, as well as from administrators, will inform

interventions to address positive social change and improve the retention of skilled instructors. Thus the purpose of this study was to explore teachers' and administrators' perceptions about female expatriate ESL teachers' attrition at SGU.

Definition of Terms

The following terms were used throughout the document:

Demotivation: External forces that reduce motivation based on behavioral aspects (Dornyei, 2001).

Experienced teacher: A teacher who has taught for several years, is capable of motivating students, and take advantage of unforeseen opportunities to enhance learning (Rodriguez & McKay, 2010).

Job satisfaction: An emotional reaction that produces "a pleasurable or positive state resulting from one's job or job experiences" (Locke, 1976, p. 1297).

Novice teacher: A teacher with less than two years of teaching experience and whose teaching focuses on establishing basic classroom routines (Sherin & Drake, 2000).

Teacher attrition: A reduction or decrease in the number of teachers, because they leave the profession (Scheopner, 2010).

Teacher motivation: The internal and external factor that stimulate energy in teaching to be continuously interested and committed to make their best effort to support learning goals (Richardson, 2014).

Teacher retention: A teachers' persistence to stay at an institution (Henry, Bastian, & Fortner, 2011).

Significance of the Study

This study sought to understand why one Saudi institution was not able to retain female expatriate ESL teachers. High faculty turnover has detrimental effects on the ESL program at SGU, including a disturbance in instructors, increasing costs of faculty replacement, and negative student outcomes (AlKhatani, 2015). Policymakers, such as deans, heads of departments, and academic managers at SGU, acknowledged the need to identify reasons that contribute to ESL faculty attrition (Academic Dean, personal communication, December 5, 2015). Once key stakeholders and decision-makers are informed of the results of my study, resources may be dedicated to recruiting and hiring new teachers. ESL students develop a relationship or connection with their instructors, and when that instructor leaves prior to the semester's end, not only do students and the new instructor have to develop a new trusting relationship, but students have to adapt to a new teaching methodology. This may have negative outcomes on student performance as indicated by academic performance (Academic Director, personal communication, January 12,2016). Policymakers view proficiency in the English language as not only a progressive tool, but desirable for Saudi Arabia (Al-Seghayer, 2014).

Contribution to the Local Setting

Preventing faculty turnover can only be understood by examining the intent to leave from the perspective of stakeholders (Alshanbri et al., 2015). My study explored the problem of ESL teacher attrition from the perspectives of both novice and experienced teachers, as well as from the administrators, from one school. Decreasing the attrition rate of qualified ESL instructors has implications for positive social change: It can improve

student outcomes through consistent and trusting student-teacher relationships at SGU. The results from this study will provide stakeholders of the ESL program with a better understanding of factors that may reduce attrition of ESL instructors, increase ESL instructor retention, and ultimately lead to improved learning outcomes for ESL students.

Research Questions

The purpose of this study was to explore teacher and administrators' perceptions about the attrition of female expatriate ESL teachers at SGU. The institution implements rigorous recruitment strategies throughout the year to ensure that qualified ESL instructors are hired (SGU *Policy for Hiring Standards*, 2016), but these efforts have not resulted in decreased attrition levels. The guiding research questions were as follows:

1. What are novice ESL instructor's perceptions for why there is high attrition at SGU?

2. What are experienced ESL instructor's perceptions for why there is high attrition at SGU?

3. What are ESL administrator's perceptions for why there is high attrition at SGU?

Review of the Literature

Given the complexity of the issue, it is difficult to identify one reason for faculty attrition. Several factors may contribute to retaining faculty, including strong and efficient leadership, a more encouraging work environment, and affording instructors some degree of professional control (Marinell & Coca, 2013). Issues such as recruitment and retention strategies, motivation, employee satisfaction, communication and

compensation are addressed in the literature review. I conducted a review of literature on studies related to motivation, job satisfaction, and leadership styles using the following phrases: *retention in the Middle East, job satisfaction in the Middle East, leadership and higher education in the Middle East, motivation and teaching in the Middle East,* and *ESL studies in Saudi Arabia*. I used the following databases—Education Research Complete, ERIC, ProQuest Central and Education from SAGE databases—for articles related to ESL retention, with priority given to studies published recently. Dividing the review of literature into two sections: The first section discusses the theory that frames the study, and the second section outlines and synthesizes the current literature that guides research related to faculty attrition.

Conceptual Framework

What motivates and demotivates individuals has been widely investigated through the framework of motivational theory. Herzberg's motivation/hygiene theory (Herzberg, Mausner, & Snyderman, 1959) will guide this study. Herzberg referred to factors that produce satisfaction as *motivators* and those that do not produce satisfaction as *hygiene factors*. Akin to Maslow's theory of hierarchy of needs (Herzberg, Mausner, & Snyderman, 1959) Herzberg created factors as physiological needs, which addressed the need to avoid unpleasantness and the psychological needs for personal development. This placed job satisfaction into two categories; hygienic and motivational (Herzberg, Mausner, & Snyderman, 1959). Herzberg concluded that when motivators are present, employees perform better, and job satisfaction is increased. However, when motivators are absent, this leads to dissatisfaction (Herzberg, 1987). Herzberg developed his factors

as physiological needs, which address the need to avoid unpleasantness, and psychological needs, which relate to personal development.

The two-factor theory distinguishes between motivators and hygiene factors. Motivators include involvement in decision-making, a sense of importance to the organization, responsibility, achievement, and the work itself (Herzberg, 1987). Hygiene factors, or maintenance factors, lead employees to dissatisfaction and include inadequate organizational policies, management styles, salaries, and job security (Herzberg, 1987). Herzberg concluded that hygiene factors are required for employees to maintain a reasonable amount of satisfaction or dissatisfaction with their position but to be extremely satisfied; employees need the motivating factors addressed (Baah, 2011). To motivate teachers, one must be aware of what their needs are, and then create policies that can address those needs (Giertz, 2016). Motivational factors such as achievement, recognition, personal growth, and challenging work lead to greater satisfaction in the workplace, which contributes to student success (Herzberg, 1987).

Herzberg's (1987) model proposed that factors contributing to student satisfaction and success are inclined to be personal motivators. Bolman and Deal (2013) described Herzberg's first component, motivational factors, as good feelings and factors that enrich performance achievement, personal growth, and involvement in decision-making. Teachers who genuinely rate student success as an accomplishment generate these motivators. When instructors' needs are satisfied teachers create a climate conducive for learning (Tambunan, Hamied, & Sundayana, 2016). However, if instructors are dissatisfied with the work environment, morale is likely to be lower, which can adversely

affect the way instructors interact with students and administrators. Bolman and Deal (2013) referred to Herzberg's second component of hygiene as bad feelings and non-motivators. These nonmotivational factors focus on organizational policy, administration, and salary. According to Herzberg (1987) job enrichment is a key component in motivating and challenging employees. In an educational context, instructors' job satisfactions are linked to their role within the school (Lawler, 1973). Teachers are motivated by intrinsic factors, such as self-respect, responsibility and a feeling of accomplishment (Iliya & Ifeoma, 2015). The relationship may be positive if the instructors' desire to teach (motivators) balances with what they expect from the role (hygiene). Ho and Au (2006) supported this theory and maintained that teachers' satisfaction is a combination of what they need from within the school and what they can gain from it. When teachers face multiple disparities between wants and the reality of the job, the more likely it will result in job dissatisfaction (Trace, 2016). Aligned to my study, Herzberg's two-factor theory proposes that a specific set of requirements must be met to reduce turnover and create a more stable working environment.

Factors Contributing to Growth and Development

Vital to the success of any programs are competent, skilled, and committed faculty whose efficiency influences student productivity and institutional effectiveness (Blazer & Kraft, 2017, 146-170). Teachers are imperative to the educational growth of society; their satisfaction is dependent on the support and gratification they receive (Okwaraji & Aguwa, 2014). As suggested by Surbhi (2013), institutions cannot ensure sustainability and quality without qualified and committed faculty and academic staff.

Larking, Brantley-Dias, and Lokey-Vaga (2016) found that teachers who have higher levels of job satisfaction will have a higher commitment to the profession and are less likely to leave. To guard against the high rate of employee turnover, organizations should hire the right caliber of people, provide professional development to enhance employee performance, and recognize employee accomplishments and reward them accordingly (Kwegyir-Aggrey, 2016). Faculty members in the educational system are considered valuable human capital and are vital to the university's team. Figueroa (2015) examined how higher education institutions have accepted turnover of faculty as a cultural norm. He noted that higher education institutions are responsible for producing a skillful workforce and teaching best practices. However, those ideals are not being put into practice. His findings concluded that faculty leave due to heavy workloads, work conflicts, and poor communication with management.

Gupta and Gehlawat (2013) and Sharma and Jyoti (2009), found that teachers' job satisfaction provides growth and development of the educational system. Eyupogly and Saher (2009) reported that greater job satisfaction among instructors is positively linked with accomplishing goals in education. Akhtar, Hashmi and Naqvi (2010) found that teachers' job satisfaction was not only linked to performance, but also to their commitment and motivation. Administrators should take appropriate measures to increase job satisfaction (Hurren, 2006) as a lack of administrative support could lead to job dissatisfaction and turnover (Trace, 2016). University management should improve their behaviors and attitudes towards faculty and the opinions they may have (Al-Hussami, Saleh, Abdalkader, & Mahadeen, 2011), and management is responsible for the

educational setting to include communicating effectively and listening actively (Ezzeldin, & Nisar, 2017). Purohit (2016) indicated that organizations hire two types of employees; those that can offer and have the potential to grow, and others who represent filled positions to the organization. When a skilled instructor leaves, the university stands to lose more than when an unskilled instructor departs.

Retention. Retention is a concern for all educational organizations (Akhtar, Aamir, Khursid, Abro, & Hussain, 2015) and Perrachione, Rosser and Peterson (2008), noted that job satisfaction in the field of education can be linked to three outcomes: retention, attrition, and absenteeism. Avoidable and unavoidable turnover has been described as an organizational factor that can be prevented through more efficient and effective recruiting (Luecke, 2002). A system of total rewards cannot be successful unless an institution understands the needs, expectations and values of its employees (Alhmoud & Rjoub, 2019). Chew and Chan (2008) argued the two most significant organizational issues managers encounter are eliciting commitment and retention of employees. Employee retention strategies cannot be overemphasized. The lack of a retention strategy makes it difficult for leadership to identify approaches to retain qualified ESL instructors (Vidyasagar & Babu, 2016). Armstrong (2009) highlighted key factors in retaining employees. He suggested providing career progression, making supervisors accountable and responsible for turnover within their teams, and ensuring employees have a voice. Given the role that attrition has in declining shortages, policymakers are shifting resources, rethinking practices and enacting policies to attract and retain qualified instructors (Retention, 2017).

Several researchers (Bogler, 2002; DeNobile & McCormick, 2008; Roos & Eden, 2008; Naseem & Salman, 2015) reported that teachers' job satisfaction could affect retention. DeStefano (2002) suggested that further research should be conducted to examine teachers' job satisfaction from a human resource perspective, as it may enable institutions to improve their retention rates. Naseem and Salman (2015) conducted a study on 110 teachers in Pakistan and found that faculty relationships with supervisors, as well as sense of job security, correlate to job satisfaction. Okeke and Mtyuda (2017) concluded that teacher retention can almost be guaranteed if the setting is conducive to job security, has adequate teaching resources, and offers competitive financial incentives. Apart from transferring knowledge, teachers are motivators and facilitators, they manage student data and have administrative tasks that require their attention, which may compete with being able to provide quality teaching (Taharim, Jayasuriya, Xiang, & Mazhar, 2017).

Improving job satisfaction requires insight on the characteristics that contribute to satisfaction (Iwu, Ezeudugi, Iwu, Ikebuaku, & Tengeh, 2018). Employees are crucial to the success of any organization. Therefore, it is important that organizations establish relationships with staff. This includes recognizing employees' intentions to leave and having preventative methods in place that forecast causes, improving attrition levels (Albaqami, 2016).

Human resources. Allui and Sahni (2016) studied the effects of strategic human resource management in higher education. They found that the effective use of human resource in a labor-intensive industry, such as higher education, has become critical. Therefore, the need for improved human resource management in higher education is a

fundamental element that needs change due to the increasing demand for accountability in university administration (Allui & Sahni, 2016). Iqbal (2010) found that employee turnover was a significant challenge that human resource directors and employers face in fast rising economies such as Saudi Arabia. In an organizational specific culture, such as Saudi Arabia, it is uncommon to change the existing status quo.

Zopiatis, Constanti, and Theocharous (2014) explained that turnover during a time of globalization is becoming a growing concern among all organizations, regardless of what type of institution it is. As a result, human resource experts are continuously working on resolving the problem by providing more training courses, more incentives, and by increasing motivation to increase organizational commitment. Retention and human resource are important elements to consider, especially when organizations lose key employees. Aladwan, Bhanugopan, and D'Netto, (2015) highlighted the importance of retaining human capital and found. 80% of business experts believe that human resource issues are more important now than they were three years ago.

Workplace dissatisfaction. ESL instructors leave institutions due to being underpaid, overworked, and having to work in difficult situations that they cannot cope with (Hanneman, 2014). Most turnover is not inevitable and can be linked to dissatisfaction with administration and management (Mosadeghrad & Yarmohammadian, 2006). When it comes to leaving a job, an employee either leaves voluntarily or involuntarily. In either case it leads to adverse effects on the organization and it is the responsibility of the organization to reduce turnover intention (Imran, Allil, & Mahmoud, 2017). Carver-Thomas and Darling–Hammond (2017) found that new teachers who

received high quality mentoring to help them be successful in their first years of teaching and who received both administrative and collegial support in their efforts to foster creativity are more likely to remain in their positions.

Rosser and Townsend (2006) concluded higher education institutions need to understand the factors that lead to turnover in order to retain quality instructors. In higher education it is not uncommon for management to have misunderstandings with staff, which is often the result of ineffective communication (Onwuka, Oforegbu, Dibua, & Ezeanyim, 2017). Employees appreciate a workplace where communication is transparent, management is accessible, and where they are recognized for their efforts (Al-Mamun & Hassan, 2017). There is no conventional model to understand turnover and a variety of factoring is applied to evaluate the causes of employee turnover. Ingersoll and Smith (2003) found that poor working conditions such as an absence of administrative support, student control issues, and lack of teacher autonomy are some of the reasons that teachers leave their jobs.

Diaz-Rico and Smith (1994), and Diaz and Mahadevan (2011) agreed on the value and investment the institution must be vigilant about. For students to perform well on proficiency exams, the institution must provide instructors with the opportunity to receive ongoing professional development. Blumenthal (2002) and Johnston (1997) claimed that employment and training are rated high as professional concerns. Guglielmi, Bruni, Simbula, Fraccaroli, and Depolo (2016) conducted a study on job satisfaction and supported that career growth and the opportunity for self-development were predictors

for job satisfaction. Suslu (2006) suggested that if instructors are not motivated, they will not perform well, thus resulting in poor assessments from students.

Therefore, it is the responsibility of the organization to create a more conducive environment that boosts motivation while reducing attrition (Onwuka et al., 2017). An employee's motivation is a significant factor in achieving organizational goals and an instructor who is dealing with unreasonable demands from administrators and works in a negative team environment will feel disheartened.

  Leadership. Effective leadership in higher education is demonstrated through the ability to navigate obstacles, cultures, and stakeholders while engaging employees' (Ruben, DeLisi, & Gigliotti, 2017). Avolio and Bass (2004) found that resourceful academic leaders are those who can motivate their faculty to perform better than the faculty anticipated. Despite a variation of leadership styles, an effective leader is one who can inspire, motivate, and direct activities to accomplish organizational goals (Amanchukwu, Stanley, & Ololube, 2015). Knight and Trowler (2000) pointed out that having an efficient leader in higher education promotes an environment that is favorable to learning, teaching, research, and overall excellence. Academic leaders have to find ways to not just lead their organizations but also to examine which leadership approach works best in a higher education context (Black, 2015). An effective leader has the potential to provide an institution with more holistic practices to consistently direct the concerns of management. As reported by Nwokocha (2014), leaders play a determinant role in organizational effectiveness, and as Northouse (2013) claimed, inappropriate or ineffective leadership could negatively affect employee retention.

Leadership requires being able to influence others. According to leadership theorists, an "effective leader can influence others to accomplish organizational goals" (Spendlove, 2007, p. 408). Armstrong (2014) noted leadership models used in higher education institutions are based on business models. Good leadership is about ensuring unity, enhancing human potential, and maximizing the value to stakeholders (Sathye,2004). Ng'ethe, Iravo, and Namusonge (2012) claimed that leadership is a relationship in which one person can influence the behavior of the group to achieve goals and maximize efficiency. Leaders who influences members of the organization are willing to contribute their efforts towards achieving set goals (Veliu, Manxhari, Demiri, & Jahaj, 2017). Responsibility, accountability, and retention are not aligned solely to human resources departments alone; leaders also need to move to the front line and build a climate of retention (Wakabi, 2016). A leader is an individual, while leadership is the role the individual performs (Babatunde & Ikenga, 2015), and Schuler and Jackson (2006) described retention as everything an employer does to inspire qualified and dynamic employees to continue working for the organization.

Leadership is the practice of inspiring others to work towards achieving a goal. Muindi (2010) stated that dissatisfaction among academic staff at the University of Nairobi was due to leaders who communicated inadequately. Alonderiene and Majauskaite (2016) found that leaders can increase faculty job satisfaction by demonstrating specific leadership qualities. Leadership is a relationship in which one person or a group of individuals can influence the behavior or accomplishments of other people (Wakabi, 2016). As Meaghan and Bonitas (2002) indicated information that is

accessible leads to greater productivity and a healthy work culture. Employees feel their efforts are appreciated and their intention to leave is minimal. Recognition and appreciation from senior management is an important component in predicting job satisfaction (Sahl, 2017).

When leaders display poor management skills, lack of empathy toward faculty, and cannot effectively motivate employees there is likely to be higher turnover among staff (Njoroge & Yazdanifard, 2014). In the absence of effective communication skills, leaders will fail to achieve preset organizational goals (Luthra & Dahiya, 2015). According to Yousef (2000), when leaders take on a more consultative and participative leadership style, employees tend to be more satisfied and more productive. A shared commitment to organizational effectiveness stems from openness and trust from both leaders and employees (Smith, 2016). Employees are more satisfied with the organization when they are well informed about decisions and changes and have frequent contact with their managers (McAuliffe, Manafa, Maseko, Bowie, & White, 2009). In order for this type of communication and vision to be achieved, a certain level of trust must be developed between a leader and those they interact with (Luthra & Dahiya, 2015). Hee Yoon, Hyun Seo, and Seog Yoon (2004) pointed out that a supervisor's trust could build a climate of trust, respect and helpfulness between supervisor and subordinate. Ng'ethe et al. (2012) stated that employees leave managers, not organizations.

Motivation. Motivation has a deep influence on employee performance. Ton and Huckman (2008) claimed that high faculty turnover is a consequence of low motivation while Bhatti, Aslam, Hassan, and Sulaiman, (2016) found that extremely strong-minded,

resourceful, and innovative instructors are more likely to remain in their positions. Malik's (2010) research on motivational factors of employees at a university in Pakistan indicated that motivation correlates with performance. Phattaro and Pejkla's (2015) work affirmed that motivation is part of the process of supporting the organization's goals and objectives, necessitating that employees have a platform to feel engaged and valued. Mangaleswarasharma (2017) found that motivated teachers are more likely to motivate their students. Instructors who are extrinsically motivated may perform tasks to obtain a financial reward, whereas an intrinsically motivated instructor may perform a task for the personal satisfaction or accomplishment it provides (Mark, 2015).

Hsieh (2007) found that academic managers who do not understand the difficulty of motivation not only negatively affect employee performance but can also lower faculty morale. Faculty members may feel disconnected when it comes to program development and improvement. Pang and Lu (2018) claimed the more self-autonomy employees are given, the better their quality of work and their level of performance. Academic managers and deans of Saudi universities could implement efficient policies for faculty to build a more conducive learning environment (Abdul-Cader & Anthony, 2014). Weightman (2008) claimed that motivation is an issue that academic managers battle with daily and explained that motivation may influence productivity and positively affect teaching performance. According to research to the global innovation index report, 2009-2010 a higher education business institute, results were published ranking Saudi Arabia's education investment 11 globally and ranked 93 on the knowledge creation index. Performance of faculty can affect the consistency of the program, thereby curbing

investments and reducing profitability (Hsieh, 2007). Raziq and Maulabaksh (2015) contended that job satisfaction is a necessary component for employee motivation, which leads to better-quality performance.

Institutional support. Paulsen and Smart (2001) suggested that proper monitoring of employee satisfaction could decrease unnecessary spending. Programs that are designed to improve faculty satisfaction can be replaced with more effective efforts and modifications. Greenhaus and Allen (2012) found that if employees were unable to achieve a work-life balance, they were more likely to leave for an institution that promoted achievement of this expectation. A similar view by researchers in British Columbia found that if teachers did not receive support or a path to advancement from the institution, further stress and dissatisfaction were more likely to occur (Collie, Shapka, Perry, & Martin, 2015). In a study investigating the connection between faculty learning and institutional support, researchers concluded the more administrative support faculty received from the institution, the more satisfied they were and more likely they were to remain at the institution (O'Meara, Rivera, Kuvaeva, & Corrigan, 2017). Hafeez and Akbar (2015) reported the more employees receive professional development, the more creative and engaging they become in the classroom.

Environmental factors such as salary, interpersonal relationships, and administration play a role in positively or negatively influencing retention and morale (Centra, 2002). These factors can be monitored and maintained to improve faculty retention throughout the academic year. Al-Jassem, (2013) reported 34% of foreign workers returned home due to the rising cost of living in Saudi Arabia. The cost of living

and salaries are not consistent. Chen, Wang, and Chu (2010) claimed that to retain

employees, job satisfaction, compensation, and career developments are important

factors. Employee training programs refer to programs that enhance professional

development and provide employees with new skills (Elnaga & Imran, 2013). By offering

training, organizations are more likely to achieve organizational goals and retain

employees (Vasudevan, 2014).

Communication is essential at all levels, regardless of whether it is a business or a

higher education institution. Good leaders know that providing a culture of openness can

create a trustworthy environment that will lead to better communication at all levels

(Conrad, 2014). Employees will stay longer if they are involved or feel that their voices

are heard. Labov (1997) claimed that organizations with strong communication systems

have fewer turnovers of employees than those that communicate at only top levels.

Organizational success is not only dependent on how it cultivates employee competencies

and commitment, but also on how it can develop commitment towards the organization

(BinBakr & Ahmed, 2015).

Demotivation. Dornyei (2001) described demotivation as external forces that

lower the motivational basis of a behavioral action. Understanding demotivating factors,

which negatively influence teacher's attitudes and behaviors and leads to undesired

learning and teaching outcomes, should receive more attention (Tampubolon, 2017).

Fattash (2013) conducted a qualitative study in Palestine that examined factors leading to

burnout, stress, dissatisfaction, and lack of interest among faculty at a university. Results

indicated that when faculty members were involved in decision-making, they felt more

connected and appreciated. Results also indicated that compensation was a significant factor in both motivation and retention, as instructors believed they should be compensated for their efforts in the classroom. Understanding what demotivates is as crucial as understanding what motivates, especially in teaching ESL (Ghanizadeh & Jahedizadeh, 2015). Foreign instructors regardless of experience, qualification, and performance cannot become eligible for tenure. This arrangement does not encourage institutional loyalty or quality performance (Ahmed, 2016). Researchers have begun to investigate different factors that may influence demotivation. The significance of teacher motivation has begun to be more understood, and a teacher who is not motivated cannot be expected to motivate learners (Ozturk, 2015).

A study on Iranian English teachers found they are demotivated by factors such as lack of recognition, lack of administrative support and encouragement, and lack of autonomy (Afshar & Doosti, 2016). Researchers in Korea found similar results, with English teachers feeling demotivated not only by the work environment, but also by the large gap in proficiency with their students, as well as having to work with low student motivation (Kim & Kim, 2015). Hettiarachchi (2013) examined aspects of demotivation with English teachers in Sri Lanka. The results confirmed that teachers are demotivated by the inefficiency of school administration, the discrepancy between the curriculum and language proficiency of their students, and limited teaching resources.

Although researchers have examined novice teachers' motivation in education, there has been little attention paid to novice ESL teachers and the factors that contribute to their demotivation. For them to transition successfully into their profession, it is

essential to understand what challenges they encounter (Farrell, 2016). Sali and Kecik (2018) reported novice ESL teachers correlate demotivation to lack of administrative and collegial support, no relief for professional development, low language proficiency levels among students, and copious amount of administrative responsibilities. Novice ESL teachers lack the resources needed to mitigate constraints, such as working with unenthusiastic students, inadequate pedagogy, and lack of administrative processes as outlined by Al-Seghayer (2014).

   Organizational commitment. Leaders of organizations have begun to understand the importance of building organizational commitment among employees to ensure organizational effectiveness. Researchers in Botswana found that organizational commitment among university employees implies a willingness to promote the purpose for which the university was created (Fako, Orlando, Wilson, Forcheh, & Linn, 2018) and as noted by Wadhwa and Vergehse (2015) is the level to which an employee acquires a sense of belongingness to the organization. In a study examining teamwork and empowerment, Hanaysha (2016) found that employees with strong organizational commitment are more likely to develop a stronger emotional connection to their work environment and make more meaningful contributions. Organizational commitment is beneficial for both the organization and its employees; it reinforces a sense of belonging, job security, and higher intrinsic rewards (Azeem & Akhtar, 2014). Nkosi (2015) found that organizations that provide training on a regular basis have more organizational commitment and overall higher retention. Organizational commitment can lead to unique opportunities of success, institutional visibility, and enhanced reputation that benefits the

institution (Perry, Hunter, Currall, 2016). For an organization to guarantee employee commitment, it has to offer employees what they need, and empower them.

Attaining a work-life balance has a positive impact on the organizational commitment of university teachers in Pakistan (Arif & Farooqi, 2014); the teachers were satisfied with their positions, and committed to the institute. Teacher organizational commitment is regarded as a willingness to be part of the school to which one belongs (Werang & Pure, 2017). Highly committed teachers are less likely to be absent or leave their jobs, while teachers with low commitment are often absent and more likely to leave their position (Werang & Pure, 2017). Academic institutions rely on teachers to shape the cognitive, and socio-emotional formation of their students (Quiambao & Nuqul, 2017); their pedagogical ideas can influence mindsets. Organizational commitment of faculty is vital for the continuous delivery of education to students.

Implications

When examining ESL faculty attrition, common themes in the literature were job dissatisfaction, demotivation, and lack of communication. Providing faculty with supportive leadership is challenging. Researchers Al-Hussami et al. (2011) noted that it is becoming a necessity for academic leaders to improve their management practices to support a work environment that encourages employees and fosters job satisfaction. Many researchers discussed the need for better leadership and improved communication between managers and instructors. Barth, Dillon, Hull, and Higgins (2016) suggested providing time and resources for leadership development and for ongoing professional development for teachers. As noted by AlKahtani (2013), ongoing professional

development in higher education has become an important requirement as employees and managers have significant roles in future development and growth. Understanding instructors' perceptions of job satisfaction and factors related to retention may provide insights to improve hygiene factors and add motivational factors. As reported by Islam (2013), human capital is the most important element in any organization and should be treated with respect. This means that managers must offer more support to instructors, which in turn will increase their performance.

The results of this study may be useful to administrators of the ESL program to determine what issues lead to attrition among ESL instructors. It is important for stakeholders to learn best practices related to how to retain highly qualified teachers. Researchers Konoske-Graf, Partelow and Benner (2016) suggested schools adapt their recruiting strategies by concentrating on human capital of employees and capitalizing on their knowledge and experience. The authors suggested incorporating training at the beginning of the hiring process. This study may contribute to positive social change at SGU and at other universities in Saudi Arabia by gaining a better understanding of why ESL teachers leave prematurely so that interventions to improve attrition can be realized. Given the paucity of this type of research in Saudi Arabia, this study may offer guidance to other Saudi institutions to improve faculty retention in ESL programs and more broadly, in other academic areas.

Summary

The problem of high faculty attrition that universities in Saudi Arabia are faced with continue to challenge policymakers and academic managers. Problems identified

include dissatisfaction, demotivation, lack of transparency, and communication. Although there is extensive research on the reasons for employee and instructor turnover in Saudi Arabia, there is limited research on what influences turnover in Saudi Arabia. By identifying issues that lead quality ESL instructors to leave prematurely, academic managers may develop and implement retention strategies that could lead to a more balanced, efficient institution, and improved ESL instruction. Saudi Arabian higher education faces significant challenges related to implementing retention strategies and faculty development. Section 1 summarized the local effects of the retention problem, which supports the need for further research, and implications for the proposed study. In Section 2, I discuss the qualitative methodology that was used to investigate attrition and improve retention from the perspectives of the research participants. The study's guiding research questions categorized the themes for data interpretation. Section 3 contains a detailed description of the project, literature review that discusses possible solutions to the problem and implications for social change within the institutions of Saudi Arabia. Section 4, I summarize my reflections and conclusions of this study.

Section 2: The Methodology

Research Design and Approach

The purpose of this study was to explore teachers' and administrators' perceptions about the attrition of female expatriate ESL teachers at SGU. According to Merriam (2009), qualitative research is commonly used in education to understand how people internalize their experiences. This study added detail and depth to understanding how subjects in this study understand attrition and retention by capturing their perceptions through personal interviews.

Justification of Design

Using a qualitative case study, I delivered a better understanding of human perspective through the interpretation of data collected from the interview process (Denzin & Lincoln, 2011). Yin (2009) stated that case studies focus on the *how* and *why* of the phenomenon under investigation and are appropriate for examining contemporary events. I chose to conduct a case study approach to compare, explore, and elicit detailed responses from ESL instructors and administrators.

Although qualitative studies are founded on the human experience (Merriam, 2009), not all types of qualitative case studies are appropriate for this study. Due to the nature of the academic calendar at SGU, time is an important factor. Work contracts are for 1 year and instructors have the choice to not renew. This eliminated an ethnographic study that provides a description of cultural groups or communities under investigation for prolonged periods of time (Lodico, Spaulding, & Voegtle, 2010). Creswell (2012) stated that grounded theory consists of longitudinal and inductive methods that are

usually used in social sciences to develop theories through data analysis. Grounded theory uses interview data, document data and focuses on comparisons (Gentles, Charles, Ploeg, & McKibbon, 2015). I did want to form a theory; therefore, this was not an appropriate mode of study. Phenomenological research as noted by Merriam (2009), is better suited to study affective, emotional, and intense human experiences. I did not select a phenomenological approach because I examined participants' opinions and not their emotions.

Quantitative research reveals causality with precise measurements in a controlled environment, whereas qualitative research applies an inductive reasoning approach (Lund, 2007, pp.115-132), which was more in line with my research. The purpose of my study was to explore issues that relate to attrition and retention of ESL instructors and learn more about aspects that may improve the retention of ESL instructors at SGU. In separate reports, Creswell (2012) and Patton (2014) concurred that using case studies in qualitative research supports intervention, deconstruction, and the reconstruction of various phenomena. A qualitative case study was appropriate for this study as I examined issues that contribute to attrition as well as what retention strategies are presently in place.

For the interviews, I developed an in-depth list of interview questions and prompts to stimulate perceptions and ideas from ESL instructors and administrators (Creswell, 2012). The three groups I purposefully selected as research participants were four administrators responsible for decision-making and program requirements, four experienced ESL instructors, and four ESL novice instructors. Each interview lasted 1

hour and was audiotaped. After each interview was completed, I transcribed it from the audiotapes. The remainder of this section discusses the study design and provides a systematic description of the research components and outcomes.

Population and Sample

The setting for this study was a large government university located in the city of Riyadh with 294 ESL instructors who teach 5,000 students in the English Department. Each instructor was qualified to teach ESL and had a minimum of 2 years ESL teaching experience prior to working at SGU. I selected this site because of its familiarity and accessibility. Academic managers and deans of the university are of Saudi nationality and received formal education in either Saudi Arabia or different educational settings in the United States.

Participants

I purposefully selected 12 participants from three subgroups who met the criteria and who had the ability to expound on the instructor turnover and attrition that remains a challenge at SGU. Creswell (2012) described purposeful sampling as an approach where the researcher intentionally selects a group of participants who can describe the phenomenon being studied. Merriam (2009) stated, "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 77). Crouch and McKenzie (2006) suggested that using a small number of participants aides in facilitating the researcher's association with participants and thereby enhances validity and in-depth inquiry.

After receiving approval from Walden University's Institutional Review Board, approval number 02-15-19-0506917, I sent a formal letter to the university's research committee outlining a detailed justification and purpose for this research (Appendix D). The Vice-Dean of Student Affairs served as a gatekeeper. The Vice-Dean of Student Affairs is responsible for approving research before it is sent to the university's research committee to ensure that it is culturally sensitive and that the university's reputation remains intact. After receiving permission from SGU's research committee, I contacted the Office of Academic Affairs. Eligible study participants were identified through the Office of Academic Affairs and the email addresses were provided to me. I then sent an email with an overview of the study and attached the consent form (Appendix E). All participants had to meet the inclusion criteria of being a novice or experienced teacher (with a minimum of 2 years of experience), or an administrator working at SGU for a minimum of two years. Creswell (2012) defined purposeful sampling as the methods used in selecting a group of participants to participate in a study. The first four from each group to sign and return the consent form via e-mail were selected as participants in the study. The letters served to describe how the study will be of benefit to the university and to assure the research committee and participants that the identities of all participants were protected and will remain confidential. Participants chosen to take part in the study were notified via email.

Researcher – Participant Relationship

I was employed at the university for 8 years (from 2010-2017) and held an administrative position in higher management. I built a level of trust with the academic

managers and deans of the English program. As a researcher, I made the purpose of the

study clear to participants and assured them that the university, as well as their names,

will be confidential and protected. A researcher must gain the participants' trust and

support to establish a researcher-participant relationship (Creswell, 2012). I informed

participants that they may separate themselves from this study at any time without

penalty or judgment. As a researcher it is my responsibility to build a positive working

relationship (Patton, 2014). I was accessible to participants via e-mail.

Ethical Considerations

Before the study was initiated, ethical issues were considered. Participants were

sent an email with a description of the study and a consent form detailing the purpose of

the qualitative study, research procedures, participants' right to withdraw at any time

during the interview process without penalty, and participant privacy (Gibson, Benson, &

Brand, 2012). They received information regarding the study to include risks, procedures,

and benefits of participating and were informed they could discontinue participation at

any time. Those who agreed to participate in the study were asked to sign the informed

consent form. Participants' names, place of employment, and positions will remain

confidential. Information about data collection and data analysis were included in the

IRB application.

Data gathered throughout this study remained confidential and are secured in my

office with a lock and key that only I have access to. No identifying information from

participants were attached to participants during data analysis. Information collected is

stored on a password-protected personal computer and will be electronically destroyed

after 5 years. Paper records are stored in a locked file cabinet in my home that only I have access to.

The potential risks for participating in this study were minimal, and there were no physical risks associated with participating in this study. While no interview questions were intended to influence participants' mental well-being, I recognized that some conversation may be sensitive, and I did my best to assure participants that their privacy was protected. Each participant was provided with a formal consent form to review and I explained the consent form before each interview.

Data Collection

To collect qualitative data that represented the perceptions of managers and faculty, I used Creswell's (2012) five-step process in data collection: a) identifying the participants, b) obtaining permission from the participating site, c) determining the data collection method, d) systematically organizing information, and e) considering any ethical issues that may occur during data collection. The primary method of data collection were SKYPE interviews. I emailed participants to inquire about their availability for the interviews and provided them with times and dates they could choose from. During the course of the interviews I collected data from participants that included how many years they have been ESL instructors, how long they have been employed at the university, and the courses they are teaching. I used the following approaches:

1. After each participant agreed to participate in the study, I scheduled a SKYPE interview, based on the convenience of the participant's schedule.

2. I informed participants that interviews will be audiotaped.

3. I transcribed each interview by hand.

4. During the interview, I remained neutral with the information that the participants shared with me.

5. I took only short notes to avoid participants perceiving a lack of interest or indicating a good deal of interest.

Designing and developing an interview protocol (Appendix B) enabled note taking and allowed for additional questions during the interview process (Creswell, 2012). The interview protocol (Appendix B) promotes structure, guiding questions, nature of the study, and information regarding receipt of participants' consent. Data collected during the interviews helped me to present a detailed description of participants' insights into the retention problem and identify potential strategies to reduce the problem. Data were analyzed as it was collected, beginning with the first interview and continuing throughout the duration of the study.

Data Analysis

The way data were analyzed is critical. I transcribed, organized and analyzed the data for each interview. Once the in-depth interviews were transcribed, I began the coding process. Responses were first color coded according to questions, and then I sorted the responses based on similarities in the participants' responses. Analyzing participants' responses involves preparing and organizing data by categorizing repetitive patterns or themes that appear throughout the study. Yin (2016) advised using a five-phased cycle of compiling, disassembling, reassembling, interpreting, and concluding during the data analysis stage. All data was collected and compiled into applicable

categories. I continued to conduct data analysis and interpretation throughout the study. Sample codes I used were job satisfaction, planning, leadership, and motivation. These codes then fed into three categories; investing in teachers, incentives, and leadership styles.

To begin the analyzing process, I highlighted repeated words and concepts with different colors to note similarities and frequency and to write patterns and phrases on the transcript. A code is a phrase used to describe a unit of data. Examples of words that were repeated throughout the interviews were micromanagement, professional development, top down management, incentive, planning and motivation. As Lodico et al. (2010) explained, coding is the process of identifying different portions of the data that explain connected occurrences and labeling these parts using comprehensive category names. I used open coding to define and develop categories and concepts that were represented during the interview process and to explore how they related. I identified relationships among the initial codes by analyzing and color-coding responses. I identified a pattern with leadership and leadership styles, planning and providing opportunities for growth.

I triangulated different data sources to improve the trustworthiness and credibility of the results. As explained by Creswell (2009), the data triangulation process includes using data from a variety of sources of information to increase the validity of the study. Yeasmin and Rahman (2012) concurred with Creswell that triangulation entails validating evidence obtained from multiple viewpoints, which adds credibility and authenticity to the study. Participants' responses were examined for areas of differences and similarities.

Transcript member checking validated data from the interviews with participants to ensure no misrepresentation occurred. Participants were emailed a copy of their original transcript and were asked to make any changes they wished to the document. The purpose of member checking is to assess whether the data analyzed accurately reflects participants responses during interviews. Conducting member checking provided participants with the opportunity to add to or change their responses. It ensured accuracy of the interpretation of participants regarding attrition and retention. Member checking also allows for the removal of inconsistencies in the data to minimize or eliminate reporting bias (Yin, 2014). I asked for all transcripts to be returned to me within 1 week. If I did not receive the transcript back, I assumed no changes were needed to the transcript.

Limitations

Creswell (2012) noted limitations are potential problems or weaknesses of a study. A limitation of this study was that I could not interview instructors that resigned before their contract ended. SGU does not have an exit interview process and I would not have been given permission to contact instructors once they left the university to return to their home country. Before starting this study, I resigned from my position, thereby eliminating any conflict of interest. The credibility of the study assumes that participants presented honest responses.

Data Analysis Results

The data analysis explored perceptions from three groups of participants that included administrators, novice ESL instructors, and experienced ESL instructors. The

purpose of this qualitative case was to investigate why ESL instructors leave SGU prematurely and learn how administrative efforts may improve the retention of ESL instructors. I interviewed 12 participants through SKYPE, and personally transcribed and analyzed the interviews to identify common themes. The interviews allowed me to better understand the complexity of their jobs and discover the factors they perceived as contributing to faculty attrition. To maintain confidentiality, I removed all identifying information regarding participant responses. Analyzed transcripts will remain in a password-protected server that only I have access to for five years.

Participant Demographic and Information

Participants consisted of four novice ESL instructors, four experienced ESL instructors, and four ESL administrators. Participants in this study were all female as the university is for females only, a common occurrence in Saudi Arabia. Participants worked at the university for two years to seven years. The length of interviews took approximately one hour each, and after the conclusion of each interview, I transcribed the audio recordings. Once the recordings were transcribed, participants were sent their transcriptions and were asked to check for accuracy and validity. They were advised to make any changes they required to the document and I did not receive any written or verbal communication requesting changes to the transcripts.

At the beginning of each interview participants were asked general questions regarding their roles at the university. Participants explained their roles, how they transitioned from one role to the next, their understanding of how the English program

works at SGU, and their perception of attrition. They also expressed the importance of long-term planning and how it relates to attrition.

After conducting SKYPE interviews, participant responses were transcribed. Transcripts were validated by participants through member checking to ensure validity (Merriam, 2009). At no time were participants' names used in the transcript as participants were assigned letter codes. I used coding to aggregate primary data into main categories and themes that were used to translate the meaning of participants' responses. Coding requires identifying similar ideas in interviewees' responses and assigning code labels for easier classification. Since the study was small and manageable, coding was manually conducted by me without the use of a software program (Merriam, 2009).

Preliminary data and patterns emerged after I analyzed the responses to the interviews. The themes that were aligned to the research questions:

RQ1: What are novice ESL instructor's perceptions for why there is high attrition at the selected university in Saudi Arabia?

RQ2: What are experienced ESL instructor's perceptions for why there is high attrition at the selected site in Saudi Arabia?

RQ3: What are ESL administrator's perceptions for why there is high attrition at the selected university in Saudi Arabia?

I used semistructured interview questions and prompting in order to gain in-depth responses and insight from the participants related to the reasons for high ESL faculty attrition. I highlighted individual transcripts and created short phrases to summarize each narrative. I then reviewed data entries and highlighted terms to identify commonality and

variation. The common themes and or factors that emerged were as follows: (a) long term planning, (b) incentives, and (c) top-down leadership style.

Research Question 1

RQ1 asked: What are novice ESL instructors' perceptions for why there is high attrition at the selected university in Saudi Arabia? The interview questions encouraged participants to share examples from previous teaching positions and what led them to SGU. The instructors answered questions about their perceptions regarding high attrition. Participant A spoke about wanting to "work at the largest female university in the Middle East." Participant B shared similar feelings, but spoke more about her interest in Middle East history and wanting to "immerse myself in the culture." She also spoke about the "unique opportunity to engage and interact with the next generation of female leaders."

Participant C and D shared the same desire as participants A and B; however, both spoke more about management and leadership practices. Participant C described a culture where there are no monetary or professional growth advantages for instructors. Participant D described the culture as "fear based", noting that management would often "resort to fear tactics in order to get teachers to meet deadlines." It was evident that Participant D thought new instructors do not receive quality administrative support, when she said, "Management would often say you need to do this or you are going to get a warning." Participants discussed the lack of communication they had with their academic director, and upper management in general. The participants also shared that teaching their students was rewarding, and they would like to be recognized for their efforts.

The literature on Herzberg's motivation / hygiene theory was consistent with perceptions from novice instructors. Instructors who lacked motivators such as a feeling of importance or not receiving recognition were dissatisfied with management. Thibodeaux, Labat, Lee, and Labat (2015) noted that administrative leadership styles have an impact on teachers' attrition. Findings also suggested that administrators should be more aware of how their leadership style impacts teachers (Thibodeaux et al., 2015).

Internal motivation has led some instructors to remain at SGU, Participant A stated "I want to be here, so that's why I'm staying." External motivators contributed to Participant D's decision to stay who explained, "I feel there wasn't much last year, but now the university is investing me, they are offering me classes to develop my skills." All participants, in particular novice teachers, noted monetary compensation as a major element that contributes to attrition. A substantial amount of literature has been complied over the years that validate the conclusion that teachers' salaries affect whether they stay or leave (Baker & Weber, 2016). All mentioned they would like to have a higher salary and Participant C found it "strange that each year it remains the same" or that "others with the same experience and qualifications earn more, it kind of seems like a lottery in that regard." Feng (2014) stated that higher salaries are associated with higher teacher retention. Overall novice instructors discussed the undesirable administrative support they received that led them to desire external motivators.

Research Question 2

RQ2 asked: What are experienced ESL instructors' perceptions for why there is high attrition at the selected university in Saudi Arabia? Experienced instructors who

have been at SGU for five years or more had similar responses to those of novice

instructors, as well as some different perceptions to research question two; what are

experienced ESL instructor's perceptions for why there is high attrition at the selected

site in Saudi Arabia? Participant E stated, "you might not believe this, but I actually like

coming into work every day, of course it is mentally exhausting, but on a personal level

this is my social interaction." Participant F said, "I feel that I have grown as a teacher, I

feel like I can just walk into any institution, because of the challenges that I have faced

here." Internal motivation was discussed by Participant G, who stated, "I would rather be

back in South Africa, but due to financial responsibilities I am here."

Participants G and H described the culture as "autocratic" and "top down,"

whereas Participant F described it as lacking a team spirit, and "finding ways to tell

people about the negative aspects of their job, as opposed to finding a positive solution."

This is consistent with Callahan's (2016) findings, in which he stated that more teachers

leave the profession due to lack of administrative support and feeling overwhelmed,

which inevitably leads to burn out. Participant H, who gave her notice to leave, felt that

as someone who taught for more than 10 years in the field of ESL, she was treated "with

a lack of professional respect and acknowledgment of the experience she has". She also

described how a lack of clarity in communication and transparency from administrators

to instructors could lead to attrition.

Long-term planning and further investment into professional development are

areas that Participants E and G see "as useful and essential," especially if those trainings

are led by "qualified trainers and instructors, not just someone that has an interest in it",

suggested Participant G. Participant E felt that, "Investing in teachers is a good form of retention", and she followed up that statement by saying "instructors perceive the professional development they receive as punitive, rather than positive." Trainings are carried out during a time when students are on break, "letting people know why trainings can only be held during this time, or how and why it is being implemented would make me feel less micromanaged," as stated by Participant F.

Participant H addressed the lack of planning that she perceived as a key component to attrition, "It goes back to better planning from management, if they planned ahead, and informed us, we would feel less stressed and demotivated." The qualitative data collected from eight ESL instructors indicate that a lack of administrative support contributes to attrition. Experienced instructors described an environment that lacked clarity from administrators and left them feeling disrespected and micromanaged.

Research Question 3

RQ3 asked: What are ESL administrator's perceptions for why there is high attrition at the selected university in Saudi Arabia? Human resource administrators and academic managers at SGU who participated in the study work jointly in hiring ESL instructors. Themes of leadership, communication, and planning emerged as they responded to research question three; what are ESL administrator's perceptions for why there is high attrition at the selected university in Saudi Arabia? Participant I stated, "I think if we try to be flexible and democratic in our approach to teachers while still remaining in the box of rules and regulations we could retain more." Participant J commented on how difficult it can be to retain instructors, especially when salaries are

cut prior to resigning contracts. Acheson, Taylor, and Luna (2016) found that dissatisfaction due to increased stress affected teachers' commitment and potentially led to attrition.

Participant K felt that "retention and motivation are not prioritized at all, I feel that this is very low among priorities, and keeping motivation levels high is not there." Participant L agreed with that statement and shared that "theoretically I think there is something that should get done, but no one takes the practical steps to implement actions to keep them." Participants I and J felt that it was difficult to be positive all the time, due to the constant changes, Participant J said that "if teachers see we are trying to factor in their needs, they will be motivated to stay." Managers felt that due to a lack of job security and salary cuts from human resource, instructors are more likely to leave. Human resource representatives said they are essentially working for the university, they are delivering messages, be it deductions or that contracts will not be renewed, and they did not see how they were able to positively affect attrition.

Participant I explained that because numbers drive the program, they do not spend as much time as they would like during the recruitment process to fully prepare instructors for the position, or go beyond looking at the minimum requirements. This statement correlates to what Participant H stated in that "it is extremely insensitive of management and offensive to veteran teachers to have academic managers and instructors who are not competent or knowledgeable."

Theme 1: Long -term Planning. Participants spoke about the need for long term planning, in conjunction with academic planning. Participant E commented that long-

term investment into instructors is not emphasized, and because of this the instructors do not see a reason to commit. The constant changes and having to keep up with them were issues that instructors struggled with. Participants D and E spoke about how better planning would reduce the "policing" and "micromanagement." Participants shared in their interviews that long-term planning does not exist and as Participant E commented "ideally there should be a structure in place that could work for two to five years." Participant H suggested, "If the program were run successfully, you would get a group of teachers that would stay because they love the environment because it serves as a social function."

Participants D and H spoke about down time that teachers have throughout the year, when they are required to be on campus, but students are off. Participant D said, "we are just sitting in our office doing nothing", Participant H had similar thoughts on this and said; "I think managers should be using our down time to plan ahead." Participants in the novice group and experienced group shared similar narratives about only having teaching materials the week they returned from summer vacation and not being fully prepared to teach the content. Prokop and Illingworth (2016) noted that long-term planning allows for gradual and cumulative developments, and saves time for future preparation, thereby making initiatives more impactful.

Theme 2: Incentives. Participant D spoke about doing good things and not being recognized nor rewarded for it, "that's maybe why many new teachers end up leaving." A researcher in Afghanistan studying attrition rates in middle school found that teachers leave the profession due to low salaries and late reimbursements (Aslami, 2013).

Participant I said that incentives to her "would be integrating some sort of positive reinforcement or incentive system, but I can't explain what that would like look." Participants from both the novice and experienced group shared their perceptions on how salaries are a root cause of attrition. They spoke about the financial inconsistencies they have either experienced or witnessed. Participant C felt that when it came to providing correct information regarding salaries or holidays, the information received was inconsistent or "just completely wrong, and there was no regard to wanting to provide the right information, it was infuriating."

Participant A shared sentiments of Participant C, however she said, "financial retribution is a good way to retain people." Researchers Muguongo, Muguna and Mutiithi (2015) stated that employee expectations of compensation should be fair, equitable, and that it should not only provide them with tangible rewards, but it should provide recognition. Participant H began working with a fairly high salary and then one day "I came to work to be told that my salary would be cut. At first, I was naturally upset, but I accepted it, as I do love my job. But then I was speaking to other teachers, and realized that people with less experience and qualifications than me were earning more than I was." This statement correlates to Participant C equating salaries to a lottery system. Participant C explained that while money is a main motivator, she also felt that "management should be more understanding of why that motivates people."

Theme 3: Leadership: All participants commented that leadership has a significant role in attrition. Participant I felt that "it is unfair at the end of the year for managers to receive acknowledgments and rewards, it's the teachers that should be

recognized for the work they do." Administrative relationships can impact instructors' feelings of being either satisfied or dissatisfied with their positions. A positive work environment fosters trusting and cooperative relationships, resulting in more schools retaining more staff (Skaalvik & Skaalvik, 2014).

Participant E spoke about leading by example. She thought it was good practice to promote teachers into management, however "people like me in management should be given an opportunity for growth, maybe invest more into management by providing training programs." Participant H felt that academic managers "are appointed because of their internal connection, any position of authority on English programs should be vetted according to their ESL specific qualifications and experience." Whitaker (2011) noted that when a teacher earns a position but is not quite a great teacher; there needs to be a plan in place to get him or her there. Whitaker also noted that hiring and providing the right type of development for great teachers can help maintain veteran teachers.

Participant K spoke about the importance of getting feedback from teachers, she felt that because teachers do not have a voice, they feel less motivated and in turn choose to leave the program. She also spoke about the importance of working as a unit, "and to try and maintain a sense of teamwork rather than a top down leadership system. If we can do this, I believe it will help us to keep going and improving." Participant's G narrative focused on leadership being "authentic and approachable, just having good leadership really." The participants in the experienced group had similar statements and spoke about individuals in leadership "showing more professionalism" and "professional respect." Barrett and Breyer (2014) noted that a collaborative partnership between administrators

and teachers may be helpful uniting efforts. Researchers Paulsen and Martin (2014) stated that teachers believe administrators must understand and support learning processes and understand the challenges involved.

Conclusion

The focus of this qualitative study was to gain an understanding from ESL instructors and administrators regarding their perceptions of why teachers leave their positions. I conducted SKYPE interviews to gather data, and ask questions focused on the perception of attrition from novice, and experienced ESL instructors as well as administrators that work in the ESL program. Findings from my research will provide necessary information surrounding factors on attrition and areas in which could be improved to retain instructors. Results from my research indicated that attrition does not have one layer. Participants spoke about factors that contribute to attrition such as; long term planning, incentives, leadership, and benefits of professional development. Section 3 provides an overall description of the project.

Section 3: The Project

Introduction

The purpose of this research study was to explore why ESL instructors left SGU prematurely and to learn how administrative efforts may improve the retention of instructors. Researchers have sought to understand influences related to why employees decide to leave their organization; however, George (2015) argued that this mindset needs to shift and focus should be on understanding what makes employees stay. The expectation was that by interviewing different groups of individuals who have different perceptions on attrition, I would gain a better understanding of why attrition continues to be a problem. Participants in this study were asked about their perceptions regarding attrition. I analyzed the qualitative data collected through individual interviews and developed a 3-day professional development training targeted to the needs of management and instructors to effect positive social change concerning teacher attrition.

Rationale

The overall goal of this study was to understand ESL instructors' perceptions of attrition at SGU. Three main strategies emerged from the data analysis in conjunction with the collected data from ESL instructors and administrators. These strategies focused on relationship management, work environment, and recognition and awards. The results of my study aligned with evidence in the literature review. The data showed that instructors were dissatisfied with the lack of planning and constant changes throughout the academic year. The data also revealed that a lack of recognition and incentives were key issues associated with attrition. Lastly, participants did not feel supported by

management. Data from interviews aligned with Herzberg's motivation hygiene theory. Addressing hygiene factors, such as organizational policies and salaries, decreased feelings of dissatisfaction. Retaining teachers reduced the cost associated with attrition, and improved culture and morale (Shockley, Watlington & Felsher, 2013). The findings in this study supported the notion that retaining employees is important if an institution aims to reduce organizational costs by increasing job satisfaction and reducing voluntary turnover. Faculty job satisfaction and its relationship to retention in higher education are business related issues; a 5% increase in retention can lead to a 10% cost reduction (Wong & Heng, 2009).

Mahzan and Abidin (2017) used Herzberg's two-factory theory to examine how leaders can reduce attrition by decreasing job dissatisfaction; they concluded that Herzberg's theory provided a valuable framework for better understanding the effects of employees' job satisfaction on turnover intention. With that in mind, the purpose of the 3-day professional development training was to (a) discuss attrition and its impact on the program, (b) move towards a transformational leadership style between instructors and leadership, and (c) devise a system for recognition and awards that contributes to job satisfaction.

Review of the Literature

I conducted this second literature review using the following search words and phrases: *attrition, relationship management, leadership and faculty relationship, attrition in the Middle East, effects of leadership on retention, university culture and retention, incentives and retention,* and *motivation and faculty retention.* The purpose of

this review of literature was to align evidence to support a 3-day professional

development workshop to address the problem. The following databases were searched to

perform the review—Google Scholar, ERIC, SAGE, ProQuest Dissertation, —as well as

governmental websites that include Ministry of Education Saudi Arabia and Saudi Arabia

Government Investment Authority. Using Herzberg's two-factory theory to guide this

project, I discuss the literature related to the three categories; transformational leadership,

job satisfaction, and recognition and awards.

Transformational Leadership

Participants spoke about leadership styles and how they affect attrition. Having a

positive relationship with staff helps managers understand why employees decide to stay

(Milman & Dickson, 2014). Participants did not feel empowered or inspired by

managers. Chou, Chang, and Han (2016) found that managers who adopt a

transformational leadership style that includes empowering and inspiring employees may

be influential in strengthening the employee manager relationship by increasing

employees' commitment and job satisfaction. Transformational leaders inspire employees

to perform at a high level and in turn employees are more committed to the organization

(Tse et al., 2013). Callier (2016) found a connection between transformational leadership

and the decision to stay or leave. Iqbal and Hashmi (2015) reported that employees feel

empowered when working for a transformational leader, because their empowerment

results in higher performing employees, which then results in organizational

commitment. Bacea and Bordean (2016) concurred that employees' level of commitment

and satisfaction with their job depends on how well their manager fosters employee growth.

Lawrence, Ott, and Bell (2012) asserted that administrators that take on new leadership responsibilities may not understand the importance of encouraging and fostering an open and productive conversation with faculty members. Fostering morale can be a daunting task to leaders, however research has indicted that subtle changes can positively impact the way one feels about the organization (Whitaker, Whitaker, & Lumpa, 2009). As Kessler and Snodgrass (2014) reported, effective communication can boost morale. Fullan (2011), Meador (2016), and Weissbound, and Jones (2014) found that when leaders are trustworthy, empathetic, and effective communicators job satisfaction and morale are increased.

Long (2015) claimed the quality of an institution's leadership directly influences attrition. Schaefer (2019) concurred and went on to explain that a competent administrator recognizes the morale level within his or her institution correlates to employee satisfaction. Employees who feel valued are more likely to be satisfied, which supports that a leader's ability to form relationships contributes to reduced voluntary turnover (Teoh, Coyne, Devonish, Leather, & Zarola, 2016).

Recognition and Awards

White (2015) noted that ineffective recognition and award strategies cause a decline in employee commitment, job satisfaction, and trust. White (2015) found that managers providing frequent and personal feedback foster effective recognition and reward strategies that help to build appreciation. Recognition must be authentic and given

in a public setting. Ertuk (2014) claimed that managers who provide fair performance rewards to employees are better equipped to retain employees. This aligns with findings from Baker, Mohamad, and Sharmeela-Banu (2015) who noted that employees who receive recognition and awards are more likely to be satisfied with their jobs and remain with the organization. Sharanya's (2016) results support that giving rewards results in employees feeling valued. Akafo and Boateng (2015) conducted a study on rewards and recognition in seven universities in Nigeria. A survey among 157 respondents concluded a positive relationship exists between rewards and job satisfaction.

These studies align with Herzberg's motivation/ hygiene theory, by supporting that recognition is positively associated with job satisfaction and increases motivation. At the University of Sultan Zainal Abidin Rahim and Daud (2013), used Herzberg's two factory theory to identify how rewards motivated employees. They concluded that rewards have a positive effect on motivation. Fisher (2015) found that recognition provides encouragement, develops job satisfaction, and improves relationships between employees and managers.

Ndungu (2017) asserted that management should be flexible in its methods of recognition; different forms of recognition motivate employees. Nelson (2003) claimed for organizations to ensure that employee recognition activities are effective, genuine, and meaningful; recognition should be fair, transparent, inclusive, timely, and meaningful. Selden and Sowa (2015) found that organizations that recognize employees to establish a balance between employee goals and organization goals keep moral high. This correlates to the findings of Amoatemaa and Kyeremeh (2016) suggesting that

recognition is a supplement to financial rewards and is used to motivate and cultivate high performance.

Job Dissatisfaction

Maugi, Soomro, Chumro, Abidi, and Jalbani (2013), found that job satisfaction decreased due to unclear rules and policies from the university. Researchers Yang, Wan, and Fu (2013) claimed that an increase in conflict and an increase in work pressure result when employees are not included in organizational decisions that affect them. Managers that know how to influence and increase job satisfaction can increase organizational commitment, and reduce employee attrition (Santa Cruz, Lopez-Guzman, & Canizares, 2014).

Training. Selden and Sowa (2015) noted that organizations improve retention by investing time and resources on developing employees as leaders and cultivating a positive work environment. Insufficient job-specific training for employees could have devastating effects on an organization (Thomas, Brown, & Thomas, 2017). Employees cannot enhance their skills without professional training (Hanaysha & Tahir, 2016). Bogenschutz, Nord, and Hewitt (2015) asserted that organizations with inadequate training and advancement opportunities are more likely to see an increase in voluntary employee turnover. Ongoing training is essential for moderating employee dissatisfaction.

Succession Planning. According to Stadler (2011*),* the main component of succession planning is for management to select successors who share the organization's strategic vision and objectives. To plan for the development of effective leaders, leaders

in higher education institutions have to explore obstacles faced by potential successors and the conditions needed to facilitate a natural progression into leadership positions. (Keller, 2018). Oladopo (2014) claimed successful retention begins with good hiring practices since competent and motivated people will remain longer. Oladopo (2015) also noted that poor hiring practices increase attrition, which places an extra burden of time and performance on experienced employees.

Successful succession planning is not only dependent on identifying suitable candidates, but also on mentoring and training (Koranteng, 2014). Gaffney (2005) stated that succession planning is a way to help organizations identify, develop, and promote employees from within by using a comprehensive talent management strategy. Pierce (2015) described succession planning as taking active steps toward mitigating built-in bias and preparing for the future by not replicating the past. Pierce (2015) explained that succession planning is not grooming or cloning, as this action is what leads organizations down a bias path.

Project Description

The goals of the 3-day professional development workshop are to promote the collaboration of key stakeholders to develop strategies aimed at reducing teacher attrition through improved long-term planning, the implementation of incentives to recognize exemplary professional practice, and interventions to improve leadership styles.. Kennedy (2016) noted that professional developments should provide content for facilitators who are familiar with the audience, their experiences, and their motivators. The workshop will include collaboration opportunities, informational sessions, and small

group breakout sessions. At the end of each day participants will be asked to evaluate the

effectiveness of the session by completing an outcome-based survey (Appendix A) that

will assess if goals have been met. Participants will include management, ESL

instructors, deans, and the head of human resources. The goal of the program is for key

stakeholders to implement strategies to increase teacher retention and meet at the

beginning, midway, and at the end of the semester to examine goal outcomes.

Participants will focus on three themes; transformational leadership, recognition and

awards, and job dissatisfaction.

     Day 1. The main goal of the first workshop day is to understand the key elements

of why attrition is high, establish a charter, and identify key areas of retention that can be

measured. The Dean of Academic Affairs and the Director of the English program will

start the morning off by explaining the purpose of the workshop and the collaboration

that is required to make this workshop successful. I will present the results from my study

for transparency and a starting point for discussion. Discussions will first occur as a large

group and then participants will break into smaller groups. Each participant will have a

number assigned to her at her table. Participants who have number 1 will sit together and

discuss transformational leadership, participants with number 2 will discuss recognition

and awards, and participants with number 3 will discuss job dissatisfaction. Each group

will consist of 5-6 participants. The goal of breaking into smaller groups is for each group

to discuss the impact of the results and how positive change may occur. The duration of

the workshop is 7 hours and the session will end with participants completing an

assessment and writing down follow-up questions for the next day.

Day 2. Day 2 will begin with the dean and head of the English department speaking about efforts that have been used in the past to reduce attrition and improve overall job satisfaction. Those speaking points will facilitate a deep dive deep into transformational leadership and job dissatisfaction. Participants will be broken into small groups and will work in the same groups as they did the day before. Participants will be asked to discuss hygiene factors that affect their performance and each participant will have a number assigned to her, as in day one. Participants who have number 1 will discuss long-term planning, participants with number 2 will discuss incentives, and participants with number 3 will discuss leadership. Each group will consist of 5-6 participants. The objective of working in small groups is for participants to discuss the challenges faced related to the topics and brainstorm solutions. Day 2 will conclude with an opportunity to ask questions from the previous day, provide an overview of the day, and will be followed by an assessment and the plan for day 3.

Day 3. Day 3 will begin by addressing any questions or concerns regarding the information covered in days 1 and 2. The focus of day 3 is deliverables, and establishing Key Performance Indicators (KPI's). The driving question for participant discussion is how do we measure success? I will explain the conceptual model that was used to guide this study. By explaining Herzberg's two-factory theory, management will understand the significance of creating conducive working conditions to reduce attrition. During this time, I will answer questions that will arise regarding the model and how it has been analyzed and applied to attrition. Management will then be assigned a task of establishing KPI's that recognize accomplishments, achievements and areas of growth for both

professional and promotional growth. Management will report out on their deliverables related to employee recognition at the next workshop, which will be held during the mid-term break. It is expected that further professional development sessions for instructors will be held throughout the academic year and will be included in summer planning.

Project Evaluation Plan

The professional development seminar will include the dean, human resource representatives, novice, and experienced ESL instructors. The purpose of the seminar is to provide insight and discuss strategies for reducing attrition. An outcome-based survey will be given to participants at the end of each day to evaluate the facilitator, and the workshop. According to Cafferlla and Daffron (2013), surveys ensure goals and objectives are met through interaction and involvement, and provide opportunities to identify recommendations for future professional development seminars. Participants will be provided with a hard copy Likert Scale survey to complete at the end of each day. Surveys will be anonymous and participants will have the opportunity to write down topics not covered or those that they would like to see covered in the future.

Project Implications

Local Community

The goal of this project is to bring awareness to attrition and implement strategies that will reduce attrition. Managers will benefit from the results of this study and from collaborating with other stakeholders to create a more supportive work environment that leads to increased job satisfaction, which in turn reduces attrition. Instructors will be positively impacted because they are active participants empowered to implement change

and address the challenges they discussed with key stakeholders. Building awareness and cultivating best practices surrounding retention can improve the overall experience of working at the university.

Long-Term Outcomes

The results of this study cannot be generalized and used at other institutions. However, the strategies used to develop the 3-day professional development workshop could be used at other institutions to educate management on issues regarding attrition and strategies used to engage in effective communication. This study could prompt other institutions in Saudi Arabia to conduct further research examining the effects of attrition in the Middle East. The goal of this professional development workshop is to provide management with the knowledge of why ESL instructors are voluntarily resigning from their positions and providing them with the tools and data to reduce attrition.

Conclusion

In this section, I described a 3-day professional development workshop informed and designed from the results of my research. The workshop is designed for human resource representatives, university administrators, deans, and ESL instructors, and focuses on the goal of reducing attrition. Herzberg's two-factory theory was the conceptual framework for the workshop. In Section 4, I discuss reflections related to my research and the conclusion of this study

Section 4: Reflections and Conclusion

Introduction

I examined the perceptions of ESL instructors and administrators related to the problem of attrition by conducting semistructured interviews. Once the data were collected and coded, I designed a 3-day professional development workshop, based on the themes that emerged from the results, to effect a positive social change. In this section, I will discuss the strengths and limitations of the project. My study helped me understand the value of relationships and leadership styles and the effects both have on attrition and job satisfaction. The goal of understanding attrition was realized through communication, discussion, expertise levels, and skill acquisition.

Project Strengths

The project was designed based on the information collected and analyzed from the interviews I conducted with administrators and ESL instructors. I interviewed 4 administrators, 4 novice instructors, and 4 experienced ESL instructors, all of whom had worked at the university study site between 2 and 7 years. During the interviews, all participants provided candid answers and shared with me their perceptions of what leads to attrition . The responses of administrators and ESL instructors identified key factors surrounding attrition and highlighted the strengths and needs of stakeholders.

The project was developed to increase awareness of what influences attrition so that interventions to effect positive social change could be identified and implemented. Herzberg's two-factor theory served as the conceptual framework for this study and guided the development of the professional development workshop. Three full days of

focused collaboration provided the time needed for key stakeholders to collaborate on topics related to attrition and identify strategies and interventions for future implementation to address the problem. The strength of this project lay in the collaboration of key stakeholders employed by the university to jointly propose positive interventions to decrease attrition. Another area of strength was that this professional development will lay the foundation for a deeper examination of attrition, not just in the ESL program, but also across different programs within the institution.

Recommendation for Remediation of Limitations

The limitation of this project is based on the feasibility of implementation and time management. A workshop of this length requires planning and commitment. Planning a 3-day workshop at the busiest times of the year, beginning, mid-year and the end is difficult, as administrators and instructors are preparing for either the end of the academic year or the beginning of it. Although the strategies that will be presented in the workshop can be implemented immediately, the next meeting on deliverables will be held during the midterm break. Planning a one-day workshop during the midterm break and end of year would be a simpler task to undertake and one in which participants would more likely be prepared to discuss follow-up strategies.

Another limitation to this project is associated with data collection, which was employed at only one specific site. A follow-up study, for example, a 2 to 3-year longitudinal study, would provide additional data to determine what affect, if any, the professional development workshop has on reducing attrition. Without further research or

feedback, it is difficult to know whether the strategies developed will be influential in the reduction of attrition.

Recommendations for Alternative Approaches

Alternative Approaches to the Project

Monetary incentives have been widely used, but do not retain qualified and committed instructors for the long-term. Professional development is not mandatory nor is it seen as pertinent at this specific institution, and that could be due to instructors not receiving any form of credentialing or applicable experience they could use outside of SGU. The proposed project is meant for specific stakeholders and relies on commitment and accountability. An alternative to a 3-day professional development workshop would be a policy recommendation detailing challenges and solutions. The introduction of the policy would be delivered in the form of an informational session, with key stakeholders to achieve consensus and acceptance of a policy change.

Alternative Definitions of the Problem

Students are key stakeholders within any educational setting and an important element of any program is student success. In order to achieve success, institutions are responsible for not only staffing, but also retaining qualified and dedicated instructors. The basis of this research and the implementation of this project would allow administrators and instructors to contribute to building and retaining quality instructors. The project was developed to provide administrators and individuals responsible for hiring with data focused on why instructors leave; this information has not been available

or researched in the past. I have identified two alternative definitions of the problem; both potential definitions rely on communication and relationship management.

1. Attrition and its impact on to the success of the foundation year program.

2. Attrition and exit interviews: Can data inform interventions to positively affect turnover?

Alternative Solutions to the Local Problem

There could be alternative solutions to the problem. One would be the implementation of a council consisting of hiring managers, instructors and representatives from the dean's office. This council would meet bi-monthly to discuss strategies and solutions to obstacles that may lead to attrition. This may result in a timelier approach to implementation. Prior to each meeting a pre-reading of deliverables that have been met or that have been delegated will be sent out, along with the meeting agenda. This will facilitate time management and all participants attending the meeting being prepared to either present or discuss next steps.

Scholarship, Project Development, and Leadership and Change

Scholarship

This has been one of the most challenging experiences that I have ever undertaken. When I started this study, I lacked the confidence as both a scholarly writer and a researcher. I began the prospectus with the delusion that I would complete this in two years. I did not understand the complexities of framing a research question, aligning a framework with the study itself or how to even write the problem statement. When the prospectus was approved, I regained my confidence. The process of writing my proposal

would take even more time than I had anticipated. The problem statement was my problem as I knew what I wanted to say, but could not frame it in a way that was both scholarly and comprehensible. Writing my proposal taught me how a review of literature is grounded in current research, how to analyze data and how important it is to write a precise and detailed methodology.

I chose a topic that I found relevant and current, one that once data was collected and analyzed would benefit the institution. I did not expect how much insight I would gain from participants' responses or how their response could inform me to develop a professional development workshop.

Project Development

As I developed this project, I had one thought, know my audience. These are adults with skills and expertise in a variety of areas. I would be delivering my results from this study in the form of professional development. I wanted to ensure that my interpretation of interviews was accurate and unbiased. I submitted drafts of research questions, but none were encapsulating what I was examining. My committee chair worked with me until I finally had questions that were directly related to attrition and somehow captured the culture of the institution as well. Preconceived notions in the form of drafts and having the ability to explain what you are examining and hope to achieve have to be checked when developing a project.

Leadership and Change

Writing this paper has given me insight into the type of leader I want to be. Participants in my study spoke about a lack of leadership, or the lack of relationship they

had with management. It is important for me to surround myself with people who know that as a leader I am not just listening, but I am hearing what they are saying. A leader is current with trends, yet remains grounded in her mission. A leader should know that leading is not done alone, especially if the team is committed to the mission. Being a leader is not only about solving problems. This paper has taught me that a leader has to understand where the problem originates from and then work collaboratively to find solutions to change it for the better. I have used the skills I have acquired during this process to re-create my leadership style. Rather than just fixing the problem, I am more curious to find what initiated it. Furthermore, I include my colleagues to facilitate and influence change.

Self as a Scholar. In the process of working on my study, I was able to see how Herzberg's two-factory theory that was reported in 1959 still contributes to research in 2019. I have learned that I am disciplined and self-motivated when it comes to meeting self-proclaimed deadlines. I have become more comfortable speaking about my topic and sharing my process, while at the same time seeking out feedback from those who are educators, and who can view this from a different perspective. I have realized how dedicated and passionate I am about education and wanting to influence change.

In the last stage of the study I became aware that I prefer to discuss my thoughts in order to organize them and get feedback in the process. I also spoke to more people who are not just educators, but have been working in education for years to motivate and offer a view from a different lens. I enjoyed seeing how the coursework culminated in the project.

Self as a Developer. In the course of developing the professional development workshop I realized the strategies I wanted to implement are similar to the strategies I am currently developing in my organization. This was the first time that I was using data that I collected and analyzed to determine what type of project would have the most impact on stakeholders. I wanted the workshop to be based off my research and best practices, one that will continually improve due to further research and development.

I learned that the more information I took in, the more I sought out, I found myself getting lost in a variety of strategies that I wanted to implement. This has been a challenge especially when it came to developing the project. I have had to learn how to manage my ideas, goals, and outcomes. I realize that I like implementing new ideas, but also rely on colleagues to help me set limits on where a project begins and where it ends.

Self as a Practitioner. Progressing through this program has helped me to become assertive and confident in my professional role. I speak up more, and explain my thought process more clearly. I know that there will always be research to support my claims and inform me to feel comfortable speaking to others about current trends in leadership. Prior to this journey, I simply saw a problem and went straight to work to fix it. Now I am able dive deeper into understanding where that problem started and conduct research to provide viable solutions.

Communication is vital to successful planning and implementation. Using qualitative research allowed me to strengthen my listening skills, while teaching me not to interject my opinions or use leading questions as opposed to prompting questions. I

feel that my research has equipped me to be confident to present my findings at institutions surrounding attrition and solutions on how to reduce it.

Reflection on Importance of the Work

Attrition, job satisfaction, and motivation are terms I became familiar with during this process. I knew what each meant, but I did not know the impact it had on educators. Throughout this process I kept asking why would an institution not invest in instructors who are dedicated not only to their students, but generally to education. I started this study with one specific instructor in mind. She was one of the most talented ESL instructors I met. Her resignation prompted me to dig deeper into attrition and what it looks like from the perspective of others.

Throughout my research I read about different type of leadership styles. I read about awards, and incentives, and what drives individuals to perform. The one piece of research information that was consistent is that people need to feel valued in their organization. A manager referring to an instructor by name in the hallway or asking how she is doing are simple tasks that can lead to retention.

Implications, Applications, and Directions for Future Research

Attrition at the education level has been researched and studied for several years and continues to be a problem that institutions are trying to manage. This qualitative study focused specifically on one institution in Saudi Arabia. I interviewed administrators and ESL instructors to discern the reasons ESL instructors leave the university. Participants responses were supported by recent literature in attrition. Administrators may not be aware of all the reasons that participants spoke about, but they should be more

proactive in examining why instructors are leaving. There are potential changes that could be made if administrators decide to use the data collected from my study and implement my project. Changes in practice and implementation of new strategies may reduce attrition and improve job satisfaction.

The purpose of this study was to examine the perceptions of attrition from ESL instructors and administrators. A clear understanding of what attrition is and how it affects the morale of the program may prompt administrators to implement a retention strategy. Administrators who understand the importance of developing and maintaining a relationship with instructors will position the institution in developing effective strategies to retain valued employees (Milman & Dickson, 2014).

Instructors' responses during the interviews aided in the development of themes of relationship management, job dissatisfaction, and recognition. The identified themes were used to develop the professional development workshop. The results from this study are applicable to university administrators and leaders of organizations who want to create an environment in which their employees can thrive. As employees become comfortable and satisfied with their job, their level of commitment will increase, resulting in retention.

The potential for attrition reduction is not only about relationship and recognition, employers have to invest in their employees and this means providing training and development opportunities. Researchers have linked training and development with levels of employee satisfaction (Akhtar, Raza, Ashraf, Ahmed & Aslam, 2016). The results of

this study support the importance of providing training and development opportunities as well as providing avenues for professional growth.

Implementation of the professional development workshop will begin with at least 15 participants during a 3-day workshop. This may lead to further development and instead of workshops, quarterly meetings. Results from my study could affect positive social change by providing administrators with the knowledge and skills of strategies to reduce attrition. The results of this study could influence positive change in terms of relationship building and job satisfaction. The identified themes will allow administrators to focus on elements they were previously not aware of. This will inform them to implement my project or change the current structure. The data collected is relevant as it came directly from instructors.

There is potential for further research using a quantitative or mixed method study. Data can be collected from various program instructors, rather than limiting the study to one specific program. It is recommended for the institution to begin implementing exit interviews as a way to track and collect data surrounding resignations. This data could later be used to measure if current themes from this study have changed or still remain a challenge. I also recommend collecting data using different data collection techniques such as anonymous surveys; in this way participants will feel more at ease with their responses.

Conclusion

I was able research a topic that not only interested me, but also will benefit an institution that has had a significant impact on my life. Understanding why employees leave institutions should be a concern for management. Rather than focusing all efforts on recruitment, strategies should be in place to secure retention. It would benefit management to identify early on the challenges that instructors are facing and implement strategies to alleviate those hurdles. I examined the perception of attrition from administrators and instructors, and was surprised to find some consistency in their responses when it came to retention strategies. The professional development workshop was designed to address those responses while having a positive impact on reducing attrition.

Retaining instructors is a difficult task for managers, especially if they are unaware of underlying issues. Challenges exist to develop, implement and reinforce strategies that motivate, encourage, and support retention. Data presented in this study discuss the underlying issues at SGU that are forcing experienced instructors to voluntarily leave. Without this data, administrators could waste valuable time on developing strategies that do not pertain to the current issues, resulting in wasted efforts. This research and project align with the university's mission of being innovative and moving forward to improve stakeholder's success.

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Appendix A: Professional Development Project

Retention Strategies at SGU

Purpose: The purpose of this professional development workshop is to promote the collaboration of key stakeholders to develop strategies aimed at reducing teacher attrition through improved long-term planning, the implementation of incentives to recognize exemplary professional practice, and interventions to improve leadership styles. This workshop is designed for administrators, deans, ESL instructors and the head of human resource.

Goals: The overarching goals of the 3-day professional development workshop are to discuss the results of the study with school leadership and instructors and to develop strategies to increase retention and reduce attrition. Training and discussions will focus on (a) transformational leadership (b) recognition and awards and (c) job dissatisfaction.

Outcome: The desired outcome of this workshop is to provide participants with the necessary skills and strategies to reduce attrition of ESL instructors.

Target Audience: Administrators, ESL instructors, Deans and Head of Human Resource

Curriculum Methods: Presentations will include:

- Small and large round table discussions
- A short presentation by administrators, which will include the Dean of Academic Affairs and English Director speaking about efforts that have been used in the past to reduce attrition and improve overall job satisfaction.
- Small group work that will entail problem solving.

- At the end of each day participants will be asked to evaluate the effectiveness of the session by completing an outcome-based survey that will assess if goals have been met.

Retention Strategies at SGU

3 DAY PROFESSIONAL DEVELOPMENT WORKSHOP

Purpose and Goals of this Workshop

- The purpose of this workshop is to have a clear understanding of what attrition is and how it has been impacting the English program.
- These questions were used during the interview process with participants.
  - What are novice ESL instructor's perceptions for why there is high attrition at the selected university in Saudi Arabia?
  - What are experienced ESL instructor's perceptions for why there is high attrition at the selected university in Saudi Arabia?
  - What are ESL administrator's perceptions for why there is high attrition at the selected university in Saudi Arabia?

Research Background

- Participants Included
  - 4 Administrators
  - 4 Experienced Instructors
  - 4 Novice Instructors

- The following themes emerged from the study and will be our focus
  - Transformational Leadership
  - Recognition and awards
  - Job dissatisfaction / training

Attrition

- What do we know about attrition?
  - The need to retain experienced and qualified instructors is more challenging for leaders managing colleges in Saudi Arabia (Deputy Director)
- How has it impacted the program?
  - For the years 2014 – 2018 the one-year attrition rate at SGU averaged 60% (Human Resource Representative)
  - Academic administrators in the English Skills Department at SGU are not informed of the reasons as to why many ESL instructors resign from their teaching positions before their terms of appointment conclude (Academic Manager)

Day 1 Presentation

Participant Objectives

1. Participants will have a clear understanding of attrition and how it impacts the ESL program.
2. Participants will be able to describe the attributes of transformational leadership.
3. Participants will identify strategies that contribute to transformational leadership style.

Welcome and Greet

8:30 – 9:00

Purpose of the Workshop

9:00 – 10:00

The workshop will begin with the Dean of Academic Affairs and the Director of the English program speaking about the purpose of this workshop. The Dean of Academic Affairs will speak about attrition and how it has impacted the ESL program. I will speak about what I learned from my research and how it will be applied during the course of 3 days. I will inform participants that the overarching goal of this workshop is to create a dialogue and collaborate on strategies to reduce attrition.

Break

10:00 – 10:10

Driving Questions

10:10 – 11:30

The questions that will guide Day 1 are:

1.What do we know about attrition?

2. How does attrition impact the morale of the ESL program?

3. What variables have an impact on attrition?

Lunch

11:30 – 12:45

Group Work

12:45 – 1:15

Participants will break into small groups to discuss the results of the study. Each participant will have a number assigned to her at her table. Participants who have number 1 will sit together and discuss transformational leadership, participants with number 2 will discuss recognition and awards, and participants with number 3 will discuss job dissatisfaction. Each group will consist of 5-6 participants. Each group will discuss the impact of the study findings and recommend solutions.

Large Group

1:15 – 1:45

As a unified group we will report out, discuss and reflect on group discussions. The white board will be used to write down strategies and interventions proposed by each small group.

Transformational Leadership - Topic

1:45 – 2:45

As a group we are going to dive deeper into what this means to an employee and to an employer. Using the proposed interventions from group discussions and suggestions from the study findings, strategize on how implementing specific intervention affect positive change within the ESL program and reduce attrition.

End of Day Thoughts

2:45 – 3:15

Participants will be asked to reflect on what was learned for the day. Once that discussion is completed, using index cards that will be on their tables, participants will be asked to write down any questions or concerns they have for follow-up on Day 2.

Questions that Guide Day 1

1. What do we know about attrition?
2. How does attrition impact the morale of the ESL program?
3. What variables have an impact on attrition?

Talking Points

- Transformational Leadership– What is it?
  - Administrative relationships can impact instructors' feelings of being either satisfied or dissatisfied with their positions. A positive work environment fosters relationships of trust and cooperation, resulting in more schools retaining more staff (Skaalvik & Skaalvik, 2014).
  - Researchers Paulsen and Martin (2014) stated that teachers believe administrators must understand and support learning processes and understand the challenges involved.

Transformational Leadership

- Now that you know more about transformational leadership
- What are your thoughts as instructors on how this has impacted attrition / job satisfaction?
- What are some strategies that you think could be integrated into the everyday culture?
- How can managers affect positive change?

Recognition and Awards

- Researchers Muguongo, Muguna and Mutiithi (2015) stated that employee expectations of compensation are that it should be fair, equitable, and that it should not only provide them with tangible rewards, but it should provide recognition.

- It is unfair at the end of the year for managers to receive acknowledgments and rewards, it's the teachers that should be recognized for the work they do.

Recognition and Awards

- The last statement on the previous slide, what are your thoughts?
- Do you feel that being recognized for your efforts would impact attrition or job satisfaction?
- Fisher (2015) found that recognition provides encouragement, develops job satisfaction, and improves relationships between employees and managers.
  - ❖ Do you agree with this finding? Why /Why not?

End of Day 1

- What are your thoughts about the topics we discussed today?
- Based on what you discussed in your groups, how likely is it that by implementing strategies in transformational leadership and recognition and awards that attrition can be reduced? And job satisfaction increased?
- Final thoughts?

Day 2

Participant Objective

1. Participants will learn about efforts made by hiring managers related to reducing attrition.

2. Participants will be introduced to Herzberg's two-factor theory and apply it to job satisfaction and motivation.

3. Participants will identify strategies that can be implemented to improve job satisfaction and motivation.

Welcome

8:30 – 9:00

Overview and Questions from Day 1

9:00 – 9:15

I will begin the day by addressing any questions or concerns from Day 1.

Efforts Made on Reducing Attrition

9:15 – 10:15

The Academic Manager from the ESL department will begin today's session speaking about on-going efforts to reduce attrition and improve job satisfaction. At the end of this presentation participants will have the opportunity to ask questions or address concerns that are related to retention and job satisfaction.

Break

10:15 – 10:30

Job Dissatisfaction

10:30 – 11:30

I will ask participants to provide examples of job dissatisfaction and how it has impacted their performance and potential retention. After they report out and we have complied a list, I will introduce Herzberg's two-factory and explain how it aligned my research.

Lunch

11:30 – 12:45

Herzberg's two Factory Theory – Deep Dive

12:45 – 1:15

Before we broke for lunch I introduced the conceptual model used to guide this study. Now we are going to take a closer look at hygiene and motivation, and how they are relevant to the organization.

Group Work

1:15 – 1:30

Participants will be asked to work in small groups to discuss hygiene factors that affect their performance. Each participant will have a number assigned to her at her table, as in day one. Participants who have number 1 will sit together and discuss long-term planning, participants with number 2 will discuss incentives, and participants with number 3 will discuss leadership. Each group will consist of 5-6 participants

1:30 – 1:45

Participants will continue to work in the same groups to discuss motivation and job performance / satisfaction. Group 1 will discuss training and development opportunities, group 2 will discuss recognition, and group 3 will discuss responsibility.

Brainstorm Session

1:45 – 2:45

During this time participants will convene as a large group and report out on their discussions. They will then utilize the white board and write down tangible and measureable interventions to improve job satisfaction and motivation.

End of Day Thoughts

2:45 – 3:15

We will spend the remainder of the time discussing the pros and cons of the group's interventions to come up with the top 3. At the close of the day, I will answer questions, address concerns, and provide the opportunity for participants to write down questions for follow-up on day 3.

Efforts on Reducing Attrition

- It is important for you to hear about the efforts that have been made on reducing attrition.
- The Academic Manager will speak on efforts that have been used in the past.

Job Dissatisfaction

- Maugi, Soomro, Chumro, Abidi, and Jalbani (2013), found that job satisfaction decreased due to unclear rules and policies from the university.
- How accurate is that statement? Do you think it applies to this program? If so how?
- How has this impacted attrition?
- What are some strategies that could be set in place to avoid uncertainties?

Herzberg's Motivation/Hygiene Theory

- What is Herzberg's motivation / hygiene theory?
  - ❖ Herzberg referred to factors that produce satisfaction as *motivators* and those that do not produce satisfaction as *hygiene factors*
  - ❖ Herzberg concluded that when motivators are present, employees perform better, and job satisfaction is increased. However, when motivators are absent, this leads to dissatisfaction (Herzberg, 1987)

Herzberg's Motivation/Hygiene Theory

- We spoke about job dissatisfaction and it can affect attrition
- Now we are going to discuss motivation / hygiene and its impact on attrition.
- In groups you will discuss hygiene factors that affect their performance.
  - ❖ Name some factors and describe how it has impacted your performance
  - ❖ What could be changed? How?

Herzberg's Motivation/Hygiene Theory

- In groups you will discuss discuss motivation and job performance / satisfaction.
  - ❖ Name some factors and describe how it has impacted your performance
  - ❖ What could be changed? How?
  - ❖ What are some measureable solutions to improving job satisfaction and motivation?

Day 3

Participant Objective

1. Participants will discuss the importance of recognition and awards and how it pertains to attrition.
2. Participants will collaborate on setting realistic deliverables for recognition and awards.
3. Participants will collaborate on creating a faculty council and how it will be managed.
4. Participants will set goals for a future council meeting.

Welcome

8:30 – 9:00

Overview and Questions from Day 2

9:00 – 9:15

If there are any questions and or concerns from day 1 and 2 I will address them now.

Recognition and Awards

9:15 – 10:15

The importance of recognition and awards were discussed throughout the study. We are going to examine that at a deeper level. I am going to ask participants to use the index cards provided to write down why this is important and how they feel it impacts attrition. When we return from the break we are going to discuss and brainstorm on deliverables related to this topic.

Break

10:15 – 10:30

Brainstorm / Deliverables – Recognition and Awards

10:30 – 11:30

I am going to read what was written down on the index cards and write it on the white board. The academic manager and the dean will facilitate the discussion on how they are

going to deliver and measure for recognition and awards. They will discuss setting realistic timelines for accountability with your input.

Lunch

11:30 -12:45

Where do we go from here?

12:45 – 1:15

The dean and academic manager will discuss creating a faculty council and how they see that being managed, how often they will meet as well as the goals and objectives of the council.

1:15 – 2:00

The academic manager will speak about creating opportunistic professional development opportunities and will use the information shared through this workshop to facilitate it being successful. This will be included in the summer planning in order for instructors to have an academic calendar.

Data Drives Success

2:00 – 2:45

This time will be spent on discussing the importance of compiling data in order to measure and show success. Managers and instructors will work collaboratively to formulate a plan on measuring success on relationship management, job satisfaction, and awards and recognition. Managers will set and communicate deliverables with council members at the beginning, mid-year and end of the academic year.

End of day thoughts

2:45 – 3:15

This concludes our professional development. I want everyone to take a moment and reflect on the past 3 days and I would like to inquire as to where do you see yourself fitting into the organizational structure in the next year?

Recognition and Awards – Deep Dive

- The importance of recognition and awards was discussed on day one. Using this time we are going to examine that at a deeper level.
- White (2015) noted that ineffective recognition and award strategies cause a decline in employee commitment, job satisfaction, and trust
- What are some strategies that have been used and have been unsuccessful?

Recognition and Awards – Deep Dive

- Why is being recognized important?
- Does it matter who the recognition is coming from?
  - ❖ If yes? Why?
- Ertuk (2014) claimed that managers who provide fair rewards to employees for performance are better equipped to retain employees
  - ❖ How accurate is this statement when thinking about the culture of this program?

Deliverables – Recognition and Awards

- What needs to change?
- How should be accountable for this?
- How frequent does this happen?
- What does this look like?

Where do We Go From Here?

- We have spent 2 days discussing topics that relate to attrition.
- What are next steps?
- Is creating a faculty council the right approach in keeping communication transparent?
  - ❖ What will be the goals and objectives of that council?
  - ❖ Who will participate in the council?
- How will professional development workshops be improved?
- Will there be adequate time allotted for workshops based on teachers needs?

Data Drives Success

- Managers and instructors will work collaboratively to formulate a plan on measuring success on transformational leadership, job satisfaction, and awards and recognition.
  - ❖ What does this look like?
  - ❖ Who will be held accountable for this?
- Managers will set and communicate deliverables with council members at the beginning and end of the academic year

Assessment for Day 1 and Day 2

Directions: Please circle your response to the questions provided below.
1=Strongly Disagree
3=Neither Agree or Disagree
5=Strongly Agree
1. The goals of the day, mentioned at the beginning of the day were met. 1 2 3 4 5 N/A
2. The facilitator had expert knowledge and was prepared.   1 2 3 4 5 N/A
3. The content presented was relevant and useful.   1 2 3 4 5 N/A
4. The facilitator provided adequate time for discussion and created an environment that encouraged discussion.   1 2 3 4 5 N/A
5.The facilitator stimulated my interest in the subject.   1 2 3 4 5 N/A
6. What did you take away from this workshop?
7. What are some areas of improvement for tomorrow?

Final Assessment for Participants

Directions: Please circle your response to the questions provided below.

1=Strongly Disagree

3=Neither Agree or Disagree

5=Strongly Agree

1. The PD Workshop helped me understand retention as it applies to ESL instructor attrition. 12345N/A

2. The PD Workshop helped me understand the various strategies for improving retention. 12345N/A

3.The PD Workshop helped me understand how to integrate strategies for retention into my job effectively. 12345N/A

4. The information I learned in this PD Workshop I will use often. 12345N/A

5.The PD Workshop helped aid in building a collaborative relationship with my colleagues. 12345N/A

Final Comments or Thoughts:

What were the primary strengths of the 3-day workshop?

_____

What were areas for improvement for the 3-day workshop?

_____

Appendix B: Interview Protocol

Protocol:

I will greet the research participant and thank her for her time. I will explain that the interview will be tape-recorded and that the participant will have the opportunity to review and make any changes desired to the transcript after it has been transcribed to ensure accuracy of statements.

Introductory Comments: Hello, thank you for agreeing to meet with me today. I am interested in learning more about your experiences during your teaching / administrative career here at SGU. I am going to use the information from your interview, and the interviews I have with other teachers to complete my dissertation at Walden University. All the information in this interview will be confidential. I will not use your name in my report. I will not share what we discuss with anyone. It is my hope that by interviewing participants like you we can learn more about retention. Thank you for your help.

Tape Recording Conversation: I am going to tape record our conversation. It will help me while we talk because I might have difficulty writing down exactly what you are telling me and I want to make sure I remember all of our conversation. No other person will listen to the tape recording. I will be the only person who is transcribing it. Do you have any questions before we begin?

Appendix C: Research Questions

1. What promotes your level of satisfaction with your job?

   Prompt: Explain what a good day of work is like.

2. What are some of the challenges that decrease your job satisfaction?

   Prompt: Explain what a challenging day of work is like.

3. How likely are you to be still employed at SGU 2 years from now?

4. What factors contribute to you staying at SGU?

   Prompt: What factors contribute to you contemplating not staying at SGU?

   Prompt: What would you look for in another job that you don't experience/have at

   SGU?

5. How would describe the culture in the English program?

   Prompt: Do you feel culturally included at SGU?

6. Do you feel part of a family at SGU?

   Prompt: Tell me how you socialize with co-workers in and out of the SGU

   setting.

7. What type of leadership practices do you believe are significant in retaining ESL

   instructors?

   Prompt: Do you feel supported by your leaders?

8. How is retaining and motivating instructors prioritized in the English department?

9. What type of values and attitudes contribute to job satisfaction and retention?

   Prompt: Do you feel your voice is heard at SGU?

10. What are some of the things that SGU could do to improve teacher attrition?

Appendix D – Letter to University

Princess NourahBint Abdulrahman University
Riyadh, Saudi Arabia

To: Vice Rector of Graduate Studies and Scientific Research:

This is letter is to inform you that I, Salisha Bhola, a doctoral student in Higher Education Leadership at Walden University, will be gathering data for research entitled *Faculty and Administrator Perceptions of ESL Teachers in Saudi Arabia.* My study will explore the problem of ESL teacher attrition from the perspectives of both novice and experienced teachers, as well as from the administrators from one school. Decreasing the attrition rate of qualified ESL instructors will affect positive change by improving student outcomes through consistent and trusting student-teacher relationships at SGU. The results from this study will provide stakeholders of the ESL program with a better understanding of factors that may reduce attrition of ESL instructors, increase ESL instructor retention and ultimately lead to improved learning outcomes for ESL students.

I am aware of the ethical and confidential issues that are integral to conducting research. My committee member and chair of my project will guide me in data collection to ensure it is performed in the ethical and professional manner.

Thank you for approving your institution as my venue to collect and conduct my research.

Appendix E: Participant Invitation and Consent Form

Dear,

You are invited to take part in a research study regarding faculty and administration perception of ESL instructors in the English program. You were selected as a possible participant due to your working experience as an ESL instructor or manager at SGU. Please read this form and ask any questions you have before acting on this invitation to be in the study.

Salisha Bhola, a doctoral candidate at Walden University, is conducting this study.

Background Information:

The purpose of this study is to explore issues that relate to attrition and retention of ESL instructors and learn more about aspects that may improve the retention of ESL instructors at the research site.

Procedures:

If you agree to take part in this study, you will only be asked to take part in a SKYPE interview. After the interview has been transcribed you will receive a copy to review, to ensure that your comments are accurate and have not been misrepresented.

Voluntary Nature of the Study:

Your participation in this study is strictly voluntary. Your decision whether to participate in the study will not affect your current or future relations with any institutions or agencies you may be involved with. If you initially decide to participate, you are free to withdraw at any time without affecting those relationships.

Risks and Benefits of Being in the Study:

There are no risks associated with participating in this study. Your participation will add to the body of research in the area of ESL retention. In addition, it is expected that the results will assist in identifying strategies to retain teachers.

Compensation:

There will be no compensation for your participation in this study.

Confidentiality:

Any information you provide will be kept anonymous. The researcher will not use your information for any purposes outside of this research project. No identifying information will be collected about the participants. The emails of the participants will not be linked to any responses; thus, confidentiality is protected.

Contacts and Questions:

The researcher conducting this study is Salisha Bhola. The researcher's faculty advisor is Dr. Stacy E Wahl. You may ask any questions you have now. Or if you have questions later, you may contact me by e-mail (Salisha.bhola@waldenu.edu) or by phone (xxx) xxx- xxxx.

**Please keep a copy of this document.

Obtaining Your Consent

If you feel you understand the study well enough to decide whether to participate, please indicate your consent by signing below.

Printed Name of Participant

Date of consent   _____

Participant's Signature   _____

Researcher's Signature   _____

Appendix F – Interview Guide (Faculty)

Date

Time

Thank you for participating in the interview. The purpose of this interview is to explore issues that contributed to your decision to work at SGU. Your participation in this study is voluntary. You may stop at any time during the interview if you feel stressed. There is no compensation for participating in this interview. Any information you provide will remain confidential. Any information you provide will not be used for any purpose outside this study. I will not include your name or any information that can identify you in my study. The interview will last for 1 hour and will be audio recorded and later transcribed. Do you have any questions?

Thank you for participating in this interview. I will send you a transcribed copy of this interview for you to review once it is completed

Appendix G: Interview guide (Administrators)

Date

Time

Thank you for participating in the interview. The purpose of this interview is to explore issues that contributed to your decision to work at SGU. Your participation in this study is voluntary. You may stop at any time during the interview if you feel stressed. There is no compensation for participating in this interview. Any information you provide will remain confidential. Any information you provide will not be used for any purpose outside this study. I will not include your name or any information that can identify you in my reports on the interview. The interview will last for 1 hour and will be audio recorded and later transcribed. Do you have any questions?

Thank you for participating in this interview. I will send you a transcribed copy of this interview for you to review once it is completed

Appendix H: Interview guide (Novice)

Date

Time

Thank you for participating in the interview. The purpose of this interview is to explore issues that contributed to your decision to resign from SGU. Your participation in this study is voluntary. You may stop at any time during the interview if you feel stressed. There is no compensation for participating in this interview. Any information you provide will remain confidential. Any information you provide will not be used for any purpose outside this study. I will not include your name or any information that can identify you in my reports on the interview. The interview will last for 1 hour and will be audio recorded and later transcribed. Do you have any questions?

Thank you for participating in this interview. I will send you a transcribed copy of this interview for you to review once it is complete.