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# Teacher Retention, Perceptions, and Attitudes Toward Job Satisfaction and Culture at Central Elementary School

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TEACHER RETENTION, PERCEPTIONS, AND ATTITUDES TOWARD JOB  
SATISFACTION AND CULTURE AT CENTRAL ELEMENTARY SCHOOL

By  
Talia Dottin

A Dissertation in Practice Submitted to the  
Gardner-Webb University College of Education  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Education

Gardner-Webb University  
2023

## Approval Page

This dissertation was submitted by Talia Dottin under the direction of the persons listed below. It was submitted to the Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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## **Abstract**

TEACHER RETENTION, PERCEPTIONS, AND ATTITUDES TOWARD JOB SATISFACTION AT CENTRAL ELEMENTARY SCHOOL. Dottin, Talia, 2023: Dissertation, Gardner-Webb University.

This study's purpose was to investigate teacher retention at Central Elementary School by identifying, studying, and considering the reasons connected to teacher perceptions and attitudes as it relates to job (dis)satisfaction since turnover rates can be the deciding factor. The evidence collected in this study may profit educators in the near future by having a clearer understanding of the needs and possible challenges faced by high teacher turnover rates. These results and performance data will help to make recommendations and deliver the appropriate strategies and solutions to prevent teachers from leaving. The participants in this study volunteered to fill out an electronic 10-question survey that was revised and accepted by the Institutional Review Board of Gardner-Webb University. Investigating this specific study looked at teacher perceptions of and attitudes toward workplace and organizational situations that affect the culture of job (dis)satisfaction. The influence of using this tool is that it sampled all the teachers in the building of Central Elementary School delivering a sequence of questions on a 4-point Likert-scale as well as open-ended questions that collected data on administrative and teacher perceptions and attitudes towards organizational communication, school climate, and classroom working conditions. This applied research recovered teacher retention rates, utilizing surveys, assessments, and action plans in relation to student achievement. The results exposed that the kind of change that was presented to Central Elementary School teachers was met with resistance.

*Keywords:* administration, culture, job (dis)satisfaction, teacher attitude, teacher perception, teacher retention, turnover rate

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## Chapter 1: Introduction

Job satisfaction is considered to be an overall attitude rising from negative or positive emotions an individual may have toward organizational work labor and workplace conditions. Workplace conditions that include the environment's culture, leadership support, and classroom management have all been connected with an increased employee turnover rate due to their job dissatisfaction. Ingersoll (2001) stated the following reasons that are related to the increase in teacher turnover rates: faculty have limited say in the school's decision-making process, small salaries, student discipline, and inadequate support. Addressing the turnover rate should be the first area to target in order to improve issues within Central Elementary School's process of retaining high-quality educators. Extreme teacher turnover can be challenging for the district as a whole and not just Central Elementary School alone. Ingersoll also acknowledged the basics for high teacher turnover including personal and family issues, job (dis)satisfaction, in search for another occupation, retirement, and school staffing actions. Higher percentage rates of turnovers can be a cause for concern in elementary schools, especially as they encounter recruitment staffing problems; however, having a positive school culture rewards teachers who have more years of experience and are more inclined to stay in their current position. Teachers and administration share a sense of caring, along with a commitment to serve student learning. Elementary schools that show direction in a work culture that displays positive assets have staff members who are willing and ready to take risks and who are most likely to be retained. Local and district-level administrators understand that a school's poor academic performance can be largely impacted by a significant quantity of educators who decide to leave their base school or



exit the education field, ending their career in teaching completely. Approximately one third of teachers who are active in the classroom switch to a different career choice every year (Kersaint et al., 2007).

Organizations may need to reach out to a consultant for some guidance if they are unsuccessful in narrowing down and isolating the origin of the problem. Even if the school's leadership may have the proper knowledge of how to handle the issues, they may still need the aid and resources of an expert. A common definition of hiring a consultant is getting advice from a professional whose concentration is in a certain area that is problematic to the organization. They have experience sharing advice and solving problems that may not be noticeable or easily detected by the organization. Some examples of how this consultancy project was valuable to Central Elementary School are handling administration and teacher conflict, figuring out the root cause that may not be as apparent internally inside of the company, and suggesting recommendations for potential solutions, particularly dealing with any problems stemming from underlying issues.

Over the years, an assortment of reasons has been reported in the literature about what precisely is responsible for teacher job dissatisfaction. Darling-Hammond (2001) stated that teachers cite growing job demands, a lack of support, poor working conditions, and weak financial incentives as motives for exiting the field of education. Additionally, Kukla-Acevedo (2009) supported claims of the backing of administration with the behavioral climate of classroom control, and workplace conditions have been linked with occupation dissatisfaction and turnover. In order to increase teacher retention and contest

increasing high turnover rates, an investigation of explanations and reasons for departing must be further looked into and studied.

### **Statement of the Problem**

The fundamental problem of this study in this applied research is to decrease the teacher turnover rate at Central Elementary School. Several studies explain how continuous movement with educators leaving the teaching profession has raised the demand to hire more individuals through employment initiatives. A study of the rapport between elementary schools that have low performance scores versus schools that have shown progress proves their solid academic achievement (Cohen et al., 2009). The data collected helped to show that although these extra efforts were made, such as housing assistance, loan forgiveness, signing bonuses, and tuition reimbursement, they did not help to gain too many more added recruits, causing those studies to alternately look explicitly at the school's culture as a separate entity in regard to their affiliation with academic performance and teacher retention. The number of vacant teacher jobs started to rise during the 2021-2022 school year and into the next at Central Elementary School. As the consultancy research took a deeper look into the school's cultural climate to consider which ways will help to lessen the turnover rate, it started to become evident that the organization was lacking strong communication skills along with support for administration who are new to the leadership team.

### **Partnership**

Central Elementary School is a part of a school district in North Carolina and is the location of this consultancy project. It is a Title I school receiving federal funds that aims to provide extra academic and behavioral support to its students. More than 50% of

the students receive reduced or free breakfast, lunch, and snacks. This program also offers financial assistance to students' families who live at or below the poverty level to help create the experience of having equitable opportunities for each and every single student who meets challenging state-mandated academic content and achievement standards. Central Elementary School is a public school set in a large suburban location. Two hundred ninety-seven is the student population of Central Elementary School serving prekindergarten to Grade 5. This school's minority student enrollment is equal to 64%, with 57% of those being economically disadvantaged families. One of the goals is to improve the educational achievement gap for the economically disadvantaged.

This school's district contains 792 faculty members and 7,428 students and is located in North Carolina. It is one of two school districts in the county and the 50<sup>th</sup> largest school district in the whole state. The demographics include 14 schools, 11.32% of students are identified as English Language Learners, 12.9% of students receive special education services, 32.98% of students are eligible for free/reduced-price school meals, and 18.26% of students are academically/intellectually gifted. The district's minority enrollment is 50%, and 26.6% of students are economically disadvantaged. The mission is for students to be safely educated in an inclusive environment where engagement and challenges give inspiration in order for them to reach their highest potential.

The problem sought to address teacher retention at Central Elementary School since the school transitioned under new leadership for the 2021-2022 school year. Starting early in the year and throughout, individuals on the team who seemed to immediately be resistant to the new change quit. These positions included six staff

members, with two kindergarten through fifth-grade teacher positions that have been filled by permanent substitutes and a new assistant principal who was put in place halfway through the school year. The teacher turnover topic is important to focus on and is a noticeable issue for this school, particularly because it has a large number of underprivileged families.

Teachers have a huge influence on student success, but inconsistency and disruptions within the learning environment can have a negative impact on the ability to be college and career ready. When Central Elementary School started to have a noticeably hefty number of job openings, mainly for teachers, the administration decided to look more in-depth into these figures and took into consideration suggestions to decrease teacher turnover rates with the assistance of the consultancy project. This partnership with Central Elementary School will offer the leadership team the proper strategies and solutions to help avoid any further increase in teacher turnover rates. Learning from this study through observations and interviews helped me to make recommendations and provide strategies for possible solutions after figuring out the root of the problem.

### **Organizational Context**

The factors and differences in teacher effectiveness toward successful student learning have been recognized by various researchers by closely examining how certain features of elementary teachers interact with the context of the organization. In this environment where learning and teaching take place, different variables were looked into like the length of teaching experience, personal characteristic traits, and educational background. For instance, Hanushek and Rivkin (2003) stated that lots of teachers do not

show much improvement after the beginning years of teaching; there is also evidence taken from Rockoff (2004) that states how experience past 3 years positively affects an educator's performance in the classroom. Also, evidence that was focused elsewhere, on teachers' personal traits, found that teachers who scored lower on state standardized tests are more prone to be less effective than teachers who have higher scores on the verbal portion (Murnane, 1975). Many other experts have also looked into the background of a teacher's academics to see if they noticed any differences that occur in the teaching quality proving whether or not a student has a better performance with testing when their teacher has the proper pedagogical training along with that subject area's coursework (Darling-Hammond & Sykes, 2003).

There have been more studies that have made the shift from considering investigating teacher quality effectiveness out of context to teaching effectiveness in the context of the workplace. The organization's culture will allow great teaching to take place, depending on the support of leadership and whether the building is equipped with enough resources. Regardless of how well-rounded, educated, or skilled an educator may be, one cannot teach a literacy course effectively without books; therefore, improving the school's environment condition and culture will help to increase the retention of most if not all teachers.

Examples of these school workplace features could facilitate teacher effectiveness in the classroom and impact the choice to either continue teaching in the education field or leave it; factors like the organization understanding the workplace to have plenty of features that create a context for teacher work (Johnson, 1990). Although a teacher's salary and benefits may have a significant influence on their career decisions, the cultural

setting is usually considered separate from the workplace conditions, but they are being grouped together and examined for this review.

The belief that can be interpreted is that if schools successfully recruit enough skilled individuals who are knowledgeable, that will solve the problem. However, the research confirms that teachers who are retained in education are supported in doing their best job and are surrounded by an encouraging workplace culture that supports their efforts in numerous ways. The consultancy project researched to discover the organizational context where teacher work dedication is a contribution to their readiness to stay in teaching while recognizing how to utilize their accomplishments or improvements in the classroom for the following school year. Since this organization is a Title I public school and is funded by the state of North Carolina, there are some exterior influences from independent, local companies that are nearby throughout the community. Using the community has been a common way for professionals to make an impact with its students and trust that this specific culture is welcoming for all who share and know exactly what it takes to achieve their goals and visions at Central Elementary School.

### **Organizational Culture**

The collections of morals, expectations, ethics, practices, and values inform and guide the actions of every member who helps to make the organizational team what it is. When the organization's culture exemplifies positive traits, that leads to improved performance. It is not exactly just stating the company goals or mission statement; it has to be created through consistent and authentic behaviors. You should be able to see the culture throughout the company vividly when the leader shows how they respond in a

crisis situation and how everyone adapts to any new demands, as well as how any mistakes get corrected.

A truly established culture will illustrate the correct way for people to behave, which will help them to achieve their goals, ensuring higher rates of job satisfaction. All aspects of the business are important to the culture because it affects the tone and punctuality to contract employee terms and benefits. Aligning the culture in the workplace with the team standards will make employees feel more comfortable, valued, and supported. Culture is a key advantage when it comes to outperforming the competition and attracting talent. Companies that make culture a priority are likely to be able to handle more difficult times and come out stronger due to any changes in the business environment.

An important component of overall school success is to have a collaborative culture. Group standards, personnel behavior, and promoted values are the fundamentals that characterize an organization's culture. The description for school culture can be defined as a continuous form of organizational behavior where the organization's members reflect shared cognitive and emotional learning the group has experienced over time and had handed down from earlier generations within an organization (Schein, 2010). An organization will flourish when the growth shows that the mission is consistent with the social norms. Successful schools that support student learning and collaboration among all members commonly have a stronger set of common values and more of a focus on open communication (Louis et al., 1996).

An effective learning culture in an elementary school will pursue a shared purpose and accept a collective responsibility for student learning when the professional

community upholds an image where the members participate in collaborative activities (Newmann & Wehlage, 1995). Strong values exist that support a safe and protected atmosphere when administration and teachers are encouraged to combine their work with each other. Elementary schools that organize around a collaborative culture produce students with better skills and higher achievements, according to Darling-Hammond (1997). Significant studies found growing research that supports the importance of elementary schools having an effective culture with the relationship between leadership in order to attain high student success. Developing school culture that affects student achievement through strong leadership is the part these relationships play in difficult problem-solving and decision-making tasks that the faculty must address (Marzano et al., 2005). Therefore, the nature of the organization's leadership and culture naturally go hand-in-hand with the growth and sustainability of school improvement. The school leadership has to be influential in forming the culture, and the administration must create the culture, deliver support, and energize the change until it becomes the organization's way of life.

The primary step toward measuring an elementary school's improvement is to first determine the culture. The school's leadership team should involve all members of the organization in the study of data information and address the challenging issues of growing as a whole. The School Culture Typology is an assessment tool for collecting data that can be useful in faculty analysis, which is related to activities of self-reflection that are designed to identify a school-wide viewpoint of the kind of organizational culture that exists. This tool is an applied technique to determine a school's phase or type of culture; developed and founded upon the works of Fullan and Hargreaves (1996). A point



value system of descriptive statements about the cultural climate is characterized by communication, decision-making, leadership, openness, parent relations, risk-taking, shared values, student achievement, socialization, and trust. The numbers are then calculated to form an accurate mathematical summary of answers, producing the dominant culture type as collaborative or toxic. As the leadership team monitors the culture change through meaningful observations, discussions, and reflections, their awareness establishes a precise representation of the school's culture.

A mixture of nurtured team beliefs, morals, trust, and values plays a vital role in culture as it pertains to school improvement. The more teachers and administration work together to solve problems that have an impact on student success, the more the relationships will shape a confident culture. This starts with the leadership team being able to advance a teacher's commitment, ultimately ending with a collaborative community. The personality of a school's culture is the way things are done within that building. Culture is always at work, whether it is helping or harming a student's learning. It affects every action and every decision from teacher-student interactions to curriculum resources and leadership style.

### **Organizational Analysis**

An organizational analysis of teacher shortages and turnover rates embraces failure as being a key reason for inadequate academic performance to satisfactorily staff classrooms with highly qualified teachers. These problems dealing with staffing are largely due to frequent absences of teachers, triggering a decline in the number of beginning teachers who enter the profession and an upsurge in early teacher retirements. The organizational analysis data explore the option of other factors that are tied to the

conditions and specify that teacher retention problems are not necessarily due to a lack of highly skilled teachers but rather a huge number of capable educators leaving their careers for reasons other than retirement. The actual rate of turnover created from retirement is comparatively insignificant when equated to that related to other aspects, for example, job dissatisfaction or a career change. The more common incentives for the education field, such as recruitment programs, are not the solution to Central Elementary School's staffing problems if the organizational bases of low teacher retention are not addressed properly.

This organizational analysis was directed in order to find, determine, and evaluate Central Elementary School's weaknesses and strengths and how it functions. A considerable body of work with experimental analysis has generally focused on the withdrawal and mobility of teachers from their current elementary job positions (Grissmer & Kirby, 1987; Singer, & Willett, 1993). In short, the outcome of this analysis demonstrates that the teacher turnover rate is a dominant and substantial issue that is behind the difficulties schools come across when there is also insufficient backing and support from school leadership, disciplinary behavioral problems involving students, salaries, and limited contribution from the staff into decision-making around the school. Thus, the information proposes that the solution of teacher recruitment programs, to fix the staffing shortage, will not solve the staffing problems of elementary schools all by itself if the organizational sources of a negative cultural environment are not properly addressed.

### *Ethical Organizational Analysis*

This county was recognized for excellence by the North Carolina School Public Relations Association and also received seven silver and two bronze Blue-Ribbon Awards. It includes seven elementary schools, three middle schools, and three high schools, and has a 90% graduation rate. There are over 700 employees, including teachers, administration, and support staff. Each of the schools has its own vision and mission statements to improve academic outcomes and transform educational experiences that pertain to its culture.

The vision is for learners to become healthy, responsible, and productive citizens of the community and prepare them to be creative, constructive worldly thinkers. Their mission is for all students to engage in an ever-changing, diverse world and to provide learning opportunities that develop resourceful members of their communities. The strategic plans in place were strategized by a leadership group from both the organization and the community who help, support, and guide the discussions and decision-making of the envisioned future, along with the board of directors and the superintendent. One of the district's priorities is to be committed to family engagement and be the first choice for families, in addition to apply diversity as a universal feature of the culture.

The goal of the code of conduct was to provide fair, equitable, and understandable discipline policies to ensure that it protects the rights, safety, and security of all students and families to be able to feel welcomed, supported, and loved, no matter the race, ethnicity, religion, background, belief, or orientation. There is a commitment to conduct this method in an ethical manner by each member and for it to not be compromised by personal gain or outside motives. All school personnel are held to a position of trust by

the public. They are accountable for the academics of all students while also being role models. Each employee is expected to perform at the highest standards of honesty, integrity, and equality when participating in any school-related activities. To protect their reputation, workers will perform jobs morally without violating the community's faith or any related policies, laws, rules, and regulations. It is an obligation to be aware of and obey the North Carolina State's Code of Ethics and Professional Practice Conduct for Educators, or else face possible termination.

During the interviewing process, those in leadership positions were asked about ideas to apply and maintain an ethical organizational culture. The various responses come from the principal, assistant principal, and superintendent, all of whom work for the county. Their message is to inspire ethical behavior by "talking the talk" and "walking the walk," and that behavior should be backed by the communication and structure of the organization's ethical culture. Ethical leadership is a top priority because the principal of Central Elementary School created ethical hiring standards and strives to hire ethical applicants when interviewing. Examples include recruiting people who already have ethics training, to also inform the applicants of the organization's value before hiring, and to be able to confirm that top-level administration is properly trained to successfully use ethical methods to lead. Having these understandings beforehand will emphasize the responsibilities of the supervisors to be the ethical gatekeepers of the whole school. In the education field, students are the focal point, and they are the most protected ethically, in life, when it comes to their care and treatment, so an educator's job is to guide students on how to solve problems and make moral decisions as a learned behavior for a lifetime. This small, intimate county also shows a high concern for others as another one of its

strengths. Being empathetic and having trust allows organizations to come together and communicate whenever someone needs extra support. When the organizational members receive attention and respect, it motivates the followers and lifts morale, leading to effective teamwork.

Organizational values are most important to employees who have similar morals and standards. If there is a collective understanding of what establishes an ethical response and the consequences of certain actions, that will help form and strengthen the decisions made in any ethical circumstance. Ethics need to be intertwined into the design of the organization's performance assessments in order to highlight its importance as well as reward and reassure good deeds. It has been said that this county nurtures commitment, challenges unethical actions, and creates a setting where integrity is the model. Interview questions should be established around the organization's essential values, like putting students' needs first.

### **Myself as a Leader**

With a teaching career that spans over a dozen years in elementary education, the role of teachers as leaders cannot be overstated. We establish standards through our behavior, which often transcends the confines of the classroom. This naturally segues into my decision to pursue a doctorate in organizational leadership. The pivotal nature of robust leadership skills in managing a thriving organization is undeniable. My intention is to incorporate the leadership styles absorbed throughout this doctoral journey. Even though myriad techniques exist, an exceptional leader's ability to adapt to the people and situations at hand is crucial. The concern is that the inability to adapt may result in the organization's stagnation or decline. Self-understanding serves as a cornerstone for

effective leadership. The enhancement of self-awareness, coupled with a clearer grasp of my motivations, will bolster my capacity to manifest my leadership potential. My aspiration is to gain an in-depth understanding of my inner self, my areas of improvement, and my strengths as a leader.

By using a competency-based approach to my leadership practices, my organization will be better identified and able to help develop the next generation of educators and learners. Leadership competencies are skills and behaviors that contribute to superior leadership performance. With a stronger focus on leadership competencies and skill development, it will help promote better leadership qualities. The strategic leadership role often requires that leaders have strategic thinking competencies. Strategic leaders must also be persistent and resilient in order to face difficulties and failures. All of this involves creative thinkers with the ability to recognize emerging opportunities. Part of being the leader within an organization is to motivate and persuade others to acquire that same, if not similar, vision. Being a strategic leader is having the ability to visualize, plan, lead, and make the best of the resources they have to execute strategies efficiently and successfully. A company that is a great example of that type of strategic leadership welcomes all feedback and accepts all challenges. As the leader, I want to be able to align myself with my team in order to create an open environment where we learn from one another. This will involve creative thinking and the ability to recognize emerging opportunities.

My top two leadership proficiencies are adapting to new conditions and building collaborative relationships. I can be very flexible and am always willing to learn. I am able to accept change at work in a positive manner and am not afraid to try new things.

That is why adaptability is one of my higher-scored leadership skills. As a leader who can adapt to change, I am more motivated and not as easily discouraged. I have always believed in having good, strong, collaborative relationships to help first build trust because collaborating as a team increases the organization's potential for change. It includes communicating clearly, actively listening to others, taking responsibility for mistakes, and respecting the diversity of all colleagues. It encourages easier problem-solving, allows employees to learn from each other, and ultimately increases productivity. Collaboration skills enable the organization's team to work successfully towards a common goal with others. All of these practices are strengths of mine and how I would provide a solid foundation for any relationship within my organization.

Managing conflicting perspectives and organizational decision-making are the bottom two skills of my leadership approach. Since childhood, I have always avoided conflict and usually expect all disagreements to end badly. I do believe that my early life experiences have left me feeling like I am not in control and am powerless. Whenever I entered a conflict situation, I automatically felt threatened, and it was tough for me to deal with the problem at hand in a healthier way. Instead, I tend to blow up in anger and shut down. Some ways to strengthen my competency are to learn how to make resolutions more healthily and try not to fear or avoid conflict. When conflict is handled in a respectful, positive way, conflict provides an opportunity to strengthen the bond between two people; when it is mismanaged, it can cause great harm to that same relationship. Conflict in a healthy way will help me to build stronger, more rewarding relationships. As I am becoming more of a leader, it is time for me to get comfortable

with the decision-making process. Being prepared and creating a plan are two ways I can improve on my decision-making competency.

After taking the Leadership Characteristics of Project Managers Assessment, the results showed that forward-thinking is my biggest area of improvement. A forward-thinking leader can see beyond current challenges and look into the future. Being forward-thinking enables you to have a greater vision of the potential and possibilities for the future. It also requires you to look for resolutions or opportunities in new ways and keep up with current trends. Forward-thinking is also about being open-minded to new possibilities, diverse ideas, and unconventional methods in your approach to leading and managing. I was not surprised by these results; I am typically someone who performs more in the moment. Time management is something I try to prioritize in my life, for many situations, which can be a positive in my characteristic of being a project manager. To become a better leader, I want to grow my capacity to visualize the future more. Emphasizing forward-thinking skills will set me apart as a great leader.

To envision and connect stimulating future opportunities is an essential characteristic that I believe will get developed over time. Being inspirational to others is all about active listening, while also having the desire and determination to help make the team believe in the same goals. Leaders have to be able to establish that type of culture, along with having the ability to initiate eagerness, drive, and meaning to one another. The capability to inspire people to reach their highest performance and be successful is an important skill for me to have as a leader. Being a knowledgeable leader means that I must have a wide range of data and information that is readily available to my team. I would have to make sure the material is up-to-date and be able to transfer this knowledge



effectively to the whole organization. This will make it easier for people to trust me and my practices because I am staying involved with what is going on currently.

Part of why I know I will be a successful leader is because I am very organized. When I have a vision, it seems simple for me to share and shape those necessary actions that will create an atmosphere where people want to work and follow me as their leader. Leading people is not something that can happen in the moment. Things have to be thoroughly thought out and executed in a way where all moving parts run together like a machine.

Based on my responses from the Characteristics of Good Project Managers Assessment, I need to work on communication, dealing with uncertainty, and planning. On the other hand, building relationships is one of my strongest skill sets associated with leadership effectiveness. I have experienced building and sustaining relationships with team members, and I noticed how it additionally encourages everyone to work well together and it forms an environment of open and authentic communication, which increases team unity and effectiveness.

When I consider the last time I was required to take the lead in a work-related context, it helped me to better assess my skills in a leadership position. As a leader, I have to be attentive to my team and observe who has which specific skills for each position to get the project running smoothly. My hope is to develop my leadership skills and be able to see people become the best they can be by inspiring them as a team and as individuals to perform at their highest potential. I know that I can be the type of leader who learns to go with the flow when changes come my way. These practices give me the ability to adjust to any hesitation about the project. I must position myself as a leader as

well as a follower in order to make it a success with the people who have the necessary skills and knowledge.

Addressing tasks with creative thinking and problem-solving requires a different approach to issues with a view to seek alternate resolutions. Creative thinking is a main component of problem-solving. Creative thinking and problem-solving mean having concepts that highlight each team member's skill in mind and how they can contribute best. I cannot hold in my thoughts and ideas, no matter how insecure I feel, just because I am afraid. Others may see my creativity from a different perspective, and we may be able to utilize some of the project's designs.

Communication is a key to successful project management. Communication is going to have to be a major contributor in this project because it is the focus of improvement within the organization. I need to be able to communicate to my team what needs to be done, where they may need to go, and how to better understand and communicate with others. Successful project management is about communication support, staying on top of day-to-day challenges, being approachable, and considering points of view before acting. Managing a project is about directing people to be able to execute a range of activities. Communication in this project can tend to be highly stressful for the staff. Good communication skills are vital to building solid relationships, avoiding misinterpretations, and helping you to work effectively.

Uncertainty is part of working in this project setting as a leader. Having to deal with uncertainty is about having the confidence to be able to manage a problem as it arises. I may not be able to plan for every single issue ahead of time, so I have to be comfortable enough to lessen the impact through good planning with an experienced

team. Challenges and issues will come about unexpectedly, so I need to make sure I am properly prepared to deal with any changes. Dealing with that uncertainty forms a part of every project as what may or may not actually happen.

Planning means taking time to understand what this project is all about. The benefit it distributed and the essential actions that need to be completed were part of having a solid foundation. This is a core activity in the early stages of my consultancy project's lifecycle. To be a good project manager, it is critical to have highly qualified organizational leadership skills to go along with the planning. The people in this organization, including me, rely heavily on planning and balancing lessons and scheduling. I believe I can easily implement this characteristic for my project because it is something I have to do every day for work.

Clearly articulating the planning, communication, and dealing with uncertainty, especially through analysis and evaluation, allows you to select the best approach to undertaking and completing project activities that will inform overall project planning. To understand, appreciate, and recognize, the characteristics of a good project manager, I need to know what a project is and how to make it successful. Suggestions should be given to the project manager to officially organize the effort that would need to be done with the team as a whole and be flexible in any situation while having the skills and knowledge for the project.

The style of leadership is the constant form of certain behaviors that embody being a leader. My personal style of leadership is being a participative leader because I believe in sharing the decisions with my team. Its approach to the problem-solving process allows creativity to flourish, founded on groups of people who work together,

trust one another, and collaborate on everything. Also, for me, being a servant leader means helping the team attain its goals as an organization by working on behalf of the team. As a servant leader, serving my staff, clients, and the local community comes from my desire to support others. I am honest, honorable, encouraging, thoughtful, and generous. All of these characteristics may potentially lead to improved productivity and team performance.

In conclusion, these characteristics are the components of one's personality that give them the capability to successfully lead a group of people in the right direction. An effective strategic leader must contribute their strongest competencies, along with their character, compassion, and courage.

### ***Leadership Theories***

Upon initial exposure to the concept of servant leadership, I felt an immediate inclination to integrate this approach into my own leadership style within an organizational context. The paramount responsibility of a servant leader is to support their followers, which necessitates understanding their unique needs and capabilities. The appeal of this leadership style for me lies in its shift from a dictatorial mode to a coaching or mentoring role, which is more consistent with my personal nature. I had been under the impression that effective leaders were those who command obedience due to their assertive personalities - a characteristic that didn't resonate with me - thereby making me question my leadership potential.

I possess robust interpersonal skills which are advantageous in leadership roles, facilitating the cultivation of personal relationships that foster trust among my followers. My objective is to be recognized as a leader who strives for excellence by being

nurturing, supportive, and compassionate. This approach endorses the notion of fostering a conducive environment for learning from mistakes, thus stimulating progress and growth. My ultimate aim in adopting servant leadership is to assemble a team of skilled professionals capable of elevating the organization's productivity. Servant leadership entails influencing the behaviors of followers. To enhance its effectiveness, I'm in the process of learning to inspire my followers to trust in my leadership abilities, and to willingly choose to follow me. Servant leaders collaborate with their followers to ensure positive and successful outcomes for the organization.

Although collaboration is an area I need to enhance in my leadership, I am keen on adopting the participative leadership style. I already implement this approach in my classroom by engaging my students in team projects involving research and presentations. Participative leadership thrives best in environments with less rigid deadlines for assignments. The leader's ability to foster unity can potentially reduce turnover rates, as employees are more likely to stay and witness the execution of their ideas, thus leading to heightened morale and increased engagement in policy and procedure development due to their sense of importance to the company's success.

According to DuBrin (2018), participative leaders include group members in decision-making, which can be categorized into consultative, consensus, and democratic sub-styles. Consultative leaders consult with group members before making a decision, but retain final decision-making authority. Consensus leaders promote group discussion on issues and make decisions based on general agreement. All members bear the consequences of the final decision and contribute their input. Democratic leaders vest final decision-making authority in the group and decisions are made via voting. My task

is to identify the style that best aligns with my leadership approach, while being receptive to input from all team members and providing them with supportive guidance.

### ***Competencies for Strategic Leadership***

The goal of leadership at Central Elementary School is to guarantee fair access, opportunity, treatment, and advancement for all associates by equitable distribution such as supplies, classroom sizes, and professional developments. The strategic objective in place is to provide a foundation for building equity and inclusion into all programs and services and to not treat these matters separately. Resources should include equity, diversity, inclusion books and support for staff to pursue similar social events, and peer networking. A concrete timeline for measuring progress is over the next 1 to 2 years. An implementation plan for the organization to implement the strategies and achieve the goals laid out in the plan describes the responsibilities and steps to be taken within that specific time. During this period of change, there are also many tools and surveys for developing and sustaining a high-performance organizational culture.

The organizational perspective is the way an organization outlines the roles and personnel that are needed and accountable for given procedures within the organization. Examples would be educational requirements, job descriptions, or skills that are essential to hold different positions. The organizational perspective is important as it develops the competitive mindset. Some evidences for a prospective employer are personal attributes that will add to your effectiveness as an employee, such as the ability to work in a team; problem-solving skills; and being dependable, organized, proactive, flexible, and resourceful. Strategic leadership is a management approach in which leaders help set

strategic goals for an organization while motivating individuals within the group to successfully carry out assignments in service to those goals.

The importance of strategic planning for a strategic leader is that it provides direction and focus by way of written documents. Having a clearly articulated mission and vision enables an organization to develop a strategic plan that is a literal roadmap for success. A strategic plan is a process in which organizational leaders determine their vision for the future as well as identify their goals and objectives for the organization. This process includes establishing the sequence in which those goals should fall so the organization is enabled to reach its stated vision. People who are proficient with strategic planning need to be able to analyze and evaluate a company's business plan. It determines where an organization is going and how to get there as well as how to communicate a business plan to employers and employees. It also involves frequent decision-making and problem-solving. To prospective employers, it is important to demonstrate a wide knowledge base for the experience of managing different areas of the organization. Being managed and having an insight into the future is of high importance for anyone who handles an organization's strategic planning. One who has a clear vision will create missions, set goals, develop strategies, and outline and track the team's progress.

Ways to be proficient in organizational decision-making are to identify the situation, note the potential solutions or actions, list the advantages and disadvantages of each option, choose the decision you want to proceed with, and measure the results in a timely manner. Organizational decision-making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. It is

very important that the decisions are effective so the organization can function in an efficient manner. Using a step-by-step decision-making process can help to make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives. It is an ongoing process that allows one to determine the problem and come up with a solution that is beneficial to the company and its employees. When answering a question about how to make decisions, start by explaining a system that you follow. When demonstrating your decision-making skills to an employer, make sure to explain your thought process. Make sure to use facts that back up your answer and deliver confidence. It is significant to offer an example of decisions that have been made. High quality and speedy decision-making enhance the performance of an organization.

Conflict management skills are the abilities that help to manage how conflict affects leadership, coworkers, and the workplace as a whole. Managing conflict perspective focuses on preparing people for conflicts in order to receive the best result for them. It is important to manage conflict so the workplace can continue to be a positive and collaborative environment where employees are happy and productive at work. Knowing that conflict is inevitable, conflict management aims to make conflict a productive part of the workplace, and if you have the skills to do so, you can contribute to an environment where conflict is accepted, managed, and used positively. Organizational conflict enables healthy conversations between employees and helps in the improvement of overall productivity and performance. It enables managers to revisit their goals and roles. Proficiency in managing a conflict situation means actively readjusting attitudes during a conflict situation. Communication is not only important to get together and talk; it is important to get together and listen. Strive to listen to the other person's point of



view without becoming defensive. Make some time to self-reflect and resolve conflict. Describe the role in the circumstance. When dealing with a prospective employer, it is best to briefly explain the issue you are dealing with in a positive, constructive way. Discuss what you would do in order to resolve or address the situation. Lastly, emphasize what was learned and how your actions result in a positive outcome.

Acting systematically within an organization means being able to recognize and create cooperative associations throughout all levels. One who understands the organization and its system of procedures will be able to keep efficiency within the organization's plans. It is important for the organization's leader to be able to relate to the policies, practices, or beliefs that have been established as the norms throughout the company's political and social system. It is important to show an employer the systematic approach that would be taken and used on projects throughout the workplace. A strategic leader who acts systematically has the ability to see the larger system, which is essential to building a shared understanding of complex problems. It helps to foster reflection and have more productive conversations and collective creativity. It also promotes a better quality of work results and a high level of productivity. The goal of this approach is to identify the most efficient means of generating consistent results.

Influencing in the workplace is a process of transforming the behaviors of employees. In order to have influence across the organization, leaders must have the ability to transform and shape the opinions of others. Being influential has the capacity to affect the character, development, or behavior of an organization through the relationships between the leader and its team. Influencing is about understanding yourself and the effect or impact you have on others. For example, a team leader can influence

subordinates through communication, policies, and actions. Influence is the key to successful leadership in order to sell ideas and motivate people to support and implement key decisions. Your ability to influence others can empower employee development and ultimately create a better working environment. Influence is important in a leadership role to work toward the achievement of a common goal that is considered desirable. Trust must be established first, in order to be a proficient influencer. People will not allow you to have influence over them if they do not trust you. When leaders focus on actions rather than arguments, it allows the organization to be more consistent, more flexible, and more personal. Show your impact to your employer by being clear in your vision, mission, and strategies. Describe what differentiates you and show evidence of the value you create for the company. Create a visual map of how you can influence change.

Organizations in a collaborative partnership share common goals. To build collaborative relationships, partnerships rely on participation by parties who agree to share resources, such as finances, knowledge, and people. It is more important to work collaboratively instead of individually because it helps improve productivity and gives the employees a sense of purpose within the organization. The relationships between collaborative partners can lead to long-term partnerships where they rely on one another. It also becomes easier to brainstorm ideas to solve an existing problem or deliver the required work on time. Collaboration with leadership proficiency looks like investing in bringing teams together and giving frequent feedback. Making collaboration a priority by helping team members builds bonds. The organizations at the top work to succeed by bringing people together to accomplish things together in an environment of trust. Great

employers want to see how you are able to promote teamwork and encourage cross-collaboration.

Promoting organizational transition is a task that starts with change planning. Traditional change can be more challenging to implement, but the change needs to come from top leadership positions and be adopted enthusiastically by the employees in order for it to succeed. Organizational transition changes are those made to replace existing processes with new processes. The importance of managing a successful organizational transition can increase morale among workers and drive positive teamwork and job enrichment. These factors can directly and positively affect the productivity and quality of work. Effective communication skills are important at every point of a change project, in order to be considered proficient. That includes being an active listener. Good communication is always a two-way process. If a company decides to change its structure, strategies, culture, policies, technology, or even its core values in order to improve performance and growth, that employer is seeking an organizational transition. It should be proven how the suggestions for organizational change can turn the company into a more competitive and effective organization, plus a better place to work. That would give better, more insightful ideas of what successful change management looks like, and you can use that information to inform your own internal initiatives.

The ability of an organization to adapt is a great competitive advantage. In order to adapt to new conditions, an organization must have its antennae tuned to trends of business environment changes, understand them, and quickly react. Adaptability is about having access to different ways of thinking, enabling leaders to shift and experiment as things change. A company that is adaptable is open to new ideas and does not need to do

things only because that is the way that it has always been done. They are able to foresee changes and do not panic when things do not go according to plan. Adaptability competency means having flexibility in handling change, being able to juggle multiple demands, and adapting to new situations with fresh ideas or innovative approaches. Deepening awareness and perspective help leadership to understand how they think, how their team thinks, and how the customer thinks. It is great to maintain a positive attitude in order to show your employer how you handle change because change is constant. Always stay connected and exhibit good communication skills with the rest of your team and be more open to learning new skills.

Showing your innovation skills to your employer means introducing something new. An organizational innovation is the implementation of a new organizational method in that company's practices. The importance of integrating strategy and innovation allows a company's leaders to see new opportunities to grow. Instead of trying to promote ideas and innovations through traditional structures, they align their structures in such a way that ideas and innovations can prosper. Innovation is vital in the workplace because it gives companies an edge and can also help develop original concepts while giving the innovator a proactive, confident attitude to take risks and get things done. When an organization has an innovative culture, it will grow more easily. New opportunities then lead to a new vision for what an organization can potentially be. Prove how your thinking process starts from the origination of an idea and goes on to the transformation and execution of that idea.

To be viewed as a strategic visionary, one must demonstrate that they can use their knowledge to work on putting new ideas into action. Demonstrating a vision is

generally defined as an organization's capacity to establish a mission or purpose to determine long-term objectives. To successfully demonstrate proficiency, in one's vision, one must be able to define the vision, strategy, and plan for the organization and then effectively communicate it to the team in a way that engages and focuses them on a common goal. A visionary leader who clearly and passionately communicates their vision can motivate employees to act with passion and purpose, ensuring that everyone is working toward a common goal, especially when it comes to presenting those skills to your employer. An effective strategic leader must contribute their strongest competencies along with character, compassion, and courage. These characteristics are the components of one's personality that give them the capability to successfully lead a group of people in the right direction. The end result is that everyone contributes to the organization's forward momentum.

My perspectives on leadership are shaped by an amalgamation of life experiences, setbacks, observations, and victories. Leadership is perceived as a collective journey towards a common goal, undertaken by leaders and their followers. An effective leader serves as a navigator, organizing, communicating, and steering the team towards the objective. It is vital for the team to comprehend the current position of the organization, its future destination, and the path to achieving that objective.

While feedback surveys and peer reviews provide assessments of my performance, the most valuable insights are derived from introspective analysis of my leadership skills. My inherent love for learning was affirmed by the StrengthsFinder assessment, which identified it as one of my top strengths and indicated that the learning process, rather than the end result, excites me (Rath & Conchie, 2008). I possess a fervent desire for

continuous learning, striving to improve in areas like building trust, demonstrating empathy, maintaining stability, and fostering hope among followers.

Upon completion of this self-assessment, I anticipate a better understanding of my motivational drives and the revelation of my potential talents. As someone who is tasked with achieving goals, I must not allow emotions to hinder business objectives. This introspective exercise has taught me to recognize and accept my leadership shortcomings. Until now, I had not been exposed to a systematic approach to self-understanding, which has been a prolonged process of trial and error. However, this investment has proven worthwhile.

My energy usage has become more efficient by aligning my actions with my purpose. I have found the process of identifying and determining my leadership skills to be enlightening and instrumental in shaping my long-term career goals. The deeper my self-understanding, the more confident I am in making sound decisions regarding my professional path and lifestyle.

### **Significant Challenge**

The challenge for Central Elementary School is it is experiencing a high turnover rate after the organization had a change in leadership and culture. The staff and I were interested in trying to define why employees are leaving. My hope, with this consultancy project, is to find solid reasonings to help explain the difficulties of teacher retention because an organization may not realize that this is a problem until it is too late and the majority of the team has left. The teachers who are leaving are not just going from their current school to another school. Instead, they are leaving the education career altogether. Some of the challenges stem from the aftermath of the pandemic, which enhanced the

stress level of teachers in the classrooms. The workload has become overwhelming, causing educators all over to walk away.

### **Assumptions, Limitations, and Delimitations**

The motive of why this topic of teacher retention raised awareness to me is because there has been a noteworthy number of resignations over the previous 2 years at Central Elementary School. The results throughout the studies were limited to the replies collected by the administration and the teachers. The assumption is that all participants answered accurately and honestly, understanding the survey tools and how they work. All of the responses that were given were used to generalize the insights of every leadership team member and teacher throughout the building. The survey questions were Likert-type style and did not let partakers build on their personal responses; it was multiple choice. There were also open-ended questions that allowed a full description of their opinions and experiences in line with the consultancy topic.

For this particular study, the topic observed the connection between teacher retention and school culture. It is assumed that the consultant contributor understood the research and accurately questioned the participants and that the information was interpreted and documented exactly based on each person's experience. According to Nkwake (2013), assumptions as debate to control the kind of research technique will be applied. One of the assumptions in this study is that by assembling the evidence using qualitative and quantitative data, it will determine which solutions would be most appropriate after establishing the organization's problem pertaining to teacher retention and attrition. Another assumption is that every respondent will be truthful with their opinions without being afraid of possible punishment.

When it comes to this study's limitations, time management would come into play since the staff already have a demanding schedule and would have to find the best time in their workday to complete a survey. If there is only a small amount of material that comes back, it could cause an issue of possibly having invalid results. It is also vague as to the reasons why an employee ends up leaving their position. It does not state if the leave is permanent and an exit from the education field completely, or if the leave is temporary. It only consists of information from the teachers who finished the 2021-2022 school year. This does not observe every extent of satisfaction or dissatisfaction, but it does put an emphasis on the culture of the organization's workplace, support from administration, discipline for student behavior, and organizational contributions from the staff.

Delimitations are variables that are not included in the study. There are sections to outline the larger boundaries of the research. For this study, it does not take into consideration the teacher's benefits or annual income. These factors were purposely excluded because only building-level employees were interviewed and they are not capable to make any changes to salary structures. However, there is a possibility of teacher salary being a part of helping retention that cannot be totally dismissed. Despite these assumptions, limitations, and delimitations, much can be gathered from this study. Certainly, there is a large amount of external research investigation that involves the school's programs, policies, and culture, where each one has contributed to the achievement of teacher retention and overall support.



## Conclusion

These targeted topics, teacher retention, attrition, and culture, all play a critical part in the achievement of an elementary school's academic performance and student success (Hoy & Hannum, 1997; Tschannen-Moran, 2004). Leadership teams that do not consider all three mentioned elements are more likely to be ineffective in executing an organizational reform. Turnover intent among teachers has become closer to a national issue that has a major impact on the stability of academic distribution. This consultancy project shapes a relationship hypothesis theory and outlines the outcomes that affect the turnover; specifically, an analysis of the variables (organizational culture, job (dis)satisfaction, and commitment to the organization), checking for patterns that form a link between these variables. The research was built on an assortment of data while simultaneously trying to figure out a root cause, come to a concrete conclusion, and connect it to similar studies. A recommendation can then be determined with a strategic proposal to implement the suggestions.

After looking over other studies that conducted similar research, employee resignation is a problem that is an all-too-common problem among all organizations. Unfortunately, this consultancy topic is not something new and has become a larger problem for organizations that need answers explaining how to retain their current employees. Understanding the why of teachers who are leaving their profession can encourage the school district to adjust and implement enhancements to the teaching and learning atmospheres. The goal is to recognize problems of the culture that may influence a teacher's job satisfaction and retention. The hope is that studies like this one can support other academic entities in evading teacher loss. The organization I partnered with

has gained a strong awareness and understanding of the rise of teacher turnover. During this partnership, the research terms, questions, and answers that are presented will allow the data that have been collected to help fix how teacher retention and school culture can be improved.

### **Definition of Terms**

The following terms are definitions that are offered for clearness and a better understanding of the important words that have been applied within the study.

#### ***Administration***

Responsible for providing instructional leadership and developing, implementing, and evaluating district-wide and whole school systems and policies; performance of supervising duties; manage the running and functioning of the school.

#### ***Attrition***

Teachers who leave the district or education field.

#### ***Collaborative Leadership***

The degree to which leadership establishes and maintains a collaborative relationship with the school staff. The leader values educator input and engages the staff in the school decision-making process. Leadership trusts the professional judgment of their educators. Leadership supports and rewards risk-taking and new ideas that will improve student performance. Leadership reinforces the sharing of innovative ideas and best practices among the staff (Gruenert & Valentine,1998).

***Factor Analysis***

A numerical process that is used to decrease a big amount of data into a lesser amount of controllable data to allow researchers to find multiple patterns and determine the characters. Defines the changeability among experimental, associated factors.

***Job (Dis)satisfaction***

The attitude of an individual arising from negative or positive feelings toward their teaching career.

***Likert Scale***

A psychometric scale commonly used in studies that employ surveys and questionnaires. Questions that contain a list of items normally composed of an equal number of favorable statements. Respondents are asked to respond to statements and terms of their own degree of agreement or disagreement (McIver & Carmines, 1981).

***Professional Development***

Degree to which educators value continuous personal and organizational improvement programs and seek new ideas from career training, seminars, and other professional resources in order to stay knowledgeable in the most current research-based educational theories and instructional practices (Gruenert & Valentine, 1998).

***Public School***

Organization that provides academic services, has educators who teach instruction, and receives public funds as a main support.

***Retention***

Teachers who remain teaching in elementary school.

***School Climate***

The school's culture of shared behaviors, beliefs, and attitudes by all faculty members (Barkley et al., 2014; Lewis et al., 2016).

***School Size***

The number of registered students in an elementary school.

***School Staffing***

Ability or inability of an elementary school to adequately staff the classrooms with highly qualified teachers.

***Teacher***

A person whose work assignment is teaching at any of kindergarten to fifth grades.

***Teacher Turnover***

The departure of a classroom teacher from their teaching career.

***Teacher Collaboration***

Degree to which colleagues engage in constructive dialogue that improves the educational vision of the school. Collectively observe and discuss the teaching practices, evaluate educational programs, and develop an awareness (Gruenert & Valentine, 1998).

## **Chapter 2: Literature Review**

### **Introduction**

The focus of the literature review is organizational culture implementation for teacher retention and its factors and progressions. Its purpose is to build on the literature examples by explaining how the educational organizations failed to support educators. It then evaluates the causes that delay or ease the process effectively by creating a smart strategy design inclusively engaging with stakeholders. A strategic design shows how to balance ideologies and questions for an action plan to analyze and carry out the proper implementation process.

The purpose of the study is to define the impact of a leader's communication style concerning the retention of teachers at Central Elementary School. A person's level of communication is what sets them apart from others. According to Adler and Towne (1990), communication is a critical component of professionalism. A human being's capacity to communicate is essential for the growth of both personal and work relationships.

### **Project Scope, Deliverables, and SMART Goals**

The information that was collected may benefit future educators by helping to better understand the needs and potential challenges faced by high teacher turnover rates. These results and performance data will help me make recommendations and provide the proper strategies and solutions to prevent teachers from leaving. The project scope will discuss what will and will not be a part of the deliverables throughout. This scope provides resources to allow staff retention to be more effective and efficient. The ultimate goal is to decrease the number of employees who quit, transfer, or leave the profession.

Additional advantages for the staff will be newly researched information for this particular value system which will grow their knowledge as well as give them a better understanding of the people who are working within these systems. Another goal is to increase and benefit from positive feedback from the current workers. This will also help the stakeholders through positive feedback to discover answers to the various questions with increased proficiency in their answers to benefit the employee's reputation.

Deliverables are exclusive products used to complete a service that is produced by this project. One deliverable is professional development training on internal communication and diversity awareness including what to do in situations of staff miscommunication. The expected outcomes will support decreased teacher retention with any further clarification. Another deliverable is to develop some kind of staff retreat, as an opportunity to spend time focusing on the bigger picture as it relates to rejuvenating the team, getting everyone to unite together, setting goals for the upcoming school year, and building a bond with other team members. Events like this can take place on or off the site location. More deliverables can be used, such as hiring an internal communications manager to help with assisting teachers to become more involved internally with communications and acting as facilitators of information throughout the whole school. Primarily, their responsibilities are to keep the employees informed of major initiatives, events, and news that affect the school.

An internal communications manager would keep teachers involved by gathering information and releasing it to all interested parties, as well as developing a digital employee portal that provides valuable information to every staff member. Educators will find the portal a valuable resource for finding information pertaining strictly to the most

important data, something that is similar to Central Elementary School's digital drop box for concerns and questions, using a Google Form. These things help to develop internal communication plans to detail goals, strategies, and action steps that help to encourage and improve communications internally, as well as face-to-face interactions, frequent emails, leadership meetings, and ongoing dialogue to examine communication examples and refine practices.

Communication audits conducted by the National School Public Relations Association often found that compartments of staff members reported little authentic engagement and wanted more communication from school leadership. This plan should include desired behaviors from all audiences, required actions, and evaluation strategies to achieve desired communication outcomes. Things can improve by developing internal written communication plans, goals, strategies, and tactics. More examples of effective interactions can also include gatherings and outings outside of work for administrators and staff to establish shared ideas and voice any concerns.

In order to accomplish the vision and mission, this organization project should include the following specific, measurable, achievable, results-based, and time-specific (SMART) goals (Kloppenborg et al., 2019):

- (S)pecific: understanding and increasing teacher retention with follow-up possible solutions
- (M)easurable: includes numbers/data information presented tables, graphs, and follow-up questions for clarification
- (A)chievable: increasing teachers to stay at Central Elementary School for consecutive years

- (R)ealistic: increasing communication and cultural awareness for all staff based on results
- (T)ime-Related: timeframe equals at least 3 years

### **Project Scheduling**

Central Elementary School's Teacher Retention Project Schedule is a model example showing the time-based information that is required by a communication plan, which may include specific activities with the dates and resources. It gives a better understanding of the meaning of which task to start with and which task needs to be completed before the next. It also gives focus to which tasks are independent of the project and can be completed at a later time and date.

The first task took 3 months to gather materials to create survey and interview questions. First was to question a percentage of the current staff members to find out what improvements need to be made in order to continue working in this organization. Once answers were narrowed down, most responses included leadership to staff communication. The next step was to focus on that topic and create a more in-depth survey specifically geared toward internal communications.

It took 1 to 2 months to create the Informed Consent Form for approval to send out to all employees. The responsibility of researchers provided the purpose of the study and required time, a voluntary option, anonymous disclosure, the risks, the benefits, payment, and withdrawal. The study's purpose was to investigate the relationship between teacher retention and Central Elementary School by recognizing, studying, and considering the reasons related to the attitudes and perceptions of a teacher toward job satisfaction, as high turnover rates can be a concluded result of dissatisfaction with their



job. All information collected may benefit educators in the future with a better understanding of the potential needs and challenges faced by high teacher turnover ratings. These results and performance data helped me to make recommendations and provide the proper strategies and solutions to prevent teachers from leaving.

The estimated time required to complete the 10-question survey was approximately 5 minutes. Participation in the study was entirely voluntary. Participants possessed the right to opt out of the research study at any stage without incurring any penalty. They also had the freedom to choose not to answer any question(s) for whatever reason, without any negative consequences. In case of withdrawal, participants could request the destruction of any collected data, unless it had already been de-identified. Confidentiality was strictly maintained in the handling of information provided in the study. The data collected were anonymous, ensuring that no names were gathered or associated with the data. For this particular project, there were no anticipated risks in this study. There were no direct benefits or payments for association with participation in this study. If, as a result of the study, a partaker experienced discomfort, they could discuss any thoughts or feelings with a counselor or the survey host. The right to withdraw from the study at any time, without penalty, was acceptable.

After the survey was completed and the results were tallied, it took 12 to 18 months to initiate resources for the project host. Based on the results of the Central Elementary School Teacher Retention Survey, internal communication between leadership and staff is what needs the most improvement. Whether the information is needed to be communicated to the teachers, students, or administration, the student's success is highly dependent on the frequency and quality of the organization's

communication. In order to produce effective educators, successful communication between the administration and the teachers should be a common goal in elementary schools. The purpose of the report is to assist the leadership team at Central Elementary School to restructure the communication system to provide clear messaging supporting the staff in creating effective learning environments, strategies, and innovative ideas. The following recommendations are research-based possible solutions for Central Elementary School to improve in the internal communication area:

1. An internal communications manager needs to be hired in order to help assist the teachers in being more involved with the communications throughout the school and to act as the facilitator of information. As a manager, the primary responsibility is to keep all employees informed of any major initiatives or news events that affect the school. This person gathers information and releases it to the parties interested in being heard.
2. Develop an employee portal on the school website that provides valuable information to staff. For educators, portals are valuable for finding important information with data strictly pertaining to any specific academics; something that is similar to Central Elementary School's solution of creating a drop box for concerns and/or questions using a Google Form.
3. Being recognized by leadership is more of an individual preference, but it can be satisfactory for some individuals to hear how much their leader appreciates them. It is vital that leadership acknowledge those educators who are making extraordinary efforts to enhance the students' education by recognizing those teachers and implementing positive reinforcement practices that are

encouraging future innovations. Leadership also has the obligation to communicate a push for corrective action if they notice that the teaching practices are performing less than expected.

4. The leaders at Central Elementary School foster internal communication with the whole staff through face-to-face interactions, frequent emails, and leadership trainings and meetings, along with open dialogue to examine communication examples and refined practices. More instances of effective exchanges can also include outside-of-work retreats and group outings with the administration and teachers to establish goals, share ideas, and voice major concerns. All of this will develop better internal communication plans to detail goals, strategies, and action steps encouraging improvement.
5. One of the weaker components of Central Elementary School is its internal communication between the administrators and the teachers. There is room for improvement by developing and writing a plan with the desired outcomes of strategically thought-out plans, goals, and tactics. An audit by the National School Public Relations Association can be conducted to follow up if any reported little authentic engagement and communication from the leadership team.

With the suggestion of better communication practices at Central Elementary School, the goal is to see overall growth and improvement within the staff. Effective communication is important for educators to be active and kept informed and should aim to master the best process that works for that organization. An elementary school that has engagement and togetherness will have students who accomplish things together.

## **Resources/Budgeting**

The resources and budgeting part of this project is the potential to provide resources to enable the staff to be able to teach more effectively and efficiently in the elementary school environment. Throughout this research, I have tried to be as cost-effective as possible to be more helpful to the organization and all of its stakeholders.

The first deliverable develops trainings on internal communication and diversity awareness which can be time-consuming. Leadership has the option to use their personal phones, cameras, PowerPoints, and online videos to find examples of thorough and simple professional development to address what to do in situations of staff miscommunication. The cost is expected to be little to no cost, especially when experienced staff members contribute to hire outside individuals. Elementary schools should have the essential technology needed to create and develop professional development training videos or PowerPoint slides, so the cost to develop internally would be zero. However, if external assistance or purchases are needed, they would have to consider added expenses.

The second deliverable is to develop some kind of opportunity for staff to spend some quality time, possibly outside the building, to think about the bigger picture together. This will allow everyone who is part of the Central Elementary School team to unite, rejuvenate, build bonds, and set goals for the next school year. A budget for staff gatherings could involve personal budgets, for example, \$20 to \$30 per person, to eat out at a restaurant. Hiring a catering company to deliver food to the building should come from the Title I annual budget, equaling no more than \$20 per employee, since food would be the only product to pay for in order to get people together. There are no fees for

the use of the school building classrooms for staff meetings to be held in order to perform professional development; food is an option, not a requirement. The same goes for the deliverables that provide valuable information to the staff. Central Elementary School's Google Form portal drop box for concerns and/or questions is at no extra cost. The average annual pay for an internal communications manager in the United States is \$102,652, which is slightly less than \$50 an hour. Depending on how the organization utilizes the internal communications manager and the number of hours added to their workload, the price will vary.

This project has the potential to make a hugely beneficial impact with minimal cost to the organization, stakeholders, and staff. The value of this list of resources and budgets, costs, and time can help to further educate employees to help them be more effective and efficient as a team. With most of the resources being little to no cost, there is an opportunity to have higher positivity throughout the organization.

### **Risk Assessment**

Looking into the risk factors, various assumptions, and constraints that may need to be addressed, the goal is to lessen the risks as well as verify any assumptions to alleviate any potential damaging impact on the project to generate a positive conclusion overall. The constraints can limit the project's execution depending on the severity; and major risks, significant assumptions, and identified obstacles could cause failure to the project. According to Kloppenborg et al. (2019), risk factors are uncertain situations that could occur in the project and cause either a negative or positive effect. When assessing any risks that threaten the success of the project, it is important to complete it in a timely manner.

The assumptions are ideas that the project teams work through in order to prove whether the facts are right or wrong by recognizing and confirming the belief as part of the process of finalizing the project. The main concern of assumptions is that if not researched and validated, they can become high risks to the project. The meaning of constraints can be anything from the money amount limits to time and resources that are needed to successfully complete a project. Having a written plan and documentation that validates any risks, assumptions, and constraints needed is an advantage to the success of this project.

The risk list and rating for this project consist of staff concerns about being anonymous at a medium risk. The project host rejecting the consultancy, due to administration-to-staff relationship status, is rated at a medium to high risk. Lastly, teacher biases of any sort are considered a low to medium risk rating. The list of constraints is any condition that may limit the project team's options with respect to the resources, personnel, schedules, predetermined budgets, the end date, or the limit on the number of employees who are assigned. The project's time and due date possibly interfering with teacher scheduling is a constraint. For that reason, the project survey was given to the participants on an optional teacher workday, even though attendance may not have been at 100% and teachers may have had planning and classroom duties as a top priority.

A project is successful when the host and all its volunteers respond truthfully to the survey and interview questions. Any external dependencies have the possibility to project success, depending on the coordination efforts between the project's team and the other group of individuals. An email with an agreement in writing was sent and approved

by the project host, sponsor, and manager, that made sure everyone agreed. The project manager sent out communications that gave a status report for additional meetings, questions, comments, concerns, opinions, or suggestions. The communication strategy specified the frequency and how the manager will communicate with all those people.

### **Communication Is Essential**

Effective communication practices have been identified as a main factor in successful schools by communicating all expectations in a clear and concise manner. Anderson (2018) stated that communication by leadership aids in evaluating students' intellectual needs that may not have been efficiently articulated. Communication is essential in strengthening elementary schools through clear communication practices that meet the needs of all teachers and their students. Meaningful change is not achieved without leaders who effectively communicate their goals and plans for any changes and improvements (Hargreaves et al., 2008).

The role of an elementary school leader is significant for conveying any important information to their students, staff, and families as well as guaranteeing that the communication is appropriate and purposeful to the community. It may seem as if the duties of an administrator are never-ending, as they must steadily communicate with all its stakeholders because in order to establish a collective work atmosphere, you always need open lines of communication. The goal of a leadership team is to increase staff confidence, family support, and student accomplishments. According to Leone et al. (2009), managing teacher behaviors as well as student behaviors is challenging enough. Additional duties placed on top of that may also include managing custodial jobs, substitute teachers, lesson plans, discipline, scheduling, and curriculum. The principal of

Central Elementary School has many roles, from maintaining the above-mentioned to the many expectations authorized by the district.

Communication is important and helpful to any work relationship, especially for administrators and teachers. Their leadership position and their relationship with the people they supervise are essential to the productivity of this organization. The correlation between leadership and faculty commitment is a crucial dynamic in the workplace that every employer should consider (Fugate et al., 2008). This can be true particularly for Title I schools as the significance of the need for highly qualified teachers is growing exponentially. The education field, in general, is presently suffering adversities trying to effectively measure and evaluate the performance of its elementary schools and teachers. The No Child Left Behind Act adds to the accountability expected from the educational organizations and the teachers who are facilitating the learning that takes place inside the school buildings. It is part of the representation that occurs between the school leader and their followers that influences and is influenced by the people, the organization, and the community. According to Leithwood and Jantzi (2006), teachers and principals are the most significant factors in relation to student learning outcomes; therefore, one's leadership abilities should include more than the behaviors and characteristics of said leader.

Communication is the process by which leadership is exercised and not just a tool for leaders to do or choose to do, whether or not they have it at their disposal.

Communication can be described as a symbolic interaction that sends and receives messages in the form of verbal and nonverbal symbols that generate various meanings. Research that specifies organizational behavior and management states how



communication is the most consistently cited trait or skill mentioned in a study of leadership (Vickrey, 1995), but the use of a variety of terms to describe communication skills obscures the process of developing a cohesive body of research. Interactive communication between principals and teachers should be an important dimension of effective leadership (Hoy & Miskel, 2007). Viewing leadership as communication and perceiving the predominance of its realm to be symbolic interactions have important implications for leaders and those people who seek to lead others. Everything leaders say and do becomes known to others as communication (Vickrey, 1995).

### ***Miscommunications***

One of the difficulties facing the organizational leadership of Central Elementary School is establishing an open, honest environment with ideas that are ingrained in the change initiative. If an organizational change initiative is about adjusting, changing, or shifting the responsibilities of individuals, valid communication of organizational change and information to employees should be considered of extreme importance. Communication is crucial and a prerequisite to effective and successful implementation of organizational change processes (DiFonzo & Bordia, 1998). Communication is a challenging and problematic component of the change process, and organizational leaders do not often see the pivotal role communication plays in the entire change process (Lewis, 2000). The school setting should authorize a clear flow of evidence and ideas to be used to impact performances and attitudes and result in boosting credibility, belief, and respect among the workers within the organization. Another reason for miscommunication signals is the absence of respect that is felt by the teachers toward the

administration; that lack of respect is a critical element when it comes to teacher retention (Black, 2000).

According to Blase and Kirby (2000), efficient communication by leaders positively impacts teachers. The notion that the connection between principals and teachers should be based on mutual trust and respect means that those actions are vital components when it comes to organizational communication. Studies show that teachers will not communicate with their administration if a level of respect is not recognized from the start of the relationship. A strong leader must make it clear to all faculty that a respectful culture for all parties within the organization is crucial. It is everyone's responsibility and can be demonstrated and solved through exhibiting effective communication. Both beginning and seasoned teachers can become muzzled by unpleasant comments made by older peers and leaders (Wood, 2005). If this is a constant problem that keeps getting ignored by the school's principal, it may decrease the percentage of teacher retention in that school. Leaders with clear communication skills support the formation of the school's culture by demonstrating model behavior and inviting feedback comments from all teachers. Active listening and detailed expectations are the greatest reasons for effective communication.

The organizational communication field can be vague, making that the cause of some of its challenges and specific requirements, but communication is only one part of running an organization. To be successful in communicating, it is more than the development and training of the school leadership team. Additional training is going to be needed in order to be efficient and effective communicators. The fundamental construction of the organization's communication has a huge influence on its

environment, and that growing development is critical to the total operational functions and well-being. According to Myers and Myers (2009), organizational communication is a key factor in fostering a sense of community within an organization. More researchers have also highlighted the importance of partnership and teamwork within the building and, as a result, communication practices have become a more critical part of any organization (Anderson, 2018).

The effective communication value in education needs to be a shared buy-in from all parties including students, teachers, administrators, school board members, and a superintendent, distributing the communication in a variety of methods and interpretations. Students are the prime stakeholders in public schools who need that communication, but there is a common misconception that education and schooling are the same. Education has the potential to be experienced outside of the traditional learning classroom, but the organization's structure of the schooling schedule has a large impression on a student's socialization and can possibly challenge or improve their educational goals. The matter of the messages being communicated can serve several purposes meant to either simplify, encourage, or enlighten. A key symbol in whether the school is a success or a failure is the organization's leader. Communication will always be a part of the organization and will touch all affiliates who are associated, regardless of the outcome.

### ***Communication's Effect on Teacher Retention***

The purpose of this study was to examine how poor communication skills can affect the relationship between teacher retention in elementary schools and principal support. Scholars increasingly agree that effective teachers are critical to a student's

learning progress (Anderson, 2018). The research explains how long-term dedication by teachers is important for the outcome of student achievement. Other research reveals that in order for principals to offer appropriate support and direction, they need to understand the problems teachers may come across and ensure the academic performance of all students along with their teachers. A rising aspect concerning teacher retention is the role of the principal.

It is vital for leadership to be available, visible, and capable of communicating effectively with all by encouraging learning and problem-solving skills to be done together. They should establish active listening that helps to build a unified and welcoming work environment. The likelihood that the teacher will stay at that same school increases if the leader can achieve those things. Leaders have the capacity to make the teachers feel like they have a fundamental role in the school (Black, 2000). When leaders participate in active listening, teachers then will recognize that they have somewhere to go to have their voices heard. It is through communication that a leader launches the philosophy that educational organizations involve not only the people within the school but also their relationships and connections with each other. According to (Black, 2000), a leader who is successful will help their teachers change their viewpoints from followers to equal working partners.

Once a teacher feels a sense of partnership, they are more likely to remain at their respective school; therefore, the teachers believe that they have a voice in what goes on behind the closed doors of the school building. To be able to retain said teachers, the leader must include faculty in the decision-making process and obtain a shared vision. Once these teachers perceive the principal as a positive role model who communicates

with them effectively, it validates the input of their thoughts, opinions, and suggestions. This type of agreement will provide a good reason to continue teaching at the same school as the year before. Teachers want to feel a sense of shared authority that generates unity and improves the school's cultural climate because the capability to have an active role in the decision-making is key in keeping people in their career job (Vickrey, 1995). Also, according to Ingersoll (2001), this tactic to balance teacher turnover has been intensified by each year's continuous cycle of teacher attribution among the best and most qualified novice teachers.

An examination of the problems causing a high number of attritions must be investigated in order to address the teacher shortage issue (Ingersoll, 2001). The concern to restructure education rests in the methodology needed to accomplish this task, and it is broadly supported (Ingersoll, 2001). The study was guided by several research hypotheses and questions. The focus areas of attention include determining if a relationship between a principal and teacher retention existed, examining teacher and principal perceptions to determine how said perceptions of members from both groups impact teacher retention, and ascertaining if a correlation exists between teacher retention and principal support (Hughes et al., 2015).

### ***Organizational and Cultural Communication***

Teasley (2017) studied organizational culture within elementary schools and its influence on communication in education, discovering common beliefs, standards, and ethics presented within educational surroundings. Studies mention the importance of understanding culture because it is a valuable component of the distinctiveness of the school and can include either negative or positive relationships. Positive culture relations

affect morale, student academic results, and satisfaction in one's career, while negative culture involves few expectations and a lack of confidence. To achieve one of the chief goals of education, expectations are high in order to cultivate the culture; coupled with support, principals need to understand how culture and communication impact student learning and teacher performance (Teasley, 2017). Teasley (2017) stated the value of encouraging and handling human capital in an effort to attain and surpass learning objectives, aside from the majority of the emphasis on end-of-the-year standardized testing scores.

The best communication practice for elementary schools to develop a supportive school culture is to communicate with people where they are. Demir (2013) studied the effect and magnitude of trust of elementary school teachers based on their perceptions of school culture and teacher leadership. It helped develop a deeper understanding of how culture impacts student learning outcomes with teacher and student interactions. It also considered the roles of students, parents, and community stakeholders within the development process. Planned events and activities are used to contribute to and affect overall culture. Principals need to develop the capacity to shape the diverse classroom-based leaders they supervise, as Teasley (2017) recognized the four areas principals need to focus more on to enhance school culture. In order to measure the leadership culture, a 4-point Likert scale instrument was utilized. It was used to assess teacher collaboration, if and how the work environment supports teacher leadership, and encouraging opportunities for teachers to expand towards leadership. Demir found that teacher trust levels were positively associated with the positive views of school culture and teacher leadership roles. The general assumption of the study showed that the level of trust,

communication, and teamwork supported a more supportive work atmosphere, which leads educators to stay at their elementary school.

### *Summary*

When it comes to the successful accomplishments of an elementary school, the major components are the style of organizational communication, cultural communication, teacher retention, and leadership style. When educators collaborate, they should think as a collective, share decision-making ideas together, and practice strong communication skills. Leadership's style of communication is powerful to the instructional success of their school especially because communication is credited as one of the most indispensable skills of human relationships.

The educator shortage is being detected by advocates, researchers, school leaders, and policy makers. Ingersoll (2001) warned of severe shortages of highly qualified teachers, which has been a threat for a number of years. One main reason that contributed to why teachers leave the education field was smaller class sizes with larger student enrollment. It is becoming more of a tough task for elementary schools to hire and retain highly qualified teachers. It is also initiating alarm for school districts as they are confronted with problematic staffing for elementary schools. At this frequency, teacher turnover seems to be higher in contrast to other professional careers. Ingersoll also acknowledged several explanations for increasing teacher turnover rates, referencing switching careers, school staffing, retirement, job dissatisfaction, or personal matters. He also included low salaries, inadequate support, classroom discipline, and limited faculty involvement in decision-making. This is predominantly apparent in Title I schools with low-performance scores.

Over a period of time, an assortment of motives supposedly responsible for teacher dissatisfaction, according to Billingsley et al. (2004), suggest unhappiness in teaching, family reasons, and other educational openings as grounds for teachers continuously exiting the occupation. Workplace culture, administrative support, and classroom behavior control also accompany job dissatisfaction for teachers (Kukla-Acevedo, 2009). From a leadership position, people who manage a school can generate unnecessary pressure on the organization's recruitment system. Another reason specified in the literature by Darling-Hammond (2001) cited lack of support, poor working environments, and weak monetary incentives as reasons for leaving their careers in education.

To successfully decrease teacher turnover, support must be provided, the working conditions must improve, and teacher preparation must be more effective. Sargent (2003) emphasized that when teachers feel their work is important, connected, and recognized by their school community, they are more likely to retain their teaching position in the classroom; thus, recognizing and examining those aspects that are hindering teacher retention along with others that encourage job satisfaction are crucial in decreasing teacher turnover rates. While discovering why teachers are exiting, McCoy et al. (2013) also discovered some reasons why some teachers have decided to stay, including administrative support. Literature based on job satisfaction proposes that having a positive workplace relationship with the school's leadership and coworkers is essential for the reasoning to remain teaching in the classroom (Adams, 2010). To envision higher rates of teacher job satisfaction, there has to be better organizational culture, better working conditions, better leadership, and better relationships (Johnson et al., 2012). In



findings contained in Title I, high-minority schools showed that teachers extended their stay with positive school culture, regular administrative support, and a strong relationship status within the whole organization.

### ***Reasons Teachers Exit***

Factors for teachers who decide to exit education, mentioned by Brill and McCartney (2008), are insufficient support, low salaries, and a need for stronger mentoring programs. When there is little support from the administration to assist with things like classroom management, that has a great impact on teacher retention because that aspect is difficult to control without a team. By confronting the key areas of the work environment, like teachers' personal reasons and qualifications of the teacher, Billingsley et al. (2004) advocated that improvement efforts should be more motivated by understanding the factors contributing to attrition. The study also specified that better working classroom conditions, along with better quality professional development trainings, are more significant than an increased income when it comes to trying to persuade teachers to remain in the education profession.

One assumption when boosting teacher retention numbers is to find the teachers who are looking to resign even though they are still in the classroom and interfere before that can happen (Kersaint et al., 2007). The hopeful outcome is for teachers not to leave the classroom just because of student misbehaviors but because it is not a supportive school culture. Sutcher et al. (2016) stated that although retirement is credited for one third of teachers who leave, most leave before retirement due to poor working conditions. While the information is more concentrated on teachers leaving education, it is important to recommend solutions to address the problems of high teacher turnover rates. It is

similarly important to look at the information concerning why the teachers also decide to remain in the education career.

### ***Teachers Remaining in the Classroom***

The priority of this theme is the research that has been focused more on beginner teachers. After viewing why teachers choose to leave the education field, one may assume that opposite reasons would increase their want to remain. Black (2004) led qualitative studies of novice teachers and determined that initiation programs, an abundance of resources, and a strong leadership team increase the number of teachers staying in the profession. The study offered the idea that academic efficiency improves student achievement, which will then expand the chance for early career teachers to eventually stay put. Individuals' professional relationships are also vital in swaying newer teachers not to make an early exit from the profession. Additionally, it has been projected by Anderson (2018) that it is necessary to reconsider teacher retention and the efforts used to encourage teachers to remain in the profession through qualitative inquiry, such as observations and interviews. This will help with retaining more new teachers in the career as opposed to more spending on training and hiring this year and next; plus, it will not affect the long-term stability that normally gets shaped by the experienced staff members.

Any specialized induction program should have peer mentoring, trainings on the expectations of being a teacher, consistent communication with newer teachers to foster professional progress, and discussions that are focused on effective teaching. When considering the question, "Why do teachers continue to stay in the teaching career," Hughes et al.'s (2015) survey determined that the organizational, administrative, and

teacher characteristics affect the efficiency of teacher retention. What they discovered was that the overwhelming workload, income, socioeconomic status, family involvement, and years of experience all had a significant contribution to the choice of wanting to keep teaching; along with emotional support from administration being a key reason in teachers retaining their positions in an elementary school (Hughes et al., 2015). Likewise, Prather-Jones (2011) also studied these features of administrative support that inspire teachers to remain teaching in the classroom. One was including the staff in decisions about consequences for student misbehaviors, with the principals helping to enforce it. The other is feeling valued and respected by the leadership team and building supportive relationships.

Research also measured on the grounds of a positive mindset and its method of improving teacher retention rates in elementary schools. It all represented variables that provided support or stress from leadership. The findings demonstrated a relational indication between community support and student stressors being the top predictors of teacher job dissatisfaction. Since a person's joy can be considered an important element for retaining teachers in education, it is essential to observe how a suitable culture in elementary schools impacts a teacher's happiness, causing them to remain there.

### **Myself as a Researcher**

Before I began this consultancy project, I evaluated myself to figure out the assets of my strengths and weaknesses for my research style and tactics. Once that was determined, I utilized my skillful abilities in a way that was best suitable throughout this research. During this study, my position as the project manager was to create interview questions, distribute surveys, collect the information, and determine if the results are

similar to additional accurate analyses that were found from other alike studies. As the project manager, identifying my weaknesses allowed me to observe the areas in my research where I could make some improvements. As the researcher, I would consider my opinions as impartial because I am a person who needs to attain factual statements, in order to determine any conclusions.

Since the partnership for this project is with my current organization, when I gathered my data, the truth was open to sway my suggestions and explanations to be subjective. That means it would also have to include me to be part of the problem, especially anything seen as negative. Although it is not deliberately done to have favoritism, it is possible and has been done before in research, which can falsely form a point of view that is in contrast to others' opinions. In order to avoid prejudiced ideas about the data, I had to overturn any influenced actions stemming from my role as an active member of this organization.

### **Theoretical Framework**

The Theory of Change Model, by Kurt Lewin (Burnes, 2020), is practical and simple. Unfreeze, change, then refreeze are the three basic phases it contains. Using the common analogy of changing the shape formation of blocked ice helped to better my understanding of Lewin. For example, take a large piece of ice in the shape of a squared cube but realize that you would rather have that ice in a different shape, like a cone, what would you have to do to make that change? First, melt the ice, or unfreeze, to make it agreeable to change. Next, mold, or change, the ice water into the shape you want. Finally, solidify the new shape by refreezing it. The fundamental expectations that are fundamental to any change in a human organization are a result originally found by Kurt

Lewin (Schein, 2017). I chose this process as the basis to assess my organization's culture and develop a plan for change. The model's simplicity helps me to recognize that the current change going on at my school should be done by initiating, moving, and sustaining the change. Culture influences all aspects of elementary schools, including things like classroom décor, the dress code, emphasis on the curriculum, "teachers' lounge gossip," and teachers' willingness to change. When the new principal arrived at Central Elementary School trying to create that list of changes within our school's culture, the team was immediately very resistant. Currently, the school's new principal says that one of the goals to bring to our organization is more value in educational equity. Their objective is to be able to provide each student with what is needed to be academically successful in school.

After looking into this year's classroom demographics data, the teachers noticed that the new classroom arrangements have the higher achievers in classrooms with a 1 to 13 teacher-student ratio, while the lower performing students' class sizes are 1 to 26 teacher-student ratios. These examples interrupt the team's beliefs about the administration's equality to the school's needier students. As a team, it is important to thoroughly analyze every step of the current process and remove any commonly made mistakes. This could be done by upsetting the group's sense of control and safety measures. Based on veteran teachers' experiences, it is not in the best interest of the low-income student families, who require the most one-on-one time, to actually receive less time because that is one less resource to support them. This decision makes teachers rethink how they organize their students for instruction and how to assess and track their learning progress. Lewin's unfreeze phase can be used to motivate this change before it is

made permanent. The freeze state is the way things have been done thus far, so the first step is to turn the business-as-usual mentality inside out and decide what will change and how. The staff describes the school environment as stable and comfortable. If they are given information that is displeasing with the current conditions, they will be more enthusiastic to let go of their old ways of behaving in favor of more effective ways to make a change. This is the phase to gain perspective on how to change the cause of any problems we have experienced. This part of the process is also where the explanation for the need for change should help to ensure support from the organization's leaders. It then will be easier for the principal to understand what needs to be changed, in Lewin's next phase, which is movement; that way teachers are more aware of the current condition changes and better prepared to act on them.

Teachers need a clear and concise understanding of the new anticipations so they can see the gap between the present situations and the future ones. For that reason, I believe it is necessary for leadership to specify what needs to be changed. It may take some extra time for everyone to embrace the changes, so communication and good leadership skills are crucial. When the principal says that leadership values educational equity, along with showing samples of disturbing data showing the school doing the opposite, it is time to identify that there is a lot more to learn. This is the moment where the real transition takes place, starting with the necessary trainings. Together, administrators and teachers can partake in professional development or invite expert guest speakers on how to make educational equity more of a reality within the organization. By combining instruction that is engaging with formative assessments, it helps all students, especially those who need additional teacher support and feedback.

Making these changes permanent is what will be considered Lewin's final phase, refreezing. At this point, the organization should be seeking to stabilize and maintain the teachers in this new state to ensure that past behaviors do not resurface. In this stage, the new practices should become more like a habit. Staff will have opportunities to develop extended skills, boost morale, and be more supportive of the change. Although this would be a great start, it is not enough to ensure that a teacher's actual behavior will change or even improve student learning outcomes overnight. Give administrators at least a full school year to be able to change the staffing, if necessary. Also, allow some time to schedule observations, permit peer coaching, form team planning committees, and use various assessment outcomes to revise instruction. These can all be used as strategies that can improve and reinforce a school's new culture. Eventually, engraved new behaviors become regularly practiced and equity in action becomes part of the school's culture. The teachers want to help every student grow and be academically successful, and I think that leading change as a group will create positive results. Making sure to educate the parents and families about the "whys" for the change can gather broader support.

Once the team is more relaxed with the new process, it should become the new normal. The findings of this study confirm that the organizational style of leadership and the teacher's involvement in making changes are encouraging steps for the organization's transformation process. Make sure to keep updating any documentation and emphasize the new process with regular check-ins. A good idea would be to offer rewards as incentives to those who consistently try to support and maintain the changes. We would need to make sure that any new school policies used are consistent with the new strategies. The Lewin Change Model is great for the organization because it is going to

have to go through some drastic changes in order to succeed. The most important factor for a transition process, in previous studies, is the effect of Lewin's model that has been most studied (Gong et al., 2009), so I used the model to follow for repairs to the department's processes, especially since it is headed by new members in leadership. This study surveyed the collective actions, attitudes, and principles and the perceptions of the present and previous employees to identify the cultural characteristics of the organization.

It is concluded that a change in culture surrounds everyone involved in the Central Elementary School system, including the leadership team, educators, student learners, and their families, shaping perspectives and influencing actions, beliefs, and imperative decisions. If the culture changes, everything changes. Cultural transformation helps organizations to evolve their company culture, strengthen the organization, achieve their strategic objectives, and ensure a positive work experience. Lewin's model contributed to the idea of change as a process instead of as individual stages. This process may be a long-term effort, but the results are rewarding and worth the investment. A successful transformation results in changing the organization's culture into one that supports the mission, values, vision, and organizational goals. Once Central Elementary School is able to have better communication and implement change, in step with the behavioral needs of the whole team, it will be better situated for success. Starting at the top, the administration needs to ensure that there is an alignment within the leadership team sharing information before it happens to establish credibility and buy-in on all levels.



## **Multiple Intelligences Theory**

The majority of organizations mostly lead under the following categories people learn: visual learning, auditory learning, and kinesthetic learning. Beyond these three broad categories, many theories of approaches toward human learning potential have been established and are expected to convey information in multiple ways that will not only help the faculty learn the material but will also help the leader increase and reinforce mastery of their content. Working in the education field, it can be difficult to try to reach educators in the more traditional linguistic or logical ways of instruction. Initially, it may be frustrating, but the theory of multiple intelligences suggests several ways the material could be presented to facilitate effective learning. Sometimes, the mastery of one's topic can be vague, and being asked to convey the knowledge in another way can leave a person stumped.

When you hear the word intelligence, the concept of IQ (Intelligent Quotient) testing may immediately come to mind. Intelligence is often as our intellectual potential; something people are born with, something that can be measured, and a capacity that is difficult to change. Today, the theory of multiple intelligences developed by Gardner (1983) is believed to have nine intelligences, and the possibility of others may eventually expand the list. Gardner's early work in psychology and later with human cognition and human potential led to his development of the initial six intelligences.

The theory of multiple intelligences suggests that the traditional notion of intelligence, based on IQ testing, is far too limited. Instead, Gardner (1983) proposed the following different intelligences to account for a broader range of human potential. Linguistic intelligence is students who learn best using words. Spatial intelligence is for

students who learn best using pictures. Bodily-kinesthetic intelligence is when a student learns best using body smarts. Logical-mathematical intelligence is for students who learn best when using numbers and reasoning. Musical intelligence is for students who learn best with music smarts. Interpersonal intelligence is for students who are people persons. Intrapersonal intelligence students are very sure of themselves; they know what they can and cannot do. Naturalist intelligence is when students learn best when nature is incorporated. The most recently added ninth intelligence is called existential intelligence. Gardner's definition of this intelligence is to exhibit the liking to pose and consider questions about life, death, and realities of living on earth.

The use of the idea of multiple intelligences within and outside of formal educational settings holds great promise. One tip that Gardner (1983) offered educators is to pluralize their teaching. Pluralization is the idea that topics and skills should be taught in more than one way in order to activate a person's strongest multiple intelligence trait. In other words, communicate your message in multiple ways to demonstrate understanding. Advanced technology has made it more possible for more people to access a variety of assessments and teachings, depending on the individual's needs. The current perceptions and most important educational inferences from the theory of multiple intelligences can be calculated through individualization because each person differs from another. There is no logical reason to lead and assess every teacher identically. Presenting a variety of activities and approaches to learning helps better communicate to every person and encourages them to be able to think about the subjects from various perspectives, deepening their knowledge of that topic. The most remarkable feature of Gardner's theory is how it provides different potential pathways to learning.

Whether the learning takes place in an elementary school, a graduate program, or an extended learning community helping people seek better ways of pursuing self-study on interested subjects, the same basic guidelines apply.

Gardner's (1983) multiple intelligences theory can be used for curriculum development, planning instruction, selection of course activities, professional training, and related assessment strategies. The theory is intriguing because it expands our horizon of available teaching and learning tools beyond the conventional linguistic and logical methods used in most schools; for instance, lecturing, reading textbooks, writing for an assignment, and formulas. The communication designed to help employees learn the material in multiple ways may actually trigger some confidence to develop areas in which they are not as strong. Gardner pointed out that everyone has strengths and weaknesses in various intelligences, which is why leaders should decide how to present business material given the subject matter as well as the individual. In the end, a teacher's knowledge gets enhanced when leadership includes a range of meaningful and appropriate methods, activities, and assessments.

Gardner's (1983) analysis suggests that rather than one or two intelligences, all human beings have several. Just as we all look different from one another and have different personalities, we also have different ways our minds process information. The more we learn about the mind and how it learns, we should consider creating a culture that draws on a wider variety of intelligences and give educators a better chance to develop their strengths, apply them to a greater range of problems and challenges, and showcase their achievements. Intelligence refers to the human ability to solve problems or to make something that is valued in one or more cultures. The standard view of

intelligence is that it is something that you are born with; you have only a certain amount of it; you cannot do much about how much of that intelligence you have; and tests exist that can tell just how smart a person is. The theory of multiple intelligences challenges that view and instead asks, “What do we really know about the brain, evolution, and cultural differences; what are the sets of human abilities that we all share?” Something interesting is that we do not all have the same strength in each intelligence area, and we do not have the same combination of intelligences. However, for teachers within the educational system, there seems to be an emphasis only on linguistic and logical-mathematical intelligences.

The nature of changes such as economics, social, cultural, and technological is increasing at an accelerating rate. These changes not only create challenges for elementary school teachers in terms of sensitivities and ethics, but they also have intense implications in terms of learning. When leaders reflect on today’s society, it is becoming increasingly global, entering more communities that have greater diversity. The greater the contrast between cultural and social norms of the school and community, the more problematic to reach the opportunities for a successfully running organization. No longer are the days where communities guarantee a uniform set of social values, with common religious and cultural norms. In order for learning to occur effectively and efficiently, the administration needs to understand how their teachers’ knowledge relates to new tasks. The brain is continually changing in response to experience and reflection. As a leader, the goal is always the followers reaching their goals, not just about the administrator’s knowledge being passed down. It is about allowing people to discover their own potential in order to fully enjoy their work environment. Most people are naturally curious and

what better place for them to be than an education environment to find the answers and be able to express themselves freely and comfortably. If a teacher gets put into a situation where they are unable to engage, participate, gain new schema, and stimulate their brains, they will quickly lose interest and figure out an exit plan. The lack of confidence in their ability to learn will be missing, and their overall goal as a teacher will not be accomplished. Leadership through the multiple intelligences can be seen as a process of validity that supports the process of leaders free from predefined methods to use in order to be more effective in discovering what is essential to the person's resources and talents.

### **Administration Inspiration**

Teachers receiving support from the leadership team is key to a teacher meeting the needs and demands of remaining in the occupation. Once administrators are mindful of these circumstances, they are then able to contribute to improving teacher retention rates by providing backup support and growth development for teachers (Wynn et al., 2007). Those types of relationships will help endorse a feeling of fitting in based on administration relations with the team (Skaalvik & Skaalvik, 2011). Elementary school principals play the most significant role in teacher attrition numbers, though many may not understand the degree of their effect on a teacher's choice to leave the profession.

It was believed by Wynn et al. (2007) that school leaders influence the confidence of a teacher in reaching teaching objective goals, especially the ones who are new to working in education. Attaining goals lets teachers feel more proficient and effective, which is a huge contribution towards job (dis)satisfaction, helping teachers benefit from believing in their leadership members. The principal's management actions as a leader encourage organizational confidence, which also increases higher job satisfaction. That

leader's actions can either help to shape up or tear down that trust; therefore, principals should always be aware of their impact (Van Maele & Van Houtte, 2012).

In this demanding educational environment, most teachers have limited time for their planning periods each week. During these time periods, teachers are expected to create progress reports, grade papers, plan lessons, make copies, and use the restroom. With that being said, a teacher is perceived as having a nonstop workload with massive responsibility and little compensation or respect (Buchanan, 2010). Leading many teachers to feel emotionally exhausted due to the constant pressures of high test scores, lack of time to get everything done, and multi-subjects taught can all be looked at as undesirable when it comes to job satisfaction (Skaalvik & Skaalvik, 2011). With a strong connection between the leadership team and fellow team members, it can help to improve the perceptions and experiences of teaching elementary school students (Rudasill et al., 2018).

The administration is there to help create an organizational environment that is built on harmony among all the people in the educational setting (Skaalvik & Skaalvik, 2012). All schools formulate their own culture, and leadership should be aware of the effects on the development of that culture because it plays an influential part in the daily functions of a regular school day. The administration is most effective when they do not behave unpleasantly as the teams' superiors, but instead are willing to share resources and offer emotional support. Those attitudes and behaviors will then translate into the culture in a more encouraging way.

### **Chapter 3: Methodology**

The methodology segment of this study is divided into subcategories outlined by the research design section. The participant section describes the population sample. The data collection, tools, and analysis framework are how the data were gathered and evaluated. Finally, it ends with a summary.

#### **Setting**

This study's purpose was to recognize, study, and consider the reasons that are related to teacher attitudes and perceptions towards job satisfaction in education, as turnover rates can be a concluded result of job dissatisfaction at Central Elementary School, the location for my consultancy project. It is a Title I school that has received federal funds that aimed to provide extra academic and behavioral support to its students. One of the goals was to improve the educational achievement gap for the economically disadvantaged. The problem that I sought to address is teacher retention at Central Elementary School since the hiring of a new principal for the 2021-2022 school year.

Starting early in the school year and throughout, individuals on the team who seemed to immediately be resistant to the new change quit. This included six staff members, two grade-level teacher positions that have been filled by permanent substitutes, and a new assistant principal who was put in place halfway through the school year. Teacher turnover is important to focus on and is a noticeable issue for this school, particularly because it has a large number of underprivileged families. Teachers have a huge influence on student success, but inconsistency and disruptions within the learning environment can have a negative impact on their ability to be college and career

ready. This result of the partnership will offer these educators the proper strategies and solutions to help prevent an increase in the teacher turnover rates.

Data were examined from replies to an in-person interview questionnaire. The qualitative data were used to explore the teachers' experiences of change as they moved from comfortable working conditions to working under new leadership. The area of focus included was teacher attitudes and perceptions towards job (dis)satisfaction. The collected data were from individual and face-to-face interviews with all teachers and administration. They were asked to share any changes they have experienced throughout this process with the goal of gathering each participant's perceptions of their involvement. Any other questions were centered around the topics of teacher/administration collaboration and student behaviors. Once the interviews were complete, I began to interpret and review the data for recommended solutions.

### **CITI IRB**

There were 16 courses that had to be done in CITI for the Graduate School of Education Research Investigators, in order to obtain a Collaborative Institutional Training Initiative; Institutional Review Board (CITI IRB) certificate. This certificate permits ongoing investigation into the action research development. The CITI IRB is intended to train for action research throughout the implementation of a dissertation in practice. This concentrated on the morals and honor of ethics while leading with accountability. It also sustained that privacy is protected and that no individuals were damaged (Cornell University, 2022). The next steps, after finalizing, were to start the project.



## **Research Design**

This research design utilized both quantitative and qualitative inquiries.

Qualitative research uses narrative and photographic data to get an understanding of the survey results. Quantitative research is the collection and analysis of numerical data to describe, define, clarify, predict, and control the topic of interest (Mills & Gay, 2016). In order to recognize why the education field is facing high attrition rates, case studies were observed. Having knowledge of case studies is understood by the readers who are affected by the population and the background context and are influenced by the culture of the organization. The selected case study will help to evaluate the cultural relationship and its association with teacher job (dis)satisfaction and retention. To test a large group of participants, the first stage was to attain an IRB, which agrees with the Food and Drug Administration guidelines and regulations. The IRB has the authority to accept, reject, or require adjustments for the targeted research. Once all staff members were identified, an email invite was sent out that included material regarding the IRB and its opportunity to submit a consensus to complete or to exit the survey questions. After giving consent, the survey would then continue anonymously with the administration being supportive of the topic, wanting to learn how to reduce the attrition rate at their school. The information was collected and cautiously reviewed, after an interview that was comprised of several open-ended questions assessing the relationship between administration and teachers, the culture of the school, and the attitudes towards job (dis)satisfaction. There were no known risk factors connected with this project beyond the norm. It was not hard to get teacher input from the participants being interviewed and surveyed.

What I learned from this study through observations and interviews helped me to make recommendations and provide strategies for possible solutions, after figuring out the root of the problem. The type of mixed methodology that was used is explanatory; collecting quantitative data such as surveys and using that to update follow-up information and collection of qualitative data such as interviews, focus groups, and open-ended inquiries. The research design plan that was applied was descriptive and quantitative with answers to the survey questions used for gathering, examining, and reporting data related to the educator turnover rate at Central Elementary School. This study was based on survey research in which data were evaluated statistically. The information that was collected and reviewed will compare the results made with any prior predictions. The data results came from participating teachers, staff, and administration who completed and returned the survey with questions that specified variables connected to administrative support, contributions from the faculty, student behaviors, and teacher retention. The quantitative design was applied and examined from replies to a 10-question, 5-minute survey in relation to the workplace and different viewpoints on employee job satisfaction.

### ***Confidential Consent Form***

To ensure the educators are willing participants of the Likert survey, a confidential consent form for the Likert survey was emailed through a blind carbon copy in order to shield their identities (see Appendix A). Also, for these survey questions, a confidential consent form was released (see Appendix B). It was required to include open-ended questions in order to have an overall point of view of answers pertaining to

the difficult challenges of this consultancy project. See the survey questions in Appendix C and the survey results in Appendix D.

The following statement questions about Central Elementary School were used to measure each variable, and the results were rated on a 4-point Likert scale from strongly agree to strongly disagree:

1. The school provides quality resources/programs/services to help with students' behavioral needs.
2. The teaching working conditions most affect my decision to continue in this environment.
3. Teachers and administration are respectful, supportive, and honest to one another.
4. When resolving issues, the whole team of staff is involved with making decisions.
5. The curriculum in this school is associated with teaching skills that students. Develop in the subjects, science, technology, engineering, and mathematics (STEM)
6. Students and staff are held accountable for understanding their actions and consequences.
7. Teachers have consistent contact and communication with administration.

Open-ended:

8. Explain your relationship with the school's leadership team.
9. How do you see your future within this organization?

10. Describe any strategies/techniques that you use for effective classroom management

***Denison Culture Change Survey***

After reading the survey results, the plan of action should reflect changes to the way the leadership team does things within the organization. The survey provides a breakdown of the cultural dynamic forces within an organization relative to the performance of the workers. The model emphasizes that adaptability, consistency, involvement, and mission can be used to define organizational culture. These data should be used as a starting point to initiate thoughtful discussions that lead to best practices in order to encourage more focus on solutions that are believed to work well in the organization to accomplish all existing and future goals. The organization's mission component includes a vision, which tells employees why they are doing the work they do. One way to link the organization's purpose with employee performance is by asking employees to share their understanding of the vision and how they are contributing to its fulfillment. Central Elementary School will implement a reward system aligned with supporting goal achievement, along with starting job orientations with a review of the vision and explaining why the organization exists.

This organization's performance in the adaptive component is low in that they do not look for new and improved ways to do their work. They would not welcome the ideas under the new leadership and were not willing to try any new approaches. Organizational leadership means gaining knowledge from successes as well as failures. Change is easier to receive when it is happening with you instead of to you. Leadership should offer opportunities for all team members to discuss pending changes together and encourage

professional development so the team is more aware of industry trends and improvements. Central Elementary School prides itself on the culture it created, encouraging and supporting employees. The involvement component clarifies areas where employees can make decisions, have input, or promote empowerment. Teamwork and collaboration are a big part of their identity because they support one another in completing the work that needs to get done.

There are some characteristics of the culture that lack the consistency component. Specifically, more recently, there has not been stability with numerous new hires throughout the organization. The discussions involve several different viewpoints, and they are unable to reach an agreement when it comes to difficult issues. Some type of forum should be created for teams to hear what is being done and to share ideas with each other. An action plan to change the culture includes new hiring practices, recognition programs, and performance management programs. When the hired person's personality also fits with the organization's culture, the employee will be more likely to deliver superior work performance. To better guarantee a cultural fit, include some interview questions that enhance the behaviors that complement each piece of the organization's vision, mission, and values statements, such as honesty or integrity. Try not to tell candidates too much about their experiences and beliefs. Listen to what they have to say about their experiences and beliefs. Effective hiring practices will help the organization capitalize on the culture. This tactic will reveal more candid responses to help determine whether they are a good fit.

## **Data Analysis**

A 3-part method by Mills and Gay (2016) was used in order to analyze the data information. This procedure emphasizes familiarity with the facts and being able to recognize possible themes. It then examines it in depth in order to deliver a thorough description of the activities, the location, and the participants. The final step is to categorize and assemble everything into the best suitable group. All of the responses and details must be read over repeatedly, allowing the researcher to become more aware of the data and any common patterns they may present. Any data that specified other ideas were also evaluated to get a better understanding of the participants' answers. Evaluations were compared between the responses in the interviews and on the surveys for inconsistencies or clarity. This allowed individuals' voices to be heard and made sure that every effort was made to be completely accurate with the data.

## **Validity and Reliability**

Honesty in qualitative research is multi-layered and necessary for an investigation to establish it by upholding that truth within the data on behalf of the experiences of the participants. To guarantee trustworthiness, decisions must be derived from the data and be useful to other settings in similar situations (Shenton, 2004). In a determination to find reliable, valid responses to questions, the researcher must find if the work environment is free of individual biases. Berger (2015) stated that a researcher must be conscious of how personal principles and values influence their study.

A person's background experiences will either limit or support the researcher's capability to explore and conduct research properly. Although there are some collective experiences between the participants and the researchers that can generate a level of

belief between the two groups, it can also assist in complicating the explanations of the findings. That is why it is important during this process to be more meticulous with your own self-reflection in order to sustain fairness. “Researchers need to increase the focus on self-knowledge and sensitivity, as well as, carefully self-monitor the impact of their biases, beliefs, and personal experiences through their research” (Berger, 2015, p. 220). Being increasingly more self-aware allows researchers to be attentive to moral issues through critical investigation and understanding of this whole research procedure.

### **Sum It Up**

The data collected started with one-on-one interviews, followed by electronic surveys. The interviews helped to produce a representation of the members' experiences at the school. These understandings were analyzed for an organization that may affect teacher retention rates. This consultancy study intended to focus on problems that affect teacher retention, in hopes of improvement throughout the whole organization.

## Chapter 4: Results

With my findings and recommendations, I was able to form a concept and link it to the research process by summarizing and analyzing all the gathered information. I then shared the results with my consultancy project organization. Consent for the use of the data collected was approved by the educators from Central Elementary School in order to address the findings with data to consider issues associated with the connection between job (dis)satisfaction and teacher retention.

Based on the results of the Central Elementary School Teacher Retention Survey, internal communication between leadership and staff is what needs the most improvement. Whether it is information that is needed to be communicated to teachers, administration, students, and families, a student's success is highly dependent on the frequency and quality of that communication. Successful communication between teachers and administration should be a common goal in elementary schools in order to produce effective educators. The purpose of this consultancy report is to assist the leadership team at Central Elementary School in restructuring the communication to provide clear messaging to support staff in creating effective learning environments, strategies, and innovative ideas. The following recommendations are research-based possible solutions for Central Elementary School to improve in the internal communication area:

1. Hire an internal communication manager to help assist the teachers in becoming more involved with communications internally. This manager acts as a facilitator of important information throughout the whole school building. The primary responsibility is to keep all of the employees informed on any



major initiatives, events, and current news that affect the school. This manager helps the teachers stay involved by gathering and releasing discovery of new information and announcements to the interested parties.

2. An employee portal can be developed on the school website that provides valuable information to the staff. The portals are resources for any educator to be able to easily find that pertain strictly to the data that are specific to them. This is something that is similar to Central Elementary School creating a drop box Google Form for questions, comments, suggestions, opinions, and concerns.
3. Recognition by the leadership is more of an individual preference but can be satisfactory for some to hear how much their work is appreciated. It is vital that the leadership acknowledges educators who are making an extraordinary effort to enhance student academic performance. When teachers are recognized for implementing positive reinforcement practices, it encourages future innovation from them. On the other hand, if practices are being performed less than expectations, leadership can relay this to those teachers and push for corrective action plans.
4. By using face-to-face interactions, frequent emails, and district meetings, it fosters effective internal communication with the staff, which then leads to promoting ongoing dialogue to examine successful communication examples and refine those practices. Next, these will develop plans to detail goals, strategies, and action steps to help encourage improvement. More examples of

effective interactions can also include out-of-work retreats and group outings for administrators and staff to establish shared ideas and voice any concerns.

5. Develop internal written communication plans, goals, strategies, and tactics. This plan should also include desired behaviors of all audiences, required actions to achieve this behavior, and evaluation strategies to achieve desired communication outcomes. A communication audit that is conducted by the National School Public Relations Association often found that compartments of staff members reported little authentic engagement and wanted more communication from school leaders.

For educators, communication is important to be as effective as possible in order to stay informed and maximize the effectiveness of teachers. Central Elementary School should aim to master the internal communication process that works best for the students. With all these suggested practices for better internal communications within Central Elementary School, the goal is to see overall improvement. A school that is engaged together will have students who succeed as a team.

### **Findings**

The findings suggest that Central Elementary School's biggest part of the improvement plan should implement strategies to better communicate valuable material within their school systems, particularly between the leadership of the administration and the rest of the educational teams. In order to attain the highest success for students, anything that should be communicated throughout the building now becomes vastly reliant on the quality and frequency of that message. If educators are expected to be the most effective as possible, they need to be consistently kept informed. Having healthier

internal communications at Central Elementary School will help to improve the overall academic success of students, encouraging teachers to want to stay and continue that achievement.

The cultural relationship and retaining teachers are originated in the establishment of the values and principles through the behaviors of leadership. These actions seem to be the greatest significant topic matter from the various teachers who were interviewed. The interviewers specified how the administration set high expectations, but the boundaries are questioned if those are being clearly met. The administration is said to not make themselves open or available to the staff and that some of the issues found conflicted with those organizational expectations. This contributes to the personal experiences of the teachers and the culture in the building at Central Elementary School. Some of the administrations' visits to classrooms tend to leave a few of the teachers "feeling on edge."

The characteristics reported by the teachers interviewed and supported by the survey data and observations are a lack of trust and honesty. That feeling of doubt creates a feeling of being isolated from the top-to-bottom hierarchy decision-making approach. Some participants voiced a lack of self-confidence in administration, saying, "I do not feel that connected to my administration at all"; "What I have a problem with is the communication between teachers and leadership holders"; and "sometimes met with confrontation." Others stated that classroom behavior needs for classroom management have not been supported. Some interviewees explained how they felt about the administration not being dependable when dealing with behavior issues, describing the

atmosphere as acting as a listening ear with the intention of always going in the opposite direction.

### ***Areas of Improvement Results and Strategies***

The evaluations that measured traits such as trust, self-confidence, proactive personality, skill-building, entrepreneurship, and leadership readiness placed me at an average level. The findings suggested that I'm not currently prepared for a leadership role. My scores on DuBrin's assessments, Task-Oriented Attitudes and Behaviors, were below average, which was a relief to me because I anticipated a lower performance, particularly when comparing those scores to my StrengthsFinder results that indicated high scores in relationship-oriented attitudes and behaviors. A balanced leader must prioritize task completion over the social aspect of leadership. I must develop assertiveness when outlining procedures and providing feedback. I've been informed that I fall short in defining my vision and setting a direction for my future, and that being task-oriented is a weakness of mine. I understand that rewards come with risks, so I need to bolster my confidence and take action.

The 360 Degree Feedback Self Stir recognized that I need to improve my collaboration skills, which was surprising, as I've considered this a strength throughout this semester. While I excel in inclusivity, I'm realizing that collaboration isn't merely about equality in decision-making, but also about working together towards successful outcomes. The results suggest that I foster competition more than collaboration. Given my competitive nature, it's plausible that I unconsciously prioritize winning over collective endeavor and foundation-building. The report indicates that I need to acknowledge my team's contributions by expressing appreciation, not just focus on my

own achievements. It's essential to lead and support the team during challenging times, not only when success is achieved.

According to my Emotional Intelligence Test, as stated in Bradberry et al. (2009), I must work on enhancing my self-awareness. I should strive to understand and be conscious of my emotions as they occur, including my reactions. One of the self-awareness strategies, "visit your values," indicates that I struggle with multitasking. I focus too much on myself, failing to align my values and ethics with my organization and its employees. A recommended strategy is to consider different responses to similar situations and frequently jot down my regrets, alongside my core values, for comparison.

"Lean into your discomfort" is an aspect of emotional intelligence that I need to work on. I tend to avoid confronting my issues, which causes problems. Several loved ones have pointed out that I tend to downplay both my emotions and theirs, as I tend to consider nothing as a "big deal". I agree that I repress my feelings, but that doesn't make them disappear; they merely resurface later. I'm learning to confront uncomfortable emotions rather than avoid them, which will help me regain control and navigate them effectively. A leader must not let emotions dominate, particularly negative ones. I've realized that my emotions are immediate and intense, so I must be cautious. I don't want my followers to feel insecure because they lack trust in my emotional management. I plan to seek more feedback and reflect on how my emotions influence my attitudes and behaviors to increase my self-awareness and preparedness.

A self-confident leader is optimistic about their future and willing to make sacrifices to realize that vision. Self-doubt, my lack of self-confidence, and a pessimistic perspective of my abilities hinder my leadership success. As I shape my unique

leadership style, confident decision-making forms an integral part. Enhancing self-confidence will instill in me an authoritative presence in the workplace and, in combination with honesty, will inspire trust in my team, the organization, and its mission.

Self-confidence is the foundation from which leadership springs and flourishes into inspiration. Although self-confidence is my most significant area for improvement, I am on the right path towards acquiring it. First, I'm expanding my knowledge about leadership by completing this program, reading, researching, and mastering the essentials of being a leader. Networking and sharing my challenges with supportive peers provide a safe platform to build this skill. Gaining a better understanding of my strengths and acknowledging areas that need improvement will enhance my self-confidence.

My current leadership style, based on self-assessments, is laissez-faire. Research indicates that this style implies giving my team autonomy in task execution, potentially creating the impression that mere adequacy is acceptable and high efficiency and effective productivity are not prioritized. Adopting this style for leading my organization would demand a significant investment of my time with individuals to demonstrate my commitment. However, my time is precious, and on occasion, the quality of output is paramount.

### **Action Plan**

An action plan was used to figure out strategies for meeting the organization's goals and to decide how to assess them. Educators were expected to use my action plan as a set of tasks that are actionable steps that need to be performed in order to produce a deliverable project. It involved the use of a specific methodology to determine the best way to achieve it and provide opportunities for teacher leadership and growth within the

building. The action plan ensured that everything they need to achieve their goals is in place, making it easier to track progress and delegate responsibilities. A summarized analysis will be discussed, and the findings will be presented, drawing a conclusion based on question results. Additionally, recommendations for areas of concern will help to increase a better understanding of the importance of teacher perceptions of job (dis)satisfaction. The study was intended to help educators, school leaders, and researchers recognize how significant the reputation of job satisfaction is within the field of education. It also brought awareness to the workplace so they could use these procedures to best decrease the employee turnover rate or at least have an opportunity to encourage additional conversation. Extremely high turnover rates in teaching elementary school presented a challenge of keeping classrooms fully staffed, and this study revealed all of the possible motives and solutions for teacher retention.

Chapter 4's focus was to present the results of this study built on the examination of information. It analyzed the specific relationship between staff retention and the school culture. The intent of an action plan is to deliver relevant and timely evidence for the school to utilize. All communication was done in a clear and concise manner and always included all of the stakeholders, faculty, students, and families.

As the researcher, one of the challenging responsibilities is to generate an effective communication action plan that will advise and involve the organization's community, while considering all target audiences. It can be used as a guide to help the intended plan take shape. The plan should tie back to the organizational goals, vision, mission, strategic plan, values, and principles. This starting point will give what the communication plan expressed and the benefits of improving staff communication

throughout the Central Elementary School community. There are many skills and qualities of leadership that helped to improve teacher retention, along with the culture, support from administration, workload tasks, and responsibilities. Central Elementary School teachers value working with a principal who is supportive and upholds honest communication. The literature reported that the value of having organizational support leans more towards teacher's staying retained at their school. The school administration is the most substantial influence related to teacher retention (Boyd et al., 2011), along with a culture that has a positive impact on teacher retention. Organizational relations and occasions for decision-making helped to grow teacher commitment and reassure them to continue their career in the classroom.



## **Chapter 5: Discussion**

### **Introduction**

Teacher retention rates have become a heavy issue since the quality of education matters to student success. During this time when the educational field is searching for a release, leadership has been encouraged in the literature as having a positive effect on teacher retention (Borman & Dowling, 2008; Brill & McCartney, 2008). Throughout this consultancy project, the data suggest that when considering policy changes, be sure to embrace teacher input in making decisions and leadership.

Chapter 1 presented the low retention rate happening at Central Elementary School. It provided the essential background to analyze the characteristics of the school community culture. Chapter 2 focused more on current research concerning administration leadership's impact on teacher support, retention, and the cultural climate setting. This research gives a platform to go further in depth into the social atmosphere of elementary schools, which are struggling to retain quality educators. Chapter 3 described all of the approaches to implement this study, starting with the data that were collected from electronic surveys from staff participants and finishing with face-to-face interviews with the majority. Chapter 4 made the data from the previous chapter accessible throughout the study. The preferred perception of the school's culture formed a representation of the individual experiences that are clarified more in Chapter 5.

### **Purpose and Objective**

Teacher shortage is an overwhelming issue across the country, and various reasons contributed to that problem. This consultancy project studied the relationship between school culture and teacher retention at Central Elementary School. The objective

was to observe those relationships by interviewing and surveying former and current employees to gain insight into their experiences with the ongoing attrition rates at their workplace, as well as focusing on the comparable characteristics that are decreasing the numbers of teacher retention in elementary schools.

### **Argument and Discussion**

Some of the participants who were interviewed stated that one main reason for leaving the education field was due to the (in)direct lack of support by administration, communication, and decision-making. This outcome is reinforced by research that advocates that the perceptions of the administration's leadership roles leave more of a major impression on teacher retention than any other working condition (Boyd et al., 2011). Any obstructions that are produced by the disconnect between anticipated versus perceived culture are felt by most of the educators. The research defines the culture in a school as all members' shared beliefs, values, principles, attitudes, and actions (Lewis et al., 2016). All of whom were interviewed voiced frustrations with the cultural organization, though some created ways to deal with the administration's authority style better than the rest. The teachers in the classrooms have confidence and a positive attitude toward their careers; however, the main objection to the existing climate is inconsistency and limited support for social culture from the administration. This present culture seems to have a negative effect on teachers wanting to remain at Central Elementary School.

### **Organizational Change**

In order for leaders to be successful when there is pressure on them to change the organization, it entails active engagement from the whole organization. It requires

involvement on all levels, dedication, and constant communication that stems from the top. When people are truly invested in the change, it is more likely to stick. The leader must be able to communicate any identified needs, even if it is coming from within the organization, and then build a compelling case for change and a clear call to action throughout the organization. The change initiative must be communicated regularly with a clearly understood strategy, including action plans. The change effort should be aligned with the organization's vision, values, and strategic plan. Given that leaders are mostly involved with demanding daily work routines, it is of the utmost importance to establish a clear vision that gets shared with the employees in an understandable and inspiring way. The best way to communicate such changes is to explain how they tie into the organization's long-term vision; then all strategies are communicated based on how they support and integrate with that vision. Leaders need to act as champions for change, as supporters of employees, and in reinforcing change after it has taken root.

Once employees develop the skills for communication, along with time and stress management, that will help them handle the transitional change, feeling better equipped and more confident. In addition, this incorporates an understanding of which weaknesses are addressed by a new strategy. It provides opportunities to discuss any challenges that may be associated with this change in meetings, team-building sessions, and activities. The change leaders must be able to enhance and build the systems and structures necessary to drive the required change. By recognizing the power of casual social interactions and shared practices, it helps employees make sense of the organizational change they are experiencing. An effective change leader demonstrates strong

facilitation, influence, and collaboration skills necessary to build support, remove barriers, and reduce resistance to change.

### **Culture Change Development**

An inclusive and supportive culture in an elementary school plays a crucial role in how (dis)satisfied a teacher feels about their job. If the educator feels more accepted and comfortable in their workspace, they will be further motivated to continue in that organization. Creating a supportive culture that will be sustained within the school is the long-term goal. Increasing job satisfaction is the short-term goal, in hopes that both goals get met. Pairing an experienced mentor with a novice teacher helps to build relationships that contribute to the overall climate of the culture. This could give the mentee extra confidence within the organization because they could have a person to rely on for social and professional support, without fear of ridicule or misjudgment, of trying to fit into the culture. The leadership team should conduct various activities in the school building in order to create belonging for new and beginning teachers. These activities will not be the only initiative, but also casual conversations and getting to know one another.

The relationships between mentors, mentees, administration, and teachers mostly affect the building culture in the school too. Principals must be able to produce an atmosphere in which students, families, and teachers want to be there, as well as value that organizational culture by emphasizing the importance of having it in the school and embracing it in the strategic plan. Having support from both a mentor teacher and the other coworkers brings everyone together to work as a team, especially regarding lesson plans and data to help have a better understanding of learning targets and student needs. A caring culture is a huge benefit in helping teachers to improve professionally. There

was sufficient data evidence from the interview surveys to recommend culture-building events to have a positive impression on teacher retention. A good number of the teachers replied that the culture of Central Elementary School had an effect on their choice of whether to leave and stay in the education profession.

### ***Culture Trumps Strategy***

If a strategy conflicts with how the consensus of the group believes or behaves, it will fail the organization. Even the best thought-out strategic idea means less as an isolated idea; the key to a successful organization is to have a culture based on a strongly held and widely shared set of beliefs that are supported by strategy and structure. How things get done drives performance. The organization's culture drives innovation and execution, which then drives results. When an organization has a strong culture, employees know how top management wants them to respond to any situation, employees believe that the expected response is the proper one, and employees know that they will be rewarded for demonstrating the organization's values. It includes things like the organization's standard purpose and ethics. Culture is all that invisible stuff that bonds organizations together.

Some practical solutions to making sure strategy can be implemented within an organization are to set goals that are attainable. Delegate the work, execute the plan, and monitor progress and performance. Determine roles, responsibilities, and relationships within the organization. Employers have a vital role in perpetuating a strong culture, starting with recruiting applicants who share similar beliefs who will thrive within the organization. Developing orientation, training, and performance management programs that outline and reinforce the core values ensures that the appropriate recognition goes to

the employee who truly embodies those values. It will also provide continued support by taking corrective action, adjusting, or revising, along the way as needed.

### ***Apply to Practice***

Based on the results of this research study, administrative support and teacher relations need some improvement. Improving the existing cultural environment requires major efforts by both parties to be more active. The teacher's practice should look like structured and organized collaborative time with objectives and goals. Practices performed by the administration should involve an open line of communication, a designated time for collaboration, and a demonstration of anticipated behaviors. One approach to implement these practices into the present workplace culture is for faculty to form a committee that provides a platform to strengthen communication between the administration and the staff. First, select a time and day for the committee to meet that includes any support that is needed in order to balance the stressful demands of being an educator. Next, by working together and finding solutions for communication and cultural issues, the preestablished objectives and goals will help to reflect the desired outcome of an encouraging environment for teaching and learning.

### **Restrictions of the Research**

There are numerous limitations to this research study. One of the limitations is the fact that only one elementary school and district were researched and studied. Also, not all of the previous organization members participated, due to the trouble of trying to contact those teachers. Due to completing a total of 24 surveys and a fewer number of interviews, it may not represent the exact size of a sample population. Another worry is

the limited knowledge as a researcher and the adjacent relationship with the organization as a current employee, which can affect the approach of the study and its findings.

### **Suggestions and Recommendations**

The data that were formed from the study reveal that teachers experience a variety of needs with respect to teacher retention and proposed suggestions for Central Elementary School. Administrators should be equipped to advance policies that are flexible in giving teachers consistent support. Their experience with organizational leadership recommends the need for educators to contribute to decision-making, especially when it directly affects the workplace environment. Particularly, this study advocates that the concerns of the quality characteristics of leadership be addressed in order to help endorse teacher retention. The policy makers of elementary schools should identify this necessity and include educators in leadership roles to collaborate and make recommendations for policy initiatives that influence teacher retention. Educational consultants would conduct an inside examination of teacher perceptions and attitudes in regard to the leadership in each of their school buildings and central offices. Applying these data may deliver a crucial beginning phase in developing meaningful policies that support more leadership from teachers and therefore may be able to retain them in higher numbers. This kind of analysis shows all of the ways in which teachers can join the leadership team and evaluate school procedures for selecting, distinguishing, and sharing opportunities for leadership positions.

Throughout the district, leaders may form a committee to talk about positive results for lessening any additional work that has been negatively identified and connected with organizational leadership and also to assess anything extra that influences

teacher retention, attrition, and turnover rates as it relates to a student's success in the classroom. A new policy plan may be generated from this study in order to minimize any major changes in leadership. The district could make a funded teacher prep program to support educator readiness as well as recognize behaviors that skilled, mentors may help aid in a leadership capacity that also supports the culture along with teacher retention. Central Elementary School could partner with nearby colleges to find initiatives that support teacher retention and school climate. This should keep continuing over a period of several years to guarantee that ongoing requests are being met.

An additional recommendation is to start the implementation of a mentoring program at the start of the following school year. It would be most useful to the teachers who mentor so they also feel supported from the beginning and not left to feel out of place or confused. Another recommendation is for the district to confirm involvement from every principal to attend trainings and professional development about evolving a supportive culture within their schools. Without complete buy-in, these recommendations will suffer fidelity of the mentor program, ensuring that teacher attrition will eventually be an ongoing cycle.

Another recommendation, especially when dealing with ethnic and social diversity, is to modify the curriculum. Multicultural events should be organized throughout the district to encourage unity of diverse backgrounds and getting acquainted with each other's cultural, historical, racial, ethnic, and religious differences. After reflecting on the environment at Central Elementary School, every part of the organization is involved in setting the stage for moral behaviors with strong direction and confident role models. They are good at confronting ethical dilemmas that employees



face daily, by giving them the tools needed to make positive moral choices. This means regular check-ins to make sure the codes of conduct are expressed clearly and maintained, including implementing any necessary consequences. This means keeping ethical beliefs as a top priority, making those values foundational in strategies and procedures, rewarding proper behavior through incentives, and inspiring ethical standards in daily practices. This does not guarantee the organization immunity from making questionable decisions but it does make us less vulnerable to possible lapses in judgment by having open communication and acknowledging and handling unethical situations promptly as they come.

For future suggestions, upcoming revisions should be placed into the relationship of the school size with its culture; the influence of school organizations on teacher retention; and the effort on trust between teachers and administrative leaders. These suggestions are important to the study because teacher retention is becoming seriously problematic in many districts all around the country. Many other districts can utilize this consultancy project research to address their own teacher retention issues, specifically in a county that is of similar demographics.

### ***Rewards and Recognition***

When an organization does a good job assessing its culture, it can then go on to establish policies, programs, and strategies that support and strengthen its core purpose and morals. If teamwork is a core value, bonuses should value teamwork and not be based on an individual's performance. These programs can be used to motivate employees to act in accordance with the organization's culture and values. Workers who have shared values tend to outperform environments that lack cohesiveness and common

purposes. Peers can also put the spotlight on those who personify the company's values, and employee recognition should align with its culture. Performance management programs can greatly affect the culture by outlining the expectations from employees as well as providing a feedback tool that informs employees about their proper behavior. Cultural assessments and others like cultural audits and the 360-degree feedback may also help to uncover cultural inconsistencies for leaders to try to eliminate. Within an aligned organization, the same core characteristics or beliefs will motivate and unite everyone.

### ***Self-Monitoring***

Effects of self-monitoring culture on organizational ethics are described as internal auditors. When you think of the word audit, it can be intimidating when someone has to review you and your performance at work and simultaneously should be unbiased. It provides the organization with useful information in regard to its environment, effectiveness, and compliance with the laws. The administrative team and its teachers have to make it a point to regularly check any self-monitoring and make ethics and morality a part of its culture. Through regular monitoring, not only can it be determined what is working and what is not, but also changes can be created in order to improve the organization and its strategies. The organization can easily use audited results in order to identify any weaknesses and work to correct or strengthen them before sharing them publicly. That way, it can be fixed quickly in order to prevent any harm to the organization or its stakeholders.

## **Root Analyses**

In a competitive workforce, it is critical to apply the organization's resources as efficiently and effectively as possible. This naturally applies to anything related to problem-solving, and doing something like a root cause analysis is one of the methods that can be used to find and hopefully eliminate any long-term or recurring problems. Efficiency and effectiveness are gained by targeting root causes rather than just the symptoms of problems. Beyond this though, there can also be several other benefits to root cause analyses that can be identified. Among them is that it is logical and straightforward to learn and use because root cause analyses rely on facts and data rather than opinions or assumptions in order to be effective; that way, the organization and the quality of solutions improve and so does the participation of the organization's team members. Solving the problem once should be the goal to be a more effective solution versus having continual problems. Doing a root cause analysis helps to prevent this, and this is why I feel like most organizations should use this process.

## **Summarization**

The drive of this study was to figure out ways to decrease the teacher attribution rate and increase the rate of teacher retention at Central Elementary School. The data pursued to launch different types of programs supported and funded by administration will create culture in the workplace. It better supports beginner classroom teachers with a well-organized, pre-planned, committee and agenda. The goal is to improve the weakest part of the organization, which is better communication between the administration and teachers. By paying attention to the minor details and making any significant adjustments with flexibility, both the educators and the learners will benefit for many years to follow.

## **Conclusion**

The purpose of this dissertation in practice was to determine the reasons that contributed to low teacher retention at Central Elementary School. There is widespread research on the culture surrounding teacher attrition which seems unique to Title I, low-income schools. This study similarly contributed to the literature research because of its comprehensive quantitative and qualitative studies on both why teachers leave and why they stay in the education profession. Researchers have mainly approached teacher retention using such measures as observations, surveys, and interviews with teachers in order to learn the why. With these data, administrators could possibly be more active in applying these findings and solutions for retaining teachers in their school districts.

More contributions to this study were on administrator quality, demonstrating the characteristics that teachers find are the most significant qualities for an administrator to have. Understanding and adjusting to these character traits should help when it is time to hire and train highly qualified administrators as well as train the current ones on how to better promote teacher retention. These findings concluded that the fundamental factor of the work entails leadership teams being more capable of leading teachers with modesty and making the cultural environment encouraging to a sense of belonging; reassuring teachers to stay in their schools and their positions. The educators are the foundation of a successful elementary school to excel in student achievements. Most experts in the field of education agree that the most powerful influential factor for a student's accomplishment is the quality of their instruction (Shakrani, 2008). The research also suggests that a teacher's effectiveness in the classroom increases student academic

achievements in preparation for global competitiveness. That is also established by signing, evolving, and retaining highly skilled classroom teachers.

The goal of most elementary schools is likely student success. The mission, however, goes above and beyond the student's academic performance. Prensky (2014) voiced this by stating that learning is not the only goal of being properly educated. Being educated is more about growth and change and becoming something other than what you were previously. This kind of transformation is a slow and calculated progression gifted by way of authentic encounters within cultured relationships between educators and students. It is important that the organization's talent includes highly qualified teachers whose intention is to come back every year in order to strengthen the relationships with the students and keep the momentum going all the way through the students' transformation processes. Constancy is a key component, and with teacher attrition rising to higher levels at elementary schools, it is vital to conduct a full examination. At the center of attention is the question, "How can better working conditions help endorse stronger teacher retention?" Teachers' paychecks, busy workloads, school-wide input, student behavioral support, administrative communication, and school culture are all included as working conditions. Understanding these factors and their connection to the school policy practices helps bring about a healthier change in a positive direction for teacher retention.

Further investigation exposed the breakdown of the common themes throughout the data. The culture in Central Elementary School can be arranged into subcategories: collaborative, supportive, and interactive. Equally, organizational leadership can show support by valuing educators' professionalism through trust, being visible and

approachable, being present and available, and providing active encouragement. In addition, teachers' voices are being heard when making in-school decisions, which leads to frequent follow-ups with student discipline and setting clear expectations for handling that behavior.

While this experimental study is unique, the focus on the influence of teacher retention that was discussed varies in methodology. Some of the studies utilized a qualitative method, while others used a quantitative methodology as well as a mixed methods approach. Although they may differ in design, they all confirmed that higher teacher turnover rates have negative impacts on a student's academic success. Consistent with the existing literature, the research proves that teachers who are not given the appropriate support and resources usually have difficulty staying in their education career. In this period of state-wide testing and individual teacher accountability, educators should be in a position to receive the ideal opportunities to be successful within the classroom.

The concluded results of the study did successfully answer the question of the original topic. It has been discovered that administrative support, school culture, teacher input, and student discipline are key roles in an educator's choices to be retained year after year. Additionally, these outcomes deliver the groundwork for considering the work conditions that affect teacher retention, particularly in elementary schools, and set things up for extra research.

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**Appendix A**  
**Confidential Consent Form**

Dear Potential Participants,

My name is Talia Dottin and I am pursuing a Doctorate of Education in Organizational Leadership from Gardner-Webb University. The purpose of this study is to investigate teacher retention at Central Elementary by recognizing, studying, and considering the reasons related to teacher attitudes and perceptions towards job satisfaction, as turnover can be a concluded result of dissatisfaction.

The information collected in this study may benefit educators in the future by better understanding the needs and potential challenges faced by high teacher turnover rates. These results and performance data will help me to make recommendations and provide the proper strategies and solutions to prevent teachers leaving.

In this study, you will be asked to complete an electronic survey. Your participation in this study is voluntary and it is a 10-question survey that is anticipated to require about 5 minutes of your time.

This survey has been reviewed and approved by the Institutional Review Board of Gardner-Webb University. You have the right to withdraw from the study at any time. If you want to withdraw from the study, simply exit the survey without submitting. There is no penalty for withdrawing.

You also have the right to refuse to answer any question(s) for any reason without penalty. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identified state.

The information that you give in the study will be handled confidentially. Your data will be anonymous which means that your name will not be collected or linked to the data.

There are no direct benefits associated with participation in this study and you will receive no payment for participating in the study.

There are no anticipated risks in this study. If, because of the study, you experience discomfort and would like to discuss your thoughts or feelings, please contact me if you have questions:

Talia Dottin  
EdD Candidate  
College of Education, Gardner-Webb University  
XXXXXX  
[tdottin@gardner-webb.edu](mailto:tdottin@gardner-webb.edu)

By completing and submitting this survey, you are indicating your consent to participate in the study.

Please click on the survey link below to provide your feedback.

Your participation is appreciated.

With Gratitude,

Talia Dottin



## **Appendix B**

### **Informed Consent Form**

**Title of Study:** Central Elementary Teacher Retention

**Researcher:** Talia Dottin, EdD Candidate

College of Education, Gardner-Webb University

**Purpose of the Research Study:**

The purpose of this study is to investigate teacher retention at Central Elementary by recognizing, studying, and considering the reasons related to teacher attitudes and perceptions towards job satisfaction, as turnover can be a concluded result of dissatisfaction. The information collected in this study may benefit educators in the future by better understanding the needs and potential challenges faced by high teacher turnover rates. These results and performance data will help me to make recommendations and provide the proper strategies and solutions to prevent teachers leaving.

**Time Required:**

It is a 10-question survey with that is anticipated to require about 5 minutes of your time.

**Voluntary Participation:**

Participation in this study is voluntary. You have the right to withdraw from the research study at any time without penalty. You also have the right to refuse to answer any question(s) for any reason without penalty. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identified state.

**Anonymous Data:**

The information that you give in the study will be handled confidentially. Your data will be anonymous which means that your name will not be collected or linked to the data.

**Risks:**

There are no anticipated risks in this study. If, as a result of the study, you experience discomfort and would like to discuss your thoughts or feelings with a counselor, please contact the following individual for assistance. Talia Dottin-tdottin@gardner-webb.edu

**Benefits:**

There are no direct benefits associated with participation in this study.

**Payment:**

You will receive no payment for participating in the study.

**Right to Withdraw from the Study**

You have the right to withdraw from the study at any time without penalty.

- If you want to withdraw from the study, simply exit the survey without submitting.
- There is no penalty for withdrawing.

**If you have questions about the study, contact:**

Talia Dottin  
EdD Candidate  
College of Education, Gardner-Webb University  
XXXXXXX  
[tdottin@gardner-webb.edu](mailto:tdottin@gardner-webb.edu)

## Appendix C

### Central Elementary Teacher Retention Survey

*Q1 This school provides quality resources/programs/services to help with students' behavioral needs.*

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)

*Q2 Classroom working conditions most affect my decision to continue in this environment.*

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)

*Q3 Teachers and administration are respectful, supportive, and honest with each other.*

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)

*Q4 When resolving issues, the whole team of administration, faculty, and staff are involved with making decisions.*

- Strongly Disagree (1)
- Disagree (2)

- Agree (3)
- Strongly Agree (4)

*Q5 The curriculum of this school is associated with teaching skills that promote student development in the areas of science, technology, engineering, and math (STEM).*

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)

*Q6 Students and staff are held accountable for understanding their actions and consequences for their actions.*

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)

*Q7 Teachers have consistent contact and communication with school administration.*

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)

*Q8 Please describe your relationship with the school's leadership team:*

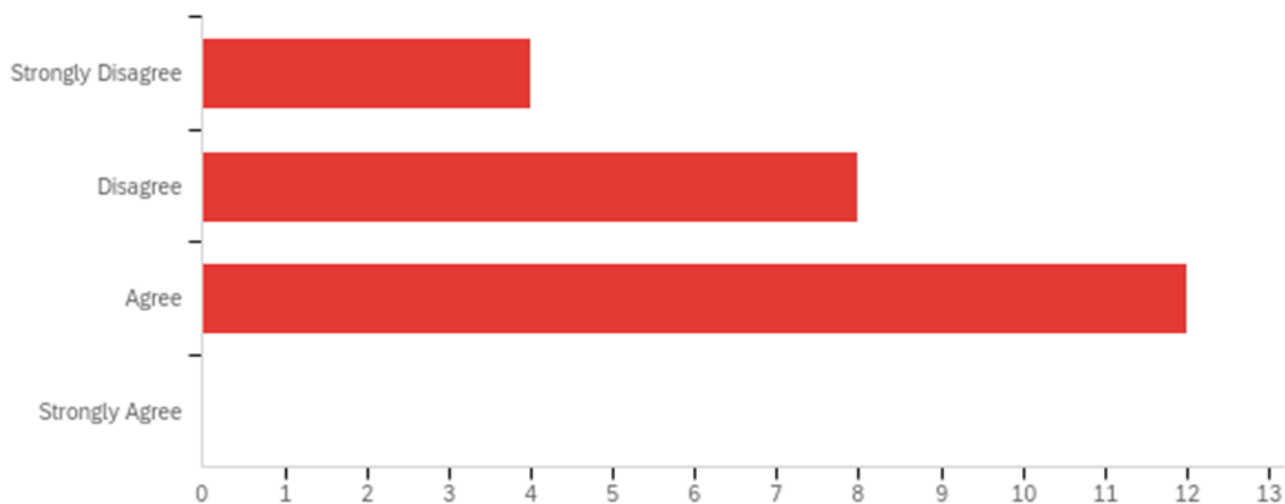
*Q9 Can you project a long-term future within this organization?*

*Q10 Please describe any strategies or techniques that you use for effective classroom management:*

## Appendix D

### Survey Results

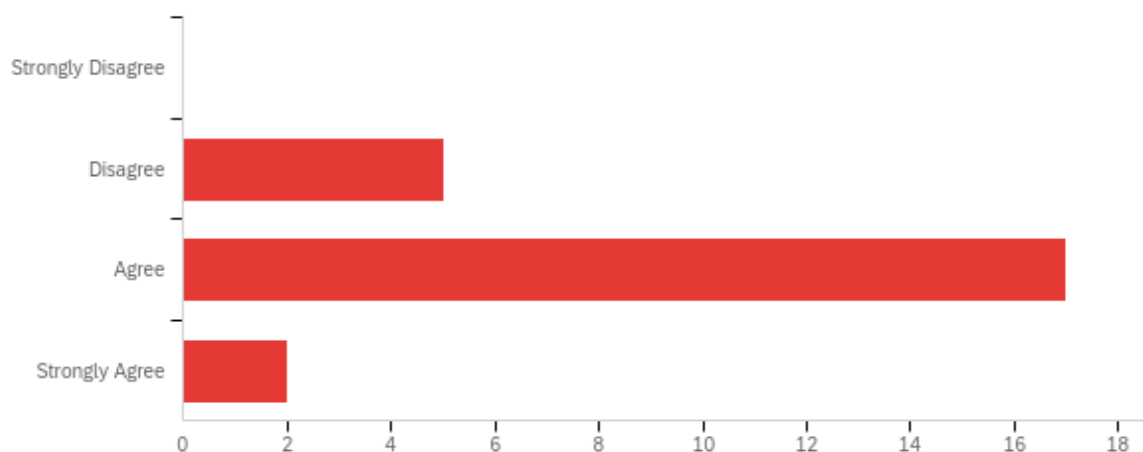
*Q1 - This school provides quality resources/programs/services to help with students behavioral needs.*



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Mode
1	This school provides quality resources/programs/services to help with students' behavioral needs.	1.00	3.00	2.33	0.75	0.56	24

#	Answer	%	Mode
1	Strongly Disagree	16.67%	4
2	Disagree	33.33%	8
3	Agree	50.00%	12
4	Strongly Agree	0.00%	0
	Total	100%	24

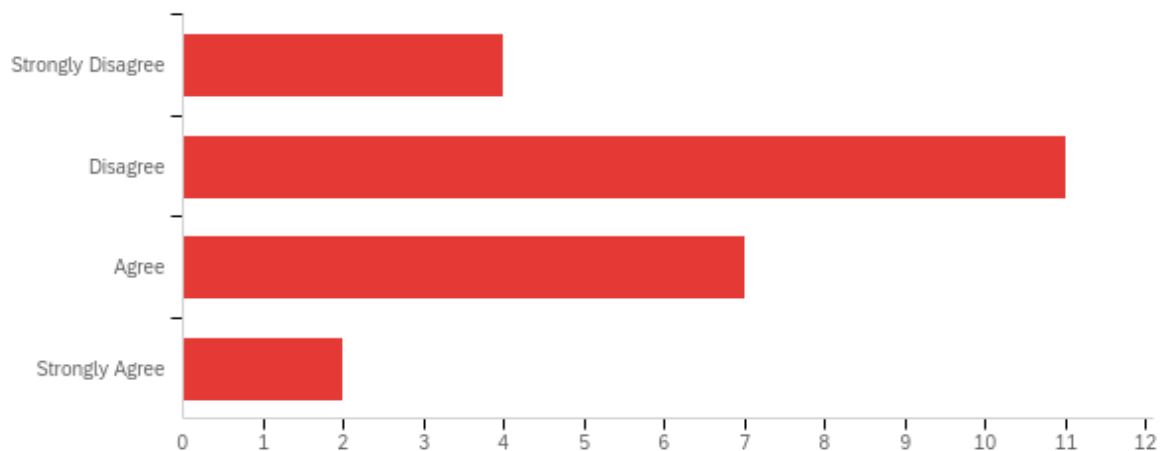
*Q2 - Classroom working conditions most affect my decision to continue in this environment.*



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Mode
1	Classroom working conditions most affect my decision to continue in this environment.	2.00	4.00	2.88	0.53	0.28	24

#	Answer	%	Mode
1	Strongly Disagree	0.00%	0
2	Disagree	20.83%	5
3	Agree	70.83%	17
4	Strongly Agree	8.33%	2
	Total	100%	24

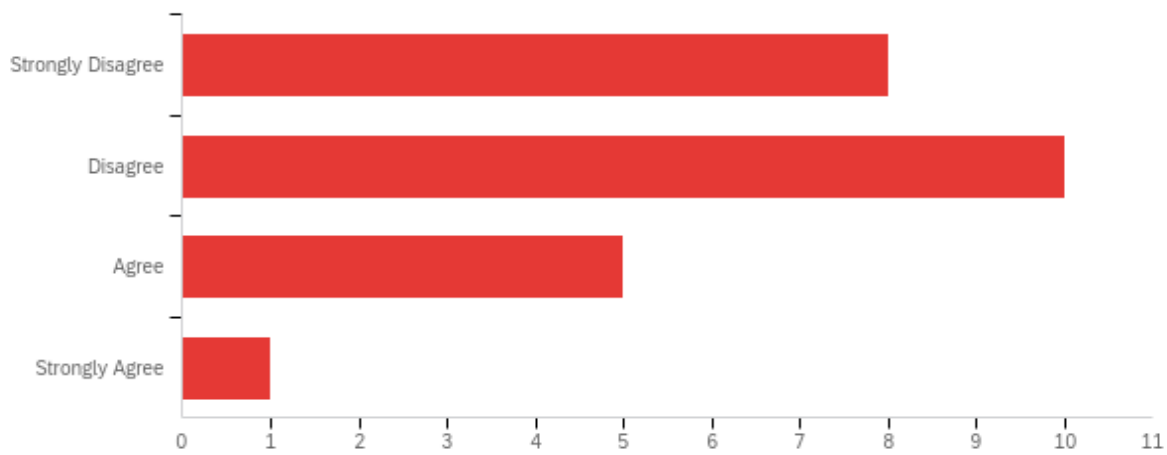
*Q3 - Teachers and administration are respectful, supportive, and honest with each other.*



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Mode
1	Teachers and administration are respectful, supportive, and honest with each other.	1.00	4.00	2.29	0.84	0.71	24

#	Answer	%	Mode
1	Strongly Disagree	16.67%	4
2	Disagree	45.83%	11
3	Agree	29.17%	7
4	Strongly Agree	8.33%	2
	Total	100%	24

*Q4 - When resolving issues, the whole team of administration, faculty, and staff are involved with making decisions.*

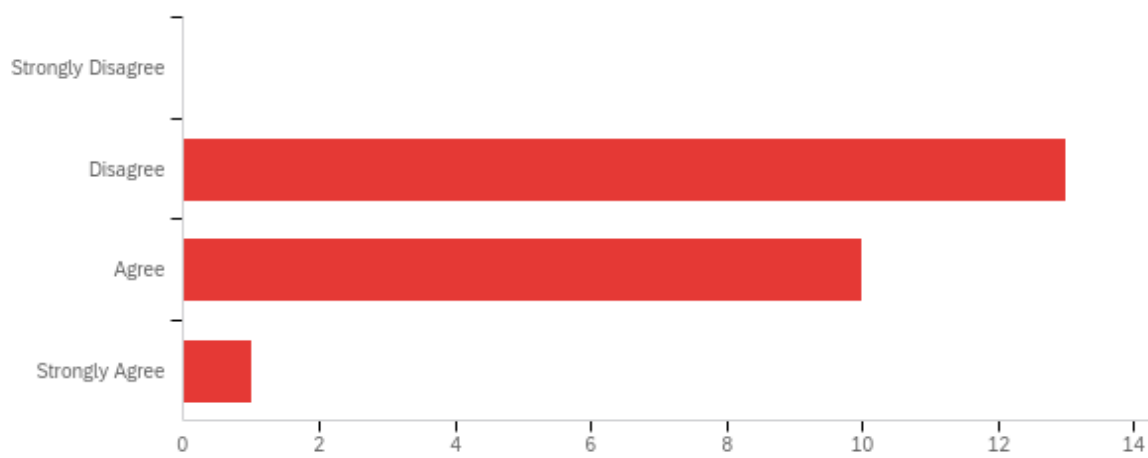


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Mode
1	When resolving issues, the whole team of administration, faculty, and staff are involved with making decisions.	1.00	4.00	1.96	0.84	0.71	24

#	Answer	%	Mode
1	Strongly Disagree	33.33%	8
2	Disagree	41.67%	10
3	Agree	20.83%	5
4	Strongly Agree	4.17%	1
	Total	100%	24



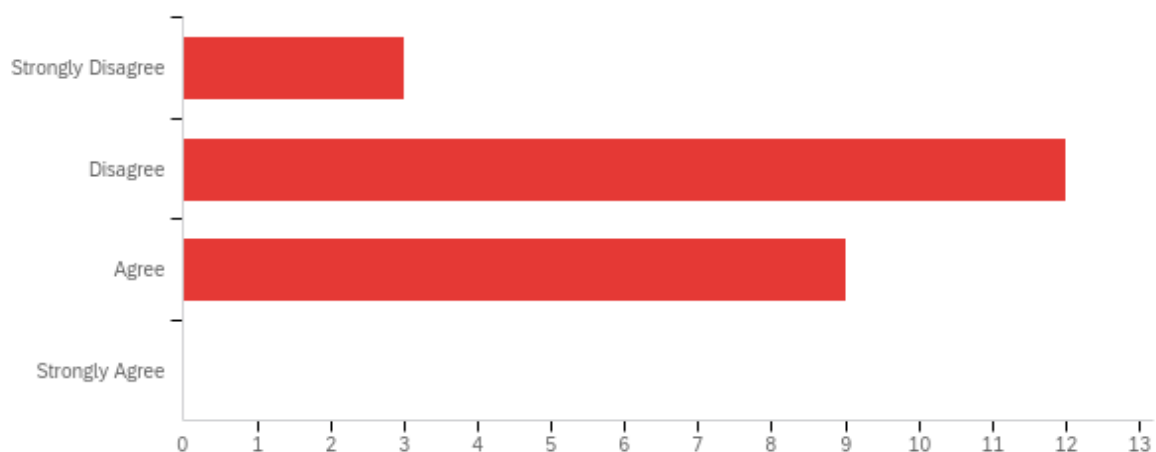
*Q5 - The curriculum of this school is associated with teaching skills that promote student development in the areas of science, technology, engineering, and math (STEM).*



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Mode
1	The curriculum of this school is associated with teaching skills that promote student development in the areas of science, technology, engineering, and math (STEM).	2.00	4.00	2.50	0.58	0.33	24

#	Answer	%	Mode
1	Strongly Disagree	0.00%	0
2	Disagree	54.17%	13
3	Agree	41.67%	10
4	Strongly Agree	4.17%	1
	Total	100%	24

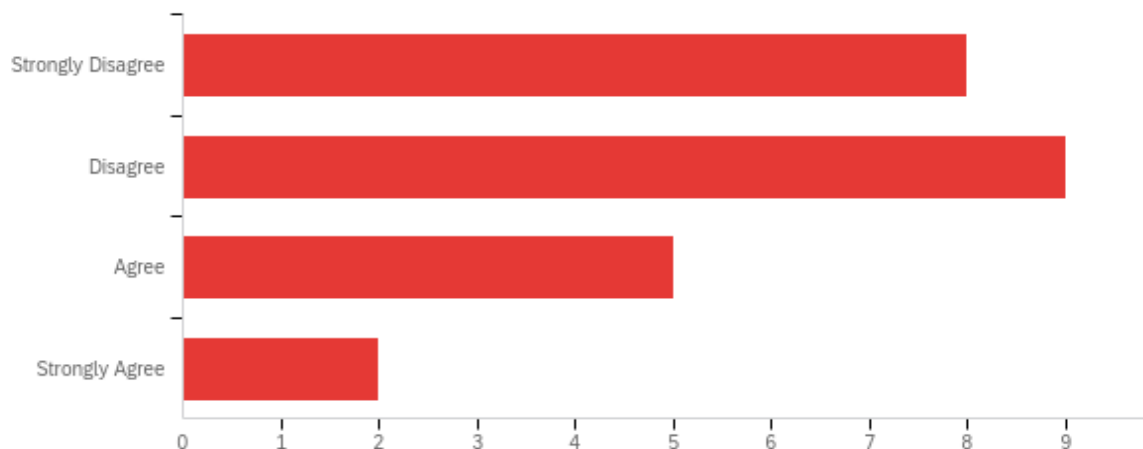
*Q6 - Students and staff are held accountable for understanding their actions and consequences for their actions.*



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Mode
1	Students and staff are held accountable for understanding their actions and consequences for their actions.	1.00	3.00	2.25	0.66	0.44	24

#	Answer	%	Mode
1	Strongly Disagree	12.50%	3
2	Disagree	50.00%	12
3	Agree	37.50%	9
4	Strongly Agree	0.00%	0
	Total	100%	24

*Q7 - Teachers have consistent contact and communication with school administration.*



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Mode
1	Teachers have consistent contact and communication with school administration.	1.00	4.00	2.04	0.93	0.87	24

#	Answer	%	Mode
1	Strongly Disagree	33.33%	8
2	Disagree	37.50%	9
3	Agree	20.83%	5
4	Strongly Agree	8.33%	2
	Total	100%	24

*Q8 - Please describe your relationship with the school's leadership team:*

“I feel comfortable going to admin with situations related to by job.”

“I come to do my job”

“Work together in weekly PDP meetings to review data.”

“It is a new working relationship which is still developing”

“The principal is unapproachable. The AP has a bubbly friendly attitude.”

“I feel as though the relationship is non-existent.”

“I am not involved with the school leadership team. I’m not sure who is on the team.”

“In years past, my relationship with the school's leadership was supportive, positive, and everyone was on the same team. This year, my relationship with the school's leadership team has negative. I am not being consistently communicated with, I am not fully supported, and I feel very departmentalized.”

“Poor. Zero communication for administrators”

“I am new to this school and have found the people on the leadership team extremely helpful and kind.”

“My relationship with our administration is decent because they attend all of my IEP meetings. I tend to communicate well and therefore I keep them in the loop on what I am doing in my classroom.”

“The Leadership Team, meaning SIP, at our school has not reported back to staff about items they are working on. Sometimes we are included on committees but have not heard the results of what we discussed or it changed.”

“I have a good standing relationship with or Administration. Whenever I need something, I am never hesitate to contact them.”

“I do not feel that connected to my administration at all, or I am often nervous to talk with them.”

“I don't always trust that they will listen or follow through on our conversations.

However, they are friendly when I see them in the halls.”

“I have much respect for the leadership team as human beings and their positions. What I have a problem with is the communication between teachers and leadership holders. The classroom support needs to be handled differently and with more resources to help the behavior students.”

“Fine and open.”

“She is a point of contact to run things by and to get approved for. She rarely is involved in the day to day learning and tasks with students or staff”

“Distant, sometimes confrontational”

“distant, non-personable”

*Q9 - Can you project a long-term future within this organization?*

“Well, it is a lot of work to prepare lessons everyday, no matter how effective leadership is.”

“Nope”

“Yes”

“I am in the last third of my career, I am planning to stay with this organization”

“Teachers will leave because of admin”

“Not at all.”

“Yes”

“I am truly unsure at this point in my career and my position here at the school.”

“Not sure. Looked for other positions over the course of the year.”

“No”

“Yes.”

“I intend to stay at Central for the long haul (at this time). I like the community we serve and I like the dedicated teaching staff that returns year after year.”

“No”

“YES”

“I can see a year or two more, but if nothing gets better communication wise, I don't see long term futures.”

“As of this moment yes. I am hoping things change for the better.”

“Yes. At least until 2025/2026 if it is my fate.”

“yes, but only because my own kids are invested in the school not necessarily because it is a great place to work”

“No.”

“Yes”

“no”

“no”

*Q10 - Please describe any strategies or techniques that you use for effective classroom management:*

“I give my first graders exercise breaks, and I usually start out class by asking students if they have anything that they would like to share. This helps students develop a positive attitude in class.”

“N/a”

“Forming relationships on day one. Once a strong relationship/trust is built. As well as boundaries and rules are in place on day one it makes classroom management a lot easier.

Having support from administration as well as student support for students with behavior problems also helps a lot.”

“Setting up rules at the beginning of the year, following up with acModeability when rules are broken. Also recognizing when there needs to be differentiated behavior expectations for specific student needs to aid in success.”

“ClassDojo”

“Open communication, reviewing of school rules daily, discussing/outlining the importance of accepting responsibility for each person’s actions.”

“I use positive reinforcement, have consistent routines, and develop relationships with students and families.”

“Being in my current position, I help foster individual student's needs, I provide guidance curriculum and I am always here to support the classroom teachers with observations and support”

“Developing relationships with students, holding expectations but also space for understanding between teacher and student.”

“Consistency, communication, clear standards/expectations”

“Points; rewards; love and compassion”

“I never have more than 3 classroom rules. I am clear with my expectations. I treat each student as an individual and try to meet them where they are social-emotionally and academically.”

“I believe in restitution (the Love and Logic approach). Students must own their actions and make amends if someone or something was harmed.”

“Building a relationship with my students.”

“I most often use logical consequences for behaviors, not just the same consequences for misbehavior. Some group chants and Mode downs during transitions, classroom jobs, relationship building with students, etc.”

“Stating the classroom rules right off hand and staying consistent with them. Establishing your relationship with them. Why we are all here and holding them accountable for their actions”

“Rewards, talks, signaling, guidance counselor.”

“All we have is what the teacher provides. Mostly prizes or punch cards to earn prizes”

“Visuals, positive reinforcement, parent communication, predictable structure”

“Organization”

“rewards, incentives for good behavior”