The Impact of Supervisory Turnover on Organizational Climate

A Doctoral Capstone Project

Submitted to the School of Graduate Studies and Research

Department of Education

In Partial Fulfillment of the

Requirements for the Degree of

Doctor of Education

Brandon Terrell Carter

PennWest University of Pennsylvania

August 2023

PennWest University

School of Graduate Studies and Research

Department of Education

We hereby approve the capstone of

Brandon Terrell Carter

Candidate for the Degree of Doctor of Education

2/15/24 Mary A. Wolf

Dr. Mary A. Wolf
Associate Professor
Doctoral Capstone Faculty Committee Chair

2/15/24 Tamara Willis

Dr. Tamara C. Willis
Superintendent, Susquehanna Township School District
Doctoral Capstone External Committee Member

Dedication

First and foremost, I could not have stayed the course without my faith and God's blessings. He is my strength. I thank my parents, Edward and Connie Carter, for being such strong supporters and for loving me.

I dedicate this doctoral capstone to my sister, the late Ta'Kysha Carter. She was my cheerleader, supporting and pushing me as her little brother until her untimely passing. In addition, my aunt, the late Linda Dukes, was an outstanding educator who believed in giving all students an opportunity. This was especially true for underdogs and those who did not see a future or have hope. These two ladies were the primary reason I pushed myself to complete this doctoral journey. This was after many moments of self-sabotage, self-doubt, and challenges along the way. I miss you every day, and I pray that I have made you proud. I hope to continue to pay tribute to you both by impacting the lives of many others. I strive to be an educator who provides the same opportunities for growth and success that you did. I hope to be a light of hope and inspiration for those in need.

As Roy T. Bennett once said, "Live the Life of Your Dreams. When you start living the life of your dreams, there will always be obstacles, doubters, mistakes, and setbacks along the way. But with hard work, perseverance, and self-belief, there is no limit to what you can achieve."

Acknowledgments

I thank the exceptional faculty of Pennsylvania Western University – California Campus, especially Dr. Mary A. Wolf, for believing in me and for challenging me when I wanted to give up. Your professionalism and courage, which shone through in our conversations, will never be forgotten. I truly appreciate you and your leadership. My special thanks to Dr. Tamara C. Willis for being a wonderful leader who wanted only the best, for meticulously encouraging me and for instilling in me the conviction that "There is no room for failure," and for keeping me grounded and accountable.

I also acknowledge the mentorship and support of the following individuals during my research, literature review, and editing: Dr. Andria B. Saia, Dr. Susan "Sue" Voigt, Dr. Linda C. Brown, Dr. Phil Livelsberger, Dr. Kirk Yancy Williams, Dr. Stefanie Moyar, Ms. Denise Mace, and Mr. Bill Denny. I am grateful for your expertise, guidance, and feedback, especially during the times when I needed to walk away from reading and writing to have a clear mind and to reflect.

I also thank all of my family and friends (from Tennessee to Pennsylvania and those in between) who spent time with me to listen to me when I was frustrated, to keep assuring me that I would be fine, and to motivate me; who prayed for me; and who understood me when I could not attend events due to this journey.

Finally, but certainly not the least, I thank all the participants in this study for your time, belief, and shared experiences. I could not have done this without your voice.

Table of Contents

List of Tables

List of Figures

Abstract

This qualitative research explored the influence of turnover in educational supervisory roles on the organizational climate, particularly concerning attrition and retention in educational institutions. Data were obtained from extant data from stay and exit interviews, a screening survey, individual interviews, and a focus group discussion with educational supervisors across diverse educational settings. The results showed that to foster a favorable working atmosphere, educational institutions must prioritize stable leadership and implement effective solutions. To mitigate the negative consequences of supervisory turnover on the organizational climate, a supportive and inclusive organizational climate must be nurtured that would ultimately enhance job satisfaction and retention.

CHAPTER 1

Introduction

Change is inevitable in all aspects of life, including in organizations. When a supervisory change is deliberate, its impact on the organization tends to be minimal as the organization has had time to prepare and plan for the transition. Conversely, an unforeseen alteration in the supervisory hierarchy can instigate shifts in both the organizational climate and the subordinate staff dynamics. This chapter delves into the intricacies of supervisory turnover, examining its implications for the organizational climate, identifying factors that influence the said climate, and elucidating the financial consequences of supervisory turnover. While this capstone research primarily focuses on educational supervisors and their perspectives on supervisory turnover, it is imperative to acknowledge the necessity of additional investigations concerning the viewpoints of subordinates when supervisors depart from an organization.

Background

Supervisory turnover poses a challenge for both the organization and the department to which the departing supervisor is assigned. The departure of a supervisor necessitates that other employees temporarily assume the supervisory responsibilities until a replacement is identified, interviewed, selected, and board-approved with a designated start date. This transition can significantly impact the organizational climate, wielding either a positive or negative influence.

This research is significant for the investigator as it provides insight into the broader implications of supervisor changes on the overall organization. For years, the researcher has witnessed from working as a principal and central office supervisor, how supervisor turnover in schools has undermined the organizational climate. Through

experience, when supervisory turnover has occurred, there has been a loss of institutional and organizational knowledge about the history, the culture, and community dynamics that do to inconsistency of leadership impacts as well as the difficulty of building relationships with stakeholders. Additionally, the research is significant for the researcher as it explores how the leadership exhibited in an organization can be a determining factor of the attraction of qualified educational supervisor candidates, especially when the job does not satisfactorily meet the candidate's other career or personal goals. For example, a leader can inspire vision, foster supportive environments, create a collaborative culture, build professional growth opportunities, and provide recognition and appreciation to those prospective candidates creating a positive organizational climate. It is acknowledged that individuals may persist in their roles primarily due to the organizational climate or the leadership qualities of their supervisor. The researcher adopts a neutral stance, observing without exerting influence, to gain a comprehensive understanding of what factors may influence an organization's climate and which of these are related to supervisory turnover as experienced by individuals.

Identification of the Capstone Focus

Many factors can affect an organization's climate. This study aims to identify reasons for, and possible solutions to, the problem of supervisory turnover and its effects on the organizational climate. The organizational climate can be affected by the organization's supervisor, the characteristics of that supervisor, and the subordinates' interactions with the supervisor. This capstone will identify reasons and solutions for supervisory turnover within the framework of the following 10 factors that may influence the organizational climate: attrition, stress, communication, lack of career opportunities, lack of support and motivation, organizational leadership turnover, job satisfaction, work

environment, degree of autonomy, and compensation. It is important to note that many organizations experience the same factors these areas are experienced in all organization and the information that will be gained from this study can lead to changes in how organizations handle turnover at the supervisory level. It is hoped that this work will be able to assist organizations in navigating supervisory turnover within the organization.

Research Questions

The primary research questions for this capstone are as follows:

1) How does the turnover of supervisory staff across an organization affect the organization's climate?
2) What factors contribute to supervisor retention and attrition in an organization?
3) What factors contribute to the job satisfaction of supervisors in an organization?

The primary focus of these three questions is educational organizations. Nevertheless, an examination of the responses to these questions will demonstrate the need for supplementary questions concerning the aforementioned factors, to unveil the influence of these factors on the organizational climate. As McLaughlin (2023) aptly articulated, "One change, changes everything."

Expected Outcomes

The anticipated findings of this study are that individuals gravitate toward supervisors not only due to the organizational climate they create but also because of their leadership qualities. In instances when a supervisor exhibits poor leadership, individuals may be prone to disengage from the organizational climate, regardless of its inherent supportive nature. Conversely, in the presence of effective leadership, individuals may contribute to shaping an organizational climate that is reflective of the supervisor's leadership style. This positive climate could become a magnet, drawing

others to the organization based on the favorable working environment and interactions with the supervisor.

The relationship between the organizational climate and the leadership demonstrated by a supervisor is bidirectional. The organizational climate, shaped by the individuals in it, may be influenced by the leadership qualities of the supervisor. When alterations occur in the organizational climate, individuals may choose to exit the organization irrespective of the supervisor's identity or their vision for the organization. Thus, the supervisor plays a pivotal role in setting the tone for the organizational climate. Alignment between the supervisor's leadership and the organizational climate creates an environment where people may be inclined to work. However, any changes in either of these elements, such as the exit or removal of the supervisor from the organization, may prompt individuals to leave. This departure may, in turn, significantly impact the organizational climate, potentially leading to further turnover within the organization.

A qualitative research design will be employed to elicit supervisors' perceptions on the answers to the three research questions. Data will be gathered through a screening survey, extant data from stay and exit interviews, individual interviews with supervisors, and a focus group discussion (FGD). These methods aim to explore the reasons behind supervisors' decisions to either remain or depart from their organizations. By analyzing the supervisors' perspectives, this study aims to offer valuable insights into the implications of supervisory turnover on the organizational climate.

Fiscal Implications

Addressing supervisory turnover promptly is imperative due to its potential fiscal impact on an organization. This study aims to demonstrate that the consequences of supervisory turnover vary depending on the level at which it occurs. The exit or removal

of a supervisory leader can significantly affect an organization's ability to achieve annual goals and secure funding for projects, programs, and educational resources, particularly within the educational system.

In the educational system context, the impact of replacing instructors, teachers, and other support staff roles is partially absorbed at lower levels. However, the repercussions become more pronounced at higher levels, such as at the levels of the principal superintendent, education director, and other supervisory positions within school districts. This is attributed to the distinct financial requirements associated with attracting, recruiting, onboarding, and training individuals at these leadership levels. While the responsibilities at the instructional or support staff level may be managed by teachers' aides, substitutes, and homeschooling, such measures are less viable at the superintendent, principal, and education director levels. The scarcity of supervisors and educational leaders with the necessary qualifications and experience may make finding suitable replacements for roles of such magnitude more challenging.

Summary

This introductory chapter lay the groundwork for a comprehensive exploration of supervisory turnover and its intricate relationship with organizational climate. It emphasizes the dual nature of change within organizational contexts, distinguishing between deliberate and unforeseen supervisory changes. The central focus of this capstone is identifying reasons and solutions for supervisory turnover, particularly within the framework of key factors influencing the organizational climate, to set a clear direction for this study. By concentrating on areas such as attrition, stress, communication, and compensation, this study aims to contribute practical insights that can inform organizational strategies for handling supervisory turnover.

The formulated research questions delve into the core aspects of how supervisory turnover affects the organizational climate, factors that influence supervisor retention and attrition, and the determinants of supervisors' job satisfaction. These questions serve as the foundation for a broader examination of the intricate dynamics influencing the organizational climate within the context of leadership changes.

The chosen qualitative research design, incorporating various data collection methods, is poised to provide rich insights into supervisors' perspectives and decisions. By adopting a neutral stance, this study aims to offer an unbiased understanding of the factors influencing the organizational climate related to supervisory turnover, as experienced by individuals, and the urgency of addressing supervisory turnover, particularly considering its potential fiscal impact.

Thus, this introductory chapter set the stage for a comprehensive exploration of supervisory turnover, offering a clear roadmap for subsequent research chapters. This study aims not only to contribute to the academic understanding of organizational dynamics but also to provide insights for organizations navigating the challenges of supervisory turnover.

The next chapter will comprehensively review relevant literature concerning the consequences of supervisory turnover on the organizational climate. This review will be structured around three key areas: (1) leadership, (2) organizational climate, and (3) general theories of employee retention.

The leadership section will scrutinize leader characteristics and how attrition at the supervisory level can impact the organizational climate. It will explore the intricate relationship between leadership changes and the ensuing effects on the organizational climate.

Within the organizational climate section, attention will be directed toward factors contributing to attrition and retention, elucidating their collective impact on an organization's climate. This examination aims to provide insights into the complexities of organizational climate dynamics resulting from attrition and retention.

The section will discuss three prominent theories related to employee retention: Maslow's (1943) Hierarchy of Needs Theory, Herzberg's (1964) Motivation–Hygiene Theory, and Vroom's (1964) Expectancy Theory. Each theory will be expounded, highlighting its relevance to understanding and managing employee retention.

The final sections of the chapter will offer practical guidance on applying the three general theories of employee retention to educational supervisors. This information aims to assist organizations in implementing strategies that foster employee retention and mitigate the negative impact of supervisory turnover on the organizational climate.

CHAPTER 2

Review of the Literature

Staffing turnover, encompassing leadership roles, is a significant challenge for educational institutions (Guin, 2004; Holme et al., 2018). The costs of turnover are not only explicit, involving expenses related to recruiting, hiring, and training, but also extend to less overt aspects such as the quality of instruction (Sorensen & Ladd, 2020) and alterations in the organizational culture and climate (Snodgrass Rangel, 2018). Considering the paramount importance of educating the youth, addressing the issue of reducing supervisory turnover in educational institutions is a critical imperative.

Renowned leadership expert John Maxwell (2016) emphasized the interpersonal aspect of turnover, asserting that "People quit people, not companies." Aitsi-Selmi (2020) further underscored the influence of work culture on employee retention, stating, "People don't leave jobs, they leave work cultures." Whether supervisory turnover is attributable to individuals or to the organizational climate and culture, this study aims to elucidate the factors impacting turnover in school districts and the repercussions of turnover in leadership positions.

Leadership

Leaders play crucial roles in the lives of the staff in the organizations they lead. Research underscores that leaders significantly influence the success or failure of organizations (Collins, 2001). However, despite numerous years of leadership research and countless studies, a clear and universally accepted definition of leadership and its achievement remains elusive, and the landscape of leadership theories still appears fragmented, lacking substantial cohesion to explain their interconnectedness (Graen & Uhl-Bien, 1995). Nevertheless, Northouse's definition is commonly acknowledged in

scholarly circles as a pragmatic approach to defining leadership. Northouse (2010) suggested that leadership is a process wherein an individual or a group motivates others to attain shared organizational objectives. This is aligned with Senge's (1990) earlier perception of leadership as the "capacity to hold a shared picture of the future we seek to create" and with Hughes's (2009) definition of leadership as the ability to influence others to achieve goals.

As early as in 1964, Vroom emphasized leadership more as a function of what leaders do than of their identity or words. Burke et al. (2006) highlighted that leadership extends beyond a mere position to a set of skills and abilities that necessitate mastery for anyone assuming the responsibility of a leader. These sentiments align with Myers' (2014) assertion that leadership encompasses a range of responsibilities, from determining organizational goals and structure to exercising control over the physical environment. Farokhi and Murty (2014) added that establishing communication and decision-making processes, and shaping the organization's norms and values in order to foster a positive environment, including by scrutinizing the types of leadership that resonate with their staff.

Thomas (2022) claimed that as effective leadership is the driving force behind a thriving organization, it is crucial for leaders to comprehend, cultivate, articulate, and execute organizational visions and to be committed to capacity building and empowering others, maintaining respect and a consultative approach with subordinates, making tough decisions when necessary, and addressing challenging issues that impact the organization. Thomas added that a deficiency in any of these areas can have a profound impact on the organization and its climate.

Indeed, leadership has been consistently highlighted as the foremost determinant of an organization's climate (Goleman et al., 2002; Stringer, 2002) and the consequent employee performance (Franke & Felfe, 2012; Puteh et al., 2014).

Considering the substantial impact of leadership on the organizational climate and the critical importance of effective schools, the role of an educational leader is paramount. Leadership, particularly in an educational context, is defined by inherent characteristics of, and the leadership style integrated into, the organization (Johnson, 2022). However, according to Williams (2022), the role of leaders in guiding their organization toward its established goals makes their characteristics significant. The characterization of educational leaders encompasses considerations of their character, organizational goals, achievements, and demonstration of effective leadership qualities (Williams, 2022). Some characteristics of effective leaders consist of having integrity, visionary thinking, strategic planning, collaborative leadership, empathy and emotional intelligence, adaptability, accountability, and cultural competence. Consequently, leaders are subject to evaluation based on their actions, behavior, demeanor, experience across situations, expertise, emotional and mental stability, integrity, trust among subordinates, and adept handling of organizational challenges (Thomas, 2022). As a result, leaders, recognizing that their decisions and actions can significantly impact the organization either positively or negatively, must strive to maintain a superior and above-reproach image in the eyes of stakeholders. Their manifestation of the aforementioned characteristics provides insights into the type of leadership they cultivate within their organization and educational environment (Williams, 2022). As leaders vary in the degrees of their possession of such characteristics, the nature and extent of the leadership that they demonstrate also differ.

In addition to the aforementioned responsibilities of educational leaders and supervisors, they also bear the responsibility for promptly addressing organizational challenges. Among these challenges is employee turnover. Educational leaders must proactively tackle issues related to employee retention across all levels by promptly addressing factors that influence retention (Team, 2022). Recently, the phenomenon known as *The Great Resignation* or *The Big Quit* has particularly impacted the field of education, resulting in heightened attrition rates and a diminished pool of qualified and experienced educators (O'Brien, 2022). The Great Resignation became especially noteworthy in the educational landscape due to the attrition of principals and superintendents. Root causes of the voluntary departures of educational leaders were burnout, stress, and a lack of work–life balance, exacerbated by the intricate demands of their leadership roles. A research brief by the RAND during the 2021–2022 academic year reported an increase in the number of principals who left their positions during the pandemic years (Diliberti & Schwartz, 2023). Moreover, consecutive surveys of school principals conducted by the National Association of Secondary School Principals, in 2021 and 2022, revealed that close to 40% of educational administrators intended to vacate their positions in the forthcoming years (Diliberti & Schwartz, 2023). Another survey that RAND conducted from October 2022 to December 2022 among a random sample of 300 leaders serving traditional school systems and charter schools (Superville, 2023) revealed that principal departures due to resignation or retirement were notably higher in high-poverty districts and rural regions, with district leaders within these educational systems reporting rates of 23% and 21%, respectively (Superville, 2023).

Principal turnover, or principal attrition resulting either from removal of a principal from their position or from the principal's exiting the profession or position, is a

significant and widespread issue across the United States (Curiously, 2017). Principals hold a pivotal role in the educational system and are often considered the primary leader or leading voice in these systems. The success of principals and the impact they wield are theoretically linked to the success of the educational system. This success is gauged by the principal's effectiveness in providing and shaping the student experience, which ultimately influences the students' academic achievement. Specifically, principals contribute to maintaining a positive school climate, motivating school staff, and enhancing teachers' practice (Johnson, 2022).

The persistent and vexing issues of turnover costs and the repercussions of attrition on the organizational climate continue to pose significant challenges for educational organizations (O'Connell & Kung, 2007). An integrated talent management plan can effectively identify leaders who should be retained and those who may need to be dismissed, based on adequate comprehension of the organization's needs, coupled with an understanding of how talent acquisition will likely impact supervisors' evaluations of the costs and benefits associated with their remaining in their current position or pursuing the new opportunity.

Turnover costs encompass a range of expenses, such as those associated with advertising for an open job position, the time invested in recruiting and interviewing candidates, fees related to background checks and drug screenings, and the costs of administering pre-employment assessments (Group, 2021). As principal leadership has significant implications for students and teachers, schools and districts find themselves allocating a greater amount of time and resources to replacing departing principals (Levin & Bradley, 2020). This typically results in financial challenges, leading to considerable complications, often addressed by redirecting resources initially designated for the

classroom (DeMatthews et al., 2022). Such changes can have ripple effects on the organizational climate. For example, when funds become scarce, various components of the educational system are impacted, affecting educational resources (such as books, supplies, and school organizations), resources at the student and faculty levels (including educational excursions, technology, and training sessions), employee time (devoted to interviewing and recruitment efforts), and preparation time for future educational and instructional delivery (DeMatthews et al., 2022).

Moreover, as mentioned, the connection between principal turnover and declines in student outcomes is notably pronounced in high-poverty, low-achieving schools—the very institutions where students depend most on education for their future success (National Superintendent Roundtable [NSR], 2021). Branch and Rivkin (2009) found that high-need schools were 50% less likely than other schools to retain the same principal over a six-year period.

In the publication *Understanding and Addressing Principal Turnover* by the School Leaders Network, a nonprofit dedicated to enhancing the capabilities of principals in large, high-need, urban schools, Levin and Bradley (2020) conservatively estimated the typical cost of replacing a principal as at least $95,000. The report suggested that the cost could be higher in under resourced districts experiencing elevated turnover rates. Various factors were considered to come up with the estimates, such as the principal preparation program, hiring process, signing bonus, mentoring, and ongoing education. Siebert and Zubanov (2009) emphasized that this finding is especially true for leadership roles where investments in talent are substantial.

Levin and Bradley (2020) further found that principal turnover can disrupt school progress. According to Leithwood et al. (2012) and Thomas (2022), the exit or removal

of a principal or educational supervisor can have broader repercussions on organizational performance. Studies on executive succession have consistently revealed that the departure of organizational leaders, whether voluntary or involuntary, is often accompanied by a period of decline in organizational performance. This aligns with the widely accepted understanding that chief executives, including superintendents and principals, bear ultimate responsibility for the performance of their organizations and institutions.

Moreover, the void left by the department supervisor often requires others to manage the responsibilities of the vacant position temporarily, thereby exacerbating the impact on the organizational climate. Furthermore, in the context of executive teams, there is compelling evidence that the turnover of the supervisor can trigger a domino effect on the other management team members, which could lead to adverse effects that are even more significant than the supervisor's departure (Siebert & Zubanov, 2009). Levin and Bradley (2020) further found that the disruption of school progress due to principal turnover often results in increased teacher turnover and, ultimately, lower gains in student achievement. Beteille et al. (2012) discovered that teacher turnover increases when the incoming principal lacks experience in the role. The task of building teacher capacity is exceptionally challenging in high-need schools, where principal turnover is particularly prevalent.

The exit or removal of an educational leader, irrespective of the reasons behind it, may leave a lasting impact on the organization's climate (DeMatthews et al., 2022). Whether the departure stems from poor performance, a lack of adherence to organizational standards, or the leader's personal experience, it is likely to influence the

organizational climate and the resources embedded within it, potentially resulting in increased attrition.

To address attrition effectively, it is prudent to examine the factors that influence the organizational climate and explore three well-known theories related to employee retention.

Organizational Climate: Attrition and Retention Factors

Many factors play a role in how the organizational climate is created that can lead to attrition and/or retention of employees, staff, students, and subordinates. In this section, the focus will be on 10 factors identified in the research: attrition, stress, communication, lack of career opportunities, lack of support and motivation, organizational leadership turnover, job satisfaction, work environment, degree of autonomy, and compensation (Allen, 2010). Each of these factors plays a role in a person's leaving (i.e., attrition) or remaining (i.e., retention) in an organization (Williams, 2022). However, some of these factors can play multiple effects. For example, when a leader leaves a position, it may influence other employees to leave as well. These can increase the organization's attrition rate and affect the climate and productivity of the organization.

The term *organizational climate* has taken on multiple meanings. Burke et al. (1992) characterized it as "the interaction of employees with the organization's current environment." They further defined it, with many other researchers, as employees' shared perceptions of, and the meaning they attach to, the policies, practices, and procedures that they experience, which include the behaviors they observe as being rewarded and those that are supported and expected within the organization (Burke et al., 1992, 2006; Obeng et al., 2021; Ostroff & Judge, 2007; Ostroff et al., 2003; Schneider & Reichers, 1983).

"Perceptions" is a common characterization of organizational climate—as the perception by "individuals or members of [an] organization [of] various aspects and activities [of the] organization, [which perceptions] deepen in individual behavior and observed work" (Owens & Valesky, 2015, p. 213), based on which Permarupan et al. (2013) said the organizational climate must include traits or characters that are felt, contained within the scope of work, and may affect the behavior of the organizational members; as employees' perceptions and impressions of their organization and its internal environment, in which they interact regularly (Zacher & Yang, 2016); and as a dynamic snapshot of an organization based on employees' perceptions, due to which organizational climate is more fluid than organizational culture, because individual perceptions change in response to organizational events and circumstances (Obeng et al., 2021).

The organizational climate is an overarching factor of both attrition and retention. It can dictate how well employees perform and achieve their organizational goals (Thomas, 2022). In schools, the organizational climate can also have profound effects on the teachers, staff, and students (Thapa et al., 2013). Principals are responsible for paying attention to, and satisfying, their needs; for creating a pleasant working climate for them; and for providing them effective leadership (Garrett, 2008; Thapa et al., 2013). These steps are necessary considering the overall impact of the organizational climate on the school community (DeMatthews et al., 2022). Aside from the principal's managerial skills and leadership style, a pleasant work climate can also come from the school itself organizational culture, physical environment, policies, and support systems (Razavipour, 2017). For example, a school that promotes openness, respect, and teamwork is likely to have a more pleasant work climate where individuals feel valued and empowered to contribute to the overall mission of the school. A school that provides opportunities for

professional growth, recognizes employee achievements, and addresses concerns in a timely manner is likely to cultivate a more positive and supportive work environment. DeMatthews et al. (2022) found that in schools with a pleasant working climate, teacher performance, student achievement, and the quality of graduates can improve.

Attrition

According to Gartner glossary, attrition is defined as the departure of employees from the organization for any reason (voluntary or involuntary), including resignation, termination, death or retirement (Gartner, n.d.). It encompasses both employees leaving their positions and managers or organizational leaders departing due to changes in management, poor performance, or stellar performance (Goldring & Taie, 2018). Thus, attrition reflects an organization's ability to retain talent (Curiously, 2017).

Numerous factors play a key role in the rate of attrition in the workplace. Commonly cited reasons for employee departures include dissatisfaction with the supervisor, limited opportunities for career growth, and the allure of better opportunities, often accompanied by high pay (Bohle et al., 2017). These reasons have persisted over the years. Moreover, Leithwood et al. (2012) found that schools experiencing exceptionally rapid principal turnover often suffer from a lack of shared purpose, cynicism, doubts about principal commitment, and an inability to maintain a school-improvement focus long enough to achieve meaningful change. The negative consequences of attrition are amplified when the departure rate becomes unmanageable, giving rise to challenges such as the short- to medium-term loss of organizational knowledge, diminished organizational capacity while vacancies are being filled, the cost and time involved in searching for and hiring replacements, and the time required to onboard new employees (Bohle et al., 2017; Curiously, 2017). A survey by the National

Superintendents Roundtable (NSR) in September 2021 highlighted the need for school districts to find 4,000–5000, new district leaders due to intense and highly politicized pressures amidst the pandemic. Sixty-three percent of the respondents indicated that they had considered leaving the superintendency during or at the end of the school year. RAND had reported similar findings for principals a month earlier (Woo & Steiner, 2022).

According to Thomas (2022), attrition, particularly when unplanned, leads to increased departure of staff, especially if it is the leader who left. Thomas added that although this impact is not immediately felt, as departing employees must search for and acquire new positions before leaving the organization, the effect of the exit or removal of a school leader typically becomes apparent within a school year.

Normal attrition, in which individuals voluntarily leave their positions, as opposed to involuntary removals from the organization, has varying effects on the organizational climate (Thomas, 2022). Among these are stress, disrupted communication, lack of opportunities, and decreased motivation. They will be explored in the following discussions as they relate to and impact attrition, retention, and organizational climate.

Stress

Numerous researchers have found that stress influences employees' job satisfaction and overall performance, which can lead to attrition (Harms et al., 2017). Because most organizations now demand better performance outcomes, the 21st century has been called the "age of anxiety and stress" (Gill et al., 2006). Numerous factors, known as *stressors*, can lead to stress and anxiety (Gill et al., 2006; Harms et al., 2017). These stressors can come in various forms and manifest in a variety of ways (Smith & Cooper, 1994). *Workplace stress or job stress* occurs when employees are confronted

with tasks and conditions with which they cannot cope or to which they cannot adapt (Bono et al., 2007). Individuals experiencing *workplace stress* often exhibit various emotional symptoms, including passivity, despondency, anxiety, and anger; physical symptoms, such as hormonal imbalances, headaches, insomnia, and physical disturbances; and behavioral symptoms, such as changes in lifestyle, reduced job engagement, absenteeism, and turnover (Ghamrawi & Al-Jammal, 2013). All occupations have the potential to induce stress and thus, impact an employee's mental health, physical health, socioeconomic stability, and family environment (Quick et al., 2014). *Psychological stress* poses a threat to individual health and potentially manifests as physical ailments or leads to mental instability (Quick et al., 2014). School leaders often experience heightened health challenges and trauma due to their excessive workloads and the contentious disputes within the communities in which they work (Bono et al., 2007; Ghamrawi & Al-Jammal, 2013; Quick et al., 2014). Thomas (2022) stated:

> Stress plays a significant role in determining how employees navigate their work environment and cope with daily changes in their roles. Employee stress can lead to decreased productivity and organizational achievements. Addressing stress in the organizational environment, whether by removing stress-inducing elements or reducing tasks that cause stress, can contribute to employee retention. Failure to address stressors allows them to persist, increasing the likelihood of attrition throughout the organization. Overall, stress is a contributing factor to attrition within an organization (p. 219).

Communication

Communication is a key factor of both attrition and retention (Cheney et al., 2011; Coffey et al., 2022). To have an effective workplace and a positive working environment,

there should be clear and effective communication among all parties (Musheke & Phiri, 2021).

Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). The word is derived from the Latin word *communis*, which means "common." This definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication (Cheney et al., 2011; Coffey et al., 2022). In the workplace, communication should be a dialog between the employee and the supervisor (Kruse, 2012), wherein each party is able to articulate (verbally or in writing) what is needed to accomplish organizational goals and address the needs of the organization in a timely manner. Communication should extend up and down the line to lead, ensure accountability, exchange ideas, and receive clear and actionable information from leaders. Bidirectional communication is key, as employees are more likely to achieve goals if leaders provide effective feedback.

Indeed, *leadership communication* is one of the essential elements of managing every organization (Rizvi & Popli, 2021). It involves fostering and maintaining a workplace environment where communication flows freely and quickly in all directions (Mai, 2003) to achieve mutual understanding, unity, and action (Hutchinson, 2020). Leaders' ability to communicate with their employees is the foundation for employee engagement (Osborne & Hammound, 2017). Conversely, poor communication delays the achievement of essential goals, wastes time and resources, and harms relationships (Williams, 2023.). Communication and employees' organizational commitment are also directly linked (Putti et al., 1990), since leaders' effective communication of their thoughts, ideas, visions, and intentions to the organization enhances the employees'

organizational commitment and support (Luthra, 2015). Thus, good leadership communication is crucial for motivating employees to achieve an organization's goals (Luthra, 2015; Putti et al., 1990; Rizvi & Popli, 2021). Continuous communication ensures that employees see the leader's vision; thus, it fosters support and motivation within the organization (Barrett, 2006; Coffey et al., 2022; Mikkelson et al., 2015).

Therefore, effective communication is considered critical in implementing organizational change, assisting organizations in staying on track, avoiding resource wastage, and optimizing goal achievement (Bennis, 2022). Practitioners of change implementation have empirically demonstrated and agreed upon the importance of communication in change implementation (Lewis, 1999). However, according to Barrett (2006), verbal communication, which occurs through spoken words, can sometimes result in misunderstandings or miscommunication due to factors such as tone, inflection, or ambiguity. On the other hand, written communication, such as emails, memos, or reports, provides a clearer and more structured way to convey information. It allows individuals to articulate their thoughts more precisely, prioritize goals visually, and provide a permanent record for reference. By visually presenting goals and information, written communication can enhance clarity and understanding, thereby increasing the likelihood of achieving success in tasks or projects.

As for the impact of communication on organizational changes, particularly, the exit or removal of a leader, failure to communicate the reasons could lead to miscommunication and speculation, which could erode the organizational climate (Barrett, 2006). An unannounced exit or removal of a leader could have the same effect and could even lead to attrition. Conversely, communicating the departure of a leader

from an organization, when done effectively, may mitigate the negative impact of such a departure on the organizational climate.

Lack of Career Opportunities

According to Cranny et al. (1992), career growth, which Herzberg (2015) identified as an employee motivator, significantly influences the working environment and employee satisfaction. The perception of limited opportunities for career advancement can prompt employees to seek such opportunities elsewhere (Thomas, 2022). Stevenson (2006) noted the need to examine the factors impacting principals' career paths and the career trajectories of school leaders to address supply-and-demand concerns. The literature on principals' career paths is frequently tied to the impact of job satisfaction. Tekleselassie and Villarreal (2011) emphasized the influence of factors such as salary, autonomy, and individual characteristics on principals' career mobility, and Parylo et al. (2013), reported that job satisfaction can have complex effects. As related to principal retention, these complex effects can be positive or negative. For example, satisfied principals are more likely to be productive, engaged, and committed to achieving organizational goals, leading to lower turnover rates. However, overly satisfied principals may become complacent or resistant to change, which can hinder innovation and adaptability within the organization. Moreover, as principals typically begin their careers in administration by serving as assistant principals, the position of assistant principal is of strategic value in developing future principals (Stevenson, 2006; Vladika, 2010).

Within K-12 systems, gender differences in educational administration trajectories have been noted, which are important to note as women made up approximately 75% of the teaching force (Polka et al., 2008), which has increased to 93%

in 2022. Moreover, according to Goldring & Taie (2018), in a report for the National Center for Education Statistics (2019), in 2019, 27% of superintendents were female. For instance, Parylo et al. (2013) found that female principals viewed job satisfaction negatively, as they considered it potentially detrimental to principals' career growth. In contrast, Oplatka and Mimon (2008) reported that female principals portrayed job dissatisfaction positively, as they believed that it could lead principals to self-reflect and to introduce school changes and innovations. Therefore, job dissatisfaction might serve as a motivating factor for school improvement, depending on a principal's gender identity (Parylo et al., 2013; Tekleselassie & Villarreal, 2011).

Lack of Support and Motivation

A significant factor of attrition is a lack of support and motivation from the organizational leader (Goldring & Taie, 2018; Sorensen & Ladd, 2020). Thus, understanding employee motivation is essential in discerning the reasons for employee departure (Ramlall, 2004). Motivation is characterized by a willingness to exert high effort, which involves a desire and ability to act (Ramlall, 2004). It is linked to self-fulfillment, job satisfaction, and organizational commitment, and thus, influences turnover intention (Group, 2021; Guin, 2004; Levin & Bradley, 2020; Sherman et al., 2012; Snodgrass Rangel, 2018). Moreover, work motivation is driven by the expectancy that the desired outcomes are achievable, which influences individuals' preferences, choices, effort, and performance (Vroom & Jago, 1995).

A supportive organizational climate, characterized by pleasant work relationships and supervisors fostering comfort and job satisfaction, promotes motivation and the building of supportive networks (Putti et al., 1990). In contrast, a lack of support or motivation may result in employees feeling isolated and unsupported, which could lead to

both leader and staff attrition (Farley-Ripple et al., 2012; Quick et al., 2014; Skaalvik & Skaalvik, 2007; Zacher & Yang, 2016).

Organizational Leadership Turnover

The removal of a leader from a position is inherently sensitive and necessitates careful consideration (Garrett, 2008; Leithwood et al., 2012). At the very least, it must be handled discreetly and cautiously, as it could lead to attrition (Béteille et al., 2012; Grissom & Bartanen, 2019) due to its possible adverse implications for both the organization and the organizational climate (Grissom & Bartanen, 2019; Guin, 2004; Holme et al., 2018). Indeed, while the departure of a leader may present challenges and disruptions to the organizational climate, proactive measures such as interim leadership, succession planning, goal clarification, team cohesion, and external support can help mitigate these challenges and enable the organization to continue working towards achieving its vision and objectives.

In particular, as mentioned, educational leadership turnover affects the performance of staff and students and imposes financial costs and strains on the school's resources (Ni et al., 2015; Snodgrass Rangel, 2018). Moreover, the achievement of yearly goals and the satisfaction of the needs of the community are delayed. The uncertainty about the organization's experience arises from the removal of a leader, which can lead employees to question the organization's reliability, credibility, and effectiveness. Without a clear understanding of the reasons behind the leader's removal and how it aligns with the organization's past behavior, employees may feel unsure about the organization's direction and its ability to navigate challenges effectively. For students, depending on the circumstances surrounding the leader's removal, it may result in

disappointment in, and distrust of, the leaders who perpetuated the removal and the educational system itself (Garrett, 2008; Leithwood et al., 2012).

A turnover in leadership can also make the organization lose focus. This is because turnover usually occurs when leaders have not accomplished all the goals they had set for the organization, have not communicated such goals, or have failed to design a framework that can be passed down to the incoming leadership (Garrett, 2008; Leithwood et al., 2012).

Job Satisfaction

Promoting job satisfaction is a highly effective strategy for retaining the best employees (Allen, 2010). Researchers have defined *job satisfaction* in different ways. Batlis (1980) defined it simply as individuals' overall happiness with their job; Arnold and Feldman (1982) and Allen (2010), as the overall positive affect of individuals toward their jobs; and Cranny et al. (1992), as a blend of positive and negative feelings toward work. Crowder (2017) defined it more intricately as an employee's emotional or physiological state, indicated by cognitive and affective markers, resulting from their evaluation of their job experiences. Moreover, Batlis (1980) and Crowder (2017) similarly viewed job satisfaction as the alignment between an individual's job expectations and perceived realities of the job (Batlis, 1980; Crowder, 2017), which suggests that job satisfaction is an emotional state characterized by positive and pleasant feelings when individuals appreciate their job (Oplatka & Mimon, 2008). In the same vein, Cranny et al. (1992) described job satisfaction as an emotional response derived from an individual's comparison of actual job outcomes with desired ones. Indeed, when individuals join an organization, they bring expectations, desires, and past experiences to

their job. Job satisfaction reflects the extent to which these expectations align with actual rewards, which influences an individual's behavior in the workplace.

More specifically, Baker et. al., (2010) and Tan and Waheed (2011) described job satisfaction as a multifaceted phenomenon influenced by factors such as salary, working environment, autonomy, communication, and organizational commitment. However, numerous studies, including those focused on public-sector managers, have emphasized that income or compensation stands out as a crucial determinant of job satisfaction (Goldhaber, 2007; Idowu & Abolade, 2018). Nevertheless, Mikkelson et al. (2015) discovered that effective communication from direct supervisors correlates with increased employee job satisfaction. Idowu and Abolade (2018) supported this notion, stating that effective communication, which involves not only downward communication but also treating employees with significance, significantly enhances job satisfaction. In addition, according to Thomas (2022), three criteria (all of which are related to job satisfaction) influence employees' efforts: job pride, finding their jobs interesting and meaningful, and recognition for their work and its benefits. Cranny et al. (1992), Herzberg (2015), Tan and Waheed (2011), and Udechukwu (2009) suggested that Herzberg's two dimensions can categorize various aspects of job satisfaction. Herzberg's two-factor theory of job satisfaction identifies two dimensions that categorize various aspects of job satisfaction. The first dimension, known as hygiene factors or maintenance factors, encompasses elements related to the work environment and the context in which employees perform their jobs. These factors include company policies, supervision, working conditions, salary, job security, and interpersonal relationships. While essential for preventing dissatisfaction, hygiene factors do not necessarily lead to satisfaction when present. In contrast, the second dimension, known as motivational factors or growth

factors, pertains to the intrinsic aspects of the job itself and the fulfillment employees derive from performing their work. Motivational factors include recognition for work done, opportunities for advancement, challenging work, responsibility, achievement, and personal growth and development. Unlike hygiene factors, improving motivational factors can lead to increased job satisfaction and motivation among employees. Herzberg's theory suggests that organizations should aim to provide both hygiene and motivational factors to foster higher levels of job satisfaction and motivation among employees. Intrinsic job satisfaction pertains to job tasks and their content, including their variety and the autonomy, skill utilization, self-fulfillment, and self-growth that they realize (Baylor, 2010).

Farley-Ripple et al. (2012) pointed out that job satisfaction extends beyond gratification, enjoyment, or psychological agreement to various facets of attitude and socioeconomic life. For example, Cranny et al. (1992) noted that job satisfaction directly impacts absenteeism, commitment, performance, and productivity. Goldhaber (2007) similarly found that satisfied employees tend to exhibit higher levels of productivity, creativity, and commitment to their employers. Additionally, Idowu and Abolade (2018) and Mikkelson et al. (2015) proposed that supervisors who are content and satisfied with their roles are less likely to leave, aligning with Herzberg's motivation–hygiene theory as an explanatory framework of supervisory turnover, which will be discussed more extensively later (Idowu & Abolade, 2018; Mikkelson et al., 2015). Therefore, job satisfaction is a pivotal factor of an employee's decision to remain in an organization, outweighing other contributors to a positive organizational climate; and in contrast, its lack is a major factor of an employee's decision to resign and transition to another

position (Williams, 2022). In this sense, job satisfaction is a factor of both attrition and retention.

Moreover, job satisfaction is susceptible to changes in leaders who had shaped the organizational climate (DeMatthews et al., 2022). The perception of potential disruption to the established organizational structure under new leadership may affect the contentment of existing educational supervisors; and conversely, the introduction of a leader with a track record of supporting and trusting employees is viewed positively (Thomas, 2002; Williams, 2022). More directly, job satisfaction declines and contributes to attrition when a proven leader is replaced in a supervisory role, especially if the replacement introduces changes to the established organizational climate; and conversely, job satisfaction is elevated by a sense of support, motivation, autonomy, and equitable compensation for hard work, efforts, and innovation, whether for an employee or a leader (Bourne, 2023)..

Work Environment

Many organizations strangely overlook work environments, yet, they are a factor of both the attrition and retention of many educational supervisors. Research indicates that working conditions influence decisions related to entering, staying in, or leaving a principalship and an organization (Yan, 2020). Tekleselassie and Villarreal (2011) found that addressing the various conditions that make work life more stressful and less satisfying can reduce principal turnover. For example, flexible working environments and working conditions have been identified as fundamental to increasing employee satisfaction in the workplace (Bono et al., 2007; Montag et al., 2020).

The evolving role of the principal now emphasizes their instructional leadership, which involves the promotion and development of effective instructional practices for

positive student outcomes. To allow principals to concentrate on their instructional leadership responsibilities, they require supportive structures. If an organization is made up of employees whom the principal did not hire into the organization, there may be clusters of people who support the principal and others who do not. This can lead to a negative work environment for employees, as some will not support the initiatives, ideas, or vision of the new leadership, which can adversely affect the achievement of the organizational goals and the organization itself (Harms et al., 2017; Judge & Kammeyer-Mueller, 2022; Robbins & Alvy, 2014). Conversely, this could lead other employees to be more supportive of the vision of their leader.

However, the work environment of the principal is not the only factor that can affect the organizational climate (Reinke et al., 2013). It can also be affected at a level above the principal and the system as a whole. By looking at how the working environment can affect employees and the organizational climate, the type of environment needed for the organization to thrive—with the right culture and the right people—can be understood (Reinke et al., 2013; Skaalvik & Skaalvik, 2007). Therefore, understanding the relationship between the work environment and job satisfaction is in an organization's best interest. For example, it has been found that establishing a harmonious working atmosphere in schools enhances organizational performance and efficiency and, conversely, that disruptions from individuals in the organization can undermine human relationships, weakening their spirit and depriving them of insufficient support in task completion, which would ultimately affect student learning outcomes (Reinke et al., 2013; Skaalvik & Skaalvik, 2007).

Degree of Autonomy

The level of autonomy that employees can exert can reasonably determine how likely they are to remain in the organization (Collins, 2001; Hutchinson, 2020). Autonomy is important because it increases employees' freedom, comfort, and empowerment to be more creative with their skills and abilities and to try new things. Thus, by allowing a degree of autonomy, employers can either motivate an employee to stay in a position or leave a position.

Autonomy would not have been possible for principals without the paradigm shift in principal responsibilities over the past few decades that triggered dramatic changes in what public education now expects from principals in general (Goldring & Taie, 2018). For example, Alvoid and Black (2014) highlight how past principals were often characterized by their authoritative approach, emphasizing the enforcement of rules and regulations to maintain order and compliance within the learning environment. This portrayal suggests that principals in the 20th century were more inclined towards authoritarian leadership styles rather than democratic ones, prioritizing top-down decision-making and strict adherence to established norms over participatory and collaborative approaches.

The degree of autonomy may be increased in an organization by trusting employees when they work from home (Collins, 2001), such as by trusting that they can complete tasks without micromanaging them and having them check in periodically during the day. Employees who are trusted to work from home may cause more employees in the organization to trust their leaders by making them feel that their leaders will be willing to meet their needs as employees. This will thus increase the sense of trust in the organizational climate. Conversely, employees with a low degree of autonomy may

feel that they are micromanaged and may thus be less apt to feel creative, which may cause them to reconsider their employment options and possibly leave (Collins, 2001).

Compensation

Compensation can be a factor of both attrition and retention, depending on how it is addressed within the organizational climate (Goldhaber, 2007; Idowu & Abolade, 2018). In most cases, salaries play an important role in selecting new leaders and in determining whether a leader should stay in a given position. In a national study of public school principals in the US, 76% agreed with the statement, "If I could get a higher-paying job, I'd leave this job as soon as possible" (Goldring & Taie, 2018). This result tended to vary based on where the position was located and the type of incentives offered in the new position.

Indeed, studies on the relationship between principal turnover and compensation have observed principals moving to positions with higher salaries. For example, Baker et al. (2010) found that after controlling for other factors of turnover, the New York schools that offered salaries within the lowest tier were nearly 10 times more likely to lose their principal than those within the highest tier. Baker et al. (2010) thus defined job satisfaction as including the financial and moral satisfaction that workers get from their job (e.g., through their pay, richness of social life, and work meaning).

Goldhaber (2007) stated that compensation is such an important factor of principal turnover that higher salaries can sometimes offset the effect of poor working conditions or poor school outcomes. Papa (2007) found that although student demographics was a significant predictor of principal turnover, it was no longer significant after the principal salary and other school conditions were accounted for. On the other hand, school leaders' pay may not compensate for the extraordinary demands

placed on them, particularly in schools where working conditions are the most difficult. Moreover, dissatisfaction with salary is reportedly further exacerbated by the fact that, in some contexts, principals' salaries can be lower than the salaries of experienced teachers despite the principals' additional responsibilities and time commitment (Baker et al., 2010; Doyle, 2014).

To reiterate, the 10 factors described can play a part in whether an educational leader or employee will leave an organization and under what circumstances. It is imperative for a leader to look at the 10 factors and examine what role each plays in stabilizing their particular organizational climate. The stability of this climate will largely determine the organization's productivity and future achievement of its goals, and its employee retention rate.

To address issues in attrition and retention, the different ways of addressing them must first be considered. In the next section, three extant theories are proposed that can assist leaders in addressing attrition and retention in their organization: Maslow's Hierarchy of Needs Theory, Herzberg's Motivation–Hygiene Theory, and Vroom's Expectancy Theory.

General Theories of Employee Retention

Educational systems have always seen changes in the number of new employees and are not largely affected when the number of employees who have exited the field in a given period is commensurate with the number of new hires in the same period (DeMatthews et al., 2022). Previously, this number was nominal, as the number of people retiring over the years almost equaled the number of new hires. However, in the last 10 years, more educators than usual have left the education field, more than the number of people who have entered the field, so educational leaders must now address issues

regarding the retention of both old and new employees (DeMatthews et al., 2022). This has not only changed the pool of educators in the field but has also increased the time and resource requirements for talent attraction and training, , and yet, with very little return on investment (ROI) in terms of talent retention for more than five years (Thomas, 2022).

For this study, *employee retention* is defined as maintaining an employee beyond five years of continuous service in an organization, which is seen to be enough time to achieve a positive ROI, when the value of the employee's services is more than the cost of the resources used to attract and train the employee.

Theories exist regarding employee retention and why employees leave an organization before rendering four years of continuous service in an organization. To address this issue, motivation theories were examined.

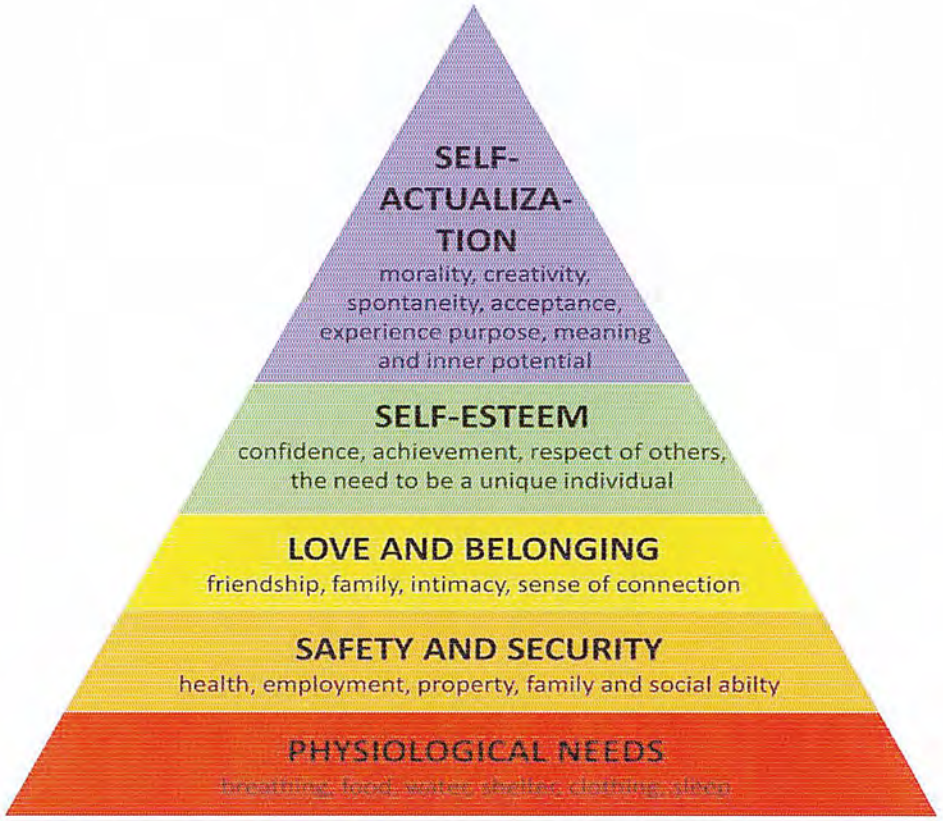
These theories are presented separately from theories on job satisfaction, as employees can be holding a particular job and yet not be satisfied therein. For example, many employees will tolerate an environment and leadership even when they are not satisfied with their job. Therefore, to consider ways to address employee retention and attrition, the employee motivations, needs, and desires that the job addresses must be evaluated (George, 2015).

Hierarchy of Needs Theory

Maslow (1954, in Schunk, 2016) developed this theory of humanistic motivation from a study of the whole person, assuming self-awareness and choices, through clinical observations. According to Maslow (1954), the central premise of this theory is that human behavior is determined by cultural, biological, and situational needs. He presented his results through a pyramid of five progressive human needs.

Figure 1

Illustration of Maslow's Hierarchy of Needs



Source: McLeod, S. (2024). Maslow's Hierarchy of Needs. Simply Psychology. https://www.simplypsychology.org/maslow.html

The needs, from the lowest to the highest, are physiological needs, safety, social needs, self-esteem, and self-actualization (Kenrick et al., 2010). Maslow (1943) explained the first level of needs, physiological needs, as basic survival needs, such as air, water, food, shelter, sleep, clothing, and reproduction; the second level, the need for safety, as physical safety (protection from illness and danger) and financial security (job security and protection from economic disaster); and the third level, social needs, as love, friendship, belonging, and peer acceptance. Maslow (1943), Kenrick et al. (2010), and

Thomas (2022) described the fourth level, the need for self-esteem, as the need for approval, recognition of work, achievement, independence, and self-confidence; and the final level, self-actualization, as self-development, autonomy, and self-direction. They added that needs shape individuals' motivation to act, depending on the state of these conditions, as discussed in the context of Maslow's hierarchy of needs and the level at which the person currently exists.

Maslow (1954) clarified that a need is a potential motivator until it is partially met. As it is met, it becomes ineffective as a motivator, and the subsequent need in the hierarchy becomes the motivator—consistent with his statement in 1943 that individuals cannot move to the next level on the human-needs pyramid until the preceding hierarchical tier is met. Thus, individuals will experience the greatest need satisfaction at the lowest level of the hierarchy and the greatest need dissatisfaction at the highest level of the hierarchy.

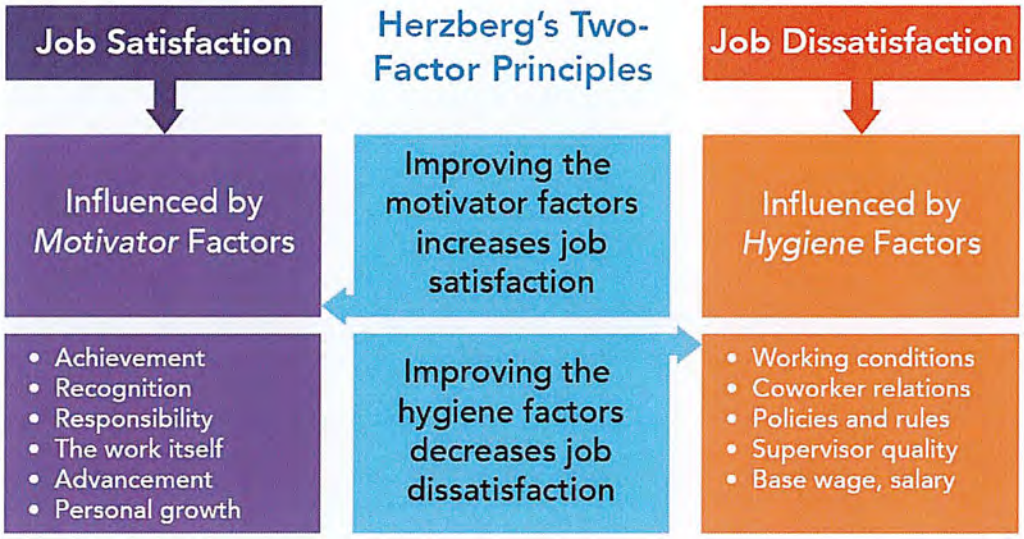
While this hierarchical model defines the order of human motivation, the needs may be rearranged depending on the current values of the individual and the culture and may change as the person progresses through life (i.e., based on significant life changes, e.g., marriage, childbirth, or a career change). Thus, the reprioritizing of needs depends on the person's current perception of what is important (Kenrick et al., 2010; Maslow, 1943).

Maslow (1943) further noted that his Hierarchy of Needs is intended to be a guide, not a checklist, for leadership practices that can be used to motivate subordinates to meet organizational objectives. For example, job satisfaction can be explained through this hierarchy of needs.

Motivation–Hygiene Theory

Figure 2

Illustration of Herzberg's Motivation-Hygiene Theory



Source: Lumen Learning. (n.d.). Herzberg's Two-Factor Theory [Figure 2]. Lumen Learning. https://courses.lumenlearning.com/wm-organizationalbehavior/chapter/herzbergs-two-factor-theory/

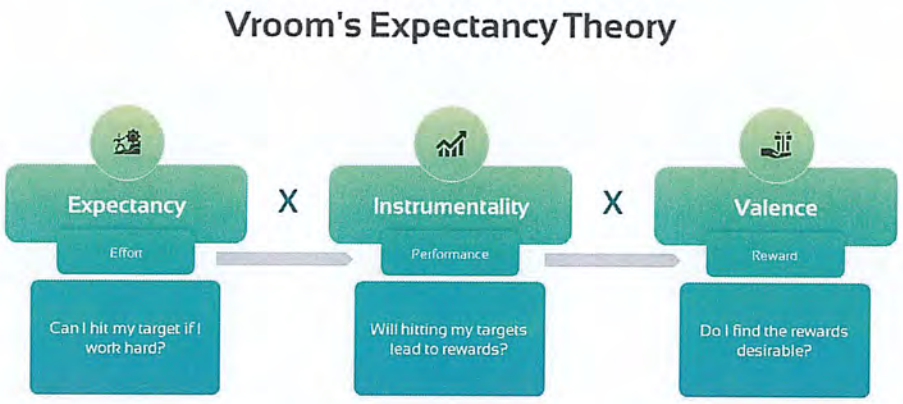
Herzberg's (1959) Motivation–Hygiene theory is, like Maslow's Hierarchy of Needs Theory (1943), a motivation theory. However, it focuses on employee motivation through job satisfaction, which Herzberg (1964, 2015) identified as a primary need of staff and thus, as one of the essential factors in maintaining an organizational climate that allows for employee retention. In Herzberg's (1959) Motivation-Hygiene theory, also known as the Two-Factor Theory, is a framework that seeks to understand the factors influencing employee motivation and satisfaction in the workplace. According to Herzberg, there are two sets of factors that impact employee attitudes and behaviors: hygiene factors and motivators. Hygiene factors, such as salary, working conditions,

company policies, and interpersonal relationships, are essential for preventing dissatisfaction but do not necessarily lead to satisfaction when present. In contrast, motivators, such as recognition, responsibility, advancement opportunities, and the nature of the work itself, are intrinsic to the job and can lead to increased motivation and satisfaction when fulfilled. Herzberg argued that while hygiene factors can mitigate dissatisfaction, they do not directly contribute to satisfaction. Conversely, motivators are the primary drivers of job satisfaction and motivation. The Motivation-Hygiene theory suggests that improving hygiene factors can prevent dissatisfaction, but to truly motivate employees and enhance job satisfaction, organizations must focus on providing meaningful and fulfilling work experiences that address intrinsic motivators. This theory has had a significant impact on organizational management practices, influencing approaches to employee engagement, job design, and leadership development. Despite some criticisms and limitations, Herzberg's Motivation-Hygiene theory remains a valuable framework for understanding employee motivation and guiding organizational interventions aimed at enhancing employee well-being and performance.

Expectancy Theory

Figure 3

Illustration of Vroom's Expectancy Theory



Source: Slidebazaar. (n.d.). Vroom's Expectancy Theory. Slidebazaar. https://slidebazaar.com/items/vrooms-expectancy-theory/

The Expectancy Theory of motivation, which is based on Vroom's (1964) work, posits that an employee's motivation is influenced by three key factors: valence, expectancy, and instrumentality. Valence refers to the value or significance that an individual places on the expected outcome. It represents the anticipated satisfaction that an employee expects to receive upon achieving their goals. Expectancy, on the other hand, pertains to the belief that increased effort will lead to improved performance. This belief is influenced by various factors such as possessing the necessary skills, having access to resources, receiving relevant information, and obtaining adequate support for completing tasks.

Instrumentality, the third component, involves the belief that performing well will result in desirable outcomes or rewards. This belief is shaped by factors like confidence in decision-makers, the fairness and transparency of reward allocation processes, and the clear relationship between performance and rewards.

The theory emphasizes three critical relationships:

1. The Effort-Performance Relationship: This aspect focuses on the probability that an individual's effort will be recognized and acknowledged in their performance evaluation. Employees must perceive a clear connection between the effort they put in and the outcomes they achieve.
2. The Performance-Reward Relationship: This relationship highlights the extent to which employees believe that receiving a positive performance appraisal will lead to tangible organizational rewards. Employees should perceive a direct link between their performance evaluations and the rewards or recognition they receive from the organization.
3. The Rewards-Personal Goals Relationship: This aspect underscores the importance of aligning organizational rewards with employees' personal goals and preferences. Rewards must be perceived as appealing and relevant to employees' individual aspirations and motivations.

The Expectancy theory of motivation emphasizes the interplay between effort, performance, and rewards, with the ultimate goal of maximizing employee motivation and satisfaction. By understanding and managing these three relationships effectively, organizations can create an environment where employees are motivated to exert effort, perform at their best, and achieve both organizational and personal goals. (Herzberg, 1964; Maslow, 1943; Vroom & Jago, 1995).

Of all the three theories that have been proposed here, Maslow's Hierarchical Needs Theory has the greatest propensity to address the internal and immediate needs of the employees of an organization (Montag et al., 2020). Once those needs are met, different views of the factors from the two other theories must be addressed by leadership to continue to meet the needs of their employees. In Herzberg's theory, that the hygiene factors are basic to meet but the most important factors to address are the motivation factors; and in Vroom's theory, that the leadership must support employees in achieving their desired rewards. By meeting the needs of employees, the organization's climate can remain positive, which is likely to lead to negligible attrition, increased organizational productivity, and a supportive environment that would positively affect all factors that lead to employee retention (Thomas, 2022). Once the employees are properly motivated or incentivized to achieve the organization's goals, they can be retained by rewarding them for their creativity, innovation, hard work, and ability to achieve the goals of the organization (Montag et al., 2020; Thomas, 2022). This has been discussed earlier under *compensation* and can be as simple as salary adjustments or perks for doing a good job.

Summary

The purpose of this study was to identify factors that lead to supervisory turnover and how turnover affects the organizational climate. The literature presented discussed the characteristics of a leader, the influence that the leader can exert on the organizational climate, and how the organizational climate is affected by leadership turnover. Such literature revealed that the leader of an organization has a major influence on the organizational climate and the organization's future. Thus, removing a leader from an organization, whether forcibly or willingly, can have a potentially detrimental impact on the organization's achievement of its goals and retention of its employees.

This review also discussed in depth 10 factors that affect the organizational climate, from employees' perspective, and stated whether these factors lead to attrition or retention. Most of the factors can be factors that affect both attrition and retention. Three factors (attrition of overperforming employees, stress, and lack of career opportunities) can affect attrition of supervisors or leaders. In contrast, the remaining factors can affect both attrition and retention (communication, lack of support and motivation, organizational leadership turnover, job satisfaction, work environment, degree of autonomy, and compensation). The means of addressing attrition were also discussed, because leaders of organizations also have to address the issue of attrition and think of ways to retain their talent and maintain a positive organizational climate. From this chapter, it is clear that further research in this area must be conducted to ascertain the reasons for, and the possible solutions to, the problem of supervisory turnover and how it affects the organizational climate. While there is extensive literature on the possible reasons for and impacts of leadership turnover, they must be verified in the current context, including regarding their present-day applicability and degree of significance, especially post-COVID-19, when a lot of experiences and perspectives have changed. This gap will be addressed in this study and that the next chapter will detail how this study did so.

CHAPTER 3

Methodology

This chapter provides a detailed account of the research design and the data collection and analysis procedures employed in this study to answer the research questions and thus, to meet the research objectives. In other words, this chapter aims to provide readers with a clear understanding of how the research was conducted and the tools and techniques used. This chapter is crucial, as it helps to establish the validity and reliability of the research findings and to enable other researchers to replicate this study.

Purpose

This study will look at these factors and develop its own recommendations by asking the following research questions:

1) How does the turnover of supervisory staff across the organization affect the organization's climate?
2) What factors contribute to supervisor retention and attrition in the organization?
3) What factors contribute to the job satisfaction of supervisors in the organization?

To answer these research questions, the researcher used the qualitative research method.

Creswell and Poth (2018) argued that qualitative research is most appropriate when seeking a complex, detailed understanding that can only be achieved through talking to people and letting them share their stories. They further explained, "We conduct qualitative research when we want to empower individuals to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants in a study" (p. 45).

In addition, a comprehensive literature review was completed prior to beginning the action research process. The literature review discussed the characteristics of educational supervisors (i.e., leaders) and the influence that they can exert on the organizational climate.

The literature review denoted how the organizational climate is affected by leadership turnover as a result of attrition due to various factors that can affect the organizational climate. This study sought to fill part of the gap in the research while giving a voice to educational supervisors that will generate data that can be used to assist education organizations in forming practices that will improve their organizational climate to reduce employee attrition. Furthermore, Merriam and Tisdell (2016) reported that a key attribute of qualitative research is the perspective that individuals construct reality as a result of their interactions with their social world and environment.

The qualitative research method was implemented in this study through a screening survey, interviews, analysis of extant data, and an FGD to determine trends and patterns for data collection.

Setting and Participants

Participant recruitment and selection are paramount to designing and conducting a credible and trustworthy study. For the purpose of this study, the participants were drawn from the Capital Area Intermediate Unit (CAIU) catchment area in South Central Pennsylvania, which serves the Cumberland, Dauphin, Perry, and northern York counties; and extant data were collected from a local school district. CAIU is one of the 29 regional educational service agencies in the region and is a member of the Pennsylvania Association of Intermediate Units. It provides cost-effective programs to 24-member school districts, two area vocational–technical schools, over 50 nonpublic

schools, and several charter and cyber schools. In addition, it serves as a professional partner and liaison between local school districts and the Department of Education.

Certificated public, charter, private, or cyber principals, directors, central office administrators, superintendents, executive directors, and supervisors, with a minimum of two years of service within their current roles, were actively recruited for this study using the CAIU LISTSERV, the CAIU Educational Directory, and school district websites within the IU catchment area. The years of service requirement was established to ensure a minimum level of engagement within the climate of the participants' respective organizations. An email that contained a screening survey, entitled the *Participant Eligibility and Screening Survey* [Appendix B], was developed and sent to a sample of 286 potential participants. The screening survey was designed to gather information on various criteria to ensure that the selected participants were aligned with the research requirements. In particular, the eligible participants were required to have had certain experiences, including having served as an administrator or supervisor, been in their current supervisory position for at least two years and being available to participate in this study over its duration, with the option of opting out at any time. Out of the 286 surveys distributed, 27 were returned. Among the returned surveys, 17 participants were selected based on their responses that met the established qualifications. The screening survey proved to be an effective tool for selecting individuals whose insights and experiences were aligned with the objectives of this study. This rigorous process assisted in gathering valuable and relevant data from respondents who were well suited to answer the research questions.

Table 1 outlines the key demographic variables of the 27 respondents in the education sector, including the number of years they have been employed in education;

their associated school districts, employee classifications, current positions, and lengths of service therein; and their education level and gender. This detailed demographic overview served as a foundation for understanding the diverse backgrounds and roles of the respondents, which allowed the researcher to select the final participants for this study. The target number of participants was 25, which would be nearly 10% of surveys distributed. The researcher thought it would be important to have an odd number of participants to minimize any implications the number could have on generalizability of findings. To keep the respondents' identities confidential, the researcher removed all information on their school districts.

Table 1

Respondent Demographics from the Participant Eligibility and Screening Survey

Respondent	**Years in education**	**Current position**	**Work level**	**Years in current position**	**Gender** (M: male, F: female)
1	13	Assistant Principal	Secondary	2	M
2	28	Curriculum Director	Central Office	4	F
3	9	Assistant Principal	Secondary	1	F
4	11	Assistant Principal	Secondary	2	F
5	22	Assistant Superintendent	Central Office	1	F
6	8	Principal	Elementary	1	M
7	20	Curriculum Supervisor	Central Office	3	F
8	14	Educational Supervisor	Central Office	5	F
9	16	Principal	Elementary	11	F
10	7	Assistant Principal	Elementary	1	M
11	12	Principal	Elementary	2	M
12	8	Principal	Secondary	3	F
13	19	Assistant Superintendent	Central Office	2	M
14	15	Transportation Supervisor	Central Office	9	M

15	12	Assistant Principal	Secondary	5	F
16	8	Assistant Principal	Secondary	6	M
17	18	Principal	Elementary	9	F
18	23	Superintendent	Central Office	3	F
19	7	Curriculum Supervisor	Central Office	1	F
20	13	Assistant Principal	Secondary	2	M
21	11	Assistant Superintendent	Central Office	3	F
22	2	Custodial Supervisor	Central Office	2	M
23	6	Assistant Principal	Elementary	1	M
24	17	Principal	Secondary	1	M
25	13	Principal	Secondary	5	M
26	9	Assistant Principal	Elementary	1	F
27	8	Assistant Principal	Secondary	1	M

Merriam and Tisdell (2016) explained, "To get at the essence or basic underlying structure of the meaning of an experience, the phenomenological interview is the primary method of data collection" (p. 27). Creswell and Poth (2018) and Dukes (1984) suggested sample sizes of 3–4 individuals, with a maximum of 10–15, to garner relevant data within a qualitative study, to allow the researcher to identify common themes as they emerged throughout the data collection process. The researcher screened the respondents using purposeful sampling via a self-created Google Forms survey. Through this screening process, 7 of the 17 respondents were selected to participate in this study. This sampling strategy allowed the researcher to focus on gathering insights from individuals who were knowledgeable about a phenomenon and willing to share their insights. However, one limitation of this methodology is its limited transferability, as it produces highly contextualized data with subjective interpretations (Scotland, 2012).

Overview of the Participants and their School Districts

As a result of the recruitment process, the researcher conducted interviews and an FGD, and collected extant data from stay and exit interviews in a local school district. The seven participants represented six school districts with 1,371–12,224 students each, serving four suburban and two urban communities. The school districts operate 2–19 schools, with varying numbers of school administrators and administrative personnel districtwide. The represented school districts have experienced turnover in leadership either at the school level or the district level in the last two years.

The seven participants of both the individual interviews and the FGD represented the following subgroups: (a) four female and three male administrators, (b) five building-level administrators and two central (district) office administrators, and (c) four suburban and three urban administrators. The length of the participants' educational careers in their current positions ranged from 2 to 11 years, with an average of 5 years. Three of the 7 participants had considered resigning in the previous year. The researcher received informed consent from each participant [Appendix E].

Data Collection Methodology

The researcher took several steps to ensure that the study would be conducted under authentic conditions to allow the participants to speak their truth about their experiences as educational supervisors and to share their opinions regarding attrition, retention, and job satisfaction. To preserve their anonymity, their position titles were removed. In addition, all of them were identified by pseudonyms. Direct participant quotes were included as much as possible. If a direct quote contained information that could be used to identify a school or a participant, the information was replaced with either a pseudonym or a vague description.

Individual Interviews

Following the collection of answers to the *Participant Eligibility and Screening Survey*, the following step-by-step process of Creswell and Poth's (2018) for auditing interviews was used:

1. The researcher recruited participants via email and personally asked for assistant principals, principals, assistant superintendents, superintendents, and educational, curriculum, and human resources (HR) directors.
2. Once an individual agreed to be a participant, the researcher sent an email to them to obtaining informed consent and to explain the purpose of the individual interview, the procedure for gathering their insights on their experiences related to the impact of supervisory turnover on organizational climate, and the confidentiality measures for the individual interviews.
3. After the closing of the recruitment, the researcher used purposive sampling to select the participants with diverse perspectives and experiences that met the criteria of being an educational supervisor with at least two years in their current role, as mentioned.
4. The researcher prepared the open-ended interview questions to align with the research objectives and piloted the with colleagues outside the catchment area to ensure their clarity and relevance to the research questions.
5. The researcher emailed the participants to schedule their interviews at their convenience and with the option of having them in person or via Zoom. Up to 1 hour was allotted for each interview. All of the participants selected the Zoom option for convenience.

6. The researcher used a third party, a psychology intern, to conduct the interviews with the participants following the interview protocol, with the researcher present. Before the start of the interview, the researcher reiterated the study's purpose and procedures and verbally solicited the interviewee's informed consent to be interviewed and for the interview to be audio-recorded. Each participant was also given an opportunity to ask questions.
7. The interview started with an introduction by the intern. Then, the intern asked the interviewee a series of open-ended questions (see Appendix C), following a semi-structured interview protocol to allow the interviewee to reflect and share their insights regarding factors associated with attrition, retention, and job satisfaction. Each interview was scheduled for up to 1 h, but the interviews lasted only an average of 42 min. The researcher took notes of the interviewee's responses during each interview.
8. The researcher sent the raw audio recording to the Rev transcription service for coding the textual and audio data used selective and thematic coding techniques for confidentiality. Then, the researcher and the intern compared the Rev transcription with that using the transcription feature embedded in Zoom to ensure accuracy. For ease of reference, each transcription line was numbered and time-stamped. Next, the researcher and the intern further listened to the audio recording and correcting the transcript as necessary to ensure that all the transcribed data were accurate.
9. To further ensure the accuracy of the transcript, it was emailed back to the interviewee for final review and member checking. According to Fraenkel (2019), *member checking* is a technique used to confirm that the participants' words are

valid and to accurately describe the phenomenon under study. Following the interviewee's approval and return of the edited transcript, a pseudonym was assigned to them to remove any identifying information from the transcript and to ensure complete anonymity of the interviewee.

10. The researcher, upon receipt of each interviewee's signed declaration of the accuracy of their transcript and their acceptance thereof, the researcher again explained the purpose of the FGD and requested each interviewee to participate in an FGD to be scheduled by email to the seven participants and held the following week via Zoom. The informed consent was collected electronically via email to the researcher and verbally from participant to the researcher.

Focus Group Discussion

The following week, the seven participants participated in the FGD. To maximize the FGD time, the participants were provided an advance copy of the discussion questions (see Appendix B).

Also following Creswell and Poth's (2018) step-by-step process for auditing interviews, the researcher completed the following steps:

1. After the individual interviews, the researcher asked the seven participants who completed the individual interviews to participate in the FGD. All of them agreed.
2. The researcher sent each participant an email obtaining their informed consent and explaining the purpose of the FGD, the voluntary nature of their participation therein, the collaborative nature of the FGD, and the confidentiality measures to be taken.

3. The researcher prepared open-ended interview questions aligned with the research objectives (Appendix D) and piloted them with colleagues outside the catchment area to ensure their clarity and relevance to the research questions.
4. The researcher scheduled the Zoom FGD through email communication with the participants.
5. The researcher continued to utilize the intern (with whom the researcher had established rapport during the individual interviews) to facilitate the FGD with the participants, following the group discussion protocol and with the researcher present. In addition, the participants were introduced to each other to foster a comfortable and collaborative atmosphere.
6. Before the start of the FGD, the researcher reiterated the study's purpose and procedures and verbally obtained each participant's informed consent to participate in the FGD and for the FGD to be audio-recorded. Each participant was also given an opportunity to ask questions.
7. The FGD followed the semi-structured interview protocol, with the intern facilitating the discussion and ensuring that each of the participants had sufficient opportunities to express their views.
8. Also similar to the procedure for the individual interviews, the researcher submitted the audio recording to the Rev transcription service and used coding techniques for confidentiality. Then, the researcher read the transcript in its entirety to understand both the words of the individual participants. The researcher underlined and highlighted words and phrases relevant to the research questions to identify themes within the data set. As a result of this approach, the

researcher focused primarily on the participants' words and set aside personal feelings and thoughts regarding the responses received.

9. To further ensure the accuracy of the transcript, it was emailed back to the each member of the FGD for final review and member checking. According to Fraenkel (2019), *member checking* is a technique used to confirm that the participants' words are valid and to accurately describe the phenomenon under study. Following the interviewee's approval and return of the edited transcript, a pseudonym was assigned to them to remove any identifying information from the transcript and to ensure complete anonymity of the interviewee.

Extant Data Collection

In the field of education, the collection and analysis of extant data play a pivotal role in understanding and enhancing the organizational dynamics within educational institutions. This multifaceted approach involves the utilization of various instruments, such as education supervisor surveys, stay and exit interviews, turnover reports, and organizational climate assessments. These tools serve as valuable resources for the researcher, offering insights into the intricacies of organizational climates. By employing education supervisor surveys, organizations can gather data directly from those in leadership positions, whereas stay and exit interviews provide valuable information about the experiences and perceptions of staff members.

The researcher followed these steps to access extant data from a local school district:

1. The researcher shared with three superintendents the need to collect extant data to further investigate the impact of supervisory turnover on the organizational

climate by analyzing preexisting records. One school district volunteered and explained the steps that the researcher needed to take to access the data.

2. The researcher requested permission to access existing records, such as employee surveys, data from stay and exit interviews, turnover reports, and organizational climate assessments, if available.
3. After obtaining permission from the superintendent to access the data, the researcher collaborated with the HR director in selecting the extant data sources, to ensure their relevance to the research questions.
4. The researcher analyzed the extant data to define variables relevant to the impact of supervisory turnover on the organizational climate.

Intervention and Research Plan

The Institutional Review Board (IRB) application and review process is intended to protect the rights and welfare of human subjects involved in research. The IRB process ensures that all activities related to human subject research meet federal guidelines and ethical principles while providing safeguards for the respect and welfare of each research participant. The researcher submitted the application and obtained IRB approval (Proposal No. 21-005; see Appendix A).

To provide the necessary respect for and protection of the human subjects in this study, and to prevent privacy or confidentiality violations, the researcher put in safeguards based on the university's IRB requirements. Formal invitations were disseminated to 286 individuals within the CAIU catchment, along with an informed consent form detailing the nature of the study, how to participate, confidentiality standards, potential risks, benefits, and time commitments (see Appendix D). The respondents were informed that participation in the study would include the completion

of a screener, a 10-question survey, an individual interview conducted by a third party, and the option to participate in an FGD. Of the 286 survey forms disseminated, 27 were returned, and meticulous analysis of the responses led to the identification of 17 participants who met the predetermined qualifications for participation in the study. The study participants agreed to have their individual interviews and FGDs audio-recorded. Their names and all their identifiable information remained confidential throughout the study, and pseudonyms and codes were provided to safeguard their personal data. In addition, each participant was informed that their participation was voluntary and that they could opt out at any point during the study. A link to SurveyMonkey was also included in the email, which collected demographic data and included a statement of agreement to participate in the study and to respond to the 10 survey questions (see Appendix B). The survey was developed to address each of the three main research questions.

Table 2 lists the research questions, the type of data collected, the data sources, and the timeline for data collection. The questions were designed to identify and describe factors that impact job satisfaction, factors that contribute to attrition, and factors that impact the organizational climate.

Table 2

Research Questions and Data Collection Timeline

Research question	Type of data collected	Data collection	Timeline
How does the turnover of supervisory staff across the organization	Qualitative	• Conduct surveys, using SurveyMonkey, with principals, supervisors, administrators, superintendents, and other people in supervisory roles to gather their responses to the research question and	January 2023 to March 2023

affect the organization's climate?		to identify themes on the impact of turnover and how it affects the organization's climate. • Conduct focus group discussions (FGDs) and individual interviews with supervisors, administrators, superintendents, and other people in supervisory roles using Rev transcription for audio recording or Zoom recordings, and process the data for commonalities and outliers. • Take anecdotal notes throughout the data collection window.	
What factors contribute to supervisor retention and attrition in the organization?	Qualitative	• Conduct interviews with the human resources department and/or manager to gather their perspectives on data that can contribute to answering this research question. • Review anonymous supervisor feedback forms (to include exit interviews and other feedback, with permission). • Take anecdotal notes throughout the data collection window.	February 2023
What factors contribute to the job satisfaction of supervisors in the organization?	Qualitative	• Analysis of the FGDs, surveys, and interviews via NVivo, R, and/or Python, another system for identifying all themes and findings. • Take anecdotal notes throughout the data collection window.	April 2023 to May 2023

Two weeks after the initial email, the researcher followed up with the screened participants to increase the rate of participant responses. Interviews were scheduled at mutually agreeable times for each participant upon receipt of the completed survey. The interviews and FGDs were conducted using a semi-structured interview protocol (see Appendix C), which posed 10 questions and were differentiated from but aligned with the initial Screening Survey.

This study was designed with moderate fiscal implications. The purchase of SurveyMonkey cost $500.00. Rev transcription services for the interviews and FGDs cost

approximately $1,400.00. The psychology intern who conducted the individual interviews and FGDs received an honorarium of $200.00. There were no costs associated with the use of Google Forms, Zoom, and Microsoft Teams. Thus, the total cost of implementing this study was $2,100.00.

Research Design, Methods, and Data Collection

The primary methods of research are quantitative, qualitative, and mixed methods (Yin, 2014). A qualitative and phenomenological approach was deemed the most appropriate research method for this study, to explore the factors contributing to the attrition of educational supervisors, and the impact of such attrition on the organizational climate.

Qualitative research is described as the "collection, analysis, and interpretation of data, largely narrative and visual in nature, to gain insights into a particular phenomenon of interest" (Mertler, 2019, p. 77). Qualitative researchers select a design that might lead to a better understanding of the phenomenon investigated (Tufford & Newman, 2012). Qualitative research begins with assumptions and the use of interpretive or theoretical frameworks that inform the study about the research problems, addressing the meaning that individuals or groups ascribe to a social or human problem. To study this problem, researchers use an emerging qualitative approach to inquiry—the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes (Mertler, 2019).

Compared to quantitative studies, qualitative samples are usually much smaller (Mason, 2010). The qualitative sample sizes should be extensive enough to capture all perceptions; however, if the sample is too large, the data may appear repetitive and redundant (Mason, 2010). For this study, the researcher wanted to capture the

participants' perceptions and views of retention, attrition, and job satisfaction. This method allowed for a rich and in-depth understanding of the phenomena of attrition, retention, and job satisfaction and how they impact the organizational climate.

Phenomenological studies are a design of inquiry stemming from psychology and philosophy in which the researcher investigates individuals' lived experiences regarding a phenomenon as described by the individuals themselves (Creswell & Poth, 2018). This study was phenomenological in that it aimed to acquire information directly from its participants to understand their unique views and lived experiences related to the phenomena outlined in the research questions. Specifically, this researcher sought to uncover the context within which some educational supervisors decide to remain or exit their positions and the factors impacting their overall satisfaction.

Wahyuni (2012) noted that strict adherence to an interview protocol reduces bias. Therefore, the researcher enlisted the support of an individual with a psychology degree who was skilled in the administration of formalized protocols. The participants were allowed to pose questions about the process before the interviews commenced and the audio recording began. This study utilized the following interview protocol recommended by The Centre for Higher Education Research and Scholarship (Jacob & Furgerson, 2012):

- Use a script to open and close the interview.
- Collect informed consent.
- Start with the basics.
- Create open-ended questions.
- Ensure that your questions are informed by existing research.

- Begin with questions that are easier to answer, and then, move to more difficult or abstract questions.
- Use prompts.
- Be prepared to revise your protocol during and after the interview.
- Be mindful of how much time the interview will take.
- Pilot your questions with a colleague.

Opdenakker (2006) suggested that researchers should take notes during an interview, even when the interview is recorded, to note social cues, such as voice, intonation, and body language. Thus, while the individual interviews were conducted by a third party, the researcher was present, taking notes and facilitating the audio recording.

The interviews were conducted using a blend of standard methods of communication, including Zoom and Microsoft Teams, teleconferencing applications, and face-to-face meetings at locations convenient to the participant. Following each individual interview, the researcher used *Rev*, an audio transcription program, to transcribe the interviews. Each participant was assigned an original code, and pseudonyms replaced all identifiers to ensure confidentiality and anonymity. The qualitative data analysis software program NVivo, was used for the analysis of unstructured text and audio for the interviews and FGD.

Written notes and transcribed material were stored according to the IRB guidelines, and electronic data, including audiovisual recordings, were securely stored on a password-protected computer that only the researcher could access. At the conclusion of the individual interviews, the researcher verbally solicited participation in an FGD. The participants gave their verbal consent to participate in the said FGD.

Mertler (2019) defined an *FGD* as simultaneous interviews of people, making up a relatively small group, at most, 10–12 people. Yin (2014) suggested using 6–10 individuals but also recommended that the interviews continue until the data have reached saturation. For this study, the researcher facilitated one FGD that consisted of 7 people with different numbers of years in their current roles.

According to Mertler (2019), FGDs can be advantageous when time is restricted and can make the participants feel more comfortable about sharing their opinions in a small group than in a one-on-one setting. Parker and Rea (2020) added that holding FGDs at a location convenient to the participants and in a private environment enhances open communication. The FGD in this study was held at a centrally located facility that was convenient for the participants, and a hybrid option via Zoom was extended. The FGD was recorded with the participants' consent. The process allowed the researcher to begin analyzing patterns noted between the individual interviews and the initial survey, as well as any additional perspectives that might not have surfaced during the preceding data collection process. The open-ended FGD questions (see Appendix B) were aligned with the responses collected during the individual interviews and encouraged the participants to reflect on their individual experiences and connect with the experiences of the other participants.

Each of the FGD participants was assigned an original code to ensure their data confidentiality and anonymity. All written notes and transcribed material were stored according to the IRB guidelines. All electronic data, including audiovisual recordings, were stored securely on a password-protected computer that only the researcher could access. In the transcription of the FGD data, the pseudonyms replaced all the identifiers to further ensure confidentiality.

Validity

Qualitative data are often scrutinized for their lack of validity and reliability. Merriam and Tisdell (2016) argued that "All research is concerned with producing valid and reliable knowledge in an ethical manner. Being able to trust research results is especially important" (p. 237). Qualitative researchers may assume that reality is a social factor consistent with the participant's perception (Creswell & Miller, 2000). This assumption requires that participants' perceptions be accurately captured in the results (Creswell & Miller, 2000). *Validity* is the degree to which the researcher accurately presents the collected information (Polit & Beck, 2012). Validation procedures are research strategies used to establish credibility (Creswell & Miller, 2000).

To establish validity, there are eight common validation strategies used by qualitative researchers: external audits, negative case analysis, peer review, prolonged engagement and observation, rich and thick description, clarifying researcher bias, triangulation, and member checking (Kriukow, 2020).

External audits in qualitative research refer to the process of having an independent reviewer examine the research methodology and data analysis to ensure the research is conducted in a rigorous and valid manner (Mertler, 2019). The purpose of external audits is to enhance the credibility of qualitative research findings by providing a measure of quality assurance (Mertler, 2019). Conducting an external audit involves several steps, including determining the scope and purpose of the audit, selecting an external auditor, providing access to the research data and documentation, conducting the audit, and providing feedback and recommendations to the researcher (Mertler, 2019). The researcher did not conduct an external audit, as the process had the potential to have

a significant fiscal impact and was not feasible given the limited resources and time constraints of this study.

Negative case analysis is an approach used in qualitative research to identify and explore cases that do not fit the researcher's initial theoretical assumptions or expectations (Mertler, 2019). *Negative cases* are data points that contradict the researcher's hypothesis or research question (Mertler, 2019). By exploring negative cases, researchers can test the validity of their interpretations, theories, and assumptions and refine their research design and methodology. Negative case analysis helps researchers avoid confirmation bias and ensures the validity and reliability of their findings (Mertler, 2019). *Confirmation bias* is the tendency to look for evidence that supports one's preconceived ideas while ignoring evidence that contradicts them. For this study, however, due to the small sample size, the researcher did not select a negative case analysis, as the occurrence of negative cases was limited and the analysis would be less meaningful.

Peer review provides a mechanism for researchers to receive feedback and critique from their peers, which may improve the quality and credibility of the research (Mertler, 2019). In comparison to dispelling researcher bias, peer review helps identify potential biases and weaknesses in a study. It ensures that the research meets ethical standards and that the research is trustworthy and credible. Peer review was not selected for this study because the research involved sensitive and confidential information that could not be shared with peer reviewers, thereby limiting the effectiveness of peer reviews as a validity strategy.

Prolonged engagement and observation involves spending an extended period in the field to gather data and gain insights (Mertler, 2019). It allows the researcher to gain

in-depth knowledge and understanding of the research setting and the participants' experiences and perspectives. It also facilitates the discovery of new and unanticipated phenomena and patterns that may not have been evident initially and could lead to new research questions and hypotheses (Mertler, 2019). However, the researcher did not use this strategy as it could influence the participants' behavior and attitudes and pose a greater risk of researcher bias.

Rich and text description involves capturing the complexity, nuance, and depth of social phenomena through in-depth data collection and analysis (Kriukow, 2020). To achieve a rich and thick description, a combination of data collection and analysis methods, reflexivity, and sensitivity to the social and cultural context is required (Kriukow, 2020). Rich and thick description supports the development of theories and increases the credibility and validity of qualitative research. However, they can be time-consuming to write and read and were less feasible in this study, given limited resources and a tight deadline. The researcher elected to prioritize other validity strategies that could be implemented more efficiently.

According to Creswell and Poth (2018), qualitative researchers should utilize at least two validation strategies to ensure credibility and accuracy. For this study, the researcher used the clarifying research bias, triangulation, and member-checking validation strategies.

Creswell and Poth (2018) recommended that researchers seek clarification and articulation of their own bias. *Clarifying research bias* allows researchers to be transparent about their own biases and how they may affect the research, thereby increasing the credibility of their findings. This can be achieved through reflexivity, which involves critically examining one's own assumptions, values, and beliefs that may

influence the research process (Jamieson et al., 2023). When researchers are transparent about their biases, it may help readers to understand how the research was conducted and to make informed judgments about the quality of the research (Galdas, 2017). Researchers can use multiple perspectives and methods to triangulate the data and reduce the impact of bias. In addition, clarifying researcher bias can help to identify potential areas of weakness in the research and guide future research directions. The researcher selected this validation strategy to ensure that the readers would understand that most researchers may have some form of bias when conducting research, but to do so may skew the results. Therefore, the use of a third party to conduct the individual interviews and the FGD reduces the impact of research bias and improved the quality of the research.

Triangulation, as a research strategy, involves the use of multiple methods, data sources, and researchers to study a particular phenomenon (Kriukow, 2020). In qualitative research, this approach is achieved by employing various methods or data sources to gain a comprehensive understanding of a phenomenon (Patton, 1999). The primary goal of triangulation is to enhance the validity and reliability of the research findings by cross-verifying data from different sources or perspectives. This method enables researchers to overcome the limitations associated with using a single method or data source. The researcher elected to use triangulation to increase the validity of the research findings by confirming the consistency of results across different data sources that accurately reflected the phenomenon. In addition, the researcher was able to increase the reliability of the research findings by reducing the chances of errors or biases that a single data source might introduce.

Member checking is a process used in qualitative research to verify the accuracy of findings by allowing participants to review and provide feedback on the researcher's interpretation of their experiences (Birt et al., 2016). It involves sharing the research findings with the participants and seeking their opinions on whether the interpretation accurately reflects their experiences. Member checking "involves taking data, analysis, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the account" (Creswell & Poth, p. 261). Member checking is important for several reasons. It helps enhance the validity of the research. It increases the trustworthiness of the research by demonstrating the researcher's commitment to accurately representing the participants' experiences, which can help to establish credibility with the participants (Birt et al., 2016). It promotes collaboration between the researcher and the participants by allowing the latter to provide inputs and feedback in order to assist in building trust and rapport (Birt et al., 2016). It promotes transparency in the research process by making the findings available to the participants and allowing them to provide feedback, which ensures that the research process is fair and ethical. Furthermore, similar to clarifying researcher bias, member checking promotes reflexivity in the researcher by encouraging them to reflect on their own biases and assumptions and to consider the perspectives of the participants.

Member checking was used in this study upon completion of the transcription process. The researcher and each participant reviewed and verified the transcripts within a week of each interview. This process allowed the participants to correct any inaccuracies in the data and enabled the researcher to cross-check their notes. The researcher ensured the importance of clarifying research bias using a third party, a psychology intern, to conduct the interviews and the FGD; this strategy was introduced to

reduce researcher bias and to improve the quality of the research. By connecting these three sources and using the selected research validation strategies, the researcher was able to reduce bias and increase the validity of the research.

To further research and complement the primary data collection, the researcher, with permission from a local school district, obtained extant data from stay and exit interviews (Appendices F and G) conducted in the past four school years (2018–2019, 2019–2020, 2020–2021, and 2021–2022). The researcher employed existing data to triangulate information related to the factors relevant to the three research questions. This comparison of findings was aimed at exploring the participants' perspectives and experiences, which enabled the researcher to analyze the target phenomena and broaden the scope of this qualitative study.

Summary

This chapter discussed the qualitative and phenomenological research method used to explore the factors that contribute to the attrition of educational supervisors and the impact of such attrition on the organizational climate. The semi-structured individual interviews and FGDs that were used to collect data offered an in-depth understanding of the factors that contribute to supervisory attrition and its impact on the organizational climate. This chapter also discussed the integrity, validity, and reliability of the research method, the research population, the sampling strategy, and the recruitment and data collection processes used, which included the extant data to offer efficiency in the research. The following chapters will present and analyze the data to answer the research questions, and offer recommendations for further research.

CHAPTER 4

Data Analysis and Results

Data Analysis

According to Merriam and Tisdell (2016), the outcome of a phenomenological study is a composite description that encapsulates the essence of a phenomenon. Subsequent to adhering to the data analysis procedures outlined by Creswell and Poth (2018), the researcher meticulously examined interview transcripts and organized statements into discerned themes derived from both the interviews and FGDs. Moreover, the researcher utilized NVivo (Lumivero, USA), a qualitative data analysis software program designed for analyzing unstructured text and audio from interviews, FGDs, and surveys. This approach, coupled with other process coding techniques, was employed to ensure the fidelity of the analysis process and to identify the most prevalent thoughts of the participants.

Table 3 provides a snapshot of the demographics of these respondents, capturing essential information, such as their years of experience in education, school district affiliations, employee classifications, current positions, and the levels at which they contribute to the educational landscape. The subsequent analysis of their responses to eleven key statements aims to shed light on job satisfaction, training opportunities, organizational climate, and professional support within the educational context, drawing insights from the perspectives of the 17 professionals who were the core participants of this study.

Table 3

Analysis of the Results of the Participant Screening Survey

Demographic questions

1. How many years have you been employed in education?
2. In what school district are you employed?
3. What is your employee classification?
4. What is your current position?
5. At what education level do you work (e.g., elementary, secondary, central office, etc.)
6. How many years have you served in your current position?
7. What is your gender?

Statement	**Scale**			
	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
I am satisfied with my job.	0	2	11	4
I am given training for my job.	1	6	9	1
I am happy with our organizational climate.	0	0	14	3
I am valued as a supervisor.	1	4	11	1
The salary I earn is sufficient.	2	7	7	1
I am adequately informed about what is happening in our organization.	1	2	13	1
I have opportunities to improve my social and emotional wellness.	2	4	10	1
I am supported in my professional growth and development.	2	1	13	1
I have positive interactions with my subordinates.	0	0	12	5
I have positive interactions with my immediate supervisor.	1	2	13	1
I receive recognition for doing a good job.	3	7	7	0

Note. The value $n = 17$ indicates that the results in the table are based on the responses of 17 individuals.

Leveraging extant data from exit interviews served as a valuable source of firsthand insights into reasons for leaving an organization, shedding light on workplace

dynamics, organizational climate, and potential areas for improvement. The researcher analyzed reports and identified recurring themes, patterns, and underlying issues that might have influenced turnover. Table 4 displays the exit interview summary data spanning multiple years. The questions encompassed work location, tenure, workload satisfaction, exploration of alternative options before departure, and open-ended inquiries on overall job satisfaction, preferred aspects, and concerns. This report highlights the top three identified reasons for organizational departure.

Table 4

Exit Interview Summary Report: Insights into Employee Departures

Area	**2018–2019**	**2019–2020**	**2020–2021**	**2021–2022**
Sent	26	35	27	22
Opened	21	34	25	20
Total Respondents	18	23	20	17
Reason for leaving: Workload	67%	74%	79%	54%
Reason for leaving: Investigate other options	71%	61%	35%	50%
Reason for leaving: Manager	31%	5%	24%	4%

Table 5 presents a detailed overview of the demographic and attitudinal characteristics of the participants who had contemplated resignation. The table includes information on the participants' years of service, current position, gender, position level, and whether they had considered resigning within the last year. These tabulated data served as key resources for the subsequent analysis and discussions in this capstone, allowing for a structured examination of the factors that influenced the participants' contemplation of resignation.

Table 5

Participants Who Contemplated Resignation: Demographic and Attitudinal Overview

Participant	Years of service (Current position)	Gender	Position level	Considered resigning (in the last year)
A	3	F	Secondary	Yes
B	2	M	Central Office	No
C	6	M	Secondary	Yes
D	11	F	Elementary	No
E	9	F	Elementary	No
F	3	F	Central Office	Yes
G	5	M	Secondary	No

In addition to the comprehensive report, the researcher examined additional questions on the existing data to identify factors that influenced attrition or retention. Table 6 represents extant data from the 17 respondents who rated cooperation, communication, morale, training opportunities, and growth potential on a scale of *Excellent, Good, Fair, Poor,* or *Awful.* Notably, they had the option not to answer any questions.

Table 6

Employee Attrition and Retention Survey Findings: Key Factors Analysis

	Excellent	Good	Fair	Poor	Awful	Skipped	Total
Cooperation within my department	5	7	1	1	1	2	17
Cooperation with other departments	0	11	3	1	0	2	17
Communication within my department	3	7	3	1	1	2	17
Communication within my building as a whole	1	2	6	6	0	2	17
Communication within the district as a whole	0	2	5	8	0	2	17
Communication between me and my manager	1	4	4	5	1	2	17
Morale within my department	0	4	4	7	0	2	17
Training opportunities	0	4	5	5	1	2	17
Growth potential	0	5	5	4	1	2	17

The extant data collected from the survey included additional open-ended questions that the researcher explored to capture responses relevant to the investigated factors. These questions encompassed reasons for leaving, factors that could have retained the respondent, the role of the manager–employee relationship in the departure, areas for potential improvement by the district, distinctions between the current job and the new job, likelihood of recommending the district to others, unsettled points of uncertainty or disagreement, and any additional comments or concerns.

Following the analysis of the data, several themes surfaced as pivotal factors that influenced the attrition and retention of the educational supervisors. To interpret these findings, the researcher incorporated the following three theories discussed in the literature review in Chapter 2, which were found applicable to the themes identified from the data analysis: Maslow's Hierarchy of Needs Theory, Herzberg's Motivation–Hygiene Theory, and Vroom's Expectancy Theory. Utilizing these three theoretical frameworks facilitated the identification of factors that contribute to attrition, retention, and job satisfaction among educational supervisors, leading to a more profound understanding of their impact on the organizational climate.

Research Question 1 Findings

RQ1: How does the turnover of supervisory staff across the organization affect the organization's climate?

This primary research question encapsulates the core of this study and succinctly outlines its purpose. RQ1 served as the overarching framework for all the interview questions used in this investigation. The data gathered from the seven participants proved highly valuable and pertinent to this study's purpose. The researcher observed a

saturation point following the conclusion of the final interview, as recurrent words and phrases consistently emerged throughout the interview process.

The researcher identified three prominent themes associated with the impact on the organization's climate: turnover leads to lower morale and increased stress, turnover causes instability, and turnover impacts productivity. Table 7 visually represents how the researcher's analysis process resulted in meaningful units and themes within the collected data.

Table 7

Research Themes: Exploring the Ripple Effects of Turnover on Morale, Stress, and Productivity

Meaningful units	***Words and phrases***	***Participant responses***
Theme 1: Turnover leads to lower morale and increased stress.		
Morale	• Work not evenly distributed • Little to no advanced notice • Little to no appreciation or acknowledgment of efforts • Draining	"It would be nice if the superior (higher-ups) would appreciate our efforts, especially since we do not get a stipend or increase for the additional work!"
Stress	• Added workload on top of heavier load • Unfamiliar with the responsibility • Lack of communication and support • Increased stress	"I already have more than enough to do on my own, and in my official capacity; this is unfair to dump on someone and with no real guidance."
Theme 2: Turnover causes uncertainty.		
Uncertainty	• The unknown • What's next? • Who's next? • It happens everywhere. • Not the first, and won't be the last	"We had a flow; now, we will have to adjust to someone else and their way of doing things." "Will others leave too and dump more work on those of us who remain?"
Theme 3: Turnover impacts productivity.		
Deadlines	• Grace • Extensions • Support • Understanding of the role	"Most of our deadlines need extensions, as we are learning more about the person's position and role to do their job and ours."

Additional work hours (off the clock)	• Undercompensated • Personal time	"I do not mind assisting and supporting when turnover happens, but doing more work off the clock takes away from my family time and other responsibilities."

Theme 1: Turnover Leads to Low Morale and Increased Stress

The participants consistently mentioned the term "stress" a total of 18 times during the seven interviews. The discussions around morale and stress were recurrent themes in the participants' narratives. For instance, Participant B highlighted the challenges associated with untimely information about resignations, which led to stress and uncertainty among the affected team members. The participants emphasized the strain of managing their own workload while navigating the responsibilities of the absent colleague, which resulted in a stressful transition process.

Furthermore, Participant B expressed frustration at the lack of clarity regarding others' responsibilities, stating that the team had to decipher various aspects of the workload independently. Participants A and C suggested that improved communication and support would enhance the team's ability to handle additional tasks. Participant A emphasized the importance of setting clear timelines and strategies for workload balance to mitigate stress levels, emphasizing collective responsibility among team members.

The analysis of the 2020–2022 exit interview survey data highlighted morale as a significant concern within the district. Among the 17 respondents, 11 expressed dissatisfaction with morale in their department, rating it as *Fair* to *Poor*. One respondent attributed the decline in morale to turnover and the hiring of a new supervisor, describing a distressing work environment marked by micromanagement and an absence of leadership. This situation led to a notable decrease in morale, with the respondents

expressing a sense of embarrassment and disillusionment with their initial commitment to the district.

Theme 2: Turnover Causes Uncertainty

The theme of uncertainty emerged prominently in the discussions, leaving educational supervisors grappling with various questions. Participant E's inquiry, "Will others leave too and dump more work on those of us who remain?" exemplifies the heightened sense of uncertainty. Expressions such as "the unknown," "who is next," and "what is next" were recurrent, capturing the prevailing questions arising during turnover in an educational setting.

Participants B, C, and F underscored that the level of uncertainty intensifies in the absence of clear directions or a succession plan. Participant E proposed a solution, suggesting that a memo explaining the departure of an individual should be followed by a department meeting. This meeting would offer an opportunity for team members to gain clarity, provide inputs, and ask questions regarding the restructuring of remaining responsibilities, thereby alleviating the uncertainties associated with the transition.

Theme 3: Turnover Impacts Productivity

The educational supervisors consistently described the challenges associated with turnover as a significant and overwhelming responsibility involving numerous tasks and a diverse range of responsibilities. The participants concurred that while they were accountable for a multitude of duties, they often required extensions on deadlines and felt inundated. Participant D highlighted the strain on work–life balance, mentioning the completion of tasks during extended, uncompensated hours, which drained their quality time with their families.

Participant A expressed the overwhelming nature of the responsibilities, indicating that the workload was more than they could handle at times, particularly in the absence of sufficient support and guidance. This sentiment occasionally adversely affected their motivation and made them want to quit. During the FGD, the educational supervisors collectively acknowledged contemplating resignation due to their increased workload and feeling of being less productive than they had been. The data revealed that half of them had considered resigning within the current year, whereas the others had not despite being directly impacted by turnover.

Research Question 2 Findings

RQ2: What factors contribute to educational supervisor retention and attrition in the organization?

This research question enabled the researcher to establish a connection between the participants' years of service and their employment levels. This linkage facilitated the exploration of factors contributing to the attrition and retention of educational supervisors. The participants openly shared their responses and emphasized that readers and researchers can play a role in enhancing educators' working conditions, ultimately fostering increased retention and decreased attrition levels.

The researcher identified four cohesive themes aligned with both the factors that influence the attrition and retention of educational supervisors, and those that affect their performance and retention. Table 8 illustrates these themes, employing the same analysis process that was described previously.

Table 8

Supportive Themes in the Workplace: Examining the Impact of Communication, Autonomy, Flexibility, and Compensation on Employee Satisfaction

Theme 1: Educational supervisors desire support.		
Meaningful units	***Words and phrases***	***Participant responses***
Value	• Listen • Inclusion • Team player • Voice • Leadership	"As educational supervisors, we are viewed as the experts, and if our voices are included more, it is most likely [that] we can increase retention rates, as in prior years under other leadership." "How are we supposed to be considered the experts, [if] they do not listen to us?"
Support	• Complete meaningful work • Comfortability and familiarity in performing the role • Connectedness and cohesion among colleagues	"Most of us are learning to be comfortable being uncomfortable completing tasks that we are not familiar with, but if there is a systemic process that offers ongoing support, we can achieve much more and not be as stressed as in recent years." "We are all trying to follow the leadership's motto: 'I'm a valued member of a winning team, doing meaningful work, in an environment of trust.' But are we really?"
Theme 2: Educational supervisors desire autonomy and flexibility.		
Freedom	• Trust	"We are all adults and more than capable of doing our jobs well, so why is it so hard to trust that we will do it without being micromanaged?"
Theme 3: Educational supervisors desire compensation.		
Comparable salary	• Equity • Fairness • Worth	"We did not come into education to be rich, but our worth should be acknowledged in a salary that does not have us work [in] a part-time job or other things to have a livable wage, especially those of us with children of our own."
Stipend	• Undercompensated • Personal time	"I do not mind assisting and supporting when turnover happens, but doing more work off the clock takes away from my family time and other responsibilities."
Theme 4: Educational supervisors desire communication.		
Direction	• Understanding • Preferred mode • Timeliness	"It will assist many of us if communication allows for input and in a format that is shared in a preferred method for us to understand." "We prefer to have communication immediately and not wait, or there is no sense of urgency, and we tend to believe someone else will do it."

The participants consistently used the same terms when discussing the four identified themes in the FGD. Although they explicitly emphasized two themes, namely,

compensation and autonomy, for the researcher's attention, all four themes are shared to give readers a comprehensive understanding of potential solutions.

Theme 1: Educational Supervisors Desire Support

The participants emphasized their crucial need for support during periods of turnover, when they shoulder additional responsibilities. Participant D underscored that "support enables us to sustain our roles and understand essential requirements." The educational supervisors who received support felt valued and expressed a commitment to the organization without hesitation. Conversely, some of the participants perceived themselves as mere cogs in a machine, bound by job descriptions that included the ubiquitous "other duties as assigned," implying an obligation to complete tasks irrespective of their current roles. Participant E minimized the need for support, citing the organization's practice of hiring highly capable multitaskers. In contrast, Participant F identified a systemic issue, noting that professionals may leave the field due to reluctance to seek support, given their perceived expertise. The FGD consistently highlighted the importance of support, advocating optional mentorship and check-in programs extending beyond departmental boundaries to across the organization.

Theme 2: Educational Supervisors Desire Autonomy and Flexibility

All the participants unanimously emphasized the necessity of autonomy and flexibility in their roles to motivate them to retain their positions. Autonomy and flexibility, in this context, denote the freedom of educational supervisors to make independent decisions within their scope. Participant A highlighted that the inability to make decisions without feeling micromanaged significantly influenced their consideration of resigning within the year. Participant C conveyed that a proven track record of successful projects and reports builds trust, allowing for flexibility and support

when needed. However, Participant C also pointed out the need to establish trust, expressing concerns about a fear factor that hinders individuals from asking questions due to potential retaliation. Participant C, although having experience and positive evaluations, noted instances when their supervisor exhibited passive–aggressive behavior negatively impacting the organizational climate.

Theme 3: Educational Supervisors Desire Compensation

Compensation emerged as a significant factor for most of the participants and became the primary focus of the discussions. Half of the educational supervisors indicated that compensation did not play a role in their decision to remain in their positions. Some of them mentioned that they could potentially earn more income in a different field or location. Participant B emphasized the individualized nature of compensation considerations, influenced by home demographics and personal financial needs. In the FGD, many of the participants acknowledged that they felt they were not adequately compensated for their extensive responsibilities in education, but they accepted this reality upon entering the field.

For the remaining half of the educational supervisors who departed, compensation was not a decisive factor. Participant C expressed a willingness to consider a pay cut, citing personal circumstances, such as a challenging commute and a recent divorce. However, Participant B proposed alternative forms of appreciation, suggesting compensation, whether monetary or in the form of a day off, for assisting and completing others' work. Specifically, the idea of distributing the resigned person's salary among the team was highlighted as a meaningful form of acknowledgment.

Theme 4: Educational Supervisors Desire Communication

The participants stressed that communication is a crucial factor in retaining supervisors. Participant D framed the issue by asking, "Who likes being in the dark or left out?" During the FGD, the participants emphasized that effective communication fosters accountability and understanding and reduces confusion about future developments. Participant G advocated a daily practice of intentional communication, whether through regular check-ins or brief conversations, as it contributes to building strong relationships.

The analysis of the 2020–2022 exit interview survey data identified communication as an area of concern. Out of the 17 respondents, a significant trend emerged, with eight expressing a desire for improved communication within the district. This underscores the importance of addressing communication issues to enhance supervisor retention.

Research Question 3 Findings

RQ3. What factors contribute to the job satisfaction of supervisors in the organization?

In the realm of educational supervision, job satisfaction among educational supervisors is intricately linked to the recognition they receive for their contributions and the quality of their interpersonal relationships. Additionally, the quality of relationships within the educational context, including interactions with peers, subordinates, and superiors, influences job satisfaction. Table 9 shows the two themes that emerged from the perceptions of the educational supervisors of job satisfaction: relationships matter to supervisors' job satisfaction, and recognition matters.

Table 9

Job Satisfaction Essentials: Exploring the Significance of Relationships and Recognition in the Workplace

Theme 1: Relationships matter to supervisors' job satisfaction		
Meaningful units	***Words and phrases***	***Participant responses***
Relationships	• Connections • Belonging • Dignity	"When I know that my supervisors, colleagues, and I connect within our roles, we thrive more." "After following a theme of belonging and dignity, many of us have made efforts to build better professional relationships within the building in ways we probably never thought we could." "Who does not want to feel like they don't belong or [are not] connected in a place they go to every day for years until retirement?"
Theme 2: Recognition matters to supervisor's job satisfaction.		
Recognition	• Appreciation • Value	"Recently, we used the *5 Languages of Appreciation* book, and it has helped [us] tremendously [to] know how each person prefers to be recognized or not." "There is a way to recognize people that does not take a lot of time, money, or resources."

Theme 1: Relationships Matter to Supervisors' Job Satisfaction

A prominent theme that emerged highlighted the importance of positive relationships in fostering job satisfaction. Participants B and D emphasized that their connections with colleagues played a significant role in their decision to stay in both their positions and their educational organization. Participant B noted that forming and maintaining relationships allowed for vulnerability when seeking clarification or lacking background knowledge, thereby fostering comfort in unique situations. Participant D stressed the critical role of creating connections and supporting a sense of belonging, particularly in the supervisor's role, to retain employees and attract new talent.

During the FGD, five participants agreed on the significance of relationships, while one expressed a more business-oriented perspective, emphasizing task completion without personal connections. The consensus, however, was that connectedness and

relationships contribute to better retention, which emerged as a crucial theme for all of the participants. Many of the participants highlighted the impact of positive and professional relationships with colleagues and supervisors on job satisfaction and retention. For example, Participant E, attributing nearly 10 years in the role, detailed a strong, trusting relationship with their boss, this connection and shared values.

Theme 2: Recognition Matters to Supervisors' Job Satisfaction

Acknowledgment emerged as a crucial aspect that could contribute to retaining supervisors. It ranged from simple gestures such as a thank-you note or a gift card to more elaborate forms, such as public recognition on newspapers or awards banquets. The participants stated that recognition, in any form, conveys value, a sense of purpose, and appreciation. Participant A emphasized that acknowledging someone's presence, work ethic, and attitude can serve as a powerful motivator and provide a much-needed boost.

Participant D further underscored the importance of understanding how individuals prefer to be recognized, emphasizing that giving recognition without considering personal preferences is a disservice. In the FGD, the participants suggested a relevant resource for acknowledging individuals in the workplace: Chapman's (2019) publication, *The 5 Languages of Appreciation in the Workplace*. Drawing parallels to the *Five Love Languages*, these languages include Words of Affirmation, Quality Time, Acts of Service, Tangible Gifts, and Physical Touch. Recognizing and catering to individuals' preferred languages of appreciation were identified as valuable considerations for effective acknowledgment.

Validity

The validity of this study was strengthened through the use of triangulation, a method that enhances research findings by corroborating consistency across various data

sources that authentically represent the phenomena under investigation. The researcher aimed to enhance the reliability of the research findings by mitigating the potential errors or biases introduced by a single data source. Therefore, the researcher employed four sources of data and methods: a participant eligibility and screening survey, individual interviews, an FGD, and extant data from stay and exit interviews aimed at capturing diverse perceptions on retention, attrition, and job satisfaction, thereby increasing the credibility and reliability of the research.

Participant Screening Survey

This survey instrument was designed to ensure clarity and direct alignment with the research questions. This approach served to enhance the credibility of the chosen data sources and research methods. The survey questionnaire, strategically developed by the researcher, comprehensively addressed the foundational aspects of the research questions and overarching topics. Subsequently, the survey data were administered, and thematic analysis was applied to discern patterns.

Individual Interviews

To delve into the experiences and perspectives of the education supervisors, encompassing assistant principals, principals, assistant superintendents, directors from educational services, curriculum, and HR, the researcher enlisted the help of a psychology intern to conduct in-depth interviews. The interviews were aimed at collecting qualitative data through open-ended questions. The researcher employed the Rev and NVivo platforms to transcribe and analyze the interview transcripts systematically, respectively, identifying recurring themes.

Focus Group Discussion (FGD)

The researcher continued collaborating with the psychology intern for the facilitation of an FGD with educational supervisors from diverse levels and departments, the same ones who were individually interviewed. The intern used a semi-structured format to discuss supervisory turnover and organizational climate with the group. The researcher recorded and transcribed the session, analyzed the data to identify emergent themes, and conducted a comparative analysis of the data with those from the individual interviews to enrich understanding of the identified themes.

Extant Data Analysis

Stay interviews represent a proactive strategy in employee retention. They are designed to comprehensively understand and tackle the needs and apprehensions of educators, thereby augmenting their job satisfaction and commitment. This method entails a structured dialog typically between an HR representative and a targeted audience to elucidate their experiences, levels of contentment, and potential areas for improvement in the workplace. The goal is to identify contributing factors to retention, proactively address concerns, and mitigate issues before they evolve into decisive motives for departure.

Conversely, exit interviews serve as valuable instruments for eliciting feedback from departing employees, aimed at understanding the underlying reasons behind their resignation and identifying opportunities for organizational enhancement. Similar to stay interviews, exit interviews involve a methodical conversation between a departmental employee and a representative of the organization, usually from the HR department, about an employee's voluntary departure from the educational institution.

The researcher delved into existing data derived from stay and exit interviews conducted in a local school district during previous turnover events. Common reasons for turnover, supervisors' perceptions of the organizational climate, and discernible patterns were identified. The data set was gathered from a different population and therefore, strengthened the validity of the outcomes. The researcher cross-referenced these extant data with findings from the other data sources and aligned the data from the individual interviews with those from the FGD. This convergence facilitated the identification of common themes in the participants' responses, which contributed to the overall validation of this analysis.

Summary

This chapter delineated the methodology employed to analyze the data and disseminate the results based on the three research questions. The researcher triangulated the results of the semi-structured individual interviews, FGD, and extant data to comprehensively answer each research question. The outcomes of this triangulation unveiled themes that facilitated the identification of factors of the retention, attrition, and job satisfaction of supervisors in the educational field.

In the following chapter, the research culminates with the presentation of the conclusions and recommendations. This section will synthesize the insights gained from the review of the literature and will draw overarching conclusions from the study's findings. Furthermore, the researcher will critically examine the study's limitations that may have impacted the interpretation of the results and will conclude by offering reflections and recommendations for further research.

CHAPTER 5

Conclusions and Recommendations

Educational supervisor retention and attrition have emerged as significant concerns, prompting this study to explore the factors influencing their decision to persist or resign. The researcher employed a qualitative phenomenological research method to understand the lived experiences, feelings, and beliefs of educational supervisors. This methodology, recommended by Creswell and Poth (2018), was aimed at uncovering the nuanced realities from the perspectives of the participants, combining their viewpoints with the researcher's interpretation.

The study's three guiding research questions were as follows:

1) How does the turnover of supervisory staff across an organization affect the organization's climate?
2) What factors contribute to supervisor retention and attrition in an organization?
3) What factors contribute to the job satisfaction of supervisors in an organization?

To answer these questions, the researcher collected data through a screener, semi-structured individual interviews, and an FGD, and by analyzing existing data from stay and exit interviews. These methods yielded a rich dataset to comprehensively answer these questions, as discussed below.

This chapter also highlights the fiscal implications of this topic, presents an in-depth discussion of the limitations of this study that might have influenced the interpretation of the results, and concludes with recommendations for future research, as well as reflections from the researcher.

Conclusions

RQ1. How does the turnover of supervisory staff across the organization affect the organization's climate?

The educational supervisors acknowledged the inevitability of turnover and expressed a willingness to take on additional responsibilities. However, the timing and manner in which information about turnover is presented play a crucial role in shaping its impact on the organizational climate. While turnover introduces extra tasks for supervisors, it also induces stress, hindering the maintenance of work–life balance. The pressure to complete tasks properly and work in roles that are unfamiliar or not aligned with the supervisors' primary job responsibilities for an extended period can create uncertainty, potentially contributing to increased attrition. Participant E raised a poignant question: "Will others leave too and dump more work on those of us who remain?" The uncertainty associated with attrition may further exacerbate these challenges.

Consequently, the key finding for this research question underscores the critical role of communication. Effective communication is integral to eliminating uncertainty, especially concerning the timeline, expectations, and needs during a period of turnover. The absence of clear communication may lead to heightened uncertainty, which will negatively impact the organizational climate. In contrast, a positive climate can be cultivated through transparent and consistent communication from leadership, fostering an environment where information flows freely, and everyone feels heard and understood. Therefore, maintaining effective communication is pivotal in mitigating potential breakdowns and preserving a cohesive organizational climate amid high supervisory turnover.

RQ2. What factors contribute to supervisor retention and attrition in the organization?

The factors that predominantly influence supervisor retention and attrition were identified as autonomy and flexibility. Flexibility plays a pivotal role in fostering retention and minimizing attrition. Flexibility in work arrangements, such as alternative scheduling, may mitigate burnout and fatigue. Work environments that value and support flexibility can contribute significantly to the satisfaction and retention of educational supervisors. Moreover, in educational organizations, concerted efforts are made to recruit and retain talent, recognizing that the turnover can lead to the loss of job knowledge, productivity, and experience. Educational supervisors in this study viewed themselves as experts capable of leading and fulfilling their responsibilities without micromanagement. They emphasized that autonomy enhances their productivity, enabling them to accomplish more, especially in situations involving turnover where additional responsibilities may arise. Although the educational supervisors' need for support varied, they all agreed that providing support entails giving supervisors a voice in decision-making. According to one participant, this approach fosters a preference for making decisions and facing the consequences rather than having decisions imposed upon them without their full understanding. Giving educational supervisors a voice in decision making nurtures their leadership skills, strengthens their community bonds, and builds trust within the organization, thereby contributing to the retention of educational supervisors.

RQ3. What factors contribute to the job satisfaction of supervisors in the organization?

Job satisfaction emerged as a critical factor of supervisor retention, given the considerable time dedicated to cultivating relationships and trust. This study found that the establishment of trust is the building block for robust and significant connections. In the absence of trust, the groundwork for a functional relationship becomes precarious. Trust lays the groundwork for transparent communication, openness to vulnerability, mutual comprehension, and nurturing of meaningful associations. It is the crucial link that unifies relationships by forming a sturdy and dependable structure for shared experiences and development (Walker, 2022). Frequent turnover poses a threat to the development of these relationships and may foster skepticism about leadership intentions and decisions. Consequently, it is imperative to establish relationships through a variety of activities tailored to the individual needs of each supervisor. Such a method contributes to job satisfaction and, consequently, increases the likelihood of retaining supervisors within the organization. The results indicate that building relationships and offering specific recognition are critical factors in fostering job satisfaction, which, in turn, contribute to the retention of educational supervisors. Addressing this finding could involve creating a conducive climate for relationship building through intentional actions, such as honoring individuals or groups. Establishing routines and procedures that support and recognize the efforts of educational supervisors can further enhance job satisfaction and contribute to long-term retention within an organization.

These conclusions are firmly supported by the data analysis, incorporating insights shared by the participants during the interviews and the FGD, as well as insights from the extant data. The research findings highlight the pivotal role of leadership stability in shaping the overall climate, culture, and effectiveness of educational institutions, with a direct impact on supervisory turnover. This study underscores the

significance of the proposed strategies as potential solutions to the challenges of supervisory turnover and as ways to foster leadership continuity, ultimately contributing to the creation of a positive organizational climate.

The researcher aims to disseminate the results of this study to HR departments within the catchment areas. The goal is to initiate discussions on implementing the study findings, particularly by introducing a process for conducting stay interviews. The interview process used in this study has unearthed a lot of critical information on retention strategies that it would be good to perpetuate such interviews through stay interviews. This method is proposed to retain current supervisory staff and strategically address the concerns of those contemplating leaving the organization by identifying dissatisfaction early on. If the stay interview method proves unsuccessful, the data collected from this study may be repurposed for use in exit interviews. The information gathered can be analyzed and revised to inform further steps, aligning with the researcher's forthcoming recommendations for additional research.

This research study was designed to identify the factors that lead to attrition, retention, and job satisfaction of educational supervisors and its effect on the organizational climate. Educational supervisor attrition and turnover is costly, time-consuming, and impacts educational institutions in multiple ways, including in terms of their climate. The outcomes of this study offer recommendations to educational leaders on creating organizations that increase retention and decrease attrition of their supervisors while promoting job satisfaction, thus limiting disruptions in the organization.

While this research study was conducted with minimal fiscal implications, it is crucial to recognize that the broader topic of turnover in educational institutions can have significant consequences. Each instance of turnover entails the following:

1) Cost of recruitment: High turnover necessitates frequent recruitment efforts, incurring expenses for advertising, interviewing, and onboarding new supervisory staff, thereby straining the institution's budget.
2) Cost of training and development: New supervisors often need training and professional development to become effective in their roles. Investing in training programs and resources for supervisors can add to the institution's expenses.
3) Administrative costs: Frequent turnover can lead to administrative inefficiencies, requiring additional time and effort to manage transitions, address gaps, and ensure continuity. This can pose additional challenges and strain the institution's financial resources.
4) Risk of unplanned expenses: Turnover can result in unexpected expenses, such as the need to hire interim staff, pay for external consulting, or address unforeseen challenges during leadership transition.

While there are numerous other fiscal implications associated with turnover of educational supervisors, the factors identified herein were gleaned specifically from individual interviews, an FGD, and extant data. Proactively addressing turnover can contribute to better financial management, improved efficiency, an enhanced reputation, and a more sustainable financial future for educational institutions.

Limitations

Location of the Study

This study offered insights into factors that influence the retention, attrition, and job satisfaction of educational supervisors, as well as the repercussions of supervisor turnover on the organizational climate. While this study was conducted in a specific area encompassing three Pennsylvania counties, extending this research statewide or focusing

on a particular educational organization (such as a school or an intermediate or charter school) and demographic setting (urban, rural, or suburban) could have provided a more comprehensive understanding of factors that influence the organizational climate.

Sample Size

The relatively small sample size of this study might have constrained the depth and breadth of the data collected. A larger sample size could potentially yield additional insights and more robust support for identifying and confirming the various factors that influence the dynamics of educational supervisors' job satisfaction and turnover.

Recommendations for Future Research

The researcher recommends further research to identify more potential ways to increase retention among educational supervisors, thereby positively impacting the organizational climate. Given the inevitability of turnover, it is crucial to continue exploring strategies to cultivate positive organizational climates that deter turnover in educational supervisory roles. The following recommendations are made for future studies:

1) Longitudinal study: Extend the study duration to two or three years and examine the influence on the organizational climate once educational supervisors have been part of the organization for three to five years. This recommendation aims to provide a comprehensive depiction of the organization's climate once supervisors have integrated strategic priorities and "[gotten] the right people on the bus" (Collins, 2001, p. 21).
2) Exit interview qualitative study: Conduct a qualitative study in a single educational organization, focusing on exit interviews with departing education

supervisors. This approach aims to uncover the causes of supervisory turnover from the perspective of those leaving.

3) Perceptions of leadership: Assess how employees perceive the way organizational leadership manages supervisory turnover. Exploring these perceptions can offer insights into the role of change management strategies and their influence on the organizational climate.
4) Mixed-methods study: Consider adopting a mixed-methods methodology that integrates quantitative data and qualitative methodologies. This approach may offer a more comprehensive understanding of how turnover affects different aspects of the organizational climate. By employing cross-validation, qualitative findings can assist in interpreting or explaining quantitative results, contributing to a more robust and reliable interpretation of the overall impact of turnover.
5) Comparative study across institutions: Compare the impact of educational supervisory turnover on the organizational climate across different types of educational institutions, including private schools and those with stable leadership. This comparison could unveil consistent effects or variations across contexts, providing a deeper understanding of the impact of supervisory turnover in diverse educational settings.
6) HR director interview: To further draw a comparison of the data and understanding of the extant data and its correlation to the research questions, an interview with an HR director could be conducted following the same protocol as the individual interviews in this study, after which the integrated extant data can be analyzed by exploring relationships between variables related to supervisory turnover and the organizational climate.

Organization Action Steps

Effectively navigating the dynamic organizational climate requires proactive strategies that promote growth, collaboration, and success. These strategies below, serving as actionable items, form the cornerstone for operational efficiency and strategic advancement. Whether addressing immediate needs or planning long-term goals, the formulation and execution of these actions are critical for the organization's success.

1. Know Their Staff: Encourage supervisors to build strong relationships with their staff members. Emphasize the importance of understanding their team's strengths, weaknesses, and individual needs.
2. Foster a Positive Work Environment: Cultivate a positive organizational culture where supervisors feel valued, supported, and respected. Encourage open communication, collaboration, and teamwork among all staff members.
3. Conduct Job Satisfaction Surveys: Regularly administer job satisfaction surveys to assess the morale and satisfaction levels of supervisors and their teams. Use the results to identify areas for improvement and implement targeted interventions.
4. Conduct Stay Interviews: Regularly conduct stay interviews, which are held in a more face-to-face manner, with supervisors to identify the reasons for they stay at the organization and possibly in there. Use this feedback to pinpoint areas for to continue to improvement within the organization.
5. Conduct Focus Groups: Organize focus groups with supervisors to gather qualitative feedback on their experiences within the organization. Use this information to gain deeper insights into their concerns and challenges.
6. Present Possible Solutions to Executive Team: Compile findings from exit interviews, surveys, and focus groups to develop potential solutions to address

supervisory turnover. Present these solutions to the executive team for review and approval.

7. Offer Recognition: Set clear goals and expectations for supervisors to strive towards. Ensure that supervisors are recognized for their contributions and offer incentives for performance excellence. This recognition should be based on the preferred manner in which the supervisor prefers and can be recognized publicly or in a more discreet manner.
8. Encourage Work-Life Balance: Encourage supervisors to prioritize their well-being and maintain a healthy work-life balance. Promote initiatives such as wellness programs, mindfulness training, and time-off policies to support their overall health and happiness. Provide resources and support for stress management and burnout prevention.
9. Bring in Stakeholders to Action Plan: Involve key stakeholders, including supervisors, HR professionals, and senior leadership, in the action planning process. Collaboratively develop strategies and initiatives to reduce supervisory turnover and improve the organizational climate.

By selecting a strategy from this list of actionable steps, organizations can further enhance their efforts to reduce supervisory turnover and create a supportive work environment for all employees.

Summary

Consistent leadership plays a vital role in fostering trust, clarity, and collaboration, thereby enhancing morale, communication, and overall institutional effectiveness. This study focused on exploring factors that influence attrition, retention, and job satisfaction among educational supervisors, along with their impact on the

organizational climate. Utilizing a qualitative research method, the researcher gathered insights from satisfied educational supervisors and those who had contemplated resigning in recent school years. The findings from semi-structured individual interviews, an FGD, and extant data from exit interviews were instrumental in identifying and aligning themes with those in the literature. To enhance retention efforts, organizations are advised to provide educational supervisors support, effective communication, autonomy, flexibility, and recognition of their contributions.

References

Aitsi-Selmi, A. (2020). *The success trap: Why good people stay in jobs they don't like and how to break free*. Kogan Page.

Alvoid, L., & Black Jr., W. L. (2014). *The changing role of the principal*. American Progress. https://www.americanprogress.org/article/the-changing-role-of-the-principal/

American Psychological Association. (n.d.). Expectancy. In *APA dictionary of psychology*. Retrieved November 15, 2023, from https://dictionary.apa.org/expectancy

Arnold, H. J., & Feldman, D. C. (1982). A multivariate analysis of the determinants of job turnover. *Journal of Applied Psychology, 67*, 350–360. https://doi.org/10.1037/0021-9010.67.3.350

Baker, B. D., Punswick, E., & Belt, C. (2010). School leadership stability, principal moves, and departures: Evidence from Missouri. *Educational Administration Quarterly, 46*(4), 523–557. https://doi.org/10.1177/0013161x10383832

Barrett, D. (2006). *Leadership communication*. McGraw Hill.

Batlis, N. C. (1980). The effect of organizational climate on job satisfaction, anxiety, and propensity to leave. *The Journal of Psychology, 104*(3–4), 233–240. https://doi.org/10.1080/00223980.1980.12062970

Batlolona, J. (2018). Organizational climate of the school and teacher performance improvement in the 21st century. *International Journal of Science and Research, 7*, 119–126.

Baylor, K. M. (2010). Herzberg's two-factor theory of job satisfaction. [Doctoral dissertation, Nova Southeastern University]. https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1009&context=hsbe_etd

Bennis, W.G. (n.d.). *Warren G. Bennis quotes about leadership.* AZ Quotes. https://www.azquotes.com/author/1232-Warren_G_Bennis/tag/leadership

Béteille, T., Kalogrides, D., & Loeb, S. (2012). Stepping stones: Principal career paths and school outcomes. *Social Science Research, 41*(4), 904–919. https://doi.org/10.1016/j.ssresearch.2012.03.003

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research, 26*(13), 1802–1811. https://doi.org/10.1177/1049732316654870

Bohle, P., Knox, A., Noone, J., Mc Namara, M., Rafalski, J., & Quinlan, M. (2017). Work organisation, bullying and intention to leave in the hospitality industry. *Employee Relations, 39(*4), 446–458. https://doi.org/10.1108/ER-07-2016-0149

Bono, J. E., Foldes, H. J., Vinson, G., & Muros, J. P. (2007). Workplace emotions: The role of supervision and leadership. *Journal of Applied Psychology, 92*, 1357–1367. https://doi.org/10.1037/0021-9010.92.5.1357

Bourne, J. (2023, March 24). *What is job satisfaction and why is it important?* PositivePsychology.com. https://positivepsychology.com/job-satisfaction

Branch, G., Hanushek. E., & Rivkin, S. (2009). *Estimating principal effectiveness.* National Center for Analysis of Longitudinal Data in Education Research. https://eric.ed.gov/?id=ED509685

Burke, C. S., Stagl, K. C., Klein, C., Goodwin, G. F., Salas, E., & Halpin, S. M. (2006). What type of leadership behaviors are functional in teams? A meta-analysis. *The*

Leadership Quarterly, *17*(3), 288–307. https://doi.org/10.1016/j.leaqua.2006.02.007

Burke, M. J., Borucki, C. C., & Hurley, A. E. (1992). Reconceptualizing psychological climate in a retail service environment: A multiple-stakeholder perspective. *Journal of Applied Psychology*, *77*(5), 717–729.

Cheney, G., May, S., & Munshi, D. (2011). *The handbook of communication ethics*. Routledge.

Coffey, T., Duncan, E., Morgan, H., & Gillies, K. (2022). What influences communication about retention in randomised trials: A multi-trial, theory-based analysis exploring trial staff perspectives. *BMC Medical Research Methodology*, *22*(1), 231. https://doi.org/10.1186/s12874-022-01708-4

Collins, J. C. (2001). *Good to great: Why some companies make the leap—and others don't* (1st ed.). Harper Business.

Cranny, C. J., Smith, P. C., & Stone, E. F. (1992). *Job satisfaction: How people feel about their jobs and how it affects their performance*. Lexington Books.

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, *39*, 124–130. http://dx.doi.org/10.1207/s15430421tip3903_2

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design choosing among five approaches* (4th ed.). SAGE Publications, Inc.

Crowder, C. K. (2017). *Demographic predictors of job satisfaction of US retail store managers* (Publication No. 10196331) [Doctoral dissertation, Northcentral University]. ProQuest Dissertations & Theses Global.

Curiously. (2017). *Attrition: A leadership problem (Part 1 of 2)*. Medium. https://medium.com/@curiously.com.au/attrition-a-leadership-problem-part-1-of-2-8500843ded7c

DeMatthews, D. E., Knight, D. S., & Shin, J. (2022). The principal-teacher church: Understanding the relationship between leadership turnover and teacher attrition. *Educational Administration Quarterly*, *58*(1), 76–109. https://doi.org/10.1177/0013161X211051974

Diliberti, M. K., & Schwartz, H. L. (2023). *Educator turnover has markedly increased, but districts have taken actions to boost teacher ranks: Selected findings from the Sixth American School District Panel Survey*. RAND. https://www.rand.org/pubs/research_reports/RRA956-14.html

Doyle, D., & Locke, G. (2014). *Lacking leaders: The challenges of principal recruitment, selection, and placement*. Thomas B. Fordham Institute.

Dukes, S. (1984). Phenomenological methodology in the human sciences. *Journal of Religion and Health*, *23*(3), 197–203. https://doi.org/10.1007/BF00990785

Farley-Ripple, E. N., Raffel, J. A., & Christine Welch, J. (2012). Administrator career paths and decision processes. *Journal of Educational Administration*, *50*(6), 788–816. https://doi.org/10.1108/09578231211264694

Farokhi, K. M., & Murty, T. N. (2014). Factors influencing organizational climate. *International Monthly Refereed Journal of Research in Management and Technology*, *3*(1), 74–82.

Franke, F., & Felfe, J. (2012). Transfer of leadership skills. *Journal of Personnel Psychology*, *11*(3), 138–147. https://doi.org/10.1027/1866-5888/a000066

Galdas, P. (2017). Revisiting bias in qualitative research: Reflections on its relationship with funding and impact. *International Journal of Qualitative Methods*, *16*(1). https://doi.org/10.1177/1609406917748992

Garrett, T. (2008). Student-centered and teacher centered classroom management: A case study of three elementary teachers. *Journal of Classroom Interaction*, *43*(1), 34–47.

Gartner. (n.d.). Attrition. Gartner. https://www.gartner.com/en/human-resources/glossary/attrition

George, B. (2015). *Discover your true north* (2nd ed.). Jossey-Bass.

Ghamrawi, N., & Al-Jammal, K. (2013). Teacher turnover: Impact of school leadership and other factors. *International Journal of Educational Research and Technology*, *4*, 68–78.

Gill, A. S., Flaschner, A. B., & Shachar, M. (2006). Mitigating stress and burnout by implementing transformational-leadership. *International Journal of Contemporary Hospitality Management*, *18*(6), 469–481. https://doi.org/10.1108/09596110610681511

Goldhaber, D. (2007). *Principal compensation: More research needed on a promising reform*. Center for American Progress. https://www.americanprogress.org/article/principal-compensation-more-research-needed-on-a-promising-reform/

Goldring, R., & Taie, S. (2018). *Principal attrition and mobility: Results from the 2016–17 principal follow-up survey (NCES 2018-066)*. National Center for Education Statistics. https://nces.ed.gov/pubsearch/pubsinfo.asp?Pubid=2018066

Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Harvard Business School Press. http://www.loc.gov/catdir/toc/fy035/2001041207.html

Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, *6*(2), 219–247. https://doi.org/10.1016/1048-9843(95)90036-5

Gregory-Smith, I., Thompson, S., & Wright, P. W. (2009). Fired or retired? A competing risks analysis of chief executive turnover. *The Economic Journal*, *119*(536), 463–481. http://www.jstor.org/stable/20485328

Grissom, J. A., & Bartanen, B. (2019). Principal effectiveness and principal turnover. *Education Finance and Policy*, *14*(3), 355–382. https://doi.org/10.1162/edfp_a_00256

Group, T. S. (2021). The real cost of employee turnover in 2021. Terra Staffing Group. https://www.terrastaffinggroup.com/resources/blog/cost-of-employee-turnover/

Guin, K. (2004). Chronic teacher turnover in urban elementary schools. *Education Policy Analysis Archives*, *12*(0), 42. https://doi.org/10.14507/epaa.v12n42.2004

Harms, P. D., Credé, M., Tynan, M., Leon, M., & Jeung, W. (2017). Leadership and stress: A meta-analytic review. *The Leadership Quarterly*, *28*(1), 178–194. https://doi.org/10.1016/j.leaqua.2016.10.006

Herzberg, F. (1964). The motivation–hygiene concept and problems of manpower. *Personnel Administration*, *27*, 3–7.

Herzberg, F. (2015, August 25). One more time: How do you motivate employees? *Harvard Business Review*. https://hbr.org/2003/01/one-more-time-how-do-you-motivate-employees

Holme, J. J., Jabbar, H., Germain, E., & Dinning, J. (2018). Rethinking teacher turnover: Longitudinal measures of instability in schools. *Educational Researcher*, *47*(1), 62–75. https://doi.org/10.3102/0013189x17735813

Hughes, R. (2009). Time for leadership development interventions in the public health nutrition workforce. *Public Health Nutrition*, *12*(8), 1029. https://doi.org/10.1017/S1368980009990395

Hutchinson, J. (2020). *Psychological safety and transparent communication at work: Strengthening collaboration and innovation*. Michigan State University. https://mediaspace.msu.edu/media/psychological+safety+and+transparent+communication+at+worka+strengthening+collaboration+and+innovation/1_fqkk7m2f

Idowu, S., & Abolade, D. (2018). Influence of effective communication and compensation management on employees' engagement in some selected financial institutions in Lagos state, Nigeria. *International Journal of Business and Management*, *6*, 10.

Jacob, S. A., & Furgerson, S. P. (2012). *Interview protocol design*. Imperial College London. https://www.imperial.ac.uk/education-research/evaluation/tools-and-resources-for-evaluation/interviews/interview-protocol-design/

Jamieson, M. K., Govaart, G. H., & Pownall, M. (2023). Reflexivity in quantitative research: A rationale and beginner's guide. *Social and Personality Psychology Compass*, *17*(4), e12735. https://doi.org/10.1111/spc3.12735

Judge, T., & Kammeyer-Mueller, J. (2022). *Staffing organizations* (10th ed.). McGraw Hill. https://www.mheducation.com/highered/product/staffing-organizations-judge-kammeyer-mueller/M9781260703054.html

Kenrick, D. T., Griskevicius, V., Neuberg, S. L., & Schaller, M. (2010). Renovating the pyramid of needs: Contemporary extensions built upon ancient foundations. *Perspectives on Psychological Science*, *5*(3), 292–314. https://doi.org/10.1177/1745691610369469

Keyton, J. (2011). *Communication research: Asking questions, finding answers* (3rd ed.). Mcgraw Hill.

Kriukow, D. J. (2020). *6 strategies to increase validity in qualitative research*. LinkedIn. https://www.linkedin.com/pulse/6-strategies-increase-validity-qualitative-research-jaroslaw-kriukow/

Kruse, K. (2012). *Employee engagement 2.0: How to motivate your team for high performance (a real-world guide for busy managers)* (1st. ed.). Amazon Publishing.

Leithwood, K. A., Louis, K. S., & Anderson, S. E. (2012). *Linking leadership to student learning*. Jossey-Bass.

Levin, S., & Bradley, K. (2019). *Understanding and addressing principal turnover: A review of the research*. Learning Policy Institute. https://learningpolicyinstitute.org/product/nassp-understanding-addressing-principal-turnover-review-research-report

Lewis, C. (1999). Teaching literature to adolescents. *Reading Research Quarterly*, *34*(1), 114–127. https://doi.org/10.1598/RRQ.34.1.7

Luthra, A. (2015). Effective leadership is all about communicating effectively: Connecting leadership and communication. *International Journal of Management and Business Studies*, *5*(3), 43–48. https://www.ijmbs.com/Vol5/3/7-Anchal-Luthra.pdf

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, *50*, 370–396. https://doi.org/10.1037/h0054346

Maslow, A. H. (1954). *Motivation and personality* (1st ed.). Harper.

Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. *Forum: Qualitative Social Research*, *11*(3), 2-4. https://doi.org/10.17169/fqs-11.3.1428

Maxwell, L. (2016). School building condition, social climate, student attendance and academic achievement: A mediation model. *Journal of Environmental Psychology*, *46*. https://doi.org/10.1016/j.jenvp.2016.04.009

Merriam, S. B., & Tisdell, E. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Josey-Bass.

Mertler, C. A. (2019). Action research: Improving schools and empowering educators (6th ed.). SAGE.

Mikkelson, A. C., York, J. A., & Arritola, J. (2015). Communication competence, leadership behaviors, and employee outcomes in supervisor–employee relationships. *Business and Professional Communication Quarterly*, *78*(3), 336–354. https://doi.org/10.1177/2329490615588542

Montag, C., Sindermann, C., Lester, D., & Davis, K. L. (2020). Linking individual differences in satisfaction with each of Maslow's needs to the big five personality

traits and Panksepp's primary emotional systems. *Heliyon*, *6*(7), 5-8. https://www.sciencedirect.com/science/article/pii/S2405844020311695

Musheke, M., & Phiri, J. (2021). The effects of effective communication on organizational performance based on the systems theory. *Open Journal of Business and Management*, *9*, 659–671. https://doi.org/10.4236/ojbm.2021.92034

Myers, E. (2014). Transformational school principal leadership behavior and its impact on school climate. *Current Issues in Education*, *17*(3). https://www.researchgate.net/publication/286621713_transformational_school_principal_leadership_behavior_and_its_impact_on_school_climate

National Superintendents Roundtable. (2021). Superintendents struggle during pandemic: Panic attacks, strokes & threats of violence meet prayer, exercise, meditation, and booze. https://www.superintendentsforum.org/reports/report-superintendents-struggle-during-pandemic

Ni, Y., Sun, M., & Rorrer, A. (2015). Principal turnover: Upheaval and uncertainty in charter schools? *Educational Administration Quarterly*, *51*(3), 409–437.

Northouse, P. G. (2010). *Leadership: theory and practice* (5th ed.). Sage Publications.

O'Brien, P. (2022). The great resignation or the next great migration? LinkedIn. https://www.linkedin.com/pulse/great-resignation-next-migration-paul-o-brien/?Trk=articles_directory

O'Connell, M., & Kung, M.-C. (2007). The cost of employee turnover. *Industrial Management*, *49*(1), 14–19.

Obeng, A. F., Zhu, Y., Azinga, S. A., & Quansah, P. E. (2021). Organizational climate and job performance: Investigating the mediating role of harmonious work

passion and the moderating role of leader–member exchange and coaching. *SAGE Open*, *11*(2), 21582440211008456. https://doi.org/10.1177/21582440211008456

Opdenakker, R. (2006). Advantages and disadvantages of four interview techniques in qualitative research. *Forum: Qualitative Social Research*, *7*(4). https://doi.org/10.17169/fqs-7.4.175

Oplatka, I., & Mimon, R. (2008). Women principals' conceptions of job satisfaction and dissatisfaction: An alternative view? *International Journal of Leadership in Education*, *11*(2), 135–153. https://doi.org/10.1080/13603120701576225

Osborne, S., & Hammound, M. S. (2017). Effective employee engagement in the workplace. *International Journal of Applied Management & Technology*, *16*(1), 50–67.

Ostroff, C., & Judge, T. A. (2007). *Perspectives on organizational fit*. Lawrence Erlbaum Associates Publishers.

Ostroff, C., Kinicki, A. J., & Tamkins, M. M. (2003). Organizational culture and climate. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology* (Vol. 12, pp. 565–593). John Wiley & Sons, Inc. https://awspntest.apa.org/record/2003-04689-022

Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Adaptive leadership and school reform* (9th ed.). Pearson.

Papa, F. (2007). Why do principals change schools? A multivariate analysis of principal retention. *Leadership and Policy in Schools*, *6*(3), 267–290. https://doi.org/10.1080/15700760701263725

Parker, R. A., & Rea, L. M. (2020). *Designing and conducting survey research: A comprehensive guide*. Jossey-Bass.

Parylo, O., Zepeda, S. J., & Bengtson, E. (2013). Career paths in educational leadership: Examining principals' narratives. *Alberta Journal of Educational Research*, *58*(4), 565–599. https://doi.org/10.11575/ajer.v58i4.55610

Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, *34*, 1189–1208.

Permarupan, P. Y., Saufi, R. A., Kasim, R. S. R., & Balakrishnan, B. K. P. D. (2013). The impact of organizational climate on employee's work passion and organizational commitment. *Procedia – Social and Behavioral Sciences*, *107*, 88–95. https://doi.org/10.1016/j.sbspro.2013.12.403

Polit, D., & Beck, C. (2012). Data collection in quantitative research. In D. Polit & C. Beck (Eds.), *Nursing research: Generating and assessing evidence for nursing practice* (9th ed., pp. 293–327). Lippincott Williams & Wilkins.

Polka, W., Litchka, P., & Davis, S. W. (2008). Female superintendents and the professional victim syndrome: Preparing current and aspiring superintendents to cope and succeed. *Journal of Women in Educational Leadership*, *6*(4), 294.

Puteh, M., Adnan, M., Ibrahim, M. H., Noh, N., & Che Ahmad, C. N. (2014). An analysis of comfortable teaching and learning environment: Community response to climate change in school. *Procedia – Social and Behavioral Sciences*, *116*, 285–290. https://doi.org/10.1016/j.sbspro.2014.01.209

Putti, J. M., Aryee, S., & Phua, J. (1990). Communication relationship satisfaction and organizational commitment. *Group & Organization Studies*, *15*(1), 44–52. https://doi.org/10.1177/105960119001500104

Quick, J., Bennett, J., & Hargrove, M. B. (2014). Stress, health, and wellbeing in practice. In P. Y. Chen & C. L. Cooper (Eds.), *Workplace leadership and leveraging stress for positive outcomes* (Vol. III, pp. 175–204). John Wiley & Sons Ltd.

Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. *Journal of American Academy of Business, 5*, 52–63.

Razavipour, K., & Yousefi, M. (2017). Iranian English language teachers' job satisfaction and organisational climate in public and private schools. *Issues in Educational Research, 27(*4), 842–857.

Reid-Cunningham, A. R. (2008). Maslow's theory of motivation and hierarchy of human needs: A critical analysis [Unpublished PhD qualifying examination]. University of California – Berkeley]. https://fouziyagm.files.wordpress.com/2014/05/maslows-hierarchy-of-needs-a-critical-analysis.pdf

Reinke, W. M., Herman, K. C., & Stormont, M. (2013). Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions, 15*(1), 39–50. https://doi.org/10.1177/1098300712459079

Rizvi, I. A., & Popli, S. (2021). Revisiting leadership communication: A need for conversation. *Global Business Review*, 09721509211061979. https://doi.org/10.1177/09721509211061979

Robbins, P., & Alvy, H. B. (2014). *The principal's companion: Strategies to lead schools for student and teacher success* (4th ed.). Corwin, a SAGE company.

Schneider, B., & Reichers, A. E. (1983). On the etiology of climates. *Personnel Psychology*, *36*(1), 19–39. https://doi.org/10.1111/j.1744-6570.1983.tb00500.x

Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, *64*(1), 361–388. https://doi.org/10.1146/annurev-psych-113011-143809

Schunk, D. H. (2016). *Learning theories: An educational perspective* (7th ed.). Pearson.

Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, *5*(9). https://doi.org/10.5539/elt.v5n9p9

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization* (1st ed.). Doubleday/Currency. Book review (Education Review) https://columbiacollege-ca.libguides.com/apa/bookreviews

Sherman, G. D., Lee, J. J., Cuddy, A. J. C., Renshon, J., Oveis, C., Gross, J. J., & Lerner, J. S. (2012). Leadership is associated with lower levels of stress. *Proceedings of the National Academy of Sciences*, *109*(44), 17903–17907. https://doi.org/10.1073/pnas.1207042109

Siebert, W. S., & Zubanov, N. (2009). Searching for the optimal level of employee turnover: A study of a large U.K. retail organization. *Academy of Management Journal*, *52*(2), 294–313. https://doi.org/10.5465/amj.2009.37308149

Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, *99*, 611–625. https://doi.org/10.1037/0022-0663.99.3.611

Smith, M., & Cooper, C. (1994). Leadership and stress. *Leadership & Organization Development Journal*, *15*(2), 3–7. https://doi.org/10.1108/01437739410055290

Snodgrass Rangel, V. (2018). *Principal turnover* []. University of Houston.

Sorensen, L. C., & Ladd, H. F. (2020). The hidden costs of teacher turnover. *AERA Open*, *6*(1), 2332858420905812. https://doi.org/10.1177/2332858420905812

Stevenson, H. (2006). Moving towards, into and through principalship: Developing a framework for researching the career trajectories of school leaders. *Journal of Educational Administration*, *44*(4), 408–420. https://doi.org/10.1108/09578230610676604

Stringer, R. A. (2002). *Leadership and organizational climate: The cloud chamber effect*. Prentice Hall.

Superville, D. R. (2023, February). Is this the beginning of the principal exodus? Education Week. https://www.edweek.org/leadership/is-this-the-beginning-of-the-principal-exodus/2023/02

Tan, T. H., & Waheed, A. (2011). *Herzberg's motivation–hygiene theory and job satisfaction in the Malaysian retail sector: The mediating effect of love of money*. IDEAS. https://ideas.repec.org/p/pra/mprapa/30419.html

Tekleselassie, A. A., & Villarreal, P. (2011). Career mobility and departure intentions among school principals in the United States: Incentives and disincentives. *Leadership and Policy in Schools*, *10*(3), 251–293. https://doi.org/10.1080/15700763.2011.585536

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, *83*(3), 357–385. https://doi.org/10.3102/0034654313483907

Thomas, D.-M. (2022, January 10). *Organizational climate: A change in human resources and retention on the supervisory and educational levels* [Interview]. 219.

Tufford, L., & Newman, P. (2010). Bracketing in qualitative research. *Qualitative Social Work, 11*(1). https://doi.org/10.1177/1473325010368316

Udechukwu, I. I. (2009). Correctional officer turnover: Of Maslow's Needs Hierarchy and Herzberg's Motivation Theory. *Public Personnel Management, 38*(2), 69–82. https://doi.org/10.1177/009102600903800205

Vladika, M. J. (2010). An exploration of the perception of the role and career paths of elementary assistant principals by select elementary principals in Illinois [Doctoral dissertation]. Aurora University. https://eric.ed.gov/?id=ED516274

Vroom, V. H. (1964). *Work and motivation.* Wiley.

Vroom, V. H., & Jago, A. G. (1995). Situation effects and levels of analysis in the study of leader participation. *The Leadership Quarterly, 6*(2), 169–181. https://doi.org/10.1016/1048-9843(95)90033-0

Walker, T. *(2022). Survey: Alarming number of educators may soon leave the profession.* National Education Association. https://www.nea.org/advocating-for-change/new-from-nea/survey-alarming-number-educators-may-soon-leave-profession

Williams, J. A. (n.d.). Consequences of a lack of communication in the workplace. *Heartmanity's Blog.* https://blog.heartmanity.com/consequences-of-a-lack-of-communication-in-the-workplace

Williams, K. Y. B. (2022, November 1). *Organizational leadership: Issues, needed changes, and misconceptions* [Interview]. Phantom Scripting, LLC.

Woo, A., & Steiner, E. D. (2022). *The well-being of secondary school principals one year into the Covid-19 pandemic.* RAND. https://doi.org/10.7249/RRA827-6

Yan, R. (2020). The influence of working conditions on principal turnover in k-12 public schools. *Educational Administration Quarterly, 56*(1), 89-122. https://doi.org/10.1177/0013161X19840391

Yin, R. (2014). *Case study research: Design and methods* (5th ed.). Sage Publications, Inc.

Zacher, H., & Yang, J. (2016). Organizational climate for successful aging. *Frontiers in Psychology*, *7*. https://doi.org/10.3389/fpsyg.2016.01007

APPENDICES

APPENDIX A
IRB Approval Letter

Institutional Review Board
California University of Pennsylvania
Morgan Hall, 310
250 University Avenue
California, PA 15419
instreviewboard@calu.edu
Melissa Sovak, Ph.D.

Dear Brandon,

Please consider this email as official notification that your proposal titled "The Impact of Supervisory Turnover on Organizational Climate" (Proposal #21-005) has been approved by the California University of Pennsylvania Institutional Review Board as submitted.

The effective date of approval is 9/29/2021 and the expiration date is 9/28/2022. These dates must appear on the consent form.

Please note that Federal Policy requires that you notify the IRB promptly regarding any of the following:

(1) Any additions or changes in procedures you might wish for your study (additions or changes must be approved by the IRB before they are implemented)

(2) Any events that affect the safety or well-being of subjects

(3) Any modifications of your study or other responses that are necessitated by any events reported in (2).

(4) To continue your research beyond the approval expiration date of 9/28/2022 you must file additional information to be considered for continuing review. Please contact instreviewboard@calu.edu

Please notify the Board when data collection is complete.

Regards,

Melissa Sovak, PhD
Chair, Institutional Review Board

APPENDIX B

Participant Eligibility and Screening Survey

Please answer each statement below by putting a check mark under *Strongly disagree*, *Disagree*, *Agree*, or *Strongly agree*. Please feel free to write a comment for any of your responses to give the researcher a better context for your response. By responding to the following statements, you indicate your consent to participate in this study. No one is obligated to participate in this survey. All of your responses will be kept anonymous, so please do not place your name on the survey sheet. After beginning the survey, if you no longer wish to continue, you may stop at any time. Upon completion of the survey, you may place it in a sealed envelope and drop it in the mailbox of the researcher. This survey is part of the requirements for capstone completion of doctoral studies at the California University of Pennsylvania.

Demographic collection questions:

1. How many years have you been employed in education?
2. In what school district are you employed?
3. What is your employee classification?
4. What is your current position?
5. At what education level do you work (e.g., elementary, secondary, central office, etc.)
6. How many years have you served in your current position?
7. What is your gender?

STATEMENTS	**SCALE**			
	Strongly disagree	Disagree	Agree	Strongly agree
1. I am satisfied with my job.				
Comment:				
	Strongly disagree	Disagree	Agree	Strongly agree
2. I am given training for my job.				
Comment:				
	Strongly disagree	Disagree	Agree	Strongly agree
3. I am happy with our organizational climate.				

Comment:

	Strongly disagree	Disagree	Agree	Strongly agree
4. I am valued as a supervisor.				

Comment:

	Strongly disagree	Disagree	Agree	Strongly agree
5. The salary I earn is sufficient.				

Comment:

	Strongly disagree	Disagree	Agree	Strongly agree
6. I am adequately informed about what is happening within my organization.				

Comment:

	Strongly disagree	Disagree	Agree	Strongly agree
7. I have opportunities to improve my social and emotional wellness.				

Comment:

	Strongly disagree	Disagree	Agree	Strongly agree
8. I am supported in professional growth and development.				

Comment:

	Strongly disagree	Disagree	Agree	Strongly agree
9. I have positive interactions with my subordinates.				

Comment:

	Strongly disagree	Disagree	Agree	Strongly agree
10. I have positive interactions with my immediate supervisor.				

Comment:

	Strongly disagree	Disagree	Agree	Strongly agree
11. I receive recognition for doing a good job.				

Comment:

Approved by the California University of Pennsylvania Institutional Review Board. This approval is effective 09/28/21 and expires 09/29/23.

APPENDIX C

Individual Interview Questions

1) What have you enjoyed most about working for your organization as a supervisor?
2) What have you enjoyed least about working for your organization as a supervisor?
3) What suggestions do you have for your organization to engage supervisors?
4) How do your organization's leaders create a safe environment for supervisors to provide feedback?
5) Do you feel you are being compensated fairly as a supervisor? Why or why not?
6) What type of feedback would you like to receive about your performance that you are not receiving now?
7) Do you have other career opportunities that you would like to pursue in your organization?
8) How does the turnover of supervisory staff across your organization affect your organization's climate?
9) What factors do you believe contribute to supervisor retention in your organization?
10) What factors do you believe contribute to supervisor attrition in your organization?
11) Wrap-up question: Is there anything else you would like to share that we did not cover?

Approved by the California University of Pennsylvania Institutional Review Board. This approval is effective 09/28/21 and expires 09/29/23.

APPENDIX D

Focus Group Discussion Questions

1. What have you enjoyed most about working for your organization?
2. What would make your job more satisfying and rewarding?
3. How well does your organization communicate its goals?
4. What do you feel needs to be done to improve the level of communication in your organization?
5. How are recognition and appreciation given in your organization for a job well done?
6. Do you feel that your work is valued and appreciated? Why or why not?
7. Do you feel that you have sufficient opportunities for professional development? Why or why? Please provide examples.
8. How does the turnover of supervisory staff across your organization affect your organization's climate?
9. What factors do you believe contribute to supervisor retention in your organization?
10. What factors do you believe contribute to supervisor attrition in your organization?
11. Wrap-up question: Is there anything else you would like to share that we did not cover?

Approved by the California University of Pennsylvania Institutional Review Board. This approval is effective 09/28/21 and expires 09/29/23.

APPENDIX E

Informed Consent Form

TITLE OF STUDY
Impact of Supervisory Turnover on the Organizational Climate

RESEARCHER
Brandon Carter
EdD Candidate
Graduate School of Education, California University of Pennsylvania
615-476-3508
Car4514@calu.edu

PURPOSE OF THE STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to explore the relationship between turnover in educational supervisory roles and its influence on the organizational climate, particularly concerning attrition and retention in educational institutions, and to identify factors that lead to supervisory turnover, in addition to identifying possible solutions to the phenomenon.

STUDY PROCEDURE

As a participant in this study, you will complete a survey and participate in a one-to-one interview via Zoom or Microsoft Teams, a video conferencing platform, and potentially, a focus group discussion using the same platform. You will be audio- and/or video-recorded. You may skip any question that causes you discomfort. You may stop the interview at any time.

The interview is anticipated to last approximately one hour.

RISKS

There are no anticipated risks of participating in this study.

You may decline to answer any or all of the questions, and you may terminate your involvement at any time if you choose.

BENEFITS

There are no direct benefits associated with participation in this study. This study seeks to be of beneficial interest to supervisors and educational institutions that desire to

understand the research and perceptions of educational supervisors regarding what factors influence attrition, retention, and job satisfaction, and their impact on the organizational climate. The Institutional Review Board at the California University of Pennsylvania has determined that participation in this study poses minimal risk to the participants.

CONFIDENTIALITY

The information that you provide in this study will be handled with confidentiality. Data collected from the screening survey and the interview will be safeguarded by not including identifying information in the final analysis, including your place of employment, credentials, and vitae. Your real credentials will only be used for demographic purposes. The researcher will make every effort to preserve your confidentiality, including through the following:

- Assigning of code names or numbers to the participants that will be used on all research notes and documents;
- Keeping of notes, interview transcriptions, and any other identifying participant information in a locked filing cabinet in the personal possession of the researcher; and
- Storing all electronic data on a secure, password-protected server.

Participant data will be kept confidential, except in cases when the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION

If you have questions at any time about this study, or if you experience adverse effects as a result of participating in this study, you may contact the researcher at the contact information provided on the first page. If you have questions regarding your rights as a research participant, or if problems will arise that you do not feel you can discuss with the researcher, please contact the Institutional Review Board at *instreviewboard@calu.edu*.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you will still be free to withdraw at any time and without giving a reason for it. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before the data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read, and I understand, the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

APPENDIX F

Exit Interview Questions

1) How would you describe your overall satisfaction with your employment?

2) What did you like most about your job? The school district?

3) What aspects of your job were most satisfying?

4) What did you like least about your job? The school district?

APPENDIX G

Stay Interview Questions

1) When you travel to work each day, what are the things that you look forward to the most? Why?
2) What do you find most challenging about working with the district, or what do you least look forward to on your drive to work? Why?
3) Have you ever thought of leaving the school district? If so, why? Why do you choose to stay?
4) What are two or three things that the district does well that you would recommend that they market to applicants?
5) Would you recommend the school district to others as a place to work?
6) Is there anything you can recommend that could make the school district experience better for you or others?
7) Do you have any questions?