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An Analysis of Principals' Academic Training and Its Effect on Teacher Retention

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ABSTRACT: Principals supervise their employees in a variety of ways. It is necessary to investigate the magnitude to which principal competence correlates to retaining teachers in educational facilities. Therefore, this study aims to analyze principals' academic training and its effect on teacher retention. Using the Social Identity Theoretical Framework, this research was undertaken. This research uses quantitative research methodology to accomplish the aim of the study. The data is extracted from the secondary source OECD website and data from the 2020 OECD-INES NESLI survey on teacher attrition from different countries. The total number of countries in the sample is 15, representing both the male and female demographics. The correlation results showed a significant association between the academic background of principals and employee retention. At a significance level of 0.05, regression analysis showed a 29% impact of a principal's educational background on teacher retention. On the other hand, results indicated that certain factors would contribute to the retention of teachers. It is concluded that teachers are essential for developing students' character and abilities. Identifying potential motivational and other factors that contribute to high work satisfaction and performance is critical.

Keywords - Principal Training, Academic Training, Teacher Retention, Academic Background, Retention

I. INTRODUCTION

Education is essential to the growth of societies. In every stage of the learning process, educators play a critical part in their student's academic success and intellectual development (McKenzie & Santiago, 2005). Retaining experienced teachers is essential, which is particularly concerning when one considers the high rate at which teachers leave their schools or the profession around the globe (Ingersoll et al., 2018).

Teaching is considered a tough job, and retaining teachers is even more challenging. It is not just a problem in the United States; between 40 and 50 percent of first-year educators quit within their first five years of employment in the United Kingdom, Europe, Hong Kong, and Australia (Gallant & Riley, 2014).

According to Sutcher et al. (2016), a low number of young people are choosing careers in education. Schools and districts and the administrators in charge of those districts must devise strategies to enable them to retain new and qualified teachers to improve schools. The purpose of this study is to investigate the role that principals' academic training plays in the retention of teachers, as well as the impact that principals' academic training has on the retention of teachers.

To boost teacher confidence and increase the number of teachers who remain in the field, it is essential to identify the factors determining whether or not teachers feel encouraged by their school principal. After these specific contributing factors have been identified as the problem, it will be possible to find a solution to the issue of teacher turnover.

Research Problem

Teachers leave the profession because they feel unsupported by the administration, principal, or colleagues working within the school. In addition, the problem of high teacher turnover has a negative financial

impact on the school district, and students suffer because of this instability. Therefore, this study was conducted to investigate the effect of principal training on teachers' retention.

Study Objective

This study analyzes principals' academic training and its effect on teacher retention.

Study Significance

This study assessed the principal's contribution to teacher retention by examining principal conduct, leadership, and mentoring initiatives. Since studies have shown that ineffective administrative support significantly contributes to teachers leaving the profession, schools must find strategies to train future administrators who can inspire and keep teachers (Boyd et al., 2011). This study is significant for principals who recognize that their academic training will influence their training and development for a considerable time. Because it is essential for educational institutions to maintain their current staff, this study will assist those organizations in understanding how to formulate strategies and policies that will influence teachers to remain at their school and in the teaching profession.

Research Questions

RQ1: To what extent does the principal's academic background influence teacher retention?
RQ2: Is there a connection between a principal's academic training and teacher retention?
RQ3: Does the academic training of a principal have a significant impact on teacher retention?

II.   LITERATURE REVIEW

Social Identity Theory

The Social Identity Theoretical Framework was utilized to investigate several facets of teacher retention, mobility, and turnover from the perspective of management and collaboration. The social and economic variables that support teacher retention, mobility, and attrition could be determined with the help of the groundwork provided by the literature review (Guan & So, 2016). Individuals feelings of acceptance or rejection from others and their sense of connection or isolation are shaped by their social identities, which are the subject of study in social identity theory. From a theoretical perspective, Self-Identity Theory, Hogg (2016) describes how social systems in a classroom can either maximize or minimize teachers' comfort and desire to teach, whether it is, depending on the state of the environment.

Leadership Support

When there is much competition in a market, retaining employees can take time and effort. However, it is essential for an organization's long-term success and advantage in the market (Paul et al., 2018). Because of the circumstances surrounding COVID-19, retaining employees has become the primary concern for businesses worldwide (Yousaf et al., 2019). A low employee retention rate leads to several problems, including increased costs of training and recruitment, inadequately educated staff, and disruptions to the organization's operations (Zeng et al., 2021).

Allensworth et al. (2009) demonstrate that teachers in the current era are up against a wide range of obstacles in pursuing the goal of providing all students with a quality education. The increased accountability placed on school districts, which frequently takes the form of high-stakes testing and curriculum standards that the government mandates, makes it more difficult to keep qualified teachers in their positions. The body of academic research unequivocally demonstrates that insufficient leadership support in carrying out their duties is one of the primary motivating factors behind teachers leaving the profession (Borman & Dowling, 2008). Teachers' decisions about whether or not to remain in a given school or field are heavily influenced by the leadership and support provided by principals. There is substantial evidence from studies conducted worldwide showing that the quality of school leadership significantly affects the teacher turnover rate (Kraft et al., 2016). Teachers report that principal support is essential compared to salary when deciding. According to a recent study, an increase in effective school leadership has been linked to decreased teacher turnover.

Retention and Teacher Mobility

Retaining teachers is a challenge that must be overcome to guarantee that sufficient numbers of competent teachers will be available in schools to meet the existing educational challenges (Vaillant Alcalde, 2006). However, a severe issue occurs because of teachers, mobility, such as an increase in the stress level of students (Ávalos& Valenzuela, 2016). Teachers may leave the profession or transfer to another school as a result. The high mobility of the afflicted institution severely hinders learning and the learning process, and institutions are left with an experience where students do not receive high-quality instruction and evaluation. Gray &Taie (2015) distinguished attrition from mobility and described it as a decline for teachers in the teaching profession. Hence, it is proved that mobility is the reason for attrition, and it will also lead to employee dissatisfaction; therefore, schools have to take adequate measures to increase the retention rate.

Stress and Teacher Retention

Stress and job burnout play a significant role in employee attrition because teachers with high job stress cannot continue their job. The study showed that nearly half of the university professors and almost two-thirds of vocational college professors felt burned out and wanted to leave their positions. Although China's teacher turnover is minimal compared to other countries, the topic has received more attention over the past decade due to the stresses that employee turnover can cause in the workplace (Li et al., 2022). A high turnover rate not only harms the morale of other members of the organization but also raises the costs associated with investing in training and developing employees. These costs are incorporated into the management expenses of educational institutions (Yifei, 2018).

Training and Retention

According to Beynon et al. (2015), employee retention is a significant problem for businesses because it affects productivity and expansion. These authors conducted a study to determine the impact of training strategies on employee satisfaction. They concluded that different approaches have varying effects on employees' loyalty and intentions to leave the company for a rival. Overall, their findings corroborate the existence of a positive, strong relationship between training and employee loyalty and job satisfaction. However, the strength of this relationship varies depending on the training method employed (for example, off-the-job training has a relatively small impact), allowing businesses to better allocate their resources towards training that will have the most significant impact. According to the research findings, employees with less relationship with the company and who have received independent training have a greater propensity to leave the company in search of more favorable employment prospects (Elsafty & Oraby, 2022).

Conceptual Framework

The relationships between the conceptual framework's primary variables are depicted diagrammatically. As an independent variable, the academic training of principals' factors substantially impacted teacher retention.

III. METHODOLOGY

The study analyzes principals' academic training and its effect on teacher retention. This research uses quantitative research methodology to accomplish the aim of the study. Quantitative research is the technique of evaluating objective theories by analyzing the connection between variables that, in turn, can be assessed so that numerical data can be analyzed using statistical methods (Creswell, 2009).

Positivism research philosophy is utilized in this research because positivism refers to using observable realities to generalize realities (Park et al., 2020). Researchers can collect pertinent and factual data with the assistance of this philosophy; however, the findings themselves have little bearing on how people interpret the data. A positivism-based strategy recognizes, quantifies, and evaluates process-based logic.

The data is extracted from the secondary source OECD website. The data is taken from the 2020 OECD-INES NESLI survey on teacher attrition, which refers to the school year 2015/16. Different countries contributed to this research and countries which contributed to this indicator: Austria, the Flemish and French Communities of Belgium, Brazil, Chile, Colombia, England (United Kingdom), Estonia, Finland, Ireland, Israel, Lithuania, the Netherlands, Norway, Sweden, and the United States.

This research is desk-based, and descriptive statistics, such as frequency distributions and percentages, were required to examine numerical data. The simple regression analysis technique investigated the relationships between the independent and dependent variables. For this purpose, SPSS software is used to generate the results.

The current study's subjects were chosen with careful consideration of the study's aims, criteria, and other contextual factors. The total number of countries in the sample is 15, representing both the male and female demographics. The information was obtained from the OECD site's database. As a first step, the data is analyzed to determine essential participant characteristics like gender, age, employment position, and educational background. Later, information is collected on the retention and attrition of employees.

IV. FINDINGS AND DISCUSSION

The information for the research was analyzed and gathered by questionnaires. Fifteen countries participated in the research, and its response rate was 70%; according to the study by Mugenda & Mugenda (1999), it is stated that if the response rate of the research is 70%, it reflects the majority of the people's response to the study and it is considered statistically significant.

Based on data from 15 nations, men's mean value is 7.820 percent of the population, while women's mean is (6.307). It means that men and women from all 15 nations are given an equal chance to participate in studies and offer feedback.

The finding also revealed that people from the age group of 24 and below have a mean value (of 21.900), and respondents from the age group of 25 to 34 are on mean value (of 7.600). The mean value of the age group 35 to 44 is (5.140), a participant from the age group 45-54 is (5.173), and a participant of the age group 55 and over is (14.700). It reflects that most people participating in this research belong to the age group of 24 and below. The highest number of people who participate in this research have upper secondary education, and the mean value of these participants is (7.407).

Table 1: Correlations		Principal Academic Background	Teacher Retention
Principal Academic Background	Pearson Correlation	1	-.539*
	Sig. (2-tailed)		.038
	N	15	15
Teacher Retention	Pearson Correlation	-.539*	1
	Sig. (2-tailed)	.038	
	N	15	15
*. Correlation is significant at the 0.05 level (2-tailed).			

The study's findings revealed a strong relationship between principals of academic background and employee retention. The significance value of the correlation is 0.038, which is less than 0.05, and it reflects a significant relationship between the variables. It reflects a connection between principals, academic background, and employee retention.

Regression

Table 2: Simple linear regression (N=15)

Variable	Unstandardized Coefficients		Standardized Coefficients	T
	B	SE (standard error)	β	
(Constant) **Principal Academic** **Background**	-.462	.200	-.539	-2.306
R²	.290			
F	5.320			
a. **Dependent Variable: Teacher retention,** b. **Predictors: (Constant), Principal Academic Background**				

Above table results show that a principal's academic training significantly impacts teacher retention. Based on the table, the academic training of a principal has a 29% impact on teacher retention at 0.05. So, the second research question indicated that the practices of the principal position are essential for the profession's sustainability. Based on the literature, the principal is considered the school's chief executive officer, which also looks at how teacher retention affects the school climate. The literature review influenced the researcher's understanding of management, the educational system, and teacher flexibility (Ávalos& Valenzuela, 2016; Borman & Dowling, 2008).

Study results show that job satisfaction (0.066), age (0.949), gender (0.865), working hours (0.868), type of contract (0.857), level of education (0.442), and stress (0.133) is not statistically significant with teacher retention. Results also show that job satisfaction (0.158), age (0.408), gender (0.967), working hours (0.223), type of contract (0.180), level of education (0.332), and stress (0.519) are also not statistically significant with principal academic background. Results authenticate the research question that certain factors will contribute to the retention of teachers.

Liu & Meyer (2005) discovered a correlation between the levels of job satisfaction and teachers' intention to leave the profession. They also found that teachers have varying perceptions of job satisfaction, affecting whether they intend to continue working in education. Current study findings reflect a positive relationship between job satisfaction and teacher retention, but they are insignificant. Previous literature highlight that working condition, salary, experience, and principal leadership are the factors that contribute to teacher retention (Tehseen & UlHadi, 2015).

V.   CONCLUSION

It is impossible to dismiss the importance of teachers' roles in developing students' character and abilities. Therefore, every school needs to maintain a teaching staff that is qualified. In addition, it identifies the potential motivational and other factors that contribute to high work satisfaction and performance among teachers. In addition, it is a priority to research the variables contributing to students dropping out of school. The study's findings concluded that there is a connection between principal academic background and teacher retention and several factors that contribute to the retention of teachers, such as type of contract, job satisfaction, age, gender, and working hours.

Recommendations

According to previous research findings, the most important factor in determining the success of an educational institution and its students is the quality of its teaching staff. The current research did not find a statistically significant relationship between the type of contract, job satisfaction, age, gender, working hours, and teacher retention; however, these factors do have a relationship with teacher retention. For this reason, it is recommended that educational institutions give their workers significant autonomy and invest heavily in their professional growth and training. The human resources department has to ensure that all new employees receive high-quality orientation training to maximize the likelihood that they will remain with the company for an extended period.

The retention percentages of elementary school teachers could be compared to those of high school teachers in future studies. Comparisons between teachers' and principals' views on a successful retention strategy are promising avenues for prospective studies. Analysis conducted from this research is taken from secondary sources; therefore, future research can be accomplished through primary data because it will authenticate the results.

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