

The Decision Making Skills of Principals and the Teacher Turnover: A Qualitative Systematic Review

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ABSTRACT

The study dealt on the decision making skills of the principals and their related behaviors as perceived by the teachers pertaining to teacher turnover as documented in the qualitative or mixed methods studies. This study used qualitative analysis implementing the SPIDER framework. The goal of this framework was to locate related research articles that reported empirical findings on the principal leadership and decision making skills to the teachers' turnover. It was heavily dependent on the researcher's analytic and integrative skills and personal knowledge of the social context where the data was collected. Through a systematic review, the heterogeneity between the studies was minimized which included study regions, authorship collaboration, databases and their uniform resource locator (URL), design, and participants and sample size. The examined studies suggested that principals need to understand, that in order to retain qualified teachers, they need to appreciate, respect, empower, and support them in a positive school culture. It was noted that principals have to focus well on creating a positive, supportive environment in their schools as people-oriented leaders. The study highlighted teachers' perceptions of the principals based on their leadership behavior and decision making skills that impacted their position to remain or leave the institution.

KEYWORDS: Educational leadership, decision making, leadership behavior, teacher turnover, SPIDER framework, systematic review, Philippines

1. INTRODUCTION

Background of the Study

Retaining teachers continues to be an ongoing challenge for administrators since there are many factors that influence teacher turnover. Teacher turnover continues to concern K-12 educators who see teachers leave every year. Based from the National Center for Education Statistics (NCES), 8% of teachers leave the profession yearly and another 8% move to other schools, bringing the total annual turnover rate to 16%. That means that on average, a school will lose 3 out of every 20 teachers. Teacher turnover is costly, as new teachers must be recruited and trained and higher retention means less financial strain and more investment in the tools children need to learn (Black, 2010). High turnover rates create constant flux, making it significantly more difficult to institute changes in education policies. Research has shown that approximately one-quarter of all beginning teachers leave teaching within five years

(Benner, 2000; Rowan et al., 2002). Teachers cite family or personal reasons or health problems for leaving the profession. Often times external motivators, such as salary bonuses, student achievement, teacher empowerment, great working conditions, and school leadership impact whether a teacher stays at their current school (Tye & O'Brien, 2002). Research indicated that there is not a teacher shortage, but a retention problem related to teacher working conditions (Ingersoll, 2003).

Further, being an effective leader means having the ability to look beyond daily happenings and visualize a brighter future. Successful leaders work closely with those they lead and through this collaboration, they are able to influence others to pursue common goals and achievements for the good of the group (Fullan, 2007). By establishing trustworthy

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relationships, effective leaders are successful at convincing others to follow and pursue a shared mission and vision (Marzano, Waters, & McNulty, 2005). In this regard, school principals are expected to show leadership behaviors, such as providing guidance, supporting, assigning a measurable responsibility and being a source of inspiration to all school employees and students in order to achieve the aims of the school (Hersch, 2005). In addition, school leaders form the ground that provides in-class reform and development, in order to create a positive learning environment in the school (Nichols, 2015). Effective principals find a way to balance their obligations while simultaneously setting the focus, culture, and direction of the school (Sigford, 2005).

Numerous studies which have questioned what makes teachers stay, has a significant positive correlation with the decision making of the principals (Chiong et al., 2017). In 2002, according to the Educational Research Service (ERS), there is evidence that points to a direct connection between principal's behavior and high retention rate of teachers that is so compelling that schools should be putting more and more effort into making sure they find and keep the highest quality teachers. The decision making skills of the principals has been one of the reasons that triggered the emergence of the teacher turn-over; one aspect that creates toxicity within an organization is arguments between an administrator and his or her subordinate (Janssen, 2004). Principal's decision making has led many teachers to leave their profession that affect their lives (Somech, 2002). Not only can this cause the employees to lose respect for their superior, it can also cause a loss of trust and respect for the organization, less empowerment and buy-in, and less motivation on behalf of the employee. All of these situations caused a higher turnover rate and less than impressive efficiency within a job field (Janssen, 2004). Added on, principal behaviors directly impact teacher job satisfaction and commitment (Davis & Wilson, 2000). When principals include staff in decision-making, planning and problem-solving, they promote better communication, greater mutual trust and collaboration (Griffith, 2004). In fact, teachers who felt encouraged by their principals demonstrated significant and positive effects on their commitment to the school (Cerit, 2010).

Meanwhile, the researcher had encountered many qualitative or mixed methods studies available in the internet that are published in the following journals which deal with the decision making skills of the school leaders affecting the teacher turnover of their institution. In Scopus, 13,000 studies were indexed on

these topics; in Elsevier there were 8,000 studies accumulated; in ERIC 4,500 accumulated studies were found; and in Research Gate, there were around 1,700 studies compiled. Having these number of references mean that this study was appropriate for the systematic review.

Likewise, these journals showed that teacher turnover is strongly correlated with the individual characteristics of the principals. Among the most important findings, teacher turnover is related to the decision making skills of the school principal (Johnson et al., 2014). Although the data have been inconsistent at times, there are several factors affecting teachers' turnover such as school climate (Sahin, 2011), organizational health (Recepoglu&Ozdemir, 2013), organizational dependence (Buluc, 2009), teachers' job satisfaction, teachers' self-efficacy (Duyar et al., 2013), collective efficacy (Calik et al., 2012), and collaboration (Gumus et al., 2013).

Considering the number of studies included in the systematic review about leadership style and decision making skills of principals, more correlational researches may have to be conducted about the effect of their decisions in the teacher turnover. Moreover, researches are mandatorily carried out in limited areas, for reasons such as cost, time, and place; therefore, it is quite difficult to ensure consistency between different studies. In order to show the big picture of the decision making skills of the principal affecting teachers turnover, the synthesis and interpretation of the studies that attempt to explain similar problems are sorely needed (Akgöz et al., 2017).

On the contrary, though many articles dealing with the decision making skills of the principals, there was an inconsistency in their claims and conclusions, hence, there is an urgent need for a synthesis. In order to interpret this pile of information and to open the way for new researches, top quality inclusive and reliable studies had to be conducted. In social sciences, a single study or a single experiment cannot be expected to produce sufficiently accurate results. The studies examining the effect of the decision making skills of the principals resulting to teachers' turnover varied from one another (Scheerens, 2012; Schyns&Schilling, 2013). Therefore, the conduct of qualitative analysis was deemed essential, which implied that this shortcoming has to be fulfilled.

The dissemination of the findings of these studies are in public forums through different fora and platforms. The researcher will share the findings of the study through the private schools in Region XI, Davao City. Also, the study will be presented to the various

national or international research congresses. Lastly, this research will be submitted to online refereed journal publication for a broader scope dissemination.

Review Question

What are the decision making skills of the principals and their related behaviors as perceived by the teachers pertaining to teacher turnover as documented in the qualitative or mixed methods studies?

Review of Related Literature

This study explores the principals' decision-making skills influence teacher turnover in the academic institutions. A review of literature investigating current issues impacting high attrition rates will be studied. The findings of empirical research regarding the factors that impact and influence teachers' decisions to leave or stay in a school will be explored. Further exploration of the research related to the principal's decision-making skills impact a teacher's decision to leave the school.

Leadership Skills

As mentioned by Jenkins (2013), leaders are born and not made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. Added to that, Bass and Bass (2008) opined that good leadership is developed through a never ending process of self-study, education, training, and the accumulation of relevant experience. Jenkins (2013) stated that the basis of a good leadership is strong character and selfless devotion to an organization. As mentioned by Abbasialiya (2010), from the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the organization. Ololube (2013) also added that leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process.

On one hand, Northouse and Rowe (2007) described leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Naylor (1999) stated that effective leadership is a product of the heart and an effective leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, and experimental and initiates change.

On the other hand, there are many different views of leadership as there are characteristics that distinguish leaders from non-leaders. According to Wolinski (2010), all contemporary theories of leadership can

fall under one of the following three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviors.

Decision Making Skills

Decision making is a broad topic providing many possible angles from which to view any one situation. Decision making is a critical cognitive process that is required in every area of human life. Commonly, the researchers have defined decision making as a process of choosing one potential possibility among others (Miller & Byrnes, 2001; Rehman & Khan, 2015). Decision-making skills can be the difference in making a choice that improves your organization. Decision-making skills had been previously considered to be unteachable. It was thought that this skill was acquired over the course of time, and dependent on age (Klaczynski et al., 2001). However, several studies have shown that decision-making skills can be taught (Cenkseven-Onder, 2012). The aptitude to make decisions is a leadership trait, which portrays your ability to think objectively and relates concepts to the goals you're trying to reach. Your capacity to make a quick decision can help establish a strong bond with all employees that strengthens your company's culture.

Likewise, many research papers that make reference to decision-making come from the area of cognitive development (Baron, 2000) or operational research, economics and management (Bazerman, 2005). In the field of educational research, decision-making strategies have only recently gained significant attention, with most of the studies related to science education (Kolstø, 2001; Papadouris & Constantinou, 2005). In design and technology education, there exist only few studies concerning decision-making (Davies, 2004; Coles & Norman, 2005).

A growing body of literature indicates organizational causes such as teacher working conditions impact a teacher's decision to transfer to a different school or leave the teaching field (Alliance for Education, 2008; Darling Hammond, 2003; Hirsch 2006a; Ingersoll, 2003a; NCES, 2006). When analyzing teacher turnover, the data indicates turnover can be linked to job dissatisfaction as the result of poor decision making of principals (Alliance for Education, 2008; Darling Hammond, 2003; Hirsch, 2006; Ingersoll, 2003; NCES, 2006). Research indicates there is not a teacher shortage, but a retention problem related to teacher decision making of principal (Ingersoll, 2003a). It is imperative that educational leaders fully understand the underlying impact of decision making to the working conditions of the teacher to alleviate turnover.

Problem Solving Skills

Principals can employ their problem-solving skills to make critical decisions for the school. They need to factor in different viewpoints to consider the numerous variables required to make a thoughtful decision. It's a necessity that they separate the emotions from the conversations you have with people that will influence their decision-making. The essence of having adept problem-solving skills is that one can formulate decisions quickly and effectively. Problem-Solving is explained as a complex process that requires many skills to be used together (Olkun and Toluk, 2004). Problem-solving skills help you determine the source of a problem and find an effective solution. Problem-solving skills are important in every career at every level. As a result, effective problem solving may also require industry or job-specific technical skills.

Reasoning Skills

Reasoning is an essential component in an intelligent system. It acts as a "brain" behind the decision-making process of the system (Guo, 2007). Reasoning describes the processes that occur between the point when reasoners attend to salient, meaningful information (linguistic or perceptual) and when they draw one or more conclusions based on that information. Reasoning is the ability to think logically to formulate fair judgements and justify a position. In other words, it is about identifying, analyzing and evaluating arguments (Hinnells, 2009).

Teacher Turnover

Teacher turnover is the movement of teachers away from the teaching profession or teachers who transfer to teaching jobs in other schools (Ingersoll, 2001). Teacher turnover is particularly high among new teachers, those most dependent upon leadership and support ("The principal effect", 2004). Teacher retention, while more heavily impacting newer teachers, impacts teachers with all years of experience (Dee, Henkin, & Singleton, 2006; Gaikhorst et al., 2015; Hughes, 2012; Pesaven & Conway, 2010; Riggs, 2013; Segovia, 2015; Shaw & Newton, 2014).

In addition, teacher turnover has developed into an epidemic within the profession (Dee et al., 2006; Engelhart, 2012; Hughes, 2012; Riggs, 2013; Shaw & Newton, 2014). Studies have been conducted both on why teachers leave, and why long-standing teachers opt to remain in the profession. Researchers have extrapolated and then later confirmed that anywhere between 40 and 50 percent of teachers will leave the classroom within the first five years, and almost ten percent leave by the end of their first year (Riggs, 2013; Shaw & Newton, 2014). All of this is not even accounting for the 40 percent of staff who pursues

their undergraduate degrees for the field of teaching but opt never to begin a career in education after running through the student teaching experience (Riggs, 2013).

Causes of Turnover

Teacher turnover is a problem that does not end with solely new teachers. Experienced teachers occasionally feel that they are unable to meet the demands of their jobs while raising their own children, feel the desire to retire early, feel the need to climb the ladder toward administration, or feel no connection to their own school, and wind up leaving it for a different work experience (Dee et al., 2006; Gaikhorst et al., 2015; Pesavento-Conway, 2010; Riggs, 2013). Other researchers disagree with this notion, however, and argue that the best predictor if someone will stay in the profession is years of service (Hughes, 2012). Either way, this causes huge gaps within education. Teachers are seen as one of the most influential pieces of the classroom when it comes to student achievement, but there are problems retaining teachers within a single school regardless of experience or mastery (Shaw & Newton, 2014). There are several cited reasons for this ongoing dilemma.

Accountability systems

In a study regarding why teachers leave the profession, the pressures of increased accountability, such as high stakes testing, test preparation, and standards, was ranked by respondents who had already left teaching as the number one reason for leaving. The researchers drew conclusions that a single salary pay rate is likely to apply to all teachers with a specific level of experience and educational certifications in a district regardless of the school (Dee et al., 2017). Although some teachers gravitate towards teaching students with educational, social, or emotional challenges, the majority are likely to prefer assignments with a lower proportion of disadvantaged students. Advantaged students often come to school prepared and are motivated to achieve at high levels. To offset some of the adverse effects of the accountability systems on teachers and to encourage teachers to select low performing schools, this study suggested raising base salary levels in those schools (Tye & O'Brien, 2002)

Inadequate compensation

In response to the dilemma of teacher turnover, educators have offered a variety of compensation policies created to attract more teachers into the profession and retain those currently teaching. Higher pay, forgiveness of student loans in exchange of a commitment to teach in hard-to-staff schools, and alternative certification programs are just a

Examples of recent compensation practices. Several urban school districts across the United States have piloted teacher bonus programs to compensate for some of the challenges that teachers face in high-poverty, inner-city schools.

Moreover, several researchers find that salary is a key factor for teachers opting out of the profession (Hughes, 2012; Riggs, 2013). Other researchers found extrinsic motivators such as salary to be an unconvincing motivator to remain in education rather than a key reason on why teachers should leave (Chiong et al., 2017; Pedota, 2015). The difference is subtle, but important, as in the former example, teachers choose to leave because they do not feel the pay is worth it. In the latter, teachers are seen on the breaking point of leaving already due to other issues, and salary becomes the factor that pushes the teacher over the edge. Most teachers, though, know the limits of these extrinsic motivators as they enter the profession, meaning that they usually choose to involve themselves in education for intrinsic or altruistic reasons (Chiong et al., 2017; Pedota, 2015).

While compensation could play an important role in a teacher's decision to remain in a school or in the profession, studies have discovered that monetary incentives are insufficient to compensate for low-performing students, and high-poverty rates (Hanushek & Rivkin, 2007). In an earlier study, it was concluded that significant salary adjustments that many school districts cannot afford would need to be made to have an impact on urban schools' teacher retention rates (Hanushek, et al., (2004). The researchers noted that a "school with 10% more Black students would require about 10% higher salaries in order to neutralize the increased probability of leaving and 10-15% higher salaries to hold exit rates constant". In an analysis of the 2003-04 Schools and Staffing Survey data, Tickle et al., (2011) found that there was not a significant relationship between teachers' satisfaction with their salary and teaching experience. Survey data from over 190 public school teachers in their study revealed that administrative support was identified as the most significant predictor of teachers' job satisfaction (Tickle et al, 2011).

Teacher characteristics

Some studies have indicated that teacher turnover in urban schools is a result of teacher characteristics (Guarino, et al., 2011). Despite this great need, low-income, low-achieving, and minority students mostly in urban areas are taught by the newest or least skilled teachers who lack these characteristics (Lankford et al., 2002).

Additionally, in the study of Strunk and Robinson (2006) researched factors that influence a teacher's decision to leave the profession. One theory they discuss is the "opportunity wage theory", which suggests that teachers who have greater opportunities outside the public school systems, especially in the math and science, are more likely to leave their teaching jobs for higher wages outside of the teaching profession. Their findings support the cultural competence theory that teachers are more likely to leave schools with high-minority populations.

Similarly, noted that this finding has less to do with racial bias and more to do with teachers being comfortable around others of similar races and ethnic backgrounds. Several studies have reported that promising teachers leave high-poverty schools to work in wealthier, White communities. These studies have discovered that teachers of color, particularly Black and Latino teachers, are more likely to stay in teaching and at schools that serve students with similar socio-economic and racial backgrounds (Boyd et al., 2008; Hanushek et al., 2004; Ingersoll, 2001).

Student characteristics

A review of research on teacher turnover in urban schools connects teacher attrition to student characteristics (Boyd et al., 2008; Hanushek et al., 2004; Tye & O'Brien, 2002). In their study, Strunk and Robinson (2006) researched factors that influence a teacher's decision to leave the profession. Their findings support the theory that the reason teachers are more likely to leave schools with high-minority populations has less to do with racial bias and more to do with teachers being comfortable around others of similar races and ethnic backgrounds. They noted that in some cases, teachers from a racial/ethnic background different from that of their students may experience a "cultural shock", resulting in lower levels of job satisfaction. These feelings of mistrust, social identity differences, or cultural shock may all lead to job dissatisfaction, lessened commitment to the school, and increased turnover (Strunk & Robinson, 2002).

Further, many teachers enter the classroom unprepared to work with high-needs students. In the study "The Schools Teachers Leave" (2009) conducted in Chicago Public Schools district, teacher stability rates were 10% higher in schools with low rates of crime compared to schools in areas with high rates of crimes. This study found that while most teachers are equipped with the required teacher credentials and desire to make a positive impact on student achievement, they may not have the

knowledge of the community and of the culturally relevant pedagogy that will enable them to teach effectively and work well with students in urban schools. The findings of this study reveal that students in high-needs schools often lack basic needs such as food, shelter, or clothing and have limited resources that impact home-school communication, such as computer access. Frequent incidents of community violence and fears regarding student safety often create challenges for teachers in high poverty schools (Allensworth, Ponisciak, & Mazzeo, 2009).

The students' characteristics are often associated with parental involvement in the schools. Teachers place great importance on parental involvement to elevate educational outcomes, particularly among students who face disadvantages (Jeynes, 2007). Parents are more involved in schools during the elementary years. By the time they enter middle school and high school, parents are more aware of their academic and physical strengths and weaknesses and therefore become less involved in schools (Jeynes, 2007). In urban areas, the lack of parental involvement may seem more prevalent due to high rates of single parent working families and a disconnect between the school and the community. Noguera (2001) noted in his research of urban schools that the key factor in determining the impact of social conditions on a school is the relationship between the school and the community, including the parents of the children enrolled. It is typically true that teachers at most urban public schools do not reside within the communities they serve, and that social barriers related to differences in race, culture, and class contribute to tremendous barriers between school and community.

Working conditions

School working conditions are reported by teachers as a key factor their decisions to leave schools (Simon & Johnson, 2015). Ingersoll and Smith (2003) used the results of the 2000-2001 Teacher Follow-Up Survey and the 1999-2000 Schools and Staffing Survey to determine the cause of teacher attrition to other careers. They found that more than three-fourths of the departing new teachers left due to inadequate salaries, but a higher percentage of teachers revealed that various working conditions such as student discipline problems, poor student motivation, lack of administrative support, and the lack of teacher input decision making.

Additionally, the researchers investigated the factors that drove teachers away through analysis of teachers' personnel data linked with students' racial and socio-economic status, test scores, and student mobility

rates. These researchers also surveyed teachers and students about the school's learning climate, instructional leadership, and parental involvement. Allensworth, et al., (2009) found that working conditions such as the presence of positive working relationships, a strong sense of collective responsibility, strong instructional principal leadership, and support for novice teachers were among factors that retained teachers. Poor working conditions explained over 75% of the difference in teachers' stability rates among elementary schools and nearly all the variation among secondary schools in this study.

Moreover, a number of studies point towards the school principal as the driving force behind the working conditions of a school (Borman & Dowling, 2008; Boyd, et al., 2011; Loeb, et al., 2005). Although investments must be made in teachers' working conditions such as teachers' salaries, class size, teaching load and the availability of materials, of equal importance is strong, administrative support, (Darling Hammond, 2003). Administrative support is defined as "the school's effectiveness in assisting teachers with issues such as student discipline, instructional methods, curriculum, and adjusting to the school environment" (Borman & Dowling, 2008, p.380).

Adverse Consequences of Teacher Turnover

Research has consistently demonstrated that classroom teachers have the strongest influence on students' educational outcomes (Coleman et al., 1966; Hanushek & Rivken, 2006), including both short- and long-term academic (Chetty et al., 2018) and non-cognitive outcomes such as motivation and self-efficacy (Jackson, 2018). Teachers become more effective as they accumulate years of teaching experience (Kini & Podolsky, 2016); when teachers leave a school, they take along their knowledge and expertise in instructional strategies, collaborative relationships with colleagues, professional development training, and understanding of students' learning needs at the school, all of which may harm student learning and school operations and climate (Bryk, et al., 2010; Ingersoll, 2001; Simon & Johnson, 2015).

Teacher turnover, defined as change in teachers from one year to the next in a particular school setting (Sorenson & Ladd, 2018), has been a persistent problem often described as a revolving door in the teaching profession (Ingersoll, 2003). Turnover contributes to teacher shortages (Sutcher, et al., 2019) and frequently leads to the inequitable distribution of high-quality teachers and poor student outcomes for those most in need of high-quality instruction

(Goldhaber, et al., 2011; Goldhaber, et al., 2015; Hanushek, et al., 2004).

Teacher Shortages and Inequitable Access to High-Quality Teachers

While current teacher shortages are not occurring nationwide and, in fact, the teaching force overall has ballooned (Ingersoll, et al., 2018) with only half of education graduates hired in a given year (Cowan, et al., 2016; Dee & Goldhaber, 2017), significant shortages of certified teachers in certain areas are consistently documented. Shortages are often concentrated in schools educating high numbers of economically disadvantaged and minority students, in rural schools, and in special education as well as science, technology, engineering, and math [STEM] courses (Dee & Goldhaber, 2017). Sutcher et al., 2019; Cowan et al., 2016; Ingersoll, 2001, 2003; Ingersoll & May, 2012; Ingersoll & Perda, 2010; Ingersoll et al., 2018) have argued that teacher turnover is a highly significant factor in producing these staffing shortages. Carver-Thomas and Darling-Hammond (2019) found that turnover rates were 50% greater in Title I than non-Title I schools, and 70% greater in schools serving higher percentages of students of color than those serving lower percentages. Research further demonstrates that math and science teachers are significantly more likely to leave high-minority, high-poverty, and Title I schools than their counterparts teaching math and science in other types of schools (Carver-Thomas & Darling-Hammond, 2017; Ingersoll & May, 2012). These relatively high turnover rates in high-needs schools contribute to shortages in these schools in both urban and rural areas (Goldhaber et al., 2015; Player, 2015).

Furthermore, shortages and turnover also often translate into schools needing to hire more alternatively certified teachers (those holding a teaching certificate or license earned outside of a traditional college preparation program), and fewer qualified and experienced teachers (Dee & Goldhaber, 2017). One study found that as many as 30% of math and science teachers in schools with large numbers of students of color were alternatively certified, compared with just 12% in schools with mostly White students (Carver-Thomas & Darling-Hammond, 2017). Working conditions in these schools are often less than optimal (Cohen-Vogel & Smith, 2007), and alternatively certified teachers often have less preparation like less coursework and student teaching opportunities and on-the-job support than traditionally certified teachers (Redding & Smith, 2016). Lack of access to a traditionally certified teacher may place students at a learning disadvantage (Kini & Podolsky, 2016), although the case for

equating teaching effectiveness with conventional certification is far from settled (Dee & Goldhaber, 2017), with several studies finding no differences (Constantine et al., 2009) or even finding advantages in having an alternatively certified teacher (Clark et al., 2013). However, alternatively certified teachers are less likely to be retained than traditionally certified ones (Carver-Thomas & Darling-Hammond, 2019; Redding & Smith, 2016). Carver-Thomas and Darling-Hammond (2019) found that, all other teacher characteristics being constant, alternatively certified teachers were 25% more likely to turn over than traditionally certified teachers. High rates of workplace churn can contribute to negative impacts on student achievement, as the research documented later in this report discusses.

The research literature on the impact of turnover on teacher quality is mixed, with studies showing both positive and negative impacts depending on the type of proxy measure for teacher quality used (Hendricks, 2016). Value-added measures (VAMs), which aim to determine how much of a student's academic progress from one year to the next is attributable to his or her teacher, as opposed to factors outside of the teacher's control (Center for Education Policy Research, 2011), have been used in some studies as proxy measures for teacher effectiveness. These studies have generally found that teachers who exited were less able than those who stayed (e.g., Boyd, et al., 2010), even in high-need schools (Hanushek & Rivken, 2010), suggesting that workforce composition in some cases may improve as a result of turnover. For example, Hanushek et al. (2016) found in a study of disadvantaged/lower-achieving Texas schools that teachers who exited were less effective than those who remained. However, Feng and Sass (2017) found that both top and bottom quartile teachers left their schools at higher rates than teachers rated average, and that the likelihood of teachers moving to other district schools decreased as the share of experienced and highly qualified teachers increased within a school. Furthermore, teachers in the study tended to move to schools where the average teacher quality was similar to their own, resulting in a "rich got richer" effect, and likely exacerbated achievement gaps between disadvantaged/minority and affluent/white students.

Also, Hendricks (2016) highlighted several problems with using value-added measures as proxies for effectiveness within teacher retention research, including that they may confound the fixed element of teacher quality which is the ability with unobservable school factors or evolving aspects of teacher productivity which is the experience i.e.,

teachers with more experience tend to have higher value-added measures. This may make it seem as though the best teachers are more likely to remain in schools when in reality it may simply signal that more experienced teachers are less likely to exit. Indeed, value-added research that holds teacher experience constant has shown that the best teachers are actually more likely to leave schools (Harris & Sass, 2011; Ladd & Sorenson, 2015).

Other studies using licensure scores (Clotfelter, et al., 2011; Hendricks, 2016), SAT scores (Goldhaber et al., 2011), or measures of college selectivity (Podgursky, et al., 2004) as proxies for teaching ability have shown that the most able teachers are more likely to leave the profession or move to other schools, potentially lowering the instructional quality in schools. For example, Hendricks (2016) used certification scores as an ability proxy in tracking exit patterns of approximately 500,000 Texas teachers from 1996 to 2014. Low-ability teacher attrition was highest after the first year of teaching, but the pattern reversed after the first year, with attrition patterns highest among teachers of higher ability. This finding is consistent with other research showing higher turnover rates for the least effective early-career teachers (Boyd, et al., 2008; Goldhaber et al., 2011). These findings suggest that encouraging low-performing early-career teachers to exit may be an effective strategy, as long as higher quality replacements are available (Hendricks, 2016). In studying the long-term impacts of teacher turnover on the composition of teachers in North Carolina middle schools, Sorensen and Ladd (2018) found that turnover from the 1990s to 2016 increased a school's portion of teachers lacking full licensure and teachers with fewer years of experience, with the strongest effects found for economically disadvantaged schools. Such schools frequently have difficulty recruiting high-quality teachers (Dee & Goldhaber, 2017), and improvements to retention will likely require improved recruiting tools and practices (Wronowski, 2018).

Reduced Student Learning and Achievement

High turnover rates can serve as a barrier to the teacher collaboration that is essential for instructional improvement (Guin, 2004). Correlational research has demonstrated that schools with higher teacher turnover have lower student achievement (Boyd, et al., 2005; Guin, 2004). In a causal study of teacher turnover in New York City elementary schools, Ronfeldt, et al., (2013) found that turnover reduced math and English Language Arts (ELA) performance in students whose teachers left as well as in students whose teachers stayed at the school. This impact was

demonstrated across all kinds of schools, including high- and low-minority and high- and low-poverty schools; however, turnover was most detrimental to lower achieving schools and schools serving large populations of Black students. Hanushek et al., (2016) similarly found reduced student achievement as a result of teacher turnover in low-achieving but not higher achieving schools in Texas, despite the tendency for less effective teachers to leave low-achieving schools. The researchers further determined that replacement teachers were even less effective than those who left, due to loss of experience and frequent grade switching among staff, as well as the ineffectiveness of newly hired teachers and organizational disruptions. Sorenson and Ladd (2018) studied turnover in North Carolina middle schools and found that 3-year turnover rates adversely impacted students' math and ELA performance; for example, a turnover increase of 100% led to significant performance reductions, particularly in math.

In addition, turnover that occurs within the school year has recently been shown to be of particular concern for the disruption of student learning, accounting for approximately one quarter of all turnover (Redding & Henry, 2018). This type of turnover can result in classroom disruption, staff instability, and changes to teacher quality, all of which can combine to negatively impact student learning and achievement, particularly when it occurs after the first semester and closer to the end of the school year. Schools with higher proportions of minority and economically disadvantaged students are more likely to experience within-year turnover, making a collaborative work environment difficult and resulting in insufficient resources to mentor the large numbers of new teachers who enter during the school year (Simon & Johnson, 2015).

Poorer School Organizational Functioning

High rates of teacher turnover can exact organizational costs that destabilize school communities (Simon & Johnson, 2015). For example, high turnover necessitates the hiring of large numbers of beginning teachers who typically are less effective than those with more experience (Grissom, 2011), resulting in negative student learning impacts. Turnover also can produce disruptions in instructional continuity, as schools must reconfigure teaching assignments annually and sometimes during the school year in response to ongoing staffing changes, resulting in less unified and less comprehensive instructional programs (Guin, 2004).

Likewise, sustained collegial and trustful relationships among teachers, students, and families

are also difficult in schools with high turnover, making it challenging to unify the school community around common goals and school improvement strategies (Simon & Johnson, 2015). The lack of strong collegial relationships among teachers can further translate into a reluctance to assume leadership roles or participate in professional learning communities, impeding teachers' capacity to enhance instruction collaboratively over time (Simon & Johnson, 2015). In analyzing case study and staff climate survey data, Guin (2004) demonstrated that schools with high turnover faced significant organizational challenges including difficulties planning and implementing a coherent curriculum and maintaining positive relationships among teachers. Ronfeldt and colleagues' (2013) found that the broader negative impact of turnover on student achievement in the classrooms of remaining teachers may have included harm to faculty relational trust and collegiality or the loss of institutional knowledge necessary to effectively support student learning.

On one hand, chronic staff instability through high rates of teacher turnover can result in a significant loss of social and human capital and create a barrier to school improvement (Holme, et al., 2017). Principals in these situations are faced with weighty managerial burdens, as they are forced to continually focus on hiring and training new teachers rather than address systemic and sustained instructional improvements (Loeb, et al., 2010). A cyclical effect can occur, as a lack of instructional support from school leaders creates even more teacher turnover (Allensworth, et al., 2009; Boyd, et al., 2011; Kraft, et al., 2016).

Higher Financial Costs

Teacher turnover is quite costly, with more than \$7 billion spent annually on separation, recruitment, hiring, and induction, and training—an amount that otherwise could be used for academic programs and services (Alliance for Excellent Education, 2014; Barnes, et al., 2007; Darling-Hammond & Sykes, 2003; Sorenson & Ladd, 2018). Resources may be diverted from classrooms, leading to even larger gaps between disadvantaged and wealthier schools (Grissom, 2011). Lack of standardization, inconsistencies, and missing data make cross-district comparisons of turnover costs very challenging (Levy, et al., 2012), but research has found that it is quite costly for districts and schools.

Statistically, teacher replacement costs range from \$9,000 per teacher in rural districts to more than \$20,000 per teacher in urban districts (Barnes et al., 2007). Another study found that district costs per year for teacher turnover ranged from \$3.2 million to \$5.6

million, with the higher costs in urban districts, which frequently have higher turnover rates (Synar & Maiden, 2012). A study conducted in 37 of 54 districts in Alaska found that districts cumulatively spent approximately \$20 million each year to address high rates of turnover, particularly in rural areas (DeFeo, et al., 2017). Not easily calculated are the costs resulting from a loss in productivity when a more experienced teacher is replaced by a less experienced or less qualified one (Milanowski & Odden, 2007; Watlington, et al., 2010). Milanowski and Odden (2007) found that the largest contributions to the costs of turnover were training, lost productivity, and salary savings when senior teachers departed and newer teachers were hired as replacements. Results further suggested that the costliest turnover occurred for experienced, but not highly senior teachers. The researchers concluded that the lost human capital and associated loss of productivity were the most important concerns for policymakers.

Potential Benefits of Teacher Turnover

It is important to note that not all teacher turnover is created equal (Grissom & Bartanen, 2019); in some cases, it may result in benefits for students, schools, and districts. For example, some within-year turnover is due to supportive parental and medical leave policies that make it possible for teachers to temporarily exit for family considerations and return to the school, thus defraying the costs of recruiting new teachers (Papay, et al., 2017). It is also possible that teacher exits due to extremely poor performance can benefit the composition of the teaching workforce and student learning, if low-performing teachers are replaced with more effective ones (Hanushek, 2009).

In a study of the District of Columbia Public School (DCPS) system, Adnot, et al., (2017) found that using a teacher evaluation and compensation system that moved ineffective teachers out of schools and provided financial and nonfinancial rewards to highly effective teachers who remained was beneficial both to the overall effectiveness of the teaching workforce and to student achievement. Cullen, et al., (2016) found that a teacher evaluation system increased the exit rate for low-performing teachers, but the changes to workforce composition were not large enough to improve student achievement, a finding the authors attributed in part to the lack of a financial reward system for high-performing teachers like the one used in the DCPS system.

On the other hand, research has demonstrated that more effective schools have higher turnover rates for low-performing teachers and higher retention rates of high-performing ones (Loeb, et al., 2012). More

recently, this concept has been labeled strategic retention, to refer to the retention of effective teachers combined with the exit of ineffective ones (Grissom & Bartanen, 2019). Principal leadership is a key determinant of teacher retention (Grissom, 2011; Kraft et al., 2016; Ladd, 2011), and effective principals have lower overall average teacher turnover in their schools (Boyd, et al., 2008). Grissom and Bartanen (2019) found that effective principals, when equipped with accurate teacher evaluation information, engaged in selective retention of teachers in their schools by retaining effective ones and administratively removing or, more often, “counseling out” ineffective ones. The researchers also found that suburban schools were better able to engage in strategic retention than were urban and particularly rural schools, which had fewer applicants for open positions. The benefits of turnover through strategic retention in hard-to-staff schools, therefore, may necessitate the use of targeted incentives as described in the Adnot et al, (2017) study.

Decision Making Skills and Teacher Turnover

Organizations, generally speaking, tend to have bureaucratic decision-making structural dimensions (Stevenson, 2001). One of the major focuses of school reform has been the decentralization of power at the school level. Since the 1980’s school systems have been moving towards decentralization of the decision making authority at the school level (Stevenson, 2001). The literature further suggests that there are three different dimensions of organizational decision-making: formalization, which was characterized as the extent to which roles and behaviors were described and documented; complexity, which was defined as the number of specialists whose functions were unique from other employees; and centralization, which was a function of locus of decision making, degree of information-sharing between levels, and the degree of participation in long-range planning (Somech, 2002).

Moreover, teacher participation in decision-making within these complex, centralized, and formalized organizational structures was identified as an important consideration in efforts to restructure and reform public schools (Desimone, 2002). Accordingly, decentralized, site-based management was found to be significantly related to perceptions of effectiveness at the school level, and that organizational decentralization of authority was also significantly related to participation in decision-making (Bauer, 2001). The decision-making process within the structure of the organization as a workplace is critical in engaging teachers so as to collaborate as a committed team.

Participation in school decision-making is a collaborative process in which there is shared decision-making on educational issues at the school level as a way of involving teachers (Darling-Hammond & Bransford, 2005). The main purpose in sharing decisions is to improve school effectiveness and student learning. When principals, teachers, and staff members work as a team and collaboratively decide what is in the best interest of the school, the institution is responsive to the needs of their students and community. Lontos, (2007), further suggests that those closest to the children should decide their education. Teachers, parents, and school staff should have more control of policies and programs affecting their schools and children. Accordingly, the persons responsible for carrying out the decisions should have a clear voice in determining those decisions that, when implemented, would subject the participants to responsibility for the process as well as the outcomes.

Furthermore, teacher participation in decision-making is one of the many reforms in education that attempted to increase student achievement, create a sense of community, and increase teacher morale, as well as to help schools meet increasing academic standards. Wyman (2000) supports shared decision-making and adds that, if used correctly, it can bring together teachers, parents, administrators, and community members. A major reason for the popularity of this reform is that it tends toward decentralization of school decision-making, and consequently improves student performance (Latham, 1998). Involving teachers in decision-making changes the manner that schools are governed by removing the power from the hands of the central office or administration and sharing it among teachers, principals, and sometimes parents.

Hoy and Miskel (2012) supported the concept of the participation in decision making, and advocated that the process become more relevant, especially in addressing the question of whether the teachers can be trusted to make decisions that are in the best interest of the organization. They believed that the involvement of teachers in this process should occur when the teachers have a personal stake in the outcome, have expertise to contribute to the solution, and can be trusted to decide what is in the best interest of the organization. Participation in decision-making in the workplace is, therefore, important because the effectiveness of the decision is determined by both the quality of the decision being made and the acceptance and commitment of subordinates to implement the decision.

In addition, there are categories of motivation surrounding the dilemma of teacher retention rates:

extrinsic, intrinsic, and altruistic. Extrinsic motivations are factors provided from outside of the teacher's control such as payment and vacation hours. Teaching has the benefit of weekends and summers off; however, long hours and a heavy workload still wear on the day-today of education throughout the school year. There is research that shows that the vacation matters less to educators than how the vacation best suited the teacher's lifestyle (Chiong, et al., 2017).

Intrinsically and altruistically, there are several factors that result in issues with teacher retention. Intrinsic motivators are reasons the teacher desires to pursue the field, which comes from within themselves; whereas, altruistic motivators center on affecting the community and/or world for the better. Primarily, teachers desire to make a difference in the lives of their students and can feel major stress and anxiety when they fall short of creating the impact that they intend (Chiong et al., 2017; Engelhart, 2012; Pedota, 2015; Riggs, 2013). In fact, the educational field has become much more pressurized with top down change, so there is more direct pressure on educators to deliver (Riggs, 2013). If teachers feel like they are not meeting the needs of their students, or if they feel like they are not performing well in their jobs, they are much more likely to leave the profession as failures (Pesavento-Conway, 2010).

New teachers need support and development in order to not fall into this trap, be it from an administrator or from a teacher leader (Segovia, 2015). In fact, a little professional development provides new teachers insight into the profession, and links to retaining teachers in the profession for longer than those that receive none (Gaikhorst, et al., 2015). Several studies that research teacher attrition find the intrinsic or altruistic reasons to revolve around workload, stress, pressures from top-down authority, personal failures, and/or lack of support (Chiong et al., 2017; Dee et al., 2006; Engelhart, 2012; Gaikhorst, et al., 2015; Hughes, 2012; Shaw & Newton, 2014). If teachers receive proper support, they could perform better at their jobs, and a lot of these negative factors dissipate (Chiong et al., 2017; Dee, 2006; Gaikhorst et al., 2015; Hughes, 2012). With major intrinsic motivators to enter the profession, teachers will feel heavily rewarded by seeing personal successes within their students (Pedota, 2015).

Issues on Teacher Turnover

Despite the overwhelming research on the impact of quality teachers on student achievement, schools are facing increasing teacher attrition problems. The challenge of schools retaining effective, enthusiastic, and committed teachers is not a new problem. As

early as the 1960s, teachers shared accounts of being overwhelmed by the needs of students and the school system's inability to meet those needs (Tye & O'Brien, 2002). Approximately 30% of public school teachers leave within the first five years of teaching, and the turnover rate is about 50% higher in high-poverty, urban schools (Ingersoll, 2001). Teacher turnover increased by 28% since the early 1990s, but the turnover is not equally distributed among districts and schools (Ingersoll & Merrill, 2010). The data from the Schools and Staffing Survey showed that teachers are moving from poor to wealthier schools, from high-minority to low-minority schools, and from urban to suburban schools (Ingersoll & Merrill, 2010). There is a large body of literature that addresses why teachers may leave the profession. Reasons include a lack of administrative support, low salaries, poor facilities and the increased focus on assessment and accountability (Ingersoll, 2001; Kersaint, et al., 2005; Strunk & Robinson, 2006; Tye & O'Brien, 2002). As a result, school districts are left with the difficult task of retaining highly qualified teachers in classrooms.

Ingersoll (2001), a leader in research on the topic of teacher retention, conducted his study, "Teacher Turnover, Teacher Shortages, and the Organization of Schools" in 2001. He used the School Staffing Survey and Teacher Follow up Survey which is the largest and most comprehensive data source available on the staffing, and to examine the occupational and organizational aspects of schools. This study analyzed teacher turnover and its role in teacher demand and school staffing problems. A multiple regression analysis was conducted to determine the effects of teacher and school characteristics and organizational conditions on turnover. Lastly, Ingersoll reviewed the reasons teachers give for their departures. He found that staffing problems were a result of the demand for teachers caused by a revolving door of teachers leaving their jobs for reasons other than retirement such as dissatisfaction with their jobs or in order to seek better jobs or career opportunities (Ingersoll, 2001).

While research indicates teacher beliefs, practices, and characteristics directly impact teacher retention, another factor to be considered is school leadership. Kersaint, et al., (2007) found that administrative support was of more importance to leavers than stayers. Similarly, a large body of research links teacher job satisfaction and retention to principal leadership (Boyd, et al., 2011; Grissom, 2011; Tickle, Chang, & Kim, 2011). In a qualitative study of the sources and impact of stress among urban teachers, teachers reported "human and material resources as

most important to reducing work-related stress” (Shernoff, et al., 2011). School principals have the authority to provide resources to teachers and create opportunities for teachers to work and learn in collaborative school communities. The positive correlation between teacher support and low turnover rates is evident in an empirical inquiry of leadership styles of principals with low attrition rates conducted by Brown (2009). In this qualitative study they interviewed 12 principals with high retention rates in urban schools to investigate the principal’s role in teacher retention. This study revealed several common characteristics of principals with low attrition rates in urban schools that relate to the data suggesting that teachers crave support and resources. According to Dawley, et al (2008), the principals in the study agreed that spending more time, providing resources and building capacity are critical components in retaining good teachers (Glenn, 2008). Materials for teaching, technology supplies, or financial support were consistently provided to teachers consistently as a means of concrete support. A common mantra was that they had an “ask and ye shall receive” mentality as they were committed to providing resources and materials so that teachers could focus on the important demands of meeting the students’ academic needs (Jacob, 2007). Human support was provided through visibility and accessibility of all of principals surveyed. All noted that “being available, spending time talking to people, and really listening” created an “open door, literally and figuratively,” which developed a positive school culture and climate (Kopkowski, 2009).

In addition, good principals impact teacher retention by increasing intangible rewards such as staff recognition or a positive school vision (Grissom, 2011). Orderly work environments through high expectations for student behavior and established routines and procedures were several other factors that teachers rated principals as effective in disadvantaged schools. This research concluded that effective principals impact teacher retention in the same indirect manner in which they influence student learning. The research suggests that “effective principals promote student achievement not by influencing students directly but by helping to create school environments that are conducive to student learning” (Roby, 2011). Essentially, Trafford (2016) concluded that an effective principal completely mitigates teacher attrition in high-poverty schools

A critical piece in teacher retention by principals and administration is understanding the psychology behind who becomes a teacher and why (Carr, 2009). By understanding the motivation behind those who

become teachers, Turner (2010) believes that administrators can better recruit and retain teachers without breaking the bank. Most teachers choose education because it gives them the opportunity to make a real, lasting difference in children’s lives. For many educators, teaching represents not only a career, but also an important life mission. By nature, educators are intrinsically motivated, therefore, a successful principal enables and encourages her teachers to do that which they’re already driven to doing, thus, making a real, lasting difference in the classroom and thus, keeps teachers satisfied in their jobs (Brinn, 2014). An article cited a 2006 analysis of teacher retention studies which suggests that non-monetary rewards such as strong mentoring programs and staff development matter more than higher salaries and signing bonuse to new teachers (Black, 2008). Thanking teachers for what they do, can go a long way for principals and district leaders.

Added on, Morgan and Kritsonis (2008) examine the alarming statistics of teacher turnover and take a deeper look at the retention of new teachers in urban schools. The authors emphasize the importance of principals making new teacher development a top priority. Teacher stability, they suggest, is the key to long-term improvement within the school. They recommend several techniques for principals to use in the training and support of new teachers. They stress the importance of new teacher support and development and say that funding for this purpose should be a priority. Just as student achievement is a priority, so should the success of new teacher.

Online Visibilities of Correlational Studies on Decision Making Skills or Behaviors of the Principals and the Teacher Tenure

Throughout the country schools are continuously restructuring to improve student learning and the process of teaching (Johnson & Pajares, 1996). One of the major focuses of school reform has been the decentralization of power at the school level. Since the 1980’s school systems have been moving towards decentralization of the decision making authority at the school level (Stevenson, 2001). Shared decision making has led many schools to involve their teachers in the decisions that affect their lives (Somech, 2002). Stevenson defines shared decision making as “a horizontal devolution of authority within the school from the principal to a collective of members of the school community” (p. 1). Furthermore, Johnson and Pajares (1996) describe shared decision making as “the process of extending the base of the decision making through a governance structure to include groups traditionally omitted from the decision making process”. Decisions at the school level may

encompass the following areas: instructional coordination, curriculum development, staff development, evaluation, general school administration, personnel, rules and discipline, school improvement, and policymaking (Duke, et al., 1980). Although the term shared decision making is most often used when involving teachers in the decision making process, other terms that are synonymous with shared decision making are teacher input, participatory decision management, and participatory decision making.

In addition, Somech (2002) has defined dimensions of shared decision making. He has examined five specific dimensions of decision making: decision, degree of participation, structure, target of participation and rationale. The decision domain involves teachers dealing with students, instruction, managerial issues, school operations, and administration. The decision domain is known as the technical domain. Hardman (2001) second domain, degree of participation, is described by the degree of involvement teachers have in the decision making process. The third domain, participatory management structure, establishes a participatory structure for decision making within a school. Some principals prefer a participatory structure that is informal in which there are very few rules determining who participates and how participation occurs. While other principals establish a more formal participatory management structure in which teachers are more directly involved in making decisions. The fourth dimension, participation target, suggests that when a principal has developed a level of trust and loyalty, teachers are provided more responsibility. Within this dimension, the author described the degree to which the principal involves his or her staff members in decision making. The principal's participation target may depend on the relationship the principal has with certain teachers. The fifth dimension, rationale, justifies why a school has embraced participatory management. This dimension suggests that the rationale for participatory management represents the principal's leadership philosophy and his or her rationale for employing participatory management. Principals may vary their level of involving subordinates in the decision making (Leithwood, 2008).

The Benefits of Shared Decision Making

The benefits of shared decision making are related to intrinsic factors more than student achievement (Duke, et al., 1980). The benefits of teachers involved in the decision making at their school include: (a) teachers feeling of self-efficacy, (b) ownership, and (c) workplace democracy. In their study, teachers

rated the benefits at the high end of the scale while rating the costs of shared decision making at the low end of the scale. Duke, Showers and Imber's findings indicated that teachers are more likely to comply with decisions if they are involved in the decision making process. Furthermore, 40% of the teachers felt that involvement in school decision making could enhance their school careers. Finally, being involved helped teachers gain an appreciation of the running of a school.

Moreover, Johnson and Pajres (1996) study found evidence that changes in attitudes and patterns of behavior are benefits of shared decision making. Shared decision making can change attitudes and patterns of behavior within a school. Shared decision making allows more teachers the ability to participate causing power shifts within a school to occur. Barriers of authority and isolation are broken down when shared decision making is the norm permitting teachers to collaborate and discuss school issues with each other. Faculty and administration gain a better understanding of each other (Özoğlu, 2010)

Participation in decision making encourages teacher involvement and teacher commitment to the organization. Teacher participation in decision making promotes commitment to the decisions being made and increases a teacher's willingness to carry out the decision. Teachers begin to take ownership of their decisions by initiating their own ideas (Somech, 2005). Somech suggests principals need to influence their teachers to be skillful in the pursuit of the organization's objectives. He describes organizational commitment as having three components: a strong belief in and acceptance of the organization's goals and values which is identification; a willingness to exert considerable effort on behalf of the organization which is involvement; and a strong intent or desire to remain with the organization.

In addition, shared decision making is a process of teacher empowerment (Perry, et al., 1994). It is through shared decision making that teachers are empowered (Lampe, 1997). This process enhances the teachers' autonomy and validates their professionalism. Somech's (2005) research findings indicated that principals need to invest in the enhancing of the motivational factors of organizational commitment and teacher empowerment. His study suggests that school effectiveness could be managed by fostering intrinsic task motivation among teachers, as well as, by promoting teacher's organizational commitment. Teacher empowerment permits teachers to work together to meet the organization's goals. Principals are encouraged to empower teachers to be decision

makers. If schools are to be successful in transforming education, teachers must be involved in making decisions (Reep & Greer, 1992). Lampe's (1997) meta-analysis of significant studies implies that teachers' beliefs and attitudes regarding their role in the decision making process play a key role in the restructuring of schools.

Similarly, while challenging schools come with an array of difficulties for teachers, many educators truly want to work in such places if there is well-rounded principal leadership. Such desired leadership by these teachers includes principals that will: build relationships, advocate for teachers, include teachers in their decision-making process, empower the staff, build leadership capacity within their school, allow opportunities for teachers to grow, be accessible to teachers, provide individual and team planning time, and ensure a mix of both new and expert teachers within each team (Greenlee & Brown, 2009). A principal that provides some or all of these opportunities to their teachers is preferred by educators, even over added bonuses to get them to stay. Of the teachers surveyed, the majority did not place emphasis on bonuses or increased salaries as determining factors behind their retention. Rather, most teachers feel that the leadership within the school is most important in deciding whether or not to stay at a challenging school.

Teachers as Leaders

In the book, *The Moral Imperative of School Leadership*, Fullan (2003) stated that schools needed principals who develop leadership in others, thereby strengthening school leadership beyond themselves. While some teachers struggle to survive the challenges faced in urban schools, others actively seek opportunities to truly make a difference. To find fulfillment in teaching and remain in the profession, they seek meaningful roles outside their classrooms. A common reason of high attrition rates cited by many teachers is a lack of involvement in the decision-making process in a school (Brown & Wynn, 2009; Darling-Hammond, 2003; Tye, & O'Brien, 2002).

Further, when principals include staff in decision-making, planning and problem-solving, they promote better communication, greater mutual trust and collaboration (Griffith, 2004). Principal behaviors directly impact teacher job satisfaction and commitment (Davis & Wilson, 2000).

Evidence-Based Decision Making

Evidence based decision making is highly social, complex, and political. The process involves discrete sub-activities that may be obscured by the singular term evidence use (Honig & Coburn, 2008). The use

of evidence in making decisions has been studied extensively in education, but the vast majority of that work has been at the school or classroom level (Coburn & Talbert, 2006). Studies at the central office level reveal "evidence" informed decisions rely heavily on local knowledge, including context and prior knowledge, and less on research, which is often ignored or used only for political purposes to sway a stakeholder to support an already-made decision. Studies have also found evidence inclusion is usually skewed toward what is already known or easily accessed. Decision making is often impacted equally by evidence excluded and included in the process (Coburn & Talbert, 2006; Honig & Coburn).

Furthermore, evidence use in decision making is not discrete and most often, the evidence joins a mire of prior knowledge among individuals and the contextual cauldron of the situation and those involved in making decisions. From all of this, sense must be made of information to inform a decision (Honig & Coburn, 2008). Research in decision making illustrates the tendency to revert back to prior constructs. Spillane and his colleagues conducted research on school district decisions about implementation of research-based standards in core subject areas. They found decisions gravitated toward prior practice (Spillane & Callahan, 2000).

Decision Making and Teacher Retention

Administrators need to consider the factors in teaching which motivate teachers to stay in their job. When considering why teachers stay, move, or leave the profession one would have to determine the type of a school that attracts teachers. In choosing schools teachers look for the basic conditions that allow them to teach appropriate course assignments, sufficient curriculum guidelines, efficient systems for discipline, accessible leadership opportunities to learn and grow, and communication with parents (Johnson & Birkeland, 2003). Teachers are satisfied at schools where they can feel like a professional and are treated like a professional. Teachers remain at schools that have staff members that share ideas and resources with colleagues, as well as, have administrators that respect teachers (Johnson and Birkeland, 2003). Teachers afforded the time to meet with other staff members to problem solve and make decisions experience greater work satisfaction (Goodlad, 1984). Bogler's research findings indicated teachers reported feeling satisfied when their work gave them a sense of self-esteem, and provided them with opportunities for self-development, provided a feeling of success, and allowed them to participate in determining school practices (Bogler, 2001, p. 676).

Moreover, teachers participating in the decisions made at the school are more satisfied with their jobs than teachers that had less autonomy. The degree of staff cohesiveness and the nature of the problem-solving and decision-making climates at schools were factors related to teachers' satisfaction (Goodlad, 1984, p. 179). The more the teacher is involved in the decision making process at the school level the more satisfied the teacher is with her job (Bogler, 2001). Teachers that view their job as a source of self-esteem will consider their job as a central part of their life and gain satisfaction. Teachers' feelings and thoughts about their working conditions determine their decisions about whether to continue working in their current school, move to another school, or leave the profession (Leithwood, 2006). Principals need to be cognizant of how they can develop and foster positive feelings of teachers toward their jobs.

Furthermore, principals perceive teachers being more involved in making decisions than the teachers perceived themselves to be (Goodlad, 1984). Teacher job satisfaction can be associated with the principal's decision making style. Teachers working with a principal who involves teachers in decision making feel more involved and are more committed to their jobs (Bogler, 2001). Teachers are more satisfied with their jobs when they work with a principal that shares information, delegates, and communicates with teachers (Bogler, 2001). Teachers attribute everything to the leadership of a school. Goodlad (1984) states, our data in fact show that the degree for staff cohesiveness and the nature of the problem-solving and decision making climates at schools were factors also highly related to teachers' satisfaction. In addition, Goodlad suggests that teachers consider a principal that treats the staff as professionally independent is a good principal.

In addition, teachers are satisfied with the schools in which the principal considers the staff as competent professionals and involves them in making school decisions (Goodlad, 1984). The Center for Comprehensive School Reform and Improvement (2007) has suggested the following strategies for involving teachers in the decision making process such as development differentiated instructional roles in schools, such as assistants, mentors, coaches, and supervisors; establishing formal and informal opportunities to garner teacher input on the design and implementation of school and district policies and procedures; and engaging school improvement teams in substantive and collaborative decision making.

Teachers that are included in the school decision making processes feel involved and committed to their jobs. Furthermore, teacher commitment to the

organization is related to teacher job satisfaction (Bogler, 2001). An organization that promotes opportunities for participation in decision making will have teachers commit to their teaching career. Teacher participation in decision-making is one of the many reforms in education that attempted to increase student achievement, create a sense of community, and increase teacher morale, as well as to help schools meet increasing academic standards. Wyman (2000) supports shared decision-making and adds that, if used correctly, it can bring together teachers, parents, administrators, and community members. A major reason for the popularity of this reform is that it tends toward decentralization of school decision-making, and consequently improves student performance. Involving teachers in decision-making changes the manner that schools are governed by removing the power from the hands of the central office or administration and sharing it among teachers, principals, and sometimes parents.

Furthermore, Hoy and Miskel (2012) supported the concept of the participation in decision making, and advocated that the process become more relevant, especially in addressing the question of whether the teachers can be trusted to make decisions that are in the best interest of the organization. They believed that the involvement of teachers in this process should occur when the teachers have a personal stake in the outcome, have expertise to contribute to the solution, and can be trusted to decide what is in the best interest of the organization. Participation in decision-making in the workplace is, therefore, important because the effectiveness of the decision is determined by both the quality of the decision being made and the acceptance and commitment of subordinates to implement the decision.

The SPIDER Framework for Qualitative Analysis

On embarking on this review topic the researcher faced many of the difficulties commonly discussed in identifying qualitative literature on a given topic, and identified SPIDER as a potential way of overcoming some of these difficulties.

Sample. For the sample, it aims to review and analyze of the decision-making skills of the principals and their related behaviors as perceived by the teachers. An examination of current issues confirmed that teacher turnover continues to be a rising dilemma in schools (Barnes et al., 2007). Current educational researchers have found that the exodus of teachers has had an adverse effect to the school performance due to the decision making skills of the principals (Hanushek et al., 2004).

Phenomenon of Interest. The phenomenon of interest is answered thru teacher turnover as caused

by principals' decision-making skills. This paper employs systematic review with the design of qualitative and mixed method studies and the results of this would be based on the findings with the data gathered. A review of literature on factors that influence teachers' decisions to leave is highly correlated to current accountability demands, inadequate compensation, student characteristics, adverse working conditions and decision-making skills of the principals (Allens worth et al., 2009; Guarino et al., 2011; Shernoff et al., 2011).

Design. The design is the study design influences and the robustness of the study analysis and findings. It answered the question what theoretical framework or research method employed in the study. A recurring theme when reviewing influences of both teacher retention and attrition is principal's leadership and support (Grissom, 2011; Boyd et al., 2011; Brown and Wynn, 2009). A variety of studies link principal leadership decision making skill and practices to teacher retention in disadvantaged schools; such practices include providing professional development, increasing teacher input in decision making, creating a positive culture, and climate and modeling instructional leadership (Simon & Johnson, 2015; Walker & Slear 2011; Yonezawa et al., 2011).

Evaluation. The evaluation is the evaluation outcomes which may include more subjective outcomes such as views, attitudes, and etc. More recently, an emerging line of research has focused on leadership characteristics. This research has placed a laser focus on specific personality traits of a leader that indicate success (Murphy 2008). Principal personality traits that may positively impact the retention of quality teachers needs further investigation. This information could provide schools to identify school leaders who are prone to retain effective teachers and close the achievement gap.

Research Type. The research type is the qualitative, quantitative and mixed-methods research could be searched for. Although leadership theory can prove to be an inconclusive study, one resounding conclusion reigns that no one leadership style is best. The evolution of the theory of leadership is indicative of the times in which society was experiencing change and growth. Yet, one can see how theories of leadership have influenced educational administration through the incorporation of distinct leadership styles. Hart (1993) explains that studies in educational settings have begun to look at the relationships between leadership and teachers' satisfaction, motivation, and morale and the climate and academic achievement of schools.

To effectively lead, administrators understand that teacher development is a process that spans a teacher's entire career. As teachers' needs change so does the level of support principal provide. In the past teacher education has traditional been viewed as a two-step process. In recognizing the specific needs of beginning teachers, researchers have begun to examine a complex view of teacher education. With all of the responsibilities and special needs of new teachers, steps are being taken to replace the traditional view with a career cycle model that distinguishes among the stages teachers experience along with differentiation of the other components that affect a teacher's career development.

Theoretical Framework

This study examined the views of educational leadership in their articulation and response to important topics in the organizational variables. To do so, these distinct theoretical frameworks are used as reference: Synthesis Theory (Turner, 1980); Theory of Pragmatism (Dewey, 1920); Theory-based Systematic Review (Harden, 2010); Mixed Methods Framework (Creswell, 2006); Decision-making Theory (Simon, 1950); Motivator-Hygiene Theory (Herzberg, 1959); and Situational Leadership Theory (Hersey & Blanchard, 1977).

Many leadership theories have guided school leaders. Although there is no one best leadership style that has proven to be most effective, a combination of styles depending on the situation has been found to be more appropriate. In order to understand the role of a principal, sometime should be spent on understanding the evolution of leadership-theory. Leadership can be defined by personality traits, but also by the development of certain characteristics that influence a group to achieve the goals of an organization (Sousa, 2003).

The trait theory suggested that leaders and their success are determined by personality traits, social traits, and physical characteristics (Palestini, 1999). Skills and ability to implement a vision are necessary to transform traits into leadership behavior. The trait theory was limited in its attempt to predict effective leadership so researchers sought to look at a person's behavior rather than an individual's personal traits to increase leadership effectiveness, thus paving the way for later situational theories. The two types of behavioral leadership were production oriented and employee oriented. The major difference between the two types of leaders was the production-oriented leader wanted to get the job done (Palestini, 1999). This type of administrator demonstrates an autocratic style and/or fails to involve workers in the decision-making process. Employee-oriented leaders focus on

supporting the individual workers in their activities and involve them in the decision-making process.

Another theory, the Synthesis Theory (Turner, 1990) involves pulling together existing theories and extracting and synthesizing key aspects to produce robust theory that has relevance to the world outside sociology. Theory synthesis could refer to the more tightly focused activity of comparing and weaving together specific, related theories of interest. Although Turner has in the past referred to his methodology as metatheorising and also as 'cumulative theorising', he now also describes it as theory synthesis (Turner, 2013).

In addition, another theory is deemed relevant to the study. Dewey's (1920) Pragmatism or Cultural Naturalism – it is a philosophy should be seen as an activity undertaken by interdependent organisms-in-environments. This standpoint, of active adaptation, led Dewey to criticize the tendency of traditional philosophies to abstract and reify concepts derived from living contexts. As did other classical pragmatists, Dewey focused criticism upon traditional dualisms of metaphysics and epistemology such as the mind/body, nature/culture, self/society, and reason/emotion and then reconstructed their elements as parts of larger continuities. For example, human thinking is not a phenomenon which is radically outside of or external to the world it seeks to know; knowing is not a purely rational attempt to escape illusion in order to discover what is ultimately "real" or "true". Rather, human knowing is among the ways organisms with evolved capacities for thought and language cope with problems. Minds, then, are not passively observing the world; rather, they are actively adapting, experimenting, and innovating; ideas and theories are not rational fulcrums to get us beyond culture, but rather function experimentally within culture and are evaluated on situated, pragmatic bases. Knowing is not the mortal's exercise of a "divine spark", either; for while knowing or inquiry, to use Dewey's term includes calculative or rational elements, it is ultimately informed by the body and emotions of the animal using it to cope.

In addition to academic life, the author comfortably wore the mantle of public intellectual, infusing public issues with lessons found through philosophy. He spoke on topics of broad moral significance, such as human freedom, economic alienation, race relations, women's suffrage, war and peace, human freedom, and educational goals and methods. Typically, discoveries made via public inquiries were integrated back into his academic theories, and aided their revision. This practice-theory-practice rhythm powered every area of his intellectual enterprise, and

perhaps explains why his philosophical theories are still discussed, criticized, adapted, and deployed in many academic and practical arenas. Use of the author's ideas continues apace in aesthetics and art criticism, education, environmental policy, information theory, journalism, medicine, political theory, psychiatry, public administration, sociology, and of course in the philosophical areas to which Dewey contributed.

Another theory is Theory-Based Systematic Reviews, which is a funnel of attrition outlining how the reach and impact of an intervention can diminish from the intended pool of beneficiaries (White, 2018). Theory-based systematic review to evaluation use an explicit theory of change to draw conclusions about whether and how an intervention contributed to observed results. Theory-based approaches are a "logic of enquiry," which complement and can be used in combination with most of the evaluation designs and data collection techniques outlined.

Including diverse forms of evidence is one way to increase the relevance of systematic reviews for decision makers. In the previous case, we had a number of trials that had looked at the question of how effective are interventions to promote fruit and vegetable intake. The trials showed a huge heterogeneity, and the inclusion of qualitative research helped us to explain some of that heterogeneity. Including qualitative research also helped us to identify research gaps.

Rarely do decision makers have just one question to answer; they are more likely to have a series of questions. The mixed-methods model enables us to integrate quantitative estimates of benefit and harm with more qualitative understanding from people's lives. This integration helps determine not only the effects of interventions but also their appropriateness. This concept is similar to that of social validity (Weiss, 2011).

What is really important about mixed-methods design is that it facilitates this critical analysis of interventions from the point of view of the people the interventions are targeting (Pasalo, 2012). This design brings their experience to bear and draws on their different skills and expertise. Another feature of the mixed-methods design is that it preserves the integrity of the findings of the different types of studies (Creswell, 2014). We are not converting qualitative findings into numbers or quantitative findings into words. The technique uses complementary frameworks for qualitative and quantitative research to preserve each method. The fruit and vegetable systematic review is only one example of a whole

series of mixed-methods reviews using the same approach (Johnson & Onwuegbuzie, 2004)

On the other hand, mixed methods framework (Creswell, 2006) is a research approach, popular in the social, behavioral, and health sciences, in which researchers collect, analyze, and integrate both quantitative and qualitative data in a single study or in a sustained long-term program of inquiry to address their research questions. The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis.

Furthermore, mixed methods research originated in the social sciences and has recently expanded into the health and medical sciences including fields such as nursing, family medicine, social work, mental health, pharmacy, allied health, and others. In the last decade, its procedures have been developed and refined to suit a wide variety of research questions (Creswell and Plano Clark, 2011). These procedures include advancing rigor, offering alternative mixed methods designs, specifying a shorthand notation system for describing the designs to increase communication across fields, visualizing procedures through diagrams, noting research questions that can particularly benefit from integration, and developing rationales for conducting various forms of mixed methods studies. Mixed methods can be an ideal technique to assess complex interventions (Homer, et al., 2008; Nutting, et al., 2009).

Another theory is Decision Making Theory (Simon, 1950). Simon’s rejection of the formal models of economic theory made him adopt the methods of an experimental science: psychology. Not only did Simon (1950) move to psychology to answer economic and organizational issues, but he also revolutionized psychology by the introduction of the information processing paradigm. This led to the so-called cognitive revolution in the 1950’s (see Gardner, 1985, for description and discussion of the cognitive revolution). Added on, another theory is the Motivation-Hygiene Theory or the dual-factor theory, was penned by Frederick Herzberg in 1959. This American psychologist, who was very interested in people’s motivation and job satisfaction, came up with the theory. He conducted his research by asking a group of people about their good and bad experiences at work. He was surprised that the group answered questions about their good experiences very

differently from the ones about their bad experiences. Based on this, he developed the theory that people’s job satisfaction depends on two kinds of factors: factors for satisfaction, motivators or satisfiers and factors for dissatisfaction, hygiene factors or dissatisfiers. Performance, recognition, job status, responsibility and opportunities for growth all fall under motivators/ satisfiers. Hygiene factors/dissatisfiers are about salary, secondary working conditions, the relationship with colleagues, physical work place and the relationship between supervisor and employee.

In addition, Herzberg’s Motivation Theory Model (1959), or Two Factor Theory, argues that there are two factors that an organization can adjust to influence motivation in the workplace. One of the most interesting results of Herzberg’s studies was the implication that the opposite of satisfaction is not dissatisfaction. Herzberg believed that proper management of hygiene factors could prevent employee dissatisfaction, but that these factors could not serve as a source of satisfaction or motivation. Good working conditions, for instance, will keep employees at a job but won’t make them work harder. But poor working conditions, which are job dissatisfiers, may make employees quit. According to Herzberg, a manager who wants to increase employee satisfaction needs to focus on the motivating factors, or satisfiers. A job with many satisfiers will usually motivate workers, provide job satisfaction, and prompt effective performance. But a lack of job satisfiers doesn’t always lead to dissatisfaction and poor performance; instead, a lack of job satisfiers may merely lead to workers doing an adequate job, rather than their best.

One notable theory that is added to this study is the Hersey and Blanchard Leadership Theory (1977) that suggests that the most effective leadership style is affected by the circumstances leaders find themselves in. They argue that a leader’s ability to lead depends upon certain situational factors. By understanding, recognizing and adapting to these factors, leaders will be able to influence their surroundings and followers much more successfully than if these factors are ignored. More specifically, Hersey and Blanchard focused a great part of their research on the characteristics of followers in determining appropriate leadership behaviors. They found that leaders would have to modify their leadership style as their followers changed in terms of their ability: task readiness and willingness and psychological readiness to perform the required task. A leader’s relationship with followers is therefore likely to go through different stages as these abilities and willingness can

change over time. There are four leadership styles: telling; selling; participating; and delegating. Hersey and Blanchard came up with in order to better deal with these different stages of followers.

Moreover, Situational Leadership Model (1977) puts a high emphasis on directive behaviour and a low emphasis on supportive behavior, and that is telling. A leader's primary concern lays with the task delivery and less with the personal needs of the subordinates. According to Hersey (2020), this type of leadership is offering step-by-step instructions, clear explanation of the consequences of non-performance and close supervision. In such a situation, it is important that the task is clearly defined and the stages of the process are easy to follow. This is important because the leader believes that the follower either does not know what to do or is unwilling and requires therefore a certain degree of coercive power. Blanchard (2020), on the other hand, believes that this style is also used for followers who are highly enthusiastic beginners. They already have the motivation to do the tasks required, which lowers the need for supportive behavior. But they still lack the competence, which increases their need for directive behavior.

The next leadership style is the high directive and high supportive leadership style (Bogler, 2011). Hersey argued that this style is needed for followers who are willing, but not able to perform a task. The leader's style should therefore be concerned with increasing the confidence and skills of followers so

that they can ultimately take on more responsibility for their actions (Brinn, 2014). The author, however, believes this style is necessary for followers who used to be highly enthusiastic in the beginning but who lost confidence because their competences are failing them. These disillusioned learners therefore need a leader with a higher concern for supportive behavior that helps them gain confidence and become motivated again (Goleman, 2016).

This leadership style shows high supportive behaviors, but low directive behaviors. This may involve listening, praise and a high level of interaction between leader and follower. In addition, the leader puts a high level of trust in the follower to achieve the day-to-day tasks as the follower's competence has also grown over time. The leader will therefore only encourage and offer feedback when needed to motivate and develop the subordinate, but not as a comment on the task performance.

The final leadership style assumes a low supportive and a low directive behavior. This is very much a hands-off approach as the subordinate is perfectly able and willing to perform the tasks independently and with great responsibility. The leader can further encourage autonomy, while keeping an eye on not overloading the follower with responsibility and not withdrawing completely from the follower's proximity. For these type of followers, it is thus important as a leader to keep observing and monitoring them albeit to a far lesser degree, in order to provide the necessary support if needed.

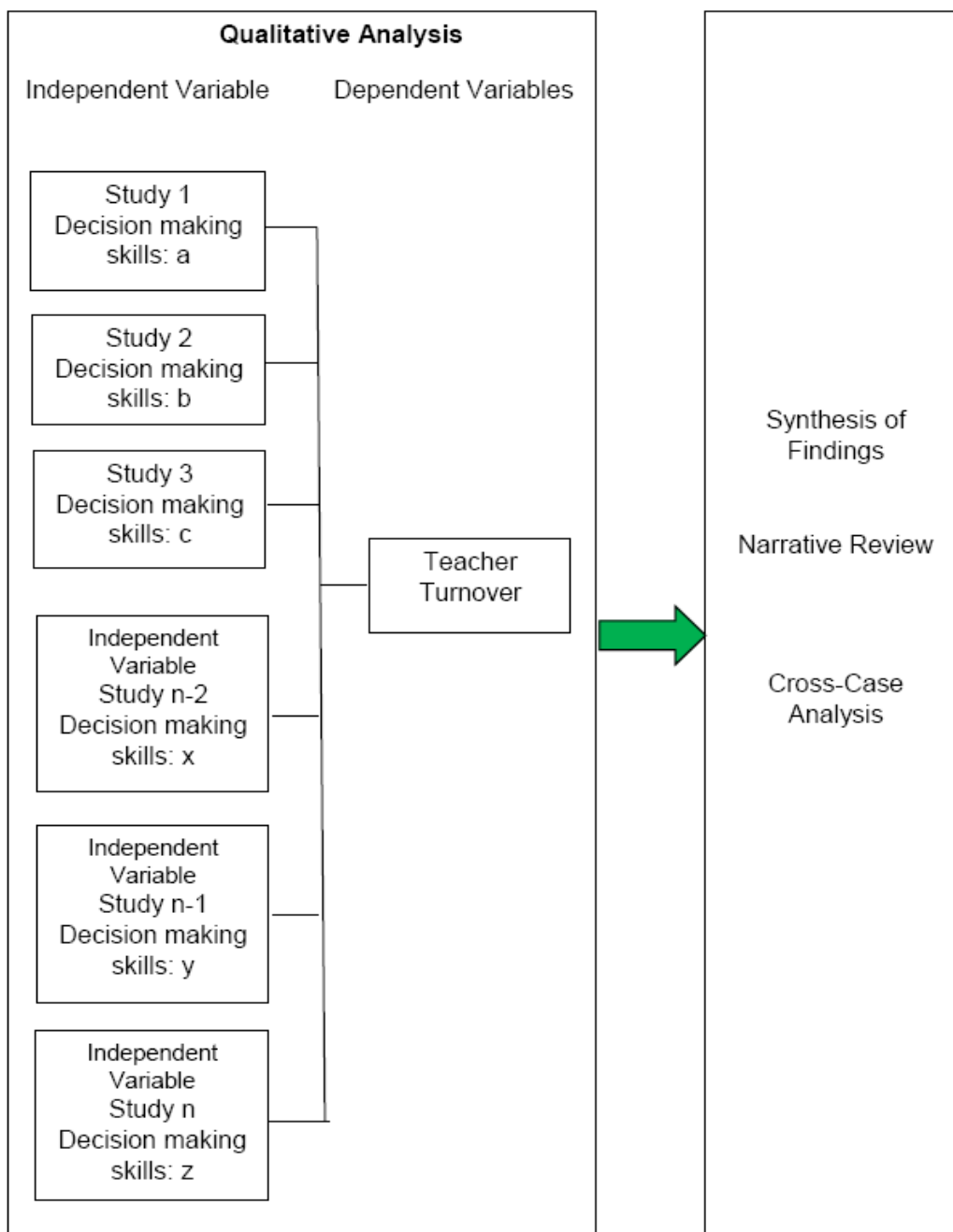


Figure 1. Conceptual Framework of the Study

Conceptual Framework

With the references to the primary studies, the study reported here used a qualitative analysis of the principals’ decision making skills as basis to determine its effect to the teacher’s turnover. The independent variable refers to principals’ decision making skills and the dependent variable is the teachers’ turnover.

As shown in **Figure 1**, it reveals the process of synthesizing relevant studies to be included in the analysis. Moreover, it deals with conducted studies that will show the principals’ decision making skills to the teachers’ turnover. This study also analyses and synthesizes systematically the researches that are included in the study. Without a well-focused question, it can be very difficult and time consuming to identify appropriate resources and search for relevant evidence. Practitioners of Evidence-Based

Practice (EBP) often use a specialized framework, called SPIDER, to form the question and facilitate the literature search.

SPIDER stands for Sample, Phenomenon of Interest, Design, Evaluation and Research Type. SPIDER framework provides a mechanism for developing answerable questions, which should make it easier to pinpoint the relevant evidence necessary to answer the question. SPIDER provides a structure by which the staff who are being supported by research leads are able to ask better questions for themselves. SPIDER should reduce the time-pressure on research leads as it will lead to far more empowered colleagues.

2. Methods

This chapter discusses the methods and procedures used in this study. In addition, this chapter presents in

detail the following: research design, place of study, data sources and collection, inclusion and exclusion of criteria, data extraction, quality assessment, data synthesis and analysis, and ethical considerations.

Research Design

This study used qualitative systematic review analysis implementing the SPIDER framework. Qualitative analysis is the analysis of qualitative data such as text data from interview transcripts. Qualitative Systematic Review brings together research on a topic, systematically searching for research evidence from primary qualitative studies and drawing the findings together. Methods for qualitative systematic reviews have been developed more recently and are still evolving (Toye, et al., 2013). SPIDER is an alternative to PICO that has a special focus on qualitative research. Unlike quantitative analysis, which is statistics driven and largely independent of the researcher, qualitative analysis is heavily dependent on the researcher's analytic and integrative skills and personal knowledge of the social context where the data is collected. The emphasis in qualitative analysis is sense making or understanding a phenomenon, rather than predicting or explaining. A creative and investigative mindset is needed for qualitative analysis, based on an ethically enlightened and participant-in-context attitude, and a set of analytic strategies. This chapter provides a brief overview of some of these qualitative analysis strategies (Miles & Huberman, 1984)

Furthermore, a systematic review is a high-level overview of primary research on a particular research question that systematically identifies, selects, evaluates, and synthesizes all high quality research evidence relevant to that question in order to answer it. In other words, it provides an exhaustive summary of scholarly literature related to a particular research topic or question. A systematic review is often written by a panel of experts after reviewing all the information from both published and unpublished studies. The comprehensive nature of a systematic review distinguishes it from traditional literature reviews which typically examine a much smaller set of research evidence and present it from a single author's perspective (Cochrane Stroke Group, 2017).

A systematic review is based on a pre-defined specific research question. The first step in a systematic review is to determine its focus and the researcher should clearly frame the questions the review seeks to answer. It may take a while to develop a good review question since it is an important step in the review. Well-formulated questions will guide many aspects of the review process, including determining eligibility criteria,

searching for studies, collecting data from included studies, and presenting findings (Cochrane Handbook, 1.1, 2017).

In addition, the SPIDER search strategy was designed following reflections by the authors on the difficulties of using PICO when searching for qualitative and mixed-methods research for systematic review (Cooke, et al., 2010). The SPIDER tool, described required adaptation of the PICO components to make them more suitable for qualitative and mixed-methods research. Sample is the group of people being looked at, because qualitative research is not easy to generalize. Sample size is typically smaller in qualitative research with the data collected being richer and more detailed than quantitative data. In contrast to those from epidemiological research, findings from qualitative research are not always intended to be generalized beyond the study population. Phenomenon of Interest looks at the reasons for behavior and decisions, rather than an intervention. Therefore, Phenomenon of Interest was deemed more suitable for use with qualitative research encompassing behaviors, decisions and individual experiences. Design is the form of research used, such as interview or survey. Evaluation is the outcome measures and is more suitable since qualitative outcomes might be unobservable and subjective constructs. Research type is the method whether qualitative, quantitative and/or mixed methods (Smith & Lavender, 2011).

Place of Study

The study was conducted at the University of Immaculate Conception Library Hub, at the workplace, Internet Cafes and public places where computers and strong internet access may be available. The study was conducted in Davao Region. The researcher utilized electronic databases found in the available resources in the World Wide Web for more references to limit the time used for looking through the theses and dissertations.

Data Sources and Selection

The researcher made use of available and accessible literature, published and unpublished research studies, theses, or dissertations principals' decision making skills to the teachers' turnover from the list of researches of colleges and universities. The electronic databases used for this study were ProQuest Educational Research Journal, Springer Link, Open Access Journal, Education Resources Information Center (ERIC), Google Scholar, Education Journal, Sage Journals, The Scholarship, Emerald Insight Journals, Science Direct, Asia Pacific Institute of Advanced Research, Education Policy Analysis Archives, University of Texas Library, East

Tennessee State University Library, Eurasian Journal, Stats Library and etc. Hwang and Wu as cited by Hussein, et al., (2019) posited that leadership style and decision making are rare synthesis so that there was a stronger claim there is a need to come up with a valid synthesis. All included studies were independently retrieved and reviewed by the researcher to ascertain that the studies met the inclusion criteria. Subsequently, all the necessary data gathered from the included studies were charted out in in the sample-phenomenon of interest-design-evaluation-research type (SPIDER) framework table. These online repositories were chosen because they are known to include high quality and high impact studies.

Further, the following search terms and keywords were used (“principals’ decision making skills”, “teacher turn-over” or “qualitative or mixed method studies”). The titles, abstracts and methods section were thoroughly reviewed to filter out unrelated studies. All included studies were independently retrieved and reviewed by the researcher to ascertain that the studies met the inclusion criteria. Subsequently, all the necessary data gathered from the included studies were charted out in sample-phenomenon of interest-design-evaluation-research type (SPIDER) framework table. The SPIDER tool can be used when dealing with qualitative research questions, that is, when the research is about attitudes and experiences rather than scientifically measurable data (Rice, 2008).

Inclusion and Exclusion Criteria

In a systematic review, a review question forges the analysis of what made a certain study similar enough to be included and what made them different enough to be excluded (Norris & Ortega as cited by Kao, 2014). Setting a well-defined inclusion and exclusion criteria ascertain that the research question is focused and prevents bias in the selection of studies before performing the literature search.

The goal is to locate related research articles that reported empirical findings on the principal leadership and decision making skills to the teachers’ turnover. Distinctively, the following conditions were considered to assure aptness in the selection of papers. To be included in the review, papers had to (a) discuss behavior and decision making skills of principal, (b) show significance of difference result, (c) a mixed-methods and qualitative study, which compare the effects decision making skills of principal to teachers’ turnover (d) show appropriateness of data analysis and presentation, (e) be a published journal, and (f) include participants from basic education who maybe teachers and principals.

Conversely, the exclusion criteria were also set. A certain paper was excluded if its/has (a) studies does not deal with teacher retention or principal decision making skills; (b) quantitative studies, (c) studies published after 2013; (d) no full text articles/abstract only and (e) studies does not reveal the relevant information fit for the study.

Data Extraction

Data extraction is the process of retrieving data out of data sources for further data processing. The process enables a more comprehensive analysis of data through coding of studies. However, in this study doctoral theses, master’s theses and papers published in refereed journals are included. Since this study utilized systematic review, the researcher only considered the qualified existing secondary data.

Quality Assessment

There is no consensus on the best-standardized method for assessing the quality of studies to be reviewed, but a specific quality assessment for this systematic review will be used to examine the quality of studies. These included the appropriateness of the research question, meeting of eligibility criteria, accessibility through online literature search, dual review for determining which studies to include and exclude, and also quality appraisal for its internal validity. In particular, a study was considered to be of high quality if the study design was a qualitative or mixed method with significant and compelling results; the total sample sizes for both groups were comparable or almost the same, the level of significance employed was standard, the authors have peer-reviewed articles published in international journals, which imply that the quality of the academic paper is high, and therefore, possesses quality.

Practitioners, researchers, and policymakers often use inter-rater reliability as a generic term for rater consistency. However, some measurement experts contend that inter-rater reliability has a more precise definition. They defined it as the measurement of the consistency between evaluators in the ordering or relative standing of performance ratings, regardless of the absolute value of each evaluator’s rating. We adopt this use of the term in this paper. Inter-rater reliability is more frequently of concern in research studies or where the only interest is in consistency of raters’ judgments about the relative levels of performance.

Ethical Considerations

This study passed the critical evaluation and ethical review done by the University of the Immaculate Conception Research Ethics Committee (UIC-REC) which ensures that this study was compliant to ethical procedures, standards, and considerations globally

acceptable. As to the 2017 National Ethical Guidelines for Health and Health-related Research (NEGHHR) as assessed by the UIC-REC, this study belongs to the exempt category considering the fact that the aim of this dissertation is to synthesize online refereed journals. Thus, no human participants were involved in the study.

Social Value. The goal of this study was to facilitate learning through a better understanding of research and how it influences practice. However, in undertaking this study, this frequently required to seek information from the papers available which are part of the educational process. According to Skinner, Ferrell, and Dubinsky (1988), deontological philosophies focus on the factors or means used to arrive at an ethical decision. These philosophies emphasize moral obligations or commitments that should be binding or necessary for proper conduct. On the other hand, “teleological philosophies emphasize the consequences that result from an action. In other words, they deal with the moral worth of the behavior as determined totally by the consequences of the behavior.

Alternative ethical perspectives are also put forward in the ethics literature. For example, Kantian ethics suggest that “persons should be treated as ends and never purely as means” (Beauchamp & Bowie, 1997). Thus, any practice that a researcher might want to undertake that does not consider how the situation affects the individual would be unethical. Other ethical perspectives put forward include common morality theory, rights theory, virtue ethics, feminist theories, and ethics of care, but these were discussed here, as they are less frequently applied in research associated with business practices (Beauchamp & Bowie, 1997).

Potential benefits to the Society. The results of this study may be used by principals who desire to learn more about which leadership behaviors and decision making skills impacted and increased teachers' job satisfaction and reduced teachers' turnover rates. This study is also beneficial to current principals concerning different strategies they can employ in order to support the different needs of teachers, included the development of principal training programs to foster the creation of a positive school culture and the necessity of individualizing professional development activities according to teachers' needs.

Use of Publicly Available Data or Secondary Data. Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research (Adkins, 2009). It is a type of data that has already

been collected in the past. Sources of secondary data includes books, personal sources, journal, newspaper, website, government record etc.

The electronic databases that will be used for this study are ProQuest Educational Research Journal, Springer Link, Open Access Journal, Education Resources Information Center (ERIC), Google Scholar, Education Journal, Sage Journals, The Scholarship, Emerald Insight Journals, Science Direct, Asia Pacific Institute of Advanced Research, Education Policy Analysis Archives, University of Texas Library, East Tennessee State University Library, Eurasian Journal, Stats Library and etc.

Adequacy of Facilities. Adequacy of laboratory facilities extent with the aim of facilitating and providing meaningful learning experiences in the learners. Hager (1974), based on the instructional theory of learning interaction, hypothesized that the laboratory had a direct effect on both students' attitudes and academic performance. It is generally believed that constant practice leads to proficiency in what the learner learns during classroom instruction; hence, the dictum practice makes perfect. This has given rise to the expectation that laboratory facilities should be adequately provided to secondary schools for effective teaching and learning.

Since we are in the advent of pandemic, the internet is basically the main facility for this study wherein journals are available for browsing, reading and downloading as references in the conceptualization of this research.

Qualifications of Researcher. The researcher is a bonafide student of the university with a master's degree in Educational Management. The researcher has also finished with her academic requirements for the doctoral degree in Educational Leadership, thus, this dissertation proposal is being conceptualized. Currently, she is the School Director of the Brokenshire College Toril, Davao City, Inc. since 2017. The researcher has been exposed to different trainings and conferences regarding leadership and management and educational leadership locally and even abroad. Thus, the researcher is qualified to conduct this research.

3. Results and Discussions

This chapter presents the results, analysis, and interpretation of the research findings based on the review question presented in Chapter 1. The section begins with the study selection illustrated by a schematic diagram, followed by the description of the features of the included studies and its qualitative summary. This chapter also reveals the decision making skills of the principals and their related

behavior as perceived by the teachers pertaining to teacher turnover, as shown in the Sample-Point of Interest-Design-Evaluation-Research Type (SPIDER) table.

Study Selection

The flowchart for the selection of the studies is shown in Figure 2. The search of studies from different electronic databases resulted in 507 primary researches. After the deliberation of the titles and the abstracts, 319 were excluded from the selection since the studies were irrelevant. Only 189 studies remained for the review, and out of it, 120 studies were further excluded since they quantitative type of

study. Out of 69 remaining studies, 27 were excluded from the systematic review as they were published after 2013. There were 42 studies remained, and out of these, five studies were identified as no full text articles or abstract only; thus, they were excluded as well. After the text articles only or abstract only were removed, 31 further do not reveal the relevant information fit for the research; thus, they were there were only six studies that met the prescribed inclusion criteria and these were subjected to a systematic also discarded. Hence, there were only six studies that met the prescribed inclusion criteria and these were subjected to a systematic review.

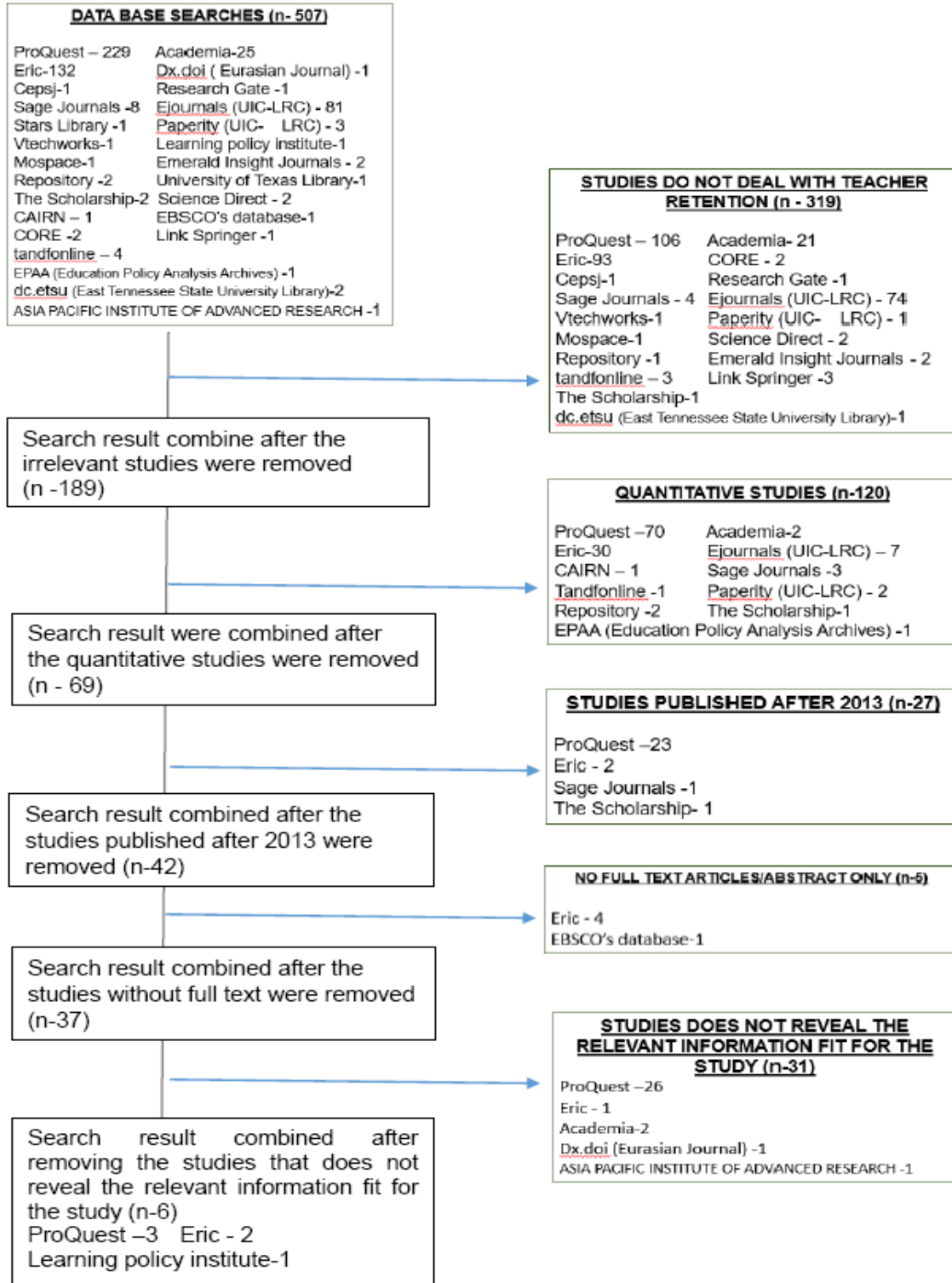


Figure 2 Flowchart of the Study Selection

Features of the Included Studies

Table 1 presents the six included studies in this systematic review. The data were gathered from different electronic databases and were already published, generated, and retrieved by different authors worldwide. These studies were sought from electronic databases and varieties of websites of colleges and universities and covered three different continents, namely, North, America, East Asia, Asia and Africa.

Study Regions

America. Two studies were identified to have been conducted in America, specifically, in North Carolina and District of Tennessee. Study 1, took place in a county located in western North Carolina. This county has 108,448 residents; and of these residents, 13,618 are students enrolled in the public school system. The student population consists of 71.33% Caucasian, 18.76% Hispanic, 3.69% African-American, 3.72% multi-racial, 1.25% Asian, 0.26% Hawaiian Pacific, and 0.24% American Indian. The average family income in this county is \$47,371. Many of the families in this area are living at or below the poverty level reflected by 54.9% of the county's students qualifying for free/reduced lunch status. There have been administrative turnovers in 12 of the 13 elementary schools in the last 5 years. In study 2, is a diverse school district in Middle Tennessee. Although the number of schools in the district is small (12), the district serves over 8,000 students and is located in a fast-growing area of the state and one of the top 25 fastest growing cities in America (U.S. Census Bureau, 2017). All of the district's 12 schools serve a PreK-6 th grade population. The demographics can be described as both suburban and urban, depending on the school. There are 8 urban schools receiving Title I funding, 3 schools that are considered suburban, and 1 application-only school that admits students based on test scores and serves gifted/high-achieving students from all across the city. And teachers in the United States leave their positions at higher rates than teachers in any other country (Westervelt & Lonsdorf, 2016).

Asia. One study was identified to have been conducted in Asia, specifically, in United Arab Emirates in Near East South Asia (NESAs) schools. The passing of the No Child Left Behind Act (NCLB, 2001), the education reform movement has affected everyone in the field of education, especially school leaders (Hallinger, 2009). Schools are required to show progress and need to ensure that all students learn. One of the requirements of the NCLB act is to hire and retain qualified teachers in order to reduce the achievement gap (NCLB, 2001); however, the problem of teacher turnover has increased all over the world and created national crises both in the United States and overseas.

East Asia. One study was identified to have been conducted in East Asia in the East Asia Regional Council of Schools (EARCOS). It is an organization of 144 member schools in East Asia. International schools in the East Asia Regional Council of Schools (EARCOS) offer curricula and programs that parallel other international schools globally and employ qualified and competent teachers to serve the learning needs of their international student bodies. EARCOS is similar in its cultural, political, and geographical diversity to its other global counterparts, such as the Near East South Asia Council of Overseas Schools (NESAs) and the European Council of International Schools (ECIS). A critical element in EARCOS' and other global international schools' mandates are to retain and maintain elevated teaching standards while providing a high level of educational, philosophical, and pedagogical platforms for their students (Mancuso, 2010). However, the increasing incidence of teacher turnover and challenges of teacher retention have raised concerns about the numbers of EARCOS teachers leaving their posts (Mancuso, Roberts, & White, 2010).

Africa. One study was identified to have been conducted in international schools in the sub-Saharan region of East Africa. This study also considers a secondary stakeholder group, comprising expatriate teachers working in the same group of AISA schools in the East Africa region who have extended their contract at least once in order to provide data from the perspective of teachers on the role of divisional principals on teacher retention. Each of the divisional principals in this study was based in an AISA member school. As such, the performance goal for each principal in his or her respective school falls under the broader mission and identity of the AISA organization

Authorship

All of the studies was written by one author in Table 1. Two authors were already Doctors in Education and the chosen studies were additional to their researches, while the other four authors were candidates for the Doctorate in Education upon writing.

Table 1 Features of the Included Studies

No	Title	Author/S Region	Research Type	Sample	Point of Interest	Outcomes	URL
1	The Relationship between Administrator Interpersonal Skills and School Climate, Student Learning, and Teacher Retention	Justice, Marsha (2018) North Carolina	Mixed	teachers from 13 elementary schools in a North Carolina	Teachers' retention and administrators or principals' leadership skills and decision making skills.	Desirable interpersonal skills possessed by principals will result in a positive climate, teacher retention, and increased student learning. This study revealed that principal interpersonal skills impact school climate. The two soft skills that were found most significant as measured by their relationship to climate were trustworthiness and problem-solving. While principal interpersonal skills were not found to statistically predict student learning and teacher retention, teacher interviews imply that these skills are important as perceived by teachers	https://eric.ed.gov/?q=teachers%27+retention&pg=4&id=ED587725
2	Effects of Principal Leadership on Teacher Retention Decisions	Alexandra L. Juneau (2019) District in Middle Tennessee	Qualitative	Five principals and five teachers	Faculty job satisfaction and retention based on the administrator's or principals' leadership skills and behavior	Teacher retention decisions can be influenced by needs met within Maslow's Hierarchy of Needs theory. Responses from principals in this study identified safety needs as a priority, as well as needs within the 76 Belongingness and Love tiers.	https://learningpolicyinstitute.org/product/role-principals-addressing-teacher-shortages-brief
3	Leadership's Role in Teachers' Commitment and Retention: A Case Study Analysis	Gordon, Shelby Denise, Ed.D (2018) USA	Comparative Case Study	3 model cases	Principals' leadership behaviour as perceived by teachers in their decision to stay in the teaching field	Teachers' commitment has significant impact on retention. Teacher's commitment is product of leadership influence and decision making skills in dealing with institutional problems.	https://pqdtopen.proquest.com/doc/2051818993.html?FMT=ABS

4	Perception of International Teacher Turnover in East Asia Regional Council of Schools	Leon Michael Tkachyk (2017) East Asia	Qualitative	8 participating international teachers	Principals', leadership behavior and decision making skills and teachers' retention	Poor turnover is a potential impact of the lack of effective mentorship, lack of administrative leadership support, and ineffective systems as the result of poor decision making skills.	https://eric.ed.gov/?id=ED580721
5	The Role of Divisional Principals in Teacher Retention in East African International Schools	Winnard, Nigel J., Ed.D (2017) East Africa	Mixed methodology research design	17 divisional principals and 135 expatriate teachers	Administrators/ Principals', leadership skills and behavior and their impact to the teachers' turnover	The knowledge, motivational, and organizational factors necessary for principals to be successful in their efforts to retain expatriate teachers in international schools in the sub-Saharan region of East Africa	https://pqdtopen.proquest.com/doc/1952896941.html?FMT=ABS
6	Qualitative Investigation of Principal Behaviors that Impact Teacher Turnover Intention and Job Satisfaction in an American International School	Dajani, Aber E., Ed.D. (2014) UAE	Qualitative single case study	15 instructional teachers at an American international school in the United Arab Emirates.	Leadership skills and decision making of principals and teachers turnover.	Retention is a product of having a principal who is a resource provider, supportive, professional, good communicator, good evaluator, approachable, developer of instructional staff, and promoter of collaborative and positive school culture.	https://pqdtopen.proquest.com/doc/1502081602.html?FMT=ABS

Research Design

Qualitative and mixed methods were the research designs used in the included studies in Table 1. The qualitative design was employed in the three studies, and three studies using mixed methods. A qualitative design study was conducted to explore teachers' perceptions of principal's behaviors that impact job satisfaction and job turnover intention decisions.

Qualitative Design. Studies 2, 3, 4, and 6 used qualitative design. In this research plan, a pre-test and a post-test were administered to obtain the data needed. According to the researcher, it is not realistic to randomize students into experimental and control groups.

Mixed Methods. Moreover, study 1 & 5 used mixed method research designs. A mixed method design involves collecting, analyzing, and interpreting qualitative and quantitative data that guide the assessment and assist in answering research questions (Johnson & Onwuegbuzie, 2004).

Databases and their Uniform Resource Locator (URL)

A Uniform Resource Locator (URL), colloquially termed a web address, refers to a web resource that specifies its location on a computer network and a mechanism for retrieving it. In this meta-analysis, the eight databases

of the included studies are ERIC, E. Journals, Research Gate, ProQuest, and Learning Policy Institute. The above-mentioned databases are increasingly acknowledged as academic, social network sites for scholarly communication. Thus, only verified researches could be included.

Sample

The sample size in Table 1 is one of the inter-related features of a study design that can influence the detection of significant differences, relationships, or interactions. Since this study talks about the decision making skills of principal and the teacher turnover, most of the target samples in the included studies were principals and teachers.

In response to this, the different authors of the chosen primary studies described how they selected the participants and sample sizes to be included in their study. The least number of participants in the included studies is five principals (study 2), eight international teachers (study 4), 15 teachers (study 6) and 22 teachers in the experimental group (study 3).

The largest number of participants in the included studies is 300 teachers (study 1), and 17 divisional principals and 135 expatriate teachers in an international school in the sub-Saharan region of East Africa (study 5). A larger sample size gives more reliable results with greater precision and power in many studies, but they also cost more time and money. Larger sample size allows the researcher to increase the significance level of the findings since the confidence of the result is likely to increase with higher sample size. This pattern is expected because the larger the sample size, the more accurately it is expected to mirror the whole group's behavior.

Point of Interest

This study was focused on the knowledge of the factors and influences the principals' leadership styles and decision making that impacted teacher's turnover. One advantage is that it explored the effect of principals' interpersonal skills on the success of schools (Cochran, 2004). It is also an attempt to identify the primary aspects of administrative leadership that correlate to principals' decision making to in the perception of the teacher to stay or leave their position. Furthermore, the investigation will provide empirical data which will contribute to educational research on the teacher shortage phenomenon. Moreover, this study will add to the body of knowledge on teacher attrition, to provide principals with a model for retaining educators and motivating teacher commitment.

Outcomes Table 1 presents the outcome of the six included studies that are the expected result or what the researcher would like to measure or achieve. Outcome represents what result you plan on measuring to examine the effectiveness of the intervention.

Databases and their Uniform Resource Locator (URL) A Uniform Resource Locator (URL), colloquially termed a web address, refers to a web resource that specifies its location on a computer network and a mechanism for retrieving it. In this meta-analysis, the eight databases of the included studies are ERIC, E. Journals, Research Gate, ProQuest, and Learning Policy Institute. The above-mentioned databases are increasingly acknowledged as academic, social network sites for scholarly communication. Thus, only verified researches could be included.

Excerpts from Abstracts The following are excerpts of abstracts from the 6 selected studies. Abstracts are designed to highlight key points from major sections of the paper and to explain what the paper includes. Effective abstracts provide sufficient details to expedite classifying the paper as relevant (or not) to readers' research interests (Feng, 2009).

Study 1:

The purpose of this mixed-method study was to determine if specific interpersonal skills (trustworthiness, communication, empathy, and problem-solving) possessed by principals, as perceived by teachers, are important characteristics in creating and maintaining a positive school climate, increasing student learning, and retaining teachers in the elementary school setting. The participants in the study were teachers from 13 elementary schools in a North Carolina county. This study used both quantitative and qualitative data from a combined principal soft skill and climate survey ... Based on the data from this research, principal interpersonal skills do impact school climate. The two interpersonal skills that showed significance as measured by their relationship to climate were trust and problem-solving...

Study 1, Marsha Justice, 2018, indicated that principal interpersonal skills, specifically trustworthiness and problem-solving, do positively impact school climate and teacher retention. Through the identification of these

interpersonal skills, educators can begin to explore the effect of principal interpersonal skills on the success of schools. By studying the perceptions of selected elementary teachers on principal interpersonal skills in North Carolina, data from this study explored information about principal interpersonal skills necessary for effective school leadership in all schools. This study could potentially aid district leaders in hiring new school administrators based on interpersonal skills that are linked to positive school climate and student academic success. Results of the study can be used for 12 administrative professional development and self-reflective purposes to positively affect the school climate by increasing teacher morale and student learning not only in the county studied but in all schools. This study will contribute to the limited literature and body of knowledge regarding principal interpersonal skills and how these skills affect school leadership and climate.

Study 2:

Research shows that teachers have a larger impact on student success than any other in school influence (SCORE, 2016). School districts have found an increasing problem recruiting and retaining effective teachers in recent years... This study sought to identify leadership factors that influenced teachers' decisions to remain in their current schools. Data were collected via individual, semi-structured interviews with five principals and five teachers who work for them. Through these interviews and a teacher focus group, participants identified collaborative relationships between teachers and administrators, transparent communication... Findings also showed that principals who implement effective mentor programs and provide leadership opportunities for teachers tend to have faculty who report higher job satisfaction and who are more likely to return. The intended outcome of this study is to provide principals with information and ideas to increase teacher retention.

Study 2, Alexandra L. Juneau, 2019, stemmed from her perception of teacher retention in her own district, as well as extensive research focused on reasons teachers are choosing to leave the profession. Although districts recognize that teachers are not being retained at rates they have been in the past, many of the efforts to keep effective teachers have come up short. In addition to monetary incentives, attention needs to be paid to job satisfaction. The growing research surrounding principal impact on school climate, culture, and teacher and student success has shown that administrators have a huge opportunity to contribute to a teacher's decision to stay. This research study seeks to better understand specific ways that principals can increase teacher retention rates by improving teacher job satisfaction within their school.

Study 3:

The purpose of this study is to explore three models to provide an in-depth understanding of the precise leadership practices that enhance the commitment and retention of teachers. The research grounded in the Path-goal theory utilized a comparative case study method to explore the teacher attrition phenomenon... Holistic coding and a cross-case analysis revealed that leadership directly influenced teachers' commitment, and teachers' commitment had a significant impact on retention. Specifically, supportive leadership practices with a focus on emotional support positively affected teachers' commitment and retention. An aggregation of the identified codes prompted the formation of seven themes for supportive leadership practices that contribute to teacher commitment and retention...

Study 3, Dover, Delaware, 2018 this comparative case study analysis is to explore three models to provide an in-depth understanding of the precise leadership practices that enhance the commitment and retention of teachers. This study, grounded in the Path-Goal Theory, will qualitatively explore the influence leadership behavior has on teacher retention. The inquiry will also compare results from the three targeted case studies to explain the leadership behaviors that promote teacher turnover. Furthermore, the investigation will provide empirical data which will contribute to educational research on the teacher shortage phenomenon. Moreover, this inquiry will add to the body of knowledge on teacher attrition, to provide principals with a model for retaining educators and motivating teacher commitment. The three targeted cases utilized in this study provide wide-ranging data to explore the specific leadership practices that push teacher turnover and reduce teacher commitment. The study also provided relevant information to determine the specific leadership behaviors that support teachers' commitment and retention. The results from this study will contribute to the literature on teacher retention by providing an understanding of the specific leadership behaviors that foster teacher organizational commitment and retention. This study could also prepare educational leaders for the dilemmas faced by teachers educating under the current policies and constraints.

Study 4:

High teacher turnover has become a serious problem globally, in many international schools, and is a growing concern in segments of the East Asia Regional Council of Schools (EARCOS)... Herzberg's motivation-hygiene

theory served as the framework for this qualitative case study research that examined the perceptions of EARCOS international overseas-hire teachers, to determine their beliefs regarding high teacher turnover in international schools... Purposeful homogenous sampling was used to identify 8 focus group interview participants from the entire pre-K-12 international overseas-hire teacher population from the 149 EARCOS member schools...

Study 4, Leon Michael Tkachyk, 2017, investigate the perceptions that international overseas-hired teachers have regarding high international overseas-hire teacher turnover in EARCOS member schools and determine what these teachers believe is the result of high teacher turnover in these schools. The researcher tried to elicit steps that these teachers believe should be taken to reduce high teacher turnover and develop a plan that EARCOS member schools can potentially use to combat high international overseas-hire teacher turnover. This study is important because international schools, such as those in EARCOS, are highly independent educational institutions that spend substantial sums of money recruiting new teachers to replace those who leave 10 (Mancuso et al., 2010; Pitsoe, 2013). Furthermore, this type of study can further contribute to the body of knowledge on teacher turnover, with the goal of improving student learning.

Study 5:

This study seeks to identify the knowledge, motivational, and organizational factors necessary for principals to be successful in their efforts to retain expatriate teachers in international schools in the sub-Saharan region of East Africa. Assumed causes were generated from a review of the research literature in this area and validated with data collected through interviews with principals, teacher surveys and principal surveys. This study suggests that, although principals possess understanding of the knowledge and motivation factors that contribute to teacher retention... Furthermore, though principals are motivated to invest time and effort in the retention of teachers, this study suggests that organizational policy gaps exist in how the principals approach teacher retention in a strategic manner...

Study 5, Nigel J. Winnard, 2017, set out to explore the role of divisional principals in teacher retention in East African international schools. The analysis focused on the knowledge, motivation, and organizational issues that inform the ability of a school's divisional principals to retain teachers. This study has taken as its primary stakeholder group divisional principals working in international schools in what is a perceived hardship location. In terms of motivation, the validated causes indicate that principals are aware of a range of factors that influence teacher motivation. Furthermore, they are themselves motivated to invest time and effort in leadership behaviors designed to leverage this awareness. However, it would also appear that principals may lack depth of understanding of the relative importance of the different typologies of motivation as they pertain specifically to teacher retention. In terms of organizational factors the validated causes indicate an alignment between the values and philosophical orientation of the principals interviewed with regard to teacher retention (cultural model) and the individual actions of the principals in their leadership of, and interactions with, the teachers whom they lead (cultural setting). It is clear from the data that principals understand, and act upon, the importance of choice and autonomy, teacher self-efficacy, leadership style, and positive affect as factors influencing teacher motivation. It is also clear that the principals and teachers are in agreement that school mission is of limited influence as a motivating factor for teachers considering remaining in post.

Study 6:

The purpose of this qualitative single case study was to explore teachers' perceptions of principal's behaviors that impact job satisfaction and job turnover intention decisions in an international school setting. Open-ended interview questions were used to gather information from 15 instructional teachers at an American international school in the United Arab Emirates... Data collected from the interviews and archival documents were coded and analyzed using Dedoose. Results related to teacher turnover intention demonstrated that numerous principal behaviors impacted teacher turnover... From the data, the following themes were identified as important in teacher turnover decisions: supportive leadership, school culture (the environment, values, and practices of the school), inclusive leadership, and salary package. The results of the study related to teachers' job satisfaction also demonstrated that numerous principal behaviors did indeed impact teacher job satisfaction... Recommendations for practice included the facilitation of principal behaviors that teachers viewed as essential to support them..

Study 6, Abeer E. Dajani, 2014, explore teachers' perceptions of principal behaviors that impact job satisfaction and job turnover intention decisions in an international school setting. Interview data were gathered from teacher participants in this case study in order to provide principals in this and similar settings with information that may

ultimately improve teacher retention in their schools. A total of 15 instructional staff members (teachers) from an American international school in the United Arab Emirates were interviewed. Following the line of inquiry reflected in the case study protocol, surveys with open-ended questions and face-to-face interviews were conducted (Yin, 2009). Additional sources of data included archival documents such as students' achievement scores and teachers' absentee *The* records. The data collected were used to identify principal behaviors that influenced teachers' job satisfaction and turnover intention decisions from a teacher's perspective. Data collected from the interviews and archival documents were coded and analyzed using Dedoose in order to identify common themes in principal behaviors that influence teachers' job satisfaction and turnover from a teacher's perspective. Results from the study may provide current and aspiring principals information that may be helpful in future applications in American international schools.

Cross-Case Analysis by SPIDER Framework

Sample The sample in the SPIDER Framework aims to answer the question which groups of participants are of interest. The sample in the study is relevant in the review and analysis of the decision-making skills of the principals and their related behaviors as perceived by the teachers. Smaller samples are used in qualitative research, where findings are not intended to be generalized to the general population.

Table 2 Cross-case Analysis of the Selected Studies in terms of Sample (S)

Dimensions Analyzed	Studies Reviewed					
	1	2	3	4	5	6
Size	There were six (6) principals for qualitative interview and 68 teachers for quantitative questionnaire as sample size used in this study.	There were five (5) principals and five (5) teachers as sample size used in this study.	Case Study 1: There were 12 school administrators as sample size; Case Study 2: There were 16 Veterans teachers; Case Study 3: There were 21 administrators and 59 teachers as sample size used in this study.	There were eight (8) participating international represented by 149 teachers in international education represented the East Asia Regional Council of Schools (EARCOS).	There were 17 divisional principals for qualitative interview and 135 expatriate teachers for quantitative questionnaire as sample size used in this study.	There were a total of 15 instructional staff members (teachers) from an American international school in the United Arab Emirates interviewed in this study.
Participants	The participants in the study were teachers from 13 elementary schools in a North Carolina county. This study used both quantitative and qualitative	For the purposes of this study, the participants discussed their perceptions of experiences with principal leadership that operated as encouraging factors when deciding to	Case 1: 12 schools within the district with the lowest teacher attrition and transfer rates were selected to participate in the study. The purposefully selected schools included eight elementary, two middle schools and two high schools. Case 2:	The participants selected were from a purposeful homogenous sampling that was used to identify 8 focus	The primary participating stakeholders for this study are current divisional principals at AISA member schools in the Sub-Saharan East Africa region. The divisional	The sample used in order to achieve representation and saturation included 15 selected participants who were the instructional

	<p>data from a combined principal soft skill and climate survey, 2015-2016 North Carolina report card on teacher retention, 2015-2016 EOG math/reading scores, and results from teacher interviews to examine the relationship between administrator interpersonal skills on school climate, student learning, and teacher retention.</p>	<p>stay in the classroom. Principal participant questions focused primarily on support structures in place for teachers as well as the development of school culture. Teacher participant questions focused on supports received from their administrators, level of input in the decision-making process, and school culture.</p>	<p>The participants for the study included 16 veteran public school teachers from elementary, middle and high schools that have all indicated that they transferred to their current school because of their perceptions of the previous leader's leadership qualities. Case 3: The participants selected from a stratified random sample population sample from 21 special purpose schools in Montana. The principals at each school provided a list of teachers that the specified criteria for the investigation. A total of 80 subjects consisting of 21 administrators and 59 teachers participated in the study.</p>	<p>group interview participant s from the entire pre-K-12 international overseas-hire teacher population from the 149 EARCOS member schools.</p>	<p>principals were invited to participate in an anonymous survey, with the option to volunteer in a follow-up interview. The teacher survey was designed to provide additional data to help understand teacher motivations for remaining at the school and to provide comparative data to inform the analysis of the survey and interview data gathered from the divisional principals.</p>	<p>teachers that worked at an American international school in the United Arab Emirates, which was consistent with case study protocol.</p>
Inclusion Criteria	<p>The sample included certified teachers at the elementary schools within the study. Instructional support, administrators, and other support staff were omitted from the sample. Administrators were excluded from the research due to their different perceptions of leader interactions</p>	<p>The sample included in the study were from a diverse school district in Middle Tennessee wherein all of the district's 12 schools serve a PreK-6th grade population</p>	<p>Case 1: 12 Principals in the 12 schools within the district with the lowest teacher attrition and transfer rates were selected to participate in the study. Case 2: The study included 16 veteran public school teachers from elementary, middle and high schools that have all indicated that they transferred to their current school because of their perceptions of the previous leader's leadership qualities. Case 3: A total of 80 subjects</p>	<p>This study involved selected schools from the 149 EARCOS member schools. All the teachers from the chosen eight (8) international schools in EARCOS.</p>	<p>This study was conducted in the region where AISA operates. Divisional principals and all teachers were involved in the study.</p>	<p>This study involved instructional teachers who worked at an American international school in the United Arab Emirates, which has kindergarten through 12th grade educational institution and had approximately 1,300 students, one superintendent</p>

	and the impact on culture (van Horn, 2003).		consisting of 21 administrators and 59 teachers participated in the study.			ent, three divisional principals, and 150 instructional teachers.
Limitations	The study focused on elementary schools in an area that may be influenced by perspectives that are not present in other locations. This may limit the ability to draw conclusions. In addition, the results of this study may not be generalizable to middle or high school as the data reflect information from elementary schools. Another limitation includes changes to the administrative and teacher staff within these 13 elementary schools. Data collected from this study were teacher responses based on their own perceptions of principal interpersonal skills and climate.	The data collected for this study are limited to one school district in Middle Tennessee, which may make the findings difficult to generalize to a larger population. The schools involved are primarily Title I schools with the majority of students receiving free or reduced meals based on household income. Teachers in schools located in high poverty neighbourhoods often experience different types of job-related stress than teachers in affluent schools, so a limitation of the study could be its application to teachers in affluent school environments.	Two of the three cases utilized in the study are limited by the size of the focus group. Conducting the studies using a larger population would increase the generalizability of the cases. Additionally, each case identified in the study used a cross-sectional design, and was conducted within a ten-year period, which limits the researcher's ability to show fluctuating patterns. Conducting the study using a longitudinal analysis or historical cases would identify changes in teachers' perceptions over time. The study is limited by its inability to provide personal first-hand accounts of teachers' perceptions of leadership behaviors' influence on their commitment and retention.	The first methodological limitation is related to the lack of relevant prior research conducted on the topic. Another related limitation is that of the sample size and the connection to the scope of the analysis.	A key limitation to this study is the positionality of the researcher. This offers the limitation of researcher bias as well as possible reactivity on the part of the interview subjects. Specific care was taken in order to guard against personal and holistic bias in this study.	As the study was qualitative, results were not necessarily generalizable beyond this school in the United Arab Emirates. Another limitation may be that this study was conducted within a specific time period, and it only provided a snapshot dependent on school conditions occurring during this particular time.

Similarities. All studies chose the participants based on expertise as educators plus their considerable experience in their field. All respondents were engaged in an interview and focus group discussion. Common to all these participants was their ability to respond to the goal of the study because of their exposure to their specific field, especially in basic education.

For the participants, studies 1, 2 and 5 have principals and teachers, while study 3 has administrators and teachers, and study 6 all have teachers as respondents or participants. All studies chose the participants based on expertise as educators in the Basic Education (Elementary to High School) plus their considerable experience in their field. All respondents were engaged in an interview and focus group discussion. Common to all these participants was their ability to respond to the goal of the study because of their exposure to their specific field, especially in basic education.

In study 1, 300 teachers were given survey questionnaires and there were 10 predetermined open-ended interviews. Study 2 involved 5 school principals' open-ended interviews and teachers were in the focus group discussions. Study 3 is a case study involving three case studies employed interview; in-depth interview just like study 6; and non-experimental quantitative survey. Study 4 used mini-focus group interview involving teachers. Study 5 involved both principal and teachers; principal for interview and teachers for surveys.

The inclusion criteria for these 6 studies include educators and teachers in the basic education program. The selected sample was a purposive sample in order to document the phenomenon.

Differences. Not all of the respondents have administrative functions, because many of them were only pure teachers. Other respondents had administrative functions as principals. In study 1, there were 74 teachers from elementary schools in North Carolina employed in the data gathering. In study 2, the respondents were five principals and five teachers who work participated in the study. In study 3, there were 12 school administrators in Case Study 1; 16 veteran teachers in Case Study 2 and there were 21 administrators & 59 teachers in Case Study 3. In study 4, there were eight participating international teachers in international education. In study 5, there were 17 divisional principals and 135 expatriate teachers and in the study 6 there were 15 instructional staff members (teachers) from an American international school in the United Arab Emirates. The studies were conducted at different places, where culture, organizational climate, and policies in education may vary. One difference to note is the limitation in varying length of experience in the field. It was not clear from every study the length of service each respondent served in the institution. Secondly, some studies did not clearly elaborate whether the respondents came from basic education department or higher education program. The important implication of choosing the kind of respondents for every study is transferability of result output that will lead to trustworthiness of research findings. There was also a striking difference as to where the proponents conducted their studies. Some studies were in the western part, and others were in Asia (Justice, 2018; Tkachyk, 2017).

Variabilities. Studies vary regarding the places, culture, organizational climate, and general policies in education (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014). It was evident that results may have a potential link to the respondents' culture and organizational climate. Respondents have varying lengths of service in their respective institutions (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014), a considerable variability, which contributed to the responses they provided in the interview and focus group discussion. Another considerable variability is the proponents' bias. Some studies declared the proponents' vulnerability to bias and how to prevent them (Justice, 2018; Juneau, 2018; Gordon, 2018). The variability was also evident in how the proponents chose the respondents. Consistent with the method and design of the study, for instance, more respondents were necessary in the case of mixed-method (Justice, 2018; Gordon, 2018; Ozoglu, 2015; Dajani, 2014), and few on pure qualitative research approach (Juneau, 2018; Tkachyk, 2017).

Advantages/Strengths with Respect to the Purpose of the Study. The very strength of choosing the respondents in these studies is getting the validity and reliability of responses. All respondents have actual experience in the point of interest of this study. Advantages and strengths of the purpose of the study include the knowledge of the factors and influences of teacher's turnover. One advantage is that it explored the effect of principals' interpersonal skills on the success of schools. It is also an attempt to identify the primary aspects of administrative leadership that correlate to teachers' decisions to stay or leave their position. Furthermore, the investigation will provide empirical data which will contribute to educational research on the teacher shortage phenomenon. Moreover, this inquiry will add to the body of knowledge on teacher attrition, to provide principals with a model for retaining educators and motivating teacher commitment. Additionally, the result of these studies were used to identify principal behaviors that influenced teachers' job satisfaction and turnover intention

decisions from a teacher’s perspective. The very strength of choosing the respondents in these studies is getting the validity and reliability of responses. All respondents have the required experience in the point of interest of this study (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014). The proponents employed the respondents for appropriate purposes. For instance, more than the required sample needed in qualitative research proved significant in the mixed method of analysis (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014). The proponents were able to add up more samples, especially in the combined approach for quantitative and qualitative analysis, which is a significant move to ensure the quality of the triangulation approach. Another significant strength of the employed sample size or participants and their size is the guarantee of getting the correct response because the proponents carefully considered the experience and employment history of the participants. The proponents were able to use this strength to ensure trustworthiness, reliability, and validity of the research findings (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014).

Disadvantages/Weaknesses concerning the Purpose of the Study. Samples in some studies are not clear whether they came from the primary education department or higher education department (Tkachyk, 2017). This leads to the point that the result of the study under investigation may also vary depending on the respondents' experience. Another significant limitation of the studies under investigation is the varying length of experience of the proponents in their field (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014). It was not clear from every study the length of service each respondent served in the institution. Finally, some studies did not elaborate on whether the respondents came from primary education or higher education programs. The critical implication of choosing the kind of respondents for every task is the transferability of result output, leading to the trustworthiness of research findings.

Phenomenon of Interest (PI)

The Phenomenon of Interest in the SPIDER Framework is a qualitative tool that examines how and why certain experiences, behaviours and decisions are occurring (in contrast to effectiveness of an intervention). It answered the question which behaviours, decisions, experience are being considered.

Table 3 Cross-case Analysis of the Selected Studies in terms of Phenomenon of Interest (PI)

Dimensions Analyzed	Studies Reviewed					
	1	2	3	4	5	6
Experiences Explored	This study identified desirable interpersonal skills possessed by elementary principals and their decision making skills and their impact on school climate, student learning, and teacher retention.	This study attempted to identify factors of principal leadership and decision making that contributes to teachers’ decisions to return to their classrooms.	The purpose of the study was to research and identify specific leadership behaviors and attributes and decision making skills which contribute to teacher commitment and retention.	This study gathered information about what international teachers believe are implications of high turnover on international school communities, and, finally, to gain insights about what international teachers believe are potential steps to reduce high attrition rates of international teachers in international schools.	The analysis focused on knowledge, decision making, motivation and organizational influences related to the role of divisional principals in teacher retention.	This qualitative case study explored teachers' perceptions of principal behaviors and decision making that impact job satisfaction and job turnover intention decisions in an international school setting.
Behaviours Assessed	The behaviours assessed in the study	The behaviours assessed in the study was the leadership	The behaviours assessed in the study	The behaviours assessed in the study were mentorship and	The behaviours assessed in the study was	The behaviours assessed in the study were

	were interpersonal behaviour of the principal and the teachers' perception to the decision making skills of principal.	style of the principal which includes problem solving, reasoning and decision making skills.	were the supportive behaviors and commitment of principals that impacted the teachers' retention.	administrative leadership of the principal and teacher's decision to stay.	teachers' turnover as perceived based on the leadership and decision making skills of principal.	supportive behaviours of principals and decision making skills that resulted to teachers' job satisfaction and retention.
Phenomenon investigated	Teachers' retention and administrators or principals' leadership skills and decision making skills.	Faculty job satisfaction and retention based on the administrator's or principals' leadership skills and behavior	Principals' leadership behaviour as perceived by teachers in their decision to stay in the teaching field	Principals' leadership behavior and decision making skills and teachers' retention	Administrator s/ Principals' leadership skills and behavior and their impact to the teachers' turnover	Leadership skills and decision making of principals and teachers turnover.
Outcomes (Views/ Themes)	Teachers' retention or morale is influenced by principal's skills in leadership and decision making. Principals' interpersonal skills do impact school climate.	Faculty job satisfaction is impacted by principals' leadership skills and mentoring programs.	Teachers' commitment has significant impact on retention. Teacher's commitment is product of leadership influence and decision making skills in dealing with institutional problems.	Poor turnover is a potential impact of the lack of effective mentorship, lack of administrative leadership support, and ineffective systems as the result of poor decision making skills.	The knowledge, motivational, and organizational factors necessary for principals to be successful in their efforts to retain expatriate teachers in international schools in the sub-Saharan region of East Africa	Retention is a product of having a principal who is a resource provider, supportive, professional, good communicator, good evaluator, approachable, developer of instructional staff, and promoter of collaborative and positive school culture.

Similarities. There is a link between leadership qualities, decision making skills and a principal's performance as an administrator. Retention is an effect of the principal's leadership skills in terms of decision making and initiatives, a common theme in all studies (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014).

Secondly, teachers are proven to be the appropriate participants to tell more about principals' necessary skills and leadership traits. This claim is supported by all the studies under review and analysis (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014).

Moreover, common to all studies were the relationship and experience explored by the proponents (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014). Finally, expected outcomes of the studies spoke of teachers' retention or attrition rate (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014).

Differences. The researchers can argue teacher retention as something that may be monitored closely based on the teachers' or administrators' perception. One study dealt more with mentorship, providing a strong emphasis on the complex supportive behavior of principals that positively impact attrition rate (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Ozoglu, 2015; Dajani, 2014).

Variabilities. The outcomes of the studies have significant variabilities at some point. Highlights of this are remarkable in the following results.

In study 1, the highlight was the interpersonal skills and decision making behavior of the administrators or principals (Justice, 2018). In study 2, it was all about leadership factors (Juneau, 2018). In study 3, supportive behaviors and commitment of principals' support for teachers were highlighted (Gordon, 2018). In study 4, effective mentorship and administrative leadership support through were highlighted (Tkachyk, 2017). In study 5, the highlight was on the knowledge and decision making skills, motivational, and organizational factors necessary for principals to be successful in their efforts to retain expatriate teachers. Finally, in study 6, the principals' central behaviors include being resource provider, supportive, professional, good communicator, good evaluator, approachable, developer of instructional staff, and promoter of collaborative and positive school culture (Dajani, 2014). The above results reveal that the attrition rate is not only due to the behavior of the principals and decision making skills, but other specific factors are affecting it at some point.

Advantages/Strengths concerning the Purpose of the Study. Consistent mention of leadership traits of principals as essential factors associated with attrition rate is remarkable in five studies (Justice, 2018; Juneau, 2018; Gordon, 2018; Tkachyk, 2017; Dajani, 2014). Consistency is an advantage in this case because future researchers will generate valid and reliable information concerning the study on teachers' retention rate.

In establishing the literature, it is essential to generate consistent information. The reviewed studies provided consistent information per se, based on the results under investigation and analysis.

Furthermore, one can argue that it is easier to formulate the trustworthiness of research findings with that consistency or reliability that can potentially help build a robust theoretical framework. This other advantage is an upshot of the first advantage mentioned so far.

Disadvantages/Weaknesses concerning the Purpose of the Study. The scarcity of elaboration of the decision-making skills of principals is a disadvantage of the studies under investigation. There was an attempt to do so in Study 6, but not sufficient to elaborate more on the issue at hand (Dajani, 2014).

Moreover, the study of Dajani was published in 2014, which may require an update to align with the modern and prevailing trend.

Design (D) The Design in the SPIDER Framework is the study design influences and the robustness of the study analysis and findings. It answered the question what theoretical framework or research method employed in the study.

Table 4 Cross-case Analysis of the Selected Studies in terms of Design (D)

Dimensions Analyzed	Studies Reviewed					
	1	2	3	4	5	6
Place of Study/Region Covered for Cases Studied	North Carolina	Middle Tennessee	Acadia, Montana	East Asia Regional Council of Schools	International schools in the sub-Saharan region of East Africa	American International in United Arab Emirates
Sample and Sampling Technique/Selection of Cases	Random probabilistic	Random	Random probabilistic	Random	Random Probabilistic	Random Probabilistic
Research Instrument	This mixed-method study includes a survey instrument and teacher	This study used an in-person interviews . There were 4	Case 1: in-person interviews Case 2: interviews, informal	This study used a mini-focus group interviews through audio-taped	This study used an in-person interview. There were 6 survey	This study utilized a one-on-one in-depth structured interview. The questions were

	interviews. This combined survey has four demographic items and 37 survey questions.	grand tour questions and 9 probing questions for principals; and 4 grand tour questions and 10 probing questions for teachers.	discussions and focus group meetings Case 3: focus group meeting	Skype conference call interviews.	questions and 5 interviews for principals and teachers.	divided into three categories. The first section asked questions in order to gather background information about the participants' background, education, and teaching experience. The second category explored the area of turnover intentions of the teachers. The third category asked participants to identify specific principal behaviors that affected their job satisfaction.
Data Collection	Survey and In-depth interview	Focus group discussion	Focus group meetings and in-person interviews	Focus group discussion	Survey and in-depth interview	Structured in-depth interview
Data Analysis	The quantitative and qualitative data collected were used to determine the impact of principal interpersonal skills and decision making as perceived by teachers on school climate, student learning, and teacher retention. The research questions	Data were collected through in-person interviews with principals and teachers who had stayed with these principals for at least three years. This study looks at reasons teachers attribute to their decision to stay	Case study analysis method was used and is suitable as it sought to answer the question of what principal supportive practices and decision making influence teachers' commitment and retention. The current research seeks to explore the specific	The perceptions of eight international overseas-hire teachers employed in EARCOS for several reasons: to determine what these teachers believe to have caused high teacher turnover in international schools, to gather information about what international teachers	This study sought to identify shared retention-related themes common to divisional principals in parallel contexts in order to better understand how schools in related contexts might better understand the retention challenges that they face and the role of divisional principals in meeting those	The information gathered was coded, and categorized into themes (Yin, 2009). The study provided in-depth understanding regarding teachers' perception of their principals' behaviors and decision making skills that effected job satisfaction and turnover intentions.

	were addressed using the data collected.	determined by the leadership behaviour and decision making skills.	leadership practices and decision makings skills that influence teacher retention.	believe are implications of high turnover on international school communities, and, finally, to gain insights about what international teachers believe are potential steps to reduce high attrition rates of international teachers in international schools.	challenges.	
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Similarities. Studies are all outside the Philippines. Common sampling technique is random technique to prevent bias. In-person interviews, focus group meetings or discussion are the common research instrument. Schools covered in this study are mostly public schools and the samples were teachers and principals from different schools in each respective places. Sampling technique employed in these studies are all random. A sampling population were determined per the need of the study with regards to the demographic, geographic, and teachers’ years of experience. Participants were chosen for this study based on the amount of time spent in their current role and their willingness to participate in the study.

Research instruments used in these studies were questionnaires formulated and adopted by the researchers. These studies employed qualitative and mixed methods. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data. Mixed methods on the other hand, refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis. Mixed methods research originated in the social sciences and has recently expanded into the health and medical sciences including fields such as nursing, family medicine, social work, mental health, pharmacy, allied health, and others. In the last decade, its procedures have been developed and refined to suit a wide variety of research questions (Creswell and Plano Clark, 2011).

With regards to data collection, four studies used interview questions while the other two studies used focus group discussion. All researchers observed duly process and is approved by the ethics committee. In the data analysis, a reliability analysis were all completed. Interviews for these studies were recorded and transcribed prior to the coding. Data analysis required thorough review of these raw case data and software analysis for pattern recognition. During this process, core themes were constructed by rearranging the initial themes according to commonalities among them. Additionally, the archival records for participating teachers were collected and carefully examined.

Differences. While these studies are qualitative and mixed methods, they differ with the research designs and methodologies used. Studies 1 & 5 utilized mixed methods, while studies 2, 3, 4, & 6 utilized qualitative methods. One proponent employed a combination of quantitative data gathering procedure and qualitative data

gathering procedure. There were interviews and other relevant data pertaining to school climate change, teacher's interpersonal skills, student learning and teacher retention. Other researchers used a qualitative data gathering procedure was employed that came from interviews and focus group discussion. One proponent employed three case studies: a semi-structured interview or qualitative and exploratory interview with administrators to investigate common strategies used to retain teachers; an opposite approach, to know the role of principal in the teacher turnover phenomenon as perceived by educators themselves; and a quantitative data gathering procedure to find the relationship between principal supportive behaviors and teachers' commitment and retention using a quantitative data gathering technique to find the relationship between a principal's supports for teachers and the actual retention of teachers who work in high risk placements or hard to hard-to-staff environment.

The relationship between support scores on the administrative support survey of teacher and principals are common to all studies was the inclusion of qualitative techniques in data gathering, which commonly included interview and focus group discussion. On the contrary, the only difference is the fact that some studies combined quantitative data gathering technique with qualitative data gathering procedure. The advantage of each study is evident on how each established trustworthiness and validity and reliability of data gathering procedure. The weakness on the other hand is some studies did not specify the extent of bias of the proponent as significant research instrument especially in qualitative data gathering technique. How research has been collected provides social value by ensuring how future researchers may enhance prevailing qualitative or mixed method technique for data gathering procedure.

The methodology itself in data gathering is a rich literature with consistent research gap for the future studies to fulfil. The survey tested expected and received support based on emotional, environmental, instructional, and technical support variables. Emotional support was based on administrators' behavior that focused on feelings and emotion. The environmental support subscale was leadership behaviors that were based on physical characteristics and how administrators managed the work conditions for teachers.

Variabilities. Studies varied with regards to the range of samples used. Depending on the desired number of sample population were estimated and required. In study 1, The participants for this study were drawn from 13 elementary schools in a North Carolina community. The elementary schools in this study were selected based on proximity to the researcher and resources available. Multiple elementary schools were included to increase the probability of gathering data regarding principals who display varied levels of interpersonal skills and a wider possible range of perceptions of school climate. In study 2, Five principal participants were selected and interviewed for this study. All principals selected for the study have been in their current position at their current school for a minimum of five years. Study 3 involved a total of 80 subjects consisting of 21 administrators and 59 teachers participated in the study.

In study 4, the principals at each school provided a list of teachers that the specified criteria for the investigation. A total of 80 subjects consisting of 21 administrators and 59 teachers participated in the study. In study 5, 17 divisional principals and 135 expatriate teachers. In study 6, the selected sample was a purposive sample in order to document the phenomenon. The sample used in order to achieve representation and saturation included 15 selected participants who were the instructional teachers that worked at an American international school in the United Arab Emirates, which was consistent with case study protocol.

Using the questions from the interview guide, the researcher asked the participants the questions. Collecting data using a survey instrument was appropriate because it identifies the perception of a large population efficiently and provides standardized measurement and consistency among respondents (Fowler, 2009). The constant comparative method of data analysis as suggested by Strauss (1987) was used to analyze the qualitative data obtained from the principal interviews.

Advantages/Strengths with Respect to the Purpose of the Study. The establishment of trustworthiness, validity and reliability of the study. The rejection of reliability and validity in qualitative inquiry in the 1980s has resulted in an interesting shift for "ensuring rigor" from the investigator's actions during the course of the research, to the reader or consumer of qualitative inquiry. The emphasis on strategies that are implemented during the research process has been replaced by strategies for evaluating trustworthiness and utility that are implemented once a study is completed. In this article, we argue that reliability and validity remain appropriate concepts for attaining rigor in qualitative research.

We argue that qualitative researchers should reclaim responsibility for reliability and validity by implementing verification strategies integral and self-correcting during the conduct of inquiry itself. This ensures the

attainment of rigor using strategies inherent within each qualitative design, and moves the responsibility for incorporating and maintaining reliability and validity from external reviewers' judgements to the investigators themselves. Without rigor, research is worthless, becomes fiction, and loses its utility. Hence, a great deal of attention is applied to reliability and validity in all research methods. Challenges to rigor in qualitative inquiry interestingly paralleled the blossoming of statistical packages and the development of computing systems in quantitative research.

Thus, reliability and validity have been subtly replaced by criteria and standards for evaluation of the overall significance, relevance, impact, and utility of completed research. Strategies to ensure rigor inherent in the research process itself were back staged to these new criteria to the extent that, while they continue to be used, they are less likely to be valued or recognized as indices of rigor.

Disadvantages/Weaknesses with Respect to the Purpose of the Study. Some studies did not specify the extent of bias of the proponent as the research instrument of the study. The research design refers to the overall strategy that the researchers choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring it will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. The function of a research design is to ensure that the evidence obtained enables you to effectively address the research problem logically and as unambiguously as possible. In social sciences research, obtaining information relevant to the research problem generally entails specifying the type of evidence needed to test a theory, to evaluate a program, or to accurately describe and assess meaning related to an observable phenomenon.

With this in mind, a common mistake made by researchers is that they begin their investigations far too early, before they have thought critically about what information is required to address the research problem. Without attending to these designs issues beforehand, the overall research problem will not be adequately addressed and any conclusions drawn will run the risk of being weak and unconvincing. As a consequence, the overall validity of the study will be undermined.

The length and complexity of describing the purpose of these research studies varied considerably in identifying the research problem clearly and justify its selection, particularly in relation to any valid alternative designs that could have been used; and reviewed and synthesized previously published literature associated with the research problem.

Evaluation (E)

The Evaluation in the SPIDER Framework is the evaluation outcomes which may include more subjective outcomes (such as views, attitudes, etc.).

Table 5 Cross-case Analysis of the Selected Studies in terms of Evaluation (E)

Dimensions Analyzed	Studies Reviewed					
	1	2	3	4	5	6
Views	All interviews were recorded, with consent, through use of a recording application. The interviews were recorded with an electronic device, and the researcher took handwritten notes during the interview as well. The recorded information	All interviews were recorded and later transcribed for analysis. Interpretive Phenomenologic al Analysis (IPA) was used in the analysis since it is a researcher-centered method of analysis, and much of the observations made during analysis could be the result of researcher	The author conducted telephone surveys of 49 superintendents, assistant superintendents, executive directors and human resource district personnel from 65 eligible schools. The study used detailed in-depth data collection using various sources of information.	In this study, the researcher audio-taped Skype conference call interviews with the focus group participants. This technique inherently enabled the researcher to gain firsthand insights into participants' responses and	Data from the principal teacher survey, and principal interviews were analyzed and coded against the six assumed knowledge causes following identification of validation items from the survey	A tape recorder was used to document the answers provided by the participants during the interviews. Participants were asked for permission to audio-record the interviews. Using a tape recorder in

	was transcribed verbatim, and the data from the interviews were coded for confidentiality, themes, and patterns.	interpretation.		behaviors during the session.	and interview protocols.	this study allowed for an in-depth analysis of the responses. The tape can be played back repeatedly and transcribed for careful examination of the answers.
Themes	Trust, problem-solving, teacher morale, retention	Collaborative relationships between teachers and administrators; transparent communication, teacher autonomy	Teachers' commitment; Leadership; teachers' retention	Administrative leadership support; effective mentorship; ineffective systems	Leadership style and behavior, decision making skills	Characteristics of an effective principal leading to higher teacher retention
Axiological Implications	The data gained from this study could create a positive social change in education including increased student learning, reduced teacher turnover, and positive school climate. The survey results from this study indicated that principal interpersonal skills, specifically trustworthiness, decision making skills and problem-solving, do positively impact school climate.	Principal leadership style can influence this decision, with teachers preferring to work for positive leaders who want to collaborate with them and are not afraid to show that they are also learning as they grow professionally. School administrators can use this research to reflect on their leadership qualities and look for ways to foster collaborative discussion and decision-making with teachers.	The implications of this study could aid in future leadership training programs. This study could also prepare educational leaders for the moral dilemmas faced by teachers educating under the current policies. Recommendations for future research include conducting the study with an emphasis on district-level leadership and principal's decision making to determine if principal leadership practices can be applied to increase teacher	This study served to inform administrators, teachers, students, and school communities about the implications that high teacher turnover has on student performance, school climate, and school communities. This research also provided insights and information for parents, education boards, and policy makers to assist them in creating strategies to reduce	This study was designed to help principals to become more successful in their efforts to improve expatriate teacher retention by improving relevant areas of leadership style and behavior, decision making skills, knowledge, motivation and organizational effectiveness.	High turnover rates of teachers impact student learning negatively since it leads to a deficiency in qualified teachers; loss of continuity and commitment; and loss of funds used to recruit and train new teachers (Odland & Ruzicka, 2009). Therefore, it was deemed crucial to examine teacher's perspective and identify principals'

			retention.	teacher turnover and promote teacher retention. EARCOS school administrators can then employ necessary measures steps to reduce the increasing high teacher turnover rates. In addition, this research can also contribute to the existing quantitative and qualitative research base and could pave the path for potential further exploration and investigation of teachers' personal and professional perspectives on teacher turnover and retention in international schools.		behaviors and decision making skills that impact teacher turnover (Day, et al., 2010; Mancuso et al., 2010). The purpose of this qualitative single case study was to explore teachers' perceptions of principal behaviors and decision making that impact job satisfaction and job turnover intention decisions in an international school setting. Therefore the results from this study may provide current and aspiring principals information that can be helpful in future applications in American international schools.
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Similarities. Retention is the effect of principal’s leadership, decision making skills, and initiative. Findings on these studies revealed being valuable in maintaining good school atmosphere for the teachers and administrators. These studies projected principals’ interpersonal skills and decision making do impact school climate; principals’ leadership skills and mentoring programs promote faculty job satisfaction; leadership impacts teachers’ commitment and retention and retention is the result of principal being a provider, supportive, professional, good communicator, good evaluator, approachable, developer of instructional staff, and promoter of collaborative and positive school culture.

Additionally, these studies projected principals as someone who maintained positive environment in the workplace, the one who ensured job satisfaction of personnel and ensuring the right factors to minimize or alleviate turnover. The themes of these studies stemmed to the collaborative relationships between teachers and principals, administrators; transparent communication, teacher autonomy and characteristics of an effective principal leading to higher teacher retention. The principal interpersonal skills and decision making were found to statistically predict student learning and teacher retention, teacher interviews imply that these skills are important as perceived by teachers. The findings of these studies suggested that effective communication practices have a direct influence on employee motivation and an indirect impact on staff productivity (Rajhans, 2012).

Differences. Retention can be argued as whether something that should be monitored closely based on perception of the teachers or administrators themselves. The provision and maintenance of quality teachers is a matter of priority for the profession. Moreover, teacher attrition is costly to the profession, to the community and to those teachers who leave feeling disillusioned. Themes in these studies varied from trust, problem-solving, teacher morale, collaborative relationships between teachers and administrators; transparent communication, teacher autonomy, administrative leadership support; effective mentorship; ineffective systems and the characteristics of an effective principal to mitigate teacher retention.

The participants wanted clear communication about school goals and expectations, while given the freedom to make decisions and the provision of autonomy to accomplish the school goals. As principals are a powerful force that can impact a teacher's decision to leave or stay at their job, the principal needs to uphold and sustain a culture that encourages collaboration, ownership, honesty, appreciation, trust, and professionalism. Accordingly, it is recommended that principals work to promote a positive school culture as one strategy to mitigate teacher turnover.

Variabilities. Perceptions vary according to experiences of respondents. In study 1, the outcome being impacted was the teachers' retention or morale as influenced by principals' skills in leadership and decision making behavior. Principals' interpersonal skills do impact school climate. The two interpersonal skills that showed significance as measured by their relationship to climate were trust and problem-solving. Although the interpersonal skills within this study did not statistically predict reading proficiency and math proficiency, teacher interviews clearly identified the importance of principal interpersonal skills with regard to student performance in elementary schools. Finally, principal interpersonal skills did not statistically predict teacher turnover in this research; however, trend data collected from teacher interviews indicated that teacher morale and retention were based on skills of the school leader.

In study 2, faculty job satisfaction is impacted by principals' leadership skills, decision making and mentoring programs. Collaborative, relationships between teachers and administrators, transparent communication, and teacher autonomy were factors found to positively influence teachers' decision to remain in their school. Findings also suggest that principals who implement effective mentor programs and provide leadership opportunities for teachers tend to have faculty who report higher job satisfaction and who are more likely to return.

In study 3, teachers' commitment which has significant impact on retention was highlighted and evident. Holistic coding and a cross-case analysis revealed that leadership and decision making skills directly influenced teachers' commitment, and teachers' commitment had a significant impact on retention. In study 4, poor turnover is a potential impact of the lack of effective mentorship, lack of administrative leadership support, and ineffective systems. In study 5, principals possess understanding of the knowledge, decision making skills and motivation factors that contribute to teacher retention, they lack understanding of the relative importance of these factors. The findings of the study will pave way to administrator's significant move to mitigate or alleviate the potential big impact of teacher higher attrition rate.

In study 6, retention was found to be the impact of having a principal who was a resource provider, supportive, professional, good communicator, good evaluator, approachable, developer of instructional staff, and promoter of collaborative and positive school culture. Common to all the results of the studies is the fact that retention is an effect of principals' leadership, skills and initiative. The only difference in the findings is the idea that retention can be argued as whether something that should be monitored closely based on perception of the teachers or administrators themselves. This is the potential weakness associated with all the findings. Although each result possesses strength on consistent thought about principal leadership and skills associated with retention. The outcome being impacted as staged in every finding reveals valuable in maintaining good school atmosphere for the teachers and administrators.

Advantages/Strengths with Respect to the Purpose of the Study. Variability of perceptions led to understanding more about the connection between principal's leadership and faculty attrition rate. The results of the statistical analyses revealed that overall interpersonal skills do impact climate; however, individually only two of the four soft skills presented in this study significantly predicted school climate. Results from study participants revealed several main contributing factors that influence teachers' job satisfaction or dissatisfaction and consequently lead to the high incidence of international overseas-hire teacher turnover in international schools. The main factors include effectiveness of school systems, administrative support, mentorship opportunities, and benefits packages. That the main implications of high teacher turnover on international schools resulted in a detrimental effect on school climate, a lack of continuity in school programming, the financial costs to replace outgoing teachers with new teachers, and, positively speaking, the potential to inherit fresh ideas brought in from the outside by the newly hired teachers entering the school. Principals need to understand that teachers' job satisfaction and turnover intentions are affected by their behaviours. The results of this study can be used to generate information for principals in American international schools to implement, in order to support the different needs of teachers, to provide and maintain positive school culture, and to offer competitive monetary packages in order to increase job satisfaction and reduce teacher turnover. Problem-solving also significantly predicted school climate in this study. Teacher interviews indicated that while problem-solving was an important interpersonal skill, principals should collaborate with staff, parents, community, and children to find solutions.

The results are significant in educational leadership because it emphasizes the importance of structure and consistency in schools and district communication practices on the overall climate and achievement of schools. Future principals must establish a culture, climate and communication practices that inspires and motivates both students and teachers.

Disadvantages/Weaknesses with Respect to the Purpose of the Study. Retention cannot be directly argued as the problem associated with principal's leadership and skills and decision-making or the characteristics of the teachers themselves. In order to identify these factors, the researcher gathered data from various sources, including principal interviews, teacher interviews, a teacher focus group, and artifacts from a teacher mentorship program.

Research Type

The Research Type in the SPIDER Framework is the qualitative, quantitative and mixed-methods research could be searched for.

Table 6 Cross-case Analysis of the Selected Studies in terms of Research Type (R)

Dimensions Analysed	Studies Reviewed					
	1	2	3	4	5	6
Worldview	Pragmatism	Constructivism	Pragmatism	Constructivism	Pragmatism	Pragmatism
Design	Convergent Parallel	Phenomenology	Case Study	Phenomenology	Sequential	Phenomenology
Methods	Mixed Method (Qualitative research and Quantitative research)	Qualitative method	Qualitative method	Qualitative method	Mixed method	Qualitative method

Similarities. All studies follow certain worldview in uncovering the truth. Five out of the six studies used the design phenomenology. Phenomenology as a methodological framework has evolved into a process that seeks reality in individuals' narratives of their lived experiences of phenomena (Cilesiz, 2009; Husserl, 1970; Moustakas, 1994). Phenomenology includes different philosophies consisting of transcendental, existential, and hermeneutic theories (Cilesiz, 2010). Hegel described the phenomenology

as conscious knowledge associated with saying what is perceived, sensed, and known from the person's experience (Moustakas, 1994). Like Hegel's description of the phenomenology, Lourer (1967) implied that the unique source of absolute existence is based on what the person thinks, feels, and perceives.

The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates

into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s). Phenomenological and associated approaches can be applied to single cases or to serendipitous or deliberately selected samples. While single-case studies are able to identify issues which illustrate discrepancies and system failures - and to illuminate or draw attention to 'different' situations - positive inferences are less easy to make without a small sample of participants.

A variety of methods can be used in phenomenological-based research, including interviews, conversations, participant observation, action research, focus meetings and analysis of personal texts. If there is a general principle involved it is that of minimum structure and maximum depth, in practice constrained by time and opportunities to strike a balance between keeping a focus on the research issues and avoiding undue influence by the researcher. The establishment of a good level of rapport and empathy is critical to gaining depth of information, particularly where investigating issues where the participant has a strong personal stake. Interview methods and issues are discussed in Gorden (1969), Measor (1985), Oakley (1981), Plummer (1983) and Spradley (1979) among others.

Differences. While all studies followed certain worldviews, these worldviews also vary. Study 1 is a mixed method of research. Study 2 is a qualitative method of research. Study 3 is qualitative method of research. Study 4 is qualitative research. Study 5 is mixed method. And study 6 is qualitative method of research. Common to all qualitative research is the philosophical underpinnings associated with constructivism. Researchers in their studies are constructivist in approach as they begin from observation to generalization. They may have chosen potential theories as lens of their study, but later they have deconstructed that theory. This is a significant difference observed among studies employing pure qualitative research approach. The mixed method of research is approached from the standpoint of pragmatism. Here, common to all studies is to follow-up a quantitative study qualitatively to obtain more information. However, a significant limitation on this approach is the time component that may have significant impact on the actual result or outcome of the study. Otherwise, what this reveals on the use of qualitative research and combined approach of quantitative and qualitative research is an implication of usage and discovery of more improved or enhanced methodology in the future.

In summary findings of the studies, all findings were arranged according to themes and topics and draw out key issues being discussed by participants. The aim here should be to be faithful to the participants, and to be aware (insofar as is possible) of biases being brought to the inevitable editing which is needed; there is an ethical issue about misrepresenting, distorting or deleting findings which have been provided in good faith by participants ('treachery,' according to Plummer). This part of the report does involve some interpretation and conjecture in deciding what to select and how to express and order it, but its main role is to describe rather than explain. The findings can be reported robustly, and my usual preference is to include direct quotes - both 'sound bites' and more extensive quotes - from participants to illustrate points. Some types of study benefit from vignettes of individual cases or participants, provided this does not compromise confidentiality (see Connell 1985 for an interesting if debatably valid solution to this).

A discussion section enables the researcher to 'intrude' more into the study by making interpretations and linkages, relating the findings to previous research or commentary, to personal experience or even to common-sense opinions, and developing tentative theories. Informed speculation and theorising can be included here, provided it is clear what findings are being discussed and what assertions and assumptions are being made. Facts have been left behind in the previous section: it is important not to pass off interpretations and theories developed here as more concrete than they are.

A final section on issues and implications (or recommendations, in a commissioned report). I have a dislike of 'conclusions' particularly in this kind of research, because it suggests a finality and surety which is not defensible. However, this section provides an opportunity to be creative with the ideas developed through the discussion, provided it is made clear what is being done. A suppositional structure to arguments can be useful to indicate that the study is not coming to a firm conclusion, but pointing to implications or ways forward which make sense if the interpretation referred to is an accurate or useful one.

Variabilities. Although phenomenology is used in many ways by many famous philosopher such as Kant, Hegel, Heidegger, and Husserl in the scope of research, we can used as referring to first person moral experience. The term phenomenology is derived from the Greek 'phainein', which means 'to appear', and it was first used by Immanuel Kant in 1764. Kantian phenomenology is based on constructivist philosophy for the reason that the

phenomena are constructed by cognitive subject who is human being. In constructionist view, the subject constructs what it knows, and in phenomenological view, the subject knows what it construct which are not appearance but it has appearance in the consciousness (Rockmore, 2011).

Some studies follow potential theory as lens of the study, but some studies have deconstructed the theory. The 'problem' for many researchers with phenomenological research is that it generates a large quantity of interview notes, tape recordings, jottings or other records all of which have to be analysed. Analysis is also necessarily messy, as data doesn't tend to fall into neat categories and there can be many ways of linking between different parts of discussions or observations. Where the data is fairly disorganised - interview transcripts, unstructured notes or personal texts - the first stage is to read through and get a feel for what is being said, identifying key themes and issues in each text. These points - from all the texts for a small-scale project, or a sample of different ones where there are more than 15-20 - can then be aggregated and organised with the aid of a mind-map or set of 'post-it' notes.

Phenomenological research has overlaps with other essentially qualitative approaches including ethnography, hermeneutics and symbolic interactionism. Pure phenomenological research seeks essentially to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions (Husserl 1970). More recent humanist and feminist researchers refute the possibility of starting without preconceptions or bias, and emphasise the importance of making clear how interpretations and meanings have been placed on findings, as well as making the researcher visible in the 'frame' of the research as an interested and subjective actor rather than a detached and impartial observer (e.g. see Plummer 1983, Stanley & Wise 1993).

Advantages/Strengths with Respect to the Purpose of the Study. The general purpose of the phenomenological study is to understand and describe a specific phenomenon in-depth and reach at the essence of participants' lived experience of the phenomenon. One of the many purposes of phenomenological research is to seek reality from individuals' narratives of their experiences and feelings, and to produce in-depth descriptions of the phenomenon. Phenomenological research studies in educational settings generally embody lived experience, perception, and feelings of participants about a phenomenon. There is an opportunity to use

and discover more improved or enhanced methodology in the future.

The studies chosen used phenomenological studies that make detailed comments about individual situations which do not lend themselves to direct generalization in the same way which is sometimes claimed for survey research. The development of general theories (i.e. which apply to situations beyond the participants or cases which have been studied) from phenomenological findings needs to be done transparently if it is to have validity; in particular, the reader should be able to work through from the findings to the theories and see how the researcher has arrived at his or her interpretations. This may or may not involve the researcher appearing 'in person' in the research (while this is beginning to happen in theses, academic papers and sometimes in organizational research, it is still rare in public-domain reports).

Since the chosen studies used phenomenological design, it is pertinent to note the lived experiences of the participants. Manen (1990) explained the nature of the lived experience in a phenomenological study by offering the following analogy. This analogy presents a lived experience, showing differences between two people experiences in the same event. The lived experience can be a starting point in a phenomenological study, as it identifies teacher's perceptions on the leadership style and decision making style of principals. Therefore, phenomenological studies start and stop with lived experience and it should be meaningful and significant experience of the phenomenon (Creswell 2007; Moustakas, 1994. van Manen, 1990).

Disadvantages/Weaknesses with Respect to the Purpose of the Study. The time component involved in the studies, as they were all phenomenological in nature, may have significant impact on the actual result or outcome of the study. The main issue that researchers could come across in taking a phenomenological (or any qualitative) approach in a commercial or organizational setting is people not understanding what it is, and expecting similar parameters to apply as for quantitative research. A fairly common comment concerns sample size - it can be hard to get over to people that a single-figure sample is valid - and there can be confusion between methods such as theoretical sampling (see Glaser & Strauss 1967), used to ensure that participants are drawn from a spread of contexts, and statistical sampling which is concerned with quantitative reliability and often with differences between contexts. If the sample size is increased a common

misunderstanding is that the results should be statistically reliable.

Moreover, commissioning clients are rarely willing to pay realistic rates for in-depth studies using a small number of participants: they usually want a larger sample size based on the reasons above. Although a skilful interviewer can get into reasonable depth quite quickly, this does mean that depth of information gathered is often less than it could be. Equally, depending on the studies it can be difficult to gain access to participants for more than a single session of an hour or less, particularly if they are not strongly engaged with the topic of the study. The result tends to be a compromise where a phenomenological approach is used, but the methods used are more structured and contrived than is ideal.

Finally, phenomenological approaches are good at surfacing deep issues and making voices heard. This is not always comfortable for clients or funders, particularly when the research exposes taken-for-granted assumptions or challenges a comfortable status quo. On the other hand, many organizations value the insights which a phenomenological approach can bring in terms of cutting through taken-for-granted assumptions, prompting action or challenging complacency.

Synthesis of the Six Studies

Decision making is a daily activity for any human being; there is no exception about that. The findings in this study are consistent with information found in the literature and indicated that leadership styles and decision making skills of the principals has an impact on teacher retention. The principal and teacher participants in this study used their experiences to identify what they perceived were the most important leadership factors and decision making skills impacting teacher retention decisions. The study was designed to examine patterns and trends in participant responses in order to highlight the essential leadership aspects and the decision skills that directly contribute to a teacher's decision to remain in his/her school.

Principals' decision making skills should be an influenced for teachers to stay because a good decision maker requires having excellent analytical and interpretive skills. These are used to determine the issues that must be addressed and accounted for in the deliberative and implementation phases. This study suggested that principals need to understand, that in order to retain qualified teachers, they need to appreciate, respect, empower, and support them in a positive school culture. It was noted that principals have to focus well on creating a positive, supportive environment in their schools as people-oriented leaders.

4. Conclusion and Recommendations

Conclusion

The principal and teacher participants in this study used their experiences to identify what they perceived were the most important leadership factors and decision making skills impacting teacher retention decisions. The study was designed to examine patterns and trends in participant responses in order to highlight the essential leadership aspects and the decision skills that directly contribute to a teacher's decision to remain in his/her school. The coding process established leadership, organization and structure, and retention as the main categories of data gathered through surveys and individual interviews.

The findings in this study are consistent with information found in the literature and indicated that leadership styles and decision making skills of the principals has an impact on teacher retention. Decision making is a daily activity for any human being; there is no exception about that. In the case of the studies selected, this has led to a personal evaluation that decision making is a habit and a process as well. In the decision process, we choose one course of action from a few alternatives. Principals' decision making skills should be an influenced for teachers to stay because a good decision maker requires having excellent analytical and interpretive skills. These are used to determine the issues that must be addressed and accounted for in the deliberative and implementation phases.

The themes of supportive leadership, good decision making skills, organizational factors e.g., school culture, working conditions, and colleague support, and monetary factors were found to impact job satisfaction. The findings indicated the most prevailing theme that affected teacher turnover decisions was supportive leadership, which included behaviors and decision making such as providing appropriate professional development, providing teachers with resources and supplies, autonomy, creating a positive working environment, help with student discipline issues, and emotional assistance.

Recommendations

The results of this study may be used by principals who desire to learn more about which leadership behaviors and decision making skills impacted and increased teachers' job satisfaction and reduced teachers' turnover rates. Current school principals who desire to learn what teachers need in order to be satisfied with their jobs, and ultimately reduce teacher turnover rates can use the results of this study. Recommendations for practice included the identification and development of specific principal behaviors that teachers view as necessary to maintain

job satisfaction. This study is also recommended to current principals concerning different strategies they can employ in order to support the different needs of teachers, while maintaining a positive school culture, and sustaining a competitive salary package were also offered. An additional recommendation for practice included the development of principal training programs to foster the creation of a positive school culture and the necessity of individualizing professional development activities according to teachers' needs.

The findings of this study present additions to the body of educational leadership literature regarding specific principals' leadership behaviors and decision making that impact teachers' turnover intentions. The study results may offer education leaders information about specific behaviors that teachers view as positive behaviors in order to increase job satisfaction and reduce turnover intentions, and may serve as a springboard to future research about specific principals' behaviors needed to increase teachers' job satisfaction and reduce turnover intentions.

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