



Regular Article

Organizational conditions and teacher turnover in private schools of United Arab Emirates

Ambreen Mohammad^{a,*}, Carey Borkoski^b^a School of Health and Education, Middlesex University, Dubai^b School of Education, Loyola University, Baltimore, United States

ARTICLE INFO

Keywords:

Organizational conditions
Teacher turnover
Teacher retention
Workload
Supportive leadership
Professional collaboration

ABSTRACT

This paper explores factors contributing to teacher turnover and job satisfaction in the United Arab Emirates (UAE). The study deployed a quantitative, cross-sectional survey design to examine organizational conditions influencing teacher turnover decisions and job satisfaction in UAE's private schools. Findings indicated that teachers perceived low support from leaders in student-related matters, professional recognition, professional goal advancement, involvement in decision-making, and collaborative culture. Teachers also perceived a high workload and a low work-life balance. These findings have implications for professional development programs for school leaders focusing on talent management strategies that enable supportive structures and professional collaboration opportunities while balancing teacher workload. Focusing on these factors can improve teachers' working conditions, satisfaction, and retention.

1. Introduction

Studies around the globe recognize teacher turnover as a continuing problem to effective educational provisions (Ingersoll, 2001; Watlington et al., 2010). Countries facing challenges posed by high turnover include, for example, United States (Bickmore & Dowell, 2019; Cassidy et al., 2011; Orange, 2014), United Kingdom (R. Allen, Burgess, & Mayo, 2018; Troman, 2000; Webb et al., 2004), China (Liu & Onwuegbuzie, 2012), and Australia (Buchanan et al., 2013). Challenges stemming from teacher turnover span from instructional discontinuity (Hanushek, Rivkin, & Schiman, 2016; Ingersoll, 2001) to disharmony between school and home (Cassidy et al., 2011), and loss of time and monetary resources spent on recruitment and training (Milanowski & Odden, 2007). Frequent replacement of effective teachers depletes organizations of their social capital because of teachers' knowledge of school systems, the artifacts they design for students' learning, and the relationships they build with students and parents. Students disproportionately impacted by teacher turnover frequently come from disadvantaged backgrounds (Allen et al., 2018; Clotfelter et al., 2011)). Therefore, the question of teacher turnover is one of educational equity.

Teacher turnover in the UAE tends to be higher than in other Organization for Economic Co-operation and Development (OECD)

countries (OECD, 2019). Estimates suggest that national levels of UAE teacher turnover range from 20% to 60% across the region (Ryan, 2014). A recent (2019) Teaching and Learning International Survey (TALIS; OECD, 2019), indicates that almost half of the UAE's novice teachers and over a third of experienced teachers would switch schools compared to 22% of novice teachers and 19% of experienced teachers from other OECD (2019) countries. The challenges associated with teacher turnover are of significance to the UAE, for example, in its commitment towards the United Nations (UN) sustainable developmental goals related to education as a national priority. A higher teacher turnover can displace UAE's attention from actions towards raising the quality of education (The UN's 2030 agenda, 2023) as school leaders spend their time recruiting and hiring, thus limiting opportunities to support teachers' instructional development (Cassidy et al., 2011; Holme et al., 2018) and building high performing schools.

Several ecological system factors (Zavelevsky & Lishchinsky, 2020) contribute to teacher turnover decisions. On a societal level, these factors include professional status of teaching (Liu & Onwuegbuzie, 2012; Mehta, 2014; Webb et al., 2004), school accountability measures (Chetty, Friedman, & Rockoff, 2014; Feng, Figlio, & Sass, 2018; Finnigan & Gross, 2007; Grissom 2011; Winter 2017) and teachers' salary (CITE). From an organizational perspective, factors such as, collegial

* Corresponding author.

E-mail address: a.mohammad@mdx.ac.ae (A. Mohammad).¹ LinkedIn: <https://www.linkedin.com/in/ambreenmohammad/>

support (Geiger & Pivovarov, 2018; Griffith, 2004), workload sustainability (Torres, 2016), positive teacher-leader relationships (Leithwood & Jantzi, 2000; Mancuso et al., 2010; Odland & Ruzicka, 2009) and teacher influence on decision-making (Ingersoll, 2001; K. M. Jackson, 2012) are significant influences of teacher turnover. Enhancing the quality of school leadership leads to increasing levels of trust and cohesion in the organization (Griffith, 2004; Leithwood & Jantzi, 2000; Mancuso et al., 2010; Odland & Ruzicka, 2009), increased job satisfaction and turnover reductions (Sims, 2017).

A number of studies from the UAE have investigated the interaction between organizational conditions, job satisfaction and teacher turnover in various contexts. For example, in UAE higher education, Ababneh (2020), reports faculty dissatisfaction with their involvement in decision making, support received towards professional goals (e.g., research support) and salary compensation. In the UAE public schools, studies note evidence of professional status (the belief that their work is valued) predicting job satisfaction, particularly, of Emirati (UAE nationals) teachers (Buckner, 2017; Ibrahim & Al-Taneiji, 2019). For expatriate teachers in public schools, job satisfaction stems more from “maintenance factors” such as salary discrepancy between colleagues, teachers’ administrative duties, teaching workload and recognition processes (Ibrahim & Al-Taneiji, 2019, p. 111). Expatriate teachers’ teaching in UAE public schools are initially attracted to relocating but may find it challenging to adapt owing to a gap between their vision and reality and their treatment after recruitment (Murdock, 2022a, 2022b). These studies draw attention to the role of teachers’ perceptions of their working conditions and the role of monetary compensation in the UAE on job satisfaction and turnover.

Despite the usefulness of studies exploring the role of working conditions on teachers’ experiences, most literature from the UAE either draws upon higher education context (Ababneh, 2020; Ahmed, 2018; Austin et al., 2014; Schoepp, 2011) or public schools (Al Kaabi, 2005; Alkhateri et al., 2019; Dickson et al., 2014; Murdock, 2022a, 2022b; Yang et al., 2018). Empirical studies exploring teacher turnover in the private schools of UAE are scarce. This study, therefore, seeks to build and extend the existing research on job satisfaction and turnover to the UAE private schools.

2. Purpose

This study explores four constructs of organizational conditions and their influence on teacher turnover intentions (TTI) and job satisfaction. TTI refers to teachers indicating to voluntarily leave the profession or change schools. TTI is a strong predictor of actual turnover (Griffet et al., 2000) and is more practical than the actual turnover in a cross-sectional research design like the study deployed here (Farkas & Tetrick, 1989; Liu & Onwuegbuzie, 2012). Job satisfaction refers to the extent to which people find joy in their work and consider it meaningful (Spector, 1997). Evidence suggests a correlation between leadership quality, teacher collaboration and job satisfaction (Alkhateri et al., 2019; Olsen & Huang, 2019; Sims, 2017). Job satisfaction also appears to be a mediating factor in teacher turnover (Gudep, 2019; Sims, 2017) and serves as an outcome measure in this study. The following questions guide the study.

- What organizational conditions (OC) influence teachers’ decision to leave the profession or their school?
- What organizational conditions influence teachers’ job satisfaction?

3. Organizational conditions

Organizational conditions refer to a combination of leadership practices and school environments that enable teachers to work collectively towards common purposes while experiencing job satisfaction. Ingersoll (2001) noted that critical to employee motivation, commitment, and turnover is “compensation structure for employees; the level

of administrative support, especially for new employees; the degree of conflict and strife within the organization; and the degree of employee input into and influence over organization policies” (p. 506). Leaders influence these conditions through relationship building, collaborative opportunities, information collecting and decision-making structures, and shared norms and values (Leithwood & Jantzi, 2000). The present study explores OC based on teachers’ voices in decision-making, professional collaboration, supportive relationships and workload. (Brown & Wynn, 2007; Ingersoll, 2001; Walker et al., 2019; Ware & Kitsantas, 2007). These four constructs are intricately linked to leadership practices and are explained next.

3.1. Involvement in decision-making

Teacher’s influence on decision-making significantly increases their sense of value and commitment to stay in the profession (Ware & Kitsantas, 2007), thus building organizational cohesion. Teachers’ influence on decision-making includes their involvement in curriculum and professional development decisions (Ware & Kitsantas, 2007) and leadership opportunities (Louis et al., 2013). Leaders who involve teachers in decision-making influence teacher turnover decisions positively (Ingersoll, 2001; K. M. Jackson, 2012; Mancuso et al., 2010) while principals with autocratic and managerial dispositions contribute to high turnover (Bickmore & Dowell, 2019).

Despite the relationship between increasing teachers’ involvement in collective decisions and their turnover (Ingersoll, 2001), teachers’ voice in decision-making remains limited (Ware & Kitsantas, 2007). A study from the Near East South Asia (NESA) involving 15 countries and 248 overseas hired teachers found that the role of the school head in supporting and involving teachers in decision-making processes was more important to teacher turnover than principals’ role. According to Mancuso et al. (2010), a transformative and distributed leadership style from school superintendents strongly predicted teacher retention. Teachers value their professional contribution and status in schools’ decision-making; therefore, leaders’ ability to increase teachers’ professional involvement is important to retention.

3.2. Professional collaboration

Professional collaboration is grounded in an organization’s collective commitment to improving student outcomes. For example, schools where new teachers feel comfortable approaching veteran teachers for instructional advice, peer observations, and best practices represent a high level of collaboration. Brown and Wynn in their 2007 study of a high turnover urban district identified the important role principals play in supporting a culture of collaboration and collective ownership of student learning.

While principals who are successful collaborators can better retain teachers (Brown & Wynn, 2007), a low organizational trust can also hinder professional collaboration. Troman (2000), in an ethnographic study of 20 teachers in the UK, suggests a growing societal distrust in teachers’ work. Confrontational collegial relationships and job redundancies contributed to ‘contrived’ collegiality and mistrust where teachers experienced anxiety, depression, and other stress-related illnesses (Troman, 2000). Mintrop and Charles (2017) observed that when teachers were required to collaborate, team challenges emerged, and team members did not have the resources to deal with the emergent group dynamics (Mintrop & Charles, 2017). Given the post-pandemic conditions such as layoffs and budget cuts, a high trust, collaborative culture is challenging yet vital (Gillespie et al., 2020).

A noteworthy aspect of collaboration is the distinction between superficial and deeper practices. DuFour (2004) notes that schools sometimes equate collaboration with “congeniality.” While useful, activities where teachers organise into teams to oversee operational processes (e.g., discipline and technology), do not qualify as professional collaboration (DuFour, 2004). Teacher interaction with colleagues is often

superficial, and discussions of planning and pacing lessons prevail over deep collaborative practices (Vangrieken et al., 2015). Deep collaboration is a hallmark of communities of practice (CoP) which are formed when a group of people come together in a common pursuit and create meaning from their social interactions steeped in mutual engagement, joint enterprise and shared repertoire (Wenger, 1999). Mutual engagement characterizes those practices through which community members feel a sense of belonging in their community (Wenger, 1999). In a school, these practices can vary in function and form, from taking care of snacks in a teachers' meeting to increasing teachers' involvement in decision-making structures. Far from a constant state of harmonious collaboration, mutual engagement acknowledges relationship diversity in a CoP, indicating group conflict and disagreement as much as belonging and participation (Wenger, 1999). A joint enterprise in CoP connotes diverse, sometimes conflicted, yet a collective response of community members to their situation (Wenger, 1999). A shared repertoire indicates implicit and explicit ways of interactions, both verbally and non-verbally (Wenger, 1999). Practices such as peer observation (Plauborg, 2009), assessing student learning to refine instructional practices (Jensen et al., 2016) and engaging in data-driven decision making (DuFour, 2004) are indicative of deep collaboration resembling CoP. Evidence from high-performing countries suggest that deep collaboration requires leaders' strategic visioning on provisions of resources such as common meeting time, developing awareness of school goals, and professional development opportunities driven by student learning and relevant to teachers' needs (Jensen et al., 2016).

3.3. Supportive environment

Supportive environment refers to conditions where teachers feel successful in their professional role. Collegial support like mentorship, timely advice and feeling welcomed and appreciated by colleagues can harness teachers' sense of belonging (Buchanan et al., 2013). Supportive colleagues are particularly important to early career teachers who attribute a higher value to their team's collective competence than their individual classroom management and pedagogical skills (Boyd et al., 2011; Buchanan et al., 2013).

Although collegial support is important, leaders' support is more significant for teachers work environment (Sass et al., 2011). Brown and Wynn (2007) construct leaders' support as principals' accessibility to teachers, providing directions without stifling, and establishing open communication. Supportive principals provide teachers with professional support like school-wide behaviour management plans and curriculum materials and build teacher leadership capacity in a student-centred environment (Brown & Wynn, 2007). A three-year study of 64 Math teachers in 11 US districts showed that indirect leaders' support (e.g., support with student discipline, and buffering teachers from rigid accountability measures) was more influential in teacher turnover decisions than direct support, such as professional development and mentoring (Redding et al., 2019). Besides professional support, leaders extend emotional support through practices, such as non-evaluative feedback and positive recognition to teachers, increasing teachers' commitment to the organization (Ware & Kitsantas, 2007), and the likelihood of retaining them.

Another factor bolstering a supportive environment is fair recognition of teachers' efforts. Accurate, specific, and timely feedback is one way of recognizing excellence (Reeves, 2021). In contrast, teacher appraisals based on once a year, isolated observations may be perceived as a checklist exercise. This approach also means effective teaching goes unrecognized, and less effective teaching goes on without support (Almy, 2011). Factors such as clarity and teachers' input in observation criteria, utility of feedback to teachers' practice and their professional goals, and evaluators' credibility (e.g., teaching experience, subject specialization, and relationship with teachers) are important in building feedback as a fair process (Kimball, 2002) and relevant to job satisfaction.

Teachers' salary is another factor affecting desirability of teaching as a profession. Initially, salary may seem different to professional and emotional supportive factors stemming from interpersonal relationships and resources to cope with job demands. However, salary is an important supportive factor not only in elevating teachers' living standards but also symbolizes teachers' professional status and self-worth, with research indicating a strong correlation between salary satisfaction and teacher turnover intention (Zhou & Ma, 2022). In the UAE, salary is a more important determinant of teachers' positive perceptions of their job than other factors such as the ease of teaching or professional status (Buckner, 2017). A study by Ibrahim and Al-Taneiji (2019) shows that intrinsic motivating factors such as enjoyment of teaching and professional growth have limited value in job satisfaction unless salary structures are considered fair by teachers in the UAE. Therefore, salary is considered part of the supportive environment in this study.

3.4. Workload

Workload refers to any school-related work completed by teachers in teaching or non-teaching capacity (Walker et al., 2019). Worldwide studies note the high volume of teachers' workload (Buchanan et al., 2013; Ibrahim & Al-Taneiji, 2019; Liu & Onwuegbuzie, 2012; Orange, 2014; Troman, 2000). Historically, views on workload have oscillated. For example, in England, from 2016 to 2019, 70% of teachers still believed they could not complete their work within contracted hours (Walker et al., 2019). Frequent contributors to high workload include paperwork, documentation, and meetings (Orange, 2014; Troman, 2000; Webb et al., 2004).

Increased workload frequently follows a school improvement plan or other government reforms (Webb et al., 2004). Reforms and accountability measures, including school inspections, add to teachers' workload and often result in additional initiatives (Morgan & Craith, 2015) and paperwork (Liu & Onwuegbuzie, 2012). The UAE education system has gone through considerable changes in the last two decades to meet the needs of a knowledge-based economy (Kamal, 2018). Reforms such as K – 12 school inspection processes exert accountability pressures (Azeem & Mataruna, 2019), which add to teachers' workload. A mismatch between teachers' workload and remuneration in the UAE can add to job dissatisfaction (Ibrahim & Al-Taneiji, 2019). Research from other contexts going through educational reforms, such as China, show that placing the responsibility of raising student test scores on teachers without sufficient support systems, antecedents to teacher turnover (Liu & Onwuegbuzie, 2012).

Professional collaboration while promotes a supportive environment, can also contribute to a higher workload. Buchanan et al. (2013) note the challenges of teachers collaborating with colleagues without necessary planning and preparation time. Working with parents and community outreach further adds to teachers' responsibilities. Increased workload due to professional collaboration creates demands on teachers' time that may compromise the merits of collaboration (Mintrop & Charles, 2017). While a professionally collaborative environment buttresses teacher support, appropriate time and resources. Schools require sustainable working conditions where teachers feel supported in their work to ensure meaningful changes (Geiger & Pivovarov, 2018).

4. The UAE context

This study took place in the UAE's private K-12 school context. Private schools in the UAE and other Gulf Council Countries are broadly divided into three categories according to their curricula and fee range (Moujaes et al., 2011). According to the curriculum classification, these categories include Arabic, Western, and Asian curricula schools (Moujaes et al., 2011). Private schools were formed to meet the needs of expatriate communities in the UAE, but now they host an increasing number of UAE citizens (Emiratis) students. The UAE primarily relies on expatriate teachers (Ridge et al., 2014; Schoepp, 2011). This study

included teachers from all nationalities, qualifications and experience levels employed in the UAE private schools at the time of the study. Teachers of government (public) schools were excluded from this study.

5. Methodology

5.1. Research design

The study used a quantitative research approach deploying a cross-sectional survey and a correlational design. Correlational research allows for exploration of a wide range of data in a cost efficient manner while enabling the study of interrelationships between the study variables (Queirós, Faria, & Almeida, 2017). This exploratory approach (Lochmiller & Lester, 2017) sought to generate new understandings regarding teacher turnover in the UAE using descriptive and correlational analyses of variables associated with teacher turnover (Gay et al., 2012).

5.2. Sample and data collection

Out of the 51 participants responding to the survey, 34 responses were considered useable, as they met the criteria for completeness. The study was approved by a Research Foundation in the UAE and the Homewood Institutional Review Board (IRB) of Johns Hopkins University in line with IRB research ethics guidelines. After obtaining the IRB approval, the research foundation assisted with recruitment through their teacher network. Social media (LinkedIn and WhatsApp) and email were used to invite participants. Participants were recruited using internet-based snowball sampling and included K to 12 teachers from different private schools across the UAE with a range of teaching experiences. Snowball sampling allows reaching participants for “sensitive” issues (Lochmiller & Lester, 2017, p. 142). Researching perceptions of organizational conditions could be a potentially contentious topic between teachers and school administrators, inviting reluctance to participate. Therefore, reaching an initial pool of participants through social media and asking them to share survey in their social networks offered access to more participants while allowing anonymity. To uphold anonymity, participant data were deidentified and any email links to participant identities were removed.

5.3. Measures and instrumentation

The study used an online, Qualtrics survey in line with the conceptual framework of OC including subscales from previously validated instruments obtained with author permission. The survey comprised 19 questions with additional statements on a Likert scale and an open-ended question at the end. Table 1 summarizes the instruments used to design this survey. Each construct related to OC is a composite consisting of items in line with the literature presented earlier.

Faculty involvement in decision-making consisted of two subscales: a) *faculty influence on school-level decisions* (seven items; $\alpha = 0.868$; e.g. I have influence in determining the content of professional development programs); b) six items *faculty influence on class level decisions* subscale (six items; $\alpha = 0.758$; e.g., I have influence in selecting textbooks and other instructional materials).

Professional collaboration consisted of six items measuring teachers’ perceptions of their school’s collaborative culture and leadership practices in catalyzing collaboration ($\alpha = .874$, e.g., Leaders use meeting times to encourage professional collaboration among teachers; Leaders work with teachers to meet teachers’ professional goals; There are systems in place for teachers to share good teaching practices).

Supportive environment consisted of two subscales: a) *leadership dispositions related to a supportive environment* (six items; $\alpha = .865$; e.g., Teachers are recognized for a job well done); b) *support from*

Table 1
Summary of instruments used to design the survey.

Construct	Instrument	Subscale	Authorship
Faculty involvement in decision-making	Schools and Staffing Survey (SASS), Teacher Questionnaire, 2011–2012	School Climate and Teacher Attitudes	National Center for Educational Statistics (NCES 2012)
Professional collaboration	SASS, Teacher Questionnaire, 2011–2012 Transformational Leadership scale International Mobility Survey	School Climate and Teacher Attitudes Charisma/Inspiration	NCES (2012) (Griffith, 2004) (Mancuso et al., 2010)
Supportive environment	SASS, Teacher Questionnaire, 2011–2012 Transformational Leadership scale	School Climate and Teacher Attitudes Individualized Consideration	NCES (2012) (Griffith, 2004)
Teachers’ workload	Teacher Workload Survey	Selected subscales from the Teacher Workload Survey 2019	Walker et al. (2019)

stakeholders and compensation subscale (four items; $\alpha = .752$; e.g., Most of my colleagues share my beliefs and values about what the central mission of the school should be; I am satisfied with my salary).

Workload consisted of five subscales. Three subscales assessed the amount of teachers’ time spent on: *non-teaching student-related tasks* (nine items; $\alpha = 0.732$; e.g., time spent on individual planning or preparation of lessons); b) *specific support and management activities* (five items, $\alpha = 0.510$ e.g., non-regular teaching cover for absent colleagues); and c) *administrative activities* (three items; $\alpha = 0.832$; e.g., recording, inputting, monitoring, and analyzing data in relation to student performance and for other purposes). *Changes in workload influenced by policy changes* measured changes in work aspects that changed because of policy changes (eight items; $\alpha = 0.847$; e.g., approach to lesson planning). Subscale *perceptions of work life balance* was measured by three items (e.g., I can complete my assigned workload during my contracted working hours).

5.4. Outcome measures

Two dependent variables measured the influence of OC: teacher turnover intention and job satisfaction. Teacher turnover intention was measured by two single-item questions asking teachers to indicate their choice to become teacher and staying intention in their current schools. A single statement on a 3-point Likert scale measured job satisfaction. Teachers were asked: ‘I am generally satisfied with being a teacher at this school’. Items used to measure job satisfaction, and teacher turnover intention came from the SASS teacher questionnaire.

5.5. Quantitative analysis

A total of 34 participant responses were analyzed. Initial analysis examined the frequencies of individual variables before creating composite subscales. Factor analysis to test the reliability of subscales indicated that each subscale’s items were held together in one composite. All factor analyses focused on subscales with an Eigenvalue over 1. Following the factor analysis, central tendencies and dispersion of composite subscales were calculated to determine the normality of data. These analyses guided the choice of Spearman correlation test because the assumptions of normality of data distribution were violated (Knapp, 2018, pp. 276–307). Additionally, conditions for Spearman test were met because all subscales constitute ordinal variables through Likert-scale responses. Table 2 presents a summary of the descriptive

Table 2
Summary of descriptive findings.

Subscales ^a	n	Mean	Standard deviation
Faculty Influence on School Level Decisions	32	1.99	0.87
Faculty Influence on Class Level Decisions	32	3.09	0.53
Supportive Environment and Leadership Dispositions	34	2.48	0.50
Support from Stakeholders and Satisfaction with Salary	34	2.18	0.54
Professional Collaboration and Leadership Dispositions	34	2.37	0.57
Workload 1 Time on Non-Teaching Student Activities	31	2.03	0.51
Workload 2 Time on Non-Teaching Support and Management Activities	30	1.92	0.43
Workload 3 Time on Non-Teaching Administrative Activities	28	2.20	0.77
Workload 4 Relation of School Policies to Workload	27	3.09	0.86

^a Likert scales for faculty influence, support and professional collaboration, and workload, 4, 3 and 5, respectively.

analysis [Table 2 near here].

5.6. Qualitative analysis

One open-ended question asked participants to offer suggestions on what their current school could do to retain them. A total of 10 participants responded to this question. These ten responses were analyzed using thematic analysis method (Braun & Clarke, 2006). In the first round, the responses were coded using deductive and inductive coding (Miles et al., 2013). Three a priori codes were identified in line with previous literature: *recognizing teachers' work, salary and benefits*, and *workload*. Two new codes, *fairness and consideration*, emerged through reading participants' responses. These codes were later categorized under two themes: *supportive environment* and *effective use of teachers' time*.

6. Findings

6.1. Quantitative findings

The correlation between the subscales and teacher turnover intention were as follows. *Supportive environment and leadership dispositions* was significantly correlated to choice to become a teacher at a Spearman rho of .389 ($p = .045$). *Teachers' time spent on non-teaching support and management activities* was significantly correlated to teachers' staying in their current school at a Spearman rho of 0.400 ($p = .043$).

The correlation between the subscales and job satisfaction were as follows: The correlation between *supportive environment and leadership dispositions* and job satisfaction was significant at a Spearman rho of .636 ($p = .000$). The correlation between *support from stakeholders and salary* subscale and job satisfaction was significant at a Spearman rho of 0.577 ($p = .000$). *Professional collaboration and leadership dispositions* and job satisfaction were significantly correlated at a Spearman rho of .551 ($p = .001$). These correlational findings are presented in Table 3 (see appendix A) and discussed in more detail next.

6.1.1. Faculty influence in decision-making

The subscale *faculty influence in decision-making* did not indicate a significant correlation between teacher turnover intention or job satisfaction. However, there were no variables at the classroom or school level where more than half of teachers indicated a 'great deal of influence'. Data suggested that teachers perceive more influence at the classroom level with the least amount of influence in budget expenditure (87%), hiring new teachers (74%), determining the content of PD programs (69%), evaluating new teachers (73%), and setting the discipline

policy (67%). Although data indicated a higher teacher influence in decision-making at classroom than school level, two classroom variables scored low with more than a quarter of participants indicating no or minor influence: a) selecting textbooks and instructional materials (39%) and b) determining the amount of assigned homework (29%).

6.1.2. Supportive environment

The subscale *supportive environment and leadership dispositions* showed a significant correlation to choice to become a teacher at Spearman rho of .389 ($p = .045$) and job satisfaction at Spearman rho of 0.636 ($p < .001$). The subscale *support from stakeholders and satisfaction with salary* was significantly correlated to job satisfaction at Spearman rho of 0.577 ($p < .001$). Teachers responded on a three-point Likert scale (disagree, hard to decide, and agree) to indicate their perceptions of support from leaders, colleagues, and parents and satisfaction with remuneration. Variables with a higher percentage of agreement were receiving help and respect from colleagues and cooperation among staff members. Variables with a higher percentage of hard to decide or disagreement included orientation procedures for new staff members (39%), leaders' support with student conduct (42%), availability of teaching resources (45%), teacher recognition (42%), support with special education needs students (45%), and parental support (45%). With only 18% of teachers agreeing to the statement, 'I am satisfied with my salary', satisfaction with salary was particularly low.

6.1.3. Professional collaboration

The subscale *professional and leadership dispositions* showed a significant correlation with job satisfaction at a Spearman rho of .551 ($p = .001$). Teachers responded on a 3-point Likert scale. The variable receiving a high percentage of agreement was teachers' effort to coordinate teaching content with colleagues (74%). However, only 58% of participants agreed that professional collaboration contributed to job satisfaction. These data suggest a gap between teachers' collaborative efforts and professional satisfaction from collaboration. The variable scoring a low agreement was teachers' understanding of school goals. Subsequently, the statements, "Leaders have made clear the school goals and how to achieve these" and "School goals give me a sense of direction" garnered 47% and 50% agreement, respectively, suggesting low levels of deep collaboration.

Additional variables garnering lower agreement were teachers' perceptions of leaders working with them on their professional goals (44%), leaders' use of meeting times to encourage professional collaboration (57%), and teacher collaboration on using student assessments for planning (57%). These data indicate a low presence of structures conducive to deep collaboration that improve student outcomes, such as effective use of meetings, data driven decision-making and individualized consideration of teachers' needs.

6.1.4. Workload

The subscale *teachers' time spent on non-teaching support and management activities* showed significant correlation to teachers' staying intention in their current school at a Spearman rho of .400 ($p = .043$). Examples of non-teaching support and management activities included organizing resources, setting up displays, and tidying up classrooms; appraising, monitoring, coaching, mentoring, and training other teaching staff; staff meetings; and teaching cover for absent colleagues. Other subscales related to teacher workload did not show significant correlation with TTI or job satisfaction.

The data on the *relation of school policies to teachers' workload* provided some insights into specific aspects of workload impacted by policies. Teachers provided their responses on a five-point Likert scale ranging from "yes, and it has reduced my workload" to "yes, but it has increased my workload." Variables to receive almost half of the participants choosing "yes, but it has increased my workload" include lesson planning (43%), data tracking and monitoring student progress (46%),

and communication protocols (44%).

Despite lacking statistical significance, the question measuring perceptions of work-life balance recorded a low score. More than half of the participants disagreed with the following statements: "I can complete my assigned work during my contracted hours" (66%), and "Overall, I achieve a good balance between my work and private life" (59%). Additionally, the statement "I have an acceptable workload" elicited disagreement from 50% of respondents. Overall, these data suggest blurred lines between home and work with disagreement about completing work during contracted hours.

6.2. Outcome measures

Teacher turnover intention was measured by two questions. The first question assessed *teachers' intention to remain in the profession* and almost 60% of participants indicated that they would "probably" or "certainly" become a teacher and about 11% of participants noted they would not become a teacher. The second question assessed teachers' intention to remain in their current school for an approximate time. Four percent indicated they would leave as soon as possible, 18% at the conclusion of their contract and 30%, the highest proportion of participants, said they would leave with a more desirable opportunity. Job satisfaction statement resulted in a mixed response with 48 percent agreement and 46 percent selecting "hard to decide."

In summary, the quantitative findings showed that, when considering teachers' decision to become a teacher if they had the choice to start all over again, the subscale *supportive environment and leadership dispositions* were significant. When considering teachers' intention to stay in their current school, the subscale *teachers' workload related to time spent on non-teaching support and management activities* were significant. With teachers' job satisfaction at their current schools, three subscales were significant: *supportive environment and leadership dispositions*, *support from stakeholders and salary factors*, and *professional collaboration and leadership dispositions*.

7. Qualitative findings

These data suggested that a supportive environment imbued in fairness and consideration are important to teacher turnover. Equally important is the need to streamline workload so that the administrative aspect of teaching does not interfere with effective instruction and teacher well-being. The following themes emerged as part of the analysis.

7.1. Supportive environment

Participants indicated the need for fairness, consideration, and recognition of teachers' work as criteria that would likely increase their retention.

My school could retain me when my achievement is recognized , appreciated, and developed.

My school could retain me when chance(s) for development is provided both financial and post-wise.

These insights corroborate research suggesting teacher recognition and the fairness of recognition process promoting job satisfaction (Ibrahim & Al-Taneiji, 2019; Reeves, 2021). Teachers in this study indicated financial incentives and career progression as determinants of their staying intentions. Another idea within this theme was consideration. Teachers expressed the desire for their school to be considerate toward their circumstances and the unique challenges amidst COVID -19:

This school year is unprecedented ... there are things we are doing in school that we haven't ever done before. We are trying to fly and land a plane that we have never flown before.

Support teachers by explaining the positive and negative qualities of the teacher.

These excerpts indicate a need for clarity around teacher performance and is consistent with research on providing feedback that is useful to teachers' classroom practice and professional goals (Kimball, 2002). Participants also indicated the need for equality of treatment.

Please show equality among all teachers Equality should be distributed among teachers irrespective of their nationality.

Don't judge a teacher by some parent's feedback. Don't blame teachers for students moving to other schools. School administrations are trying to blame the teacher for the students' absence in school.

These voices reveal a blaming culture under challenging circumstances, such as when students move to another school resulting in reduced student registration and a possible gap in ethical organizational behaviour. Adding to equal treatment, participants' voices echoed the value of fair compensation: "If I am paid my due salary that I am supposed to get monthly I could stay."

7.2. Effective use of teachers' time

The notion of workload emerged with teachers desiring efficient use of time. Participants indicated dissatisfaction with redundant work and tasks designed for marketing purposes.

Reduce the workload by eliminating the fact that teachers have to do the same task in numerous different ways ... it all takes up valuable time. Time that should be used to plan great lessons for students.

Fair distribution of work—spent more time on what is better for students and teachers' well-being not on school marketing.

These quotes indicate concerns with paperwork interfering with effective teaching and coincide with research on workload suggesting teachers' time spent on bureaucratic tasks impinges on job satisfaction (Morgan & Craith, 2015).

8. Discussion

The study findings provide insights into organizational conditions important to teacher turnover intentions in the UAE private K-12 schools. This is an under researched context in the UAE. Understanding these factors can help senior and executive leaders in enabling tangible working conditions where teachers feel grounded through manageable workload, effective professional collaboration, support from leaders, colleagues, parents, and fair remuneration and recognition processes.

8.1. Supportive environment and leadership dispositions

Both quantitative and qualitative data highlighted the importance of support structures in teachers' decision to choose this profession. A school's supportive environment is reflected in leadership strategies including creating fair recognition processes (Ibrahim & Al-Taneiji, 2019), building strong relationships among teachers and implementing mentorship (Buchanan et al., 2013; Ware & Kitsantas, 2007), and timely and useful feedback from leaders (Myung & Martinez, 2013). Qualitative data from the survey suggested that an equitable treatment irrespective of teachers' nationalities can be strengthened further. With the UAE being a diverse society, an ethical leadership lens (R. W. Jackson et al., 2012) can engender a supportive and fair work environment. Additionally, quantitative data suggested that schools can strengthen their onboarding processes. with a diverse expatriate teaching force recruited from different countries, strengthening the onboarding process can provide teachers with role clarity (Krasman, 2015).

8.2. Support from stakeholders

Although collegial and parental support did not significantly correlate with teachers' intention to stay or choice to be a teacher, it showed a significant correlation with job satisfaction. These findings are consistent with previous studies noting the association between job satisfaction, principal support and teacher collaboration (Olsen & Huang, 2019). An environment where teachers feel supported to cope with demanding aspects of their work requires relational trust (Bryk & Schneider, 2003) between all stakeholders and remuneration that is commensurate with teachers' work.

8.3. Professional collaboration and leadership dispositions

While professional collaboration did not significantly correlate with teachers' turnover intentions, it showed a significant correlation with job satisfaction. This finding is important because of the association between job satisfaction and teacher turnover (Grissom, 2011). In this study, the variables that comprised professional collaboration drew on professional learning communities that identify leadership dispositions for purposeful collaborative opportunities, such as clarifying common goals aligned to student outcomes and providing structure and tools where collaboration would be purposeful (DuFour & Mattos, 2013). With findings suggesting that teachers needed to be clearer about the key purpose of their schools, strengthening collaborative culture is a noteworthy consideration.

8.4. Workload

Workload in non-teaching activities, such as administrative staff meetings, covering lessons for absent colleagues, coaching and training, and organizing displays and tidying, were significantly correlated with teachers' intention to stay in their current school. Teachers indicated the need to reduce workload, particularly avoiding unnecessary tasks so that their time was spent on effective lessons without compromising teachers' well-being. These findings allude to the time constraints at play which interfere with teachers' work and the need for further exploration of how school leaders can balance the quantity of teachers' workload without compromising effective teaching and teacher well-being.

8.5. Faculty involvement in decision-making

Faculty involvement in decision-making did not significantly correlate with turnover intentions or job satisfaction. These results refute the findings of Mancuso et al.'s (2010) study on international schools' teacher turnover decisions. One reason for the contrasting finding could be that Mancuso et al.'s survey differentiated teachers' responses in the category of school principals and school heads, with the results showing a significant correlation between faculty involvement in decision-making with school heads (who hold a more senior position) and teacher turnover decision. The current study did not make this distinction in the question. Another reason for the lack of significance may be attributed to the low statistical power given the small sample size rather than the absence of a true effect. Therefore, it remains possible that although faculty involvement in decision-making was not significantly correlated to turnover intentions, it should be considered when exploring possible interventions ameliorating teacher turnover.

9. Strengths and limitations

While there is some literature from the UAE private schools studying organizational variables, for example, teachers' organizational commitment (Mansour & David, 2021) and job satisfaction (Alkhateri et al., 2019; Alkhyali & Ewijk, 2018), there is a paucity of peer-reviewed studies that combine both job satisfaction and turnover intention. To the best of our knowledge, this is the first study conducted across different

UAE Emirates (states) that studies both job satisfaction and turnover intention in private schools. A large proportion of UAE schools are private (Gallagher, 2019, pp. 1–18; Ridge et al., 2016) reflecting parental choice among UAE expatriates and an increasing number of UAE nationals (Sector report GCC education, 2020). Despite this preference, the provision of education in private schools varies, partly due to the wide range of fee structures (Ridge et al., 2016) and types of curricula and, thus, raises questions on subsequent inequities in access to high-quality education (Ridge et al., 2016). Studies on school choice and teacher turnover in other countries, including the UK, allude to higher turnover in disadvantaged schools, for example, those with lower teacher salaries and poor neighbourhoods (Allen et al., 2018). While this study did not consider the labor market forces, it nevertheless provides fodder for future research in understanding teachers' perceptions across varying tiers of private schools and, therefore, has implications for future research navigating the inequalities inherent to a free market choice in the UAE. Additionally, this study informs the significance of leadership practices in strengthening job satisfaction and reducing turnover intention. These practices include reconsidering teacher workload, providing feedback to teachers, teacher recognition and onboarding processes, and should be of focus in future principal and leadership professional development programs. Besides UAE private schools, this study is meaningful for understanding teachers' perceptions of organizational variables in other contexts where parents can choose schools, such as charter schools, and countries shifting towards a decentralized education system.

Although designed on a strong theoretical foundation, this study has limitations. The sample is based on a small number of participants and findings are predominantly based on teachers' self-reported views on a cross sectional survey. An in-depth exploration of teachers' experiences through a qualitative study in future iteration can provide deeper insights into their experiences. Another limitation is potential sample bias due to snowball sampling, as the sample could be subject to initial participants' choices (Black & Champion, 1976). To offset this bias, the researchers included qualifying questions aligned with participation criteria at the survey's beginning. Lastly, the correlational design of the study limits causal inferences between variables (Spector, 2019). However, given the exploratory purpose of the study, the results highlight organizational conditions significantly associated with turnover intention and job satisfaction in a context where little previous literature is available. Conclusion and implications.

Given the negative impact of teacher turnover on student learning (Watlington et al., 2010) and leadership efforts focused on recruitment rather than improving student achievement (Garton, 2013), talent management is a critical area for schools. This study explored teacher turnover as it relates to organizational conditions. It recognises that an environment where teachers work effectively and experience job satisfaction is rooted in leadership behaviours enabling strong relationships, respectful interactions, professional collaboration, fair remuneration and a balanced workload. These findings have implications for policies that guide principal preparatory and continuous professional development (CPD) programs for school leaders. Leadership CPD programs should focus on talent management strategies that strengthen supportive structures and professional collaboration amongst teachers while balancing teacher workload. Focusing on these factors can improve teachers' working conditions and subsequent talent retention.

CRedit authorship contribution statement

Ambreen Mohammad: Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Project administration, Resources, Writing – original draft, Writing – review & editing. **Carey Borkoski:** Project administration, Supervision, Writing – review & editing.

Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Acknowledgements

Tremendous gratitude to my doctoral advisor, Dr. Christine Eith whose support and guidance formed the backbone of this study and Dr. Carey Borkoski for her insights into developing this article. In memory of Dr. Laura Quaynor who although no longer with us will always be remembered for inspiring this research.

Appendix A. Supplementary data

Supplementary data to this article can be found online at <https://doi.org/10.1016/j.ssaho.2023.100801>.

References

- Ababneh, K. (2020). Effects of met expectations, trust, job satisfaction, and commitment on faculty turnover intentions in the United Arab Emirates (UAE). *International Journal of Human Resource Management*, 31(2), 303–334. <https://doi.org/10.1080/09585192.2016.1255904>
- Ahmed, O. (2018). *The role of work-life balance on faculty retention in UAE higher education sector* [Doctoral dissertation]. The British University in Dubai]. BSpace <https://bpace.buid.ac.ae/handle/1234/1296>.
- Al Kaabi, A. S. (2005). *Factors influencing teachers attrition in the United Arab Emirates* [Doctoral dissertation]. University of Pittsburgh. D-Scholarship @ Pitt <http://d-scholarship.pitt.edu/8026/>.
- Alkhatiri, A., Khalifa, G., Abuelhassan, A., Isaac, O., & Alrajawi, I. (2019). Antecedents for job satisfaction in Ras-Al-Khaimah schools: Evidence from UAE. *Journal of Engineering and Applied Sciences*, 14(15), 5097–5110. <https://doi.org/10.3923/jeasci.2019.5097.5110>
- Alkhyli, H. E., & Ewijk, A. V. (2018). Prioritisation of factors influencing teachers' job satisfaction in the UAE. *International Journal of Management in Education*, 12(1), 1–24.
- Allen, R., Burgess, S., & Mayo, J. (2018). The teacher labour market, teacher turnover and disadvantaged schools: New evidence for England. *Education Economics*, 26(1), 4–23. <https://doi.org/10.1080/09645292.2017.1366425>
- Almy, S. (2011). *Fair to everyone: Building the balanced teacher evaluations that educators and students deserve*. The education trust. <https://edtrust.org/resource/fair-to-everyone-building-the-balanced-teacher-evaluations-that-educators-and-students-deserve/>.
- Austin, A., Chapman, D., Farah, S., Wilson, E., & Ridge, N. (2014). Expatriate academic staff in the United Arab Emirates: The nature of their work experiences in higher education institutions. *Higher Education*, 68(4), 541–557. <https://doi.org/10.1007/s10734-014-9727-z>
- Azeem, M., & Mataruna, L. (2019). Identifying factor measuring collective leadership at academic workplaces. *International Journal of Educational Management*, 33(6), 1316–1335. <https://doi.org/10.1108/IJEM-04-2018-0131>.
- Bickmore, D., & Dowell, M. (2019). Understanding teacher turnover in two charter schools: Principal dispositions and practices. *International Journal of Leadership in Education*, 22(4), 387–405. <https://doi.org/10.1080/13603124.2018.1481528>
- Black, J., & Champion, D. (1976). *Methods and issues in social research*. Wiley.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, S. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48(2), 303–333. [10.3102%2F0002831210380788](https://doi.org/10.3102%2F0002831210380788).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
- Brown, K., & Wynn, S. (2007). Teacher retention issues: How some principals are supporting and keeping new teachers. *Journal of School Leadership*, 17(6), 664–698. <https://doi.org/10.1177/105268460701700601>
- Bryk, A. S., & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership*, 60(6), 40–45. http://www.miteacher.org/uploads/1/0/3/4/10347810/trust_in_schools.pdf.
- Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., Burke, P., & Louviere, J. (2013). Teacher retention and attrition: Views of early career teachers. *Australian Journal of Teacher Education*, 38(3), 112–129. <https://doi.org/10.1080/02568543.2011.533118>
- Buckner, E. (2017). *The status of teaching and teacher professional satisfaction in the United Arab Emirates*. Foundation for Policy Research.
- Cassidy, D., Lower, J., Kintner-Duffy, V., Hegde, A., & Shim, J. (2011). The day-to-day reality of teacher turnover in preschool classrooms: An analysis of classroom context and teacher, director, and parent perspectives. *Journal of Research in Childhood Education*, 25(1), 1–23. <https://doi.org/10.1080/02568543.2011.533118>
- Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers: Evaluating bias in teacher value-added estimates. *American Economic Review*, 104(9), 2593–2632. <https://doi.org/10.1257/aer.104.9.2593>
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2011). Teacher mobility, school segregation, and pay-based policies to level the playing field. *Education Finance and Policy*, 6(3), 399–438. https://doi.org/10.1162/EDFP_a_00040
- Dickson, M., Riddlebarger, J., Stringer, P., Tennant, L., & Kennet, K. (2014). Challenges faced by Emirati novice teachers. *Near and Middle Eastern Journal of Research in Education*, (1), 1–10. <https://doi.org/10.5339/nmejre.2014.4>
- DuFour, R. (2004). What is a “professional learning community”. *Educational Leadership*, 61(8), 6–11. <http://www.siprep.org/uploaded/ProfessionalDevelopment/Readings/PLC.pdf>.
- DuFour, R., & Mattos, M. (2013). How do principals really improve schools? *Educational Leadership*, 70(7), 34–40. http://www.tdschools.org/wp-content/uploads/2013/08/PLC_Mattos-DuFour-Article.pdf.
- Farkas, A., & Tetrick, L. (1989). A three-wave longitudinal analysis of the causal ordering of satisfaction and commitment on turnover decisions. *Journal of Applied Psychology*, 74(6), 855–868. <https://doi.org/10.1037/0021-9010.74.6.855>
- Feng, L., Figlio, D. N., & Sass, T. (2018). School accountability and teacher mobility. *Journal of Urban Economics*, 103, 1–17. <https://doi.org/10.1016/j.jue.2017.11.001>
- Finnigan, K. S., & Gross, B. (2007). Do accountability policy sanctions influence teacher motivation? Lessons from Chicago's low-performing schools. *American Educational Research Journal*, 44(3), 594–629. <https://doi.org/10.3102/0002831207306767>
- Gallagher, K. (2019). Introduction: Education in the UAE—context and themes. *Education in the United Arab Emirates: Innovation and transformation*.
- Garton, B. (2013). Recruitment of teachers for international education. In M. Hayden, & J. Thompson (Eds.), *International schools and international education: Improving teaching, management and quality* (pp. 85–95). Routledge.
- Gay, L., Mills, G., & Airasian, P. (2012). *Educational research: Competencies for analysis and application* (10th ed.). Pearson.
- Geiger, T., & Pivovarov, M. (2018). The effects of working conditions on teacher retention. *Teachers and Teaching*, 24(6), 604–625. <https://doi.org/10.1080/13540602.2018.1457524>
- Gillespie, N., Searle, R., Gustafsson, S., & Hailey, V. (2020). Preserving employee trust during crisis. *Behavioral Science and Policy*, 6(2), 59–68. <https://doi.org/10.1353/BSP.2020.0016>
- Griffith, R., Hom, P., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26(3), 463–488. <https://doi.org/10.1177/014920630002600305>
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42(3), 333–356. <https://doi.org/10.1108/09578230410534667>
- Grissom, J. (2011). Can good principals keep teachers in disadvantaged schools? Linking principal effectiveness to teacher satisfaction and turnover in hard-to-staff environments. *Teachers College Record*, 113(11), 2552–2585. <https://doi.org/10.1177/2F016146811111301102>
- Gudep, V. K. (2019). An empirical study of the relationships between the flexible work systems (FWS), organizational commitment (OC), work life balance (WLB) and job satisfaction (JS) for the teaching staff in the United Arab Emirates (UAE). *International Journal of Management*, 10(5), 11–27. <https://ssrn.com/abstract=3508697>
- Hanushek, E. A., Rivkin, S. G., & Schiman, J. C. (2016). Dynamic effects of teacher turnover on the quality of instruction. *Economics of Education Review*, 55, 132–148. <https://doi.org/10.1016/j.econedurev.2016.08.004>
- Holme, 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>
- Ibrahim, A., & Al-Taneiji, S. (2019). Teacher satisfaction in Abu Dhabi public schools: What the numbers did not say. *Issues in Educational Research*, 29(1), 106–122. <http://www.iier.org.au/iier29/ibrahim.pdf>
- Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499–534. [10.3102%2F00028312038003499](https://doi.org/10.3102%2F00028312038003499)
- Jackson, K. M. (2012). Influence matters: The link between principal and teacher influence over school policy and teacher turnover. *Journal of School Leadership*, 22(5), 875–901. <https://doi.org/10.1177/105268461202200503>
- Jackson, R. W., Wood, C. M., & Zboja, J. J. (2012). The dissolution of ethical decision-making in organizations: A comprehensive review and model. *Journal of Business Ethics*, 116, 233–250. <https://doi.org/10.1007/s10551-012-1459-3>
- Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2016). Beyond PD: Teacher professional learning in high-performing systems. *National center on education and the economy*. <https://www.ncee.org/wp-content/uploads/2015/08/BeyondPDWeb.pdf>
- Kamal, K. Education in the United Arab Emirates. From dust to riches: An introduction to the UAE. <https://wenr.wes.org/2018/08/education-in-the-united-arab-emirates>
- Kimball, S. (2002). Analysis of feedback, enabling conditions and fairness perceptions of teachers in three school districts with new standards-based evaluation systems. *Journal of Personnel Evaluation in Education*, 16(4), 241–268. <https://doi.org/10.1023/A:1021787806189>
- Knapp, H. (2018). Chapter 11: Correlation and regression: Pearson and spearman. *Intermediate statistics using SPSS®*. SAGE.
- Krasman, M. (2015). Three must-have onboarding elements for new and relocated employees. *Employment Relations Today*, 42(2), 9–14. <https://doi.org/10.1002/ert.21493>
- Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112–129. <https://doi.org/10.1108/09578230010320064>

- Liu, S., & Onwuegbuzie, A. (2012). Chinese teachers' work stress and their turnover intention. *International Journal of Educational Research*, 53, 160–170. <https://doi.org/10.1016/j.ijer.2012.03.006>
- Lochmiller, C., & Lester, J. (2017). *An introduction to educational research: Connecting methods to practice*. SAGE Publications.
- Louis, K. S., Mayrowetz, D., Murphy, J., & Smylie, M. (2013). Making sense of distributed leadership: How secondary school educators look at job redesign. *International Journal of Educational Leadership and Management*, 1(1), 33–68. <https://doi.org/10.4471/ijelm.2013.02>
- Mancuso, S., Roberts, L., & White, G. (2010). Teacher retention in international schools: The key role of school leadership. *Journal of Research in International Education*, 9(3), 306–323. <https://doi.org/10.1177/1475240910388928>
- Mansour, H. F., & David, S. A. (2021). Teacher's organisational commitment in mechanistic school structures: A study conducted on the job characteristics of a private school in abu dhabi. *Asia-Pacific Journal of Educational Management Research*, 6(1), 11–26.
- Mehta, J. (2014). When professions shape politics: The case of accountability in K-12 and higher education. *Educational Policy*, 28(6), 881–915. <https://doi.org/10.1177/0895904813492380>
- Milanowski, A., & Odden, A. (2007). *A new approach to the cost of teacher turnover: (Vol. 13). School Finance Redesign Project, Center on Reinventing Public Education*. https://www.crpe.org/sites/default/files/wp_sfrp13.milanowskiodden_aug08.0.pdf
- Miles, M., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. SAGE Publications.
- Mintrop, R., & Charles, J. (2017). The formation of teacher work teams under adverse conditions: Towards a more realistic scenario for schools in distress. *Journal of Educational Change*, 18(1), 49–75. <https://doi.org/10.1007/s10833-016-9293-5>
- Morgan, M., & Craith, D. (2015). Workload, stress and resilience of primary teachers: Report of a survey of INTO members. *Irish Teachers' Journal*, 3(1), 9–20. <https://www.into.ie/app/uploads/2019/07/IrishTeachersJournal2015.pdf>
- Moujaes, C., Hoteit, L., & Hiltunen, J. (2011). *A decade of opportunity: The coming expansion of private school market in the GCC*. Booz & Company.
- Murdock, A. (2022a). Teacher retention in a dynamic cultural setting: A collective case study of expatriate teachers in the United Arab Emirates. In M. S. Khine (Ed.), *Handbook of research on teacher education: Pedagogical innovations and practices in the Middle East* (pp. 29–57). Springer Nature. https://doi.org/10.1007/978-981-19-2400-2_3
- Murdock, A. (2022b). Teacher retention in a dynamic cultural setting: A collective case study of expatriate teachers in the United Arab Emirates. In M. S. Khine (Ed.), *Handbook of research on teacher education: Pedagogical innovations and practices in the Middle East* (pp. 29–57). Springer.
- Myung, J., & Martinez, K. (2013). *Strategies for enhancing the impact of post-observation feedback for teachers*. Carnegie Foundation for the Advancement of Teaching. <http://www.carnegiefoundation.org/resources/publications/strategies-enhancing-impact-post-observation-feedback-teachers/>
- National Center for Education Statistics. (2012). *Schools and staffing survey (SASS)*. <https://nces.ed.gov/surveys/sass/questionnaire.asp>
- Odland, G., & Ruzicka, M. (2009). An investigation into teacher turnover in international schools. *Journal of Research in International Education*, 8(1), 5–29. <https://doi.org/10.1177/1475240908100679>
- Olsen, A., & Huang, F. (2019). Teacher job satisfaction by principal support and teacher cooperation: Results from the Schools and Staffing Survey. *Education Policy Analysis Archives*, 27(11), 1–31. <https://doi.org/10.14507/epaa.27.4174>
- Orange, A. (2014). What they left behind: A case study of teachers' experiences with school improvement at evergreen elementary school. *Qualitative Report*, 19(37), 1–16. <https://doi.org/10.46743/2160-3715/2014.1010>
- Organization for Economic Co-operation and Development. (2019). *TALIS 2018 results. In Teachers and school leaders as lifelong learners (Vol. 1)*. Author.
- Plauborg, H. (2009). Opportunities and limitations for learning within teachers' collaboration in teams: Perspectives from action learning. *Action Learning: Research and Practice*, 6(1), 25–34. <https://doi.org/10.1080/14767330902731293>
- Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, 3(9). <https://doi.org/10.46827/ejes.voi0.1017>. Article 0.
- Redding, C., Neergaard Booker, L., Smith, T. M., & Desimone, L. M. (2019). School administrators' direct and indirect influences on middle school math teachers' turnover. *Journal of Educational Administration*, 57(6), 708–730. <https://doi.org/10.1108/JEA-10-2018-0190>
- Reeves, D. (2021). *Fearless schools: Building trust and resilience for learning, teaching, and leading*. Creative Leadership Solutions.
- Ridge, N. Y., Shami, S., & Kippels, S. M. (2016). Private education in the absence of a public option: The cases of the United Arab Emirates and Qatar. *FIRE: Forum for International Research in Education*, 3(2), 41–60. Lehigh University Library and Technology Services. 8A East Packer Avenue, Fairchild Martindale Library Room 514, Bethlehem, PA 18015.
- Ridge, N., Shami, S., Kippels, S., & Farah, S. (2014). *Expatriate teachers and education quality in the Gulf cooperation Council* (Policy Paper No. 11). Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research <https://publications.alqasimifoundation.com/en/expatriate-teachers-and-education-quality-in-the-gulf-cooperation-council-0>
- Ryan, J. (2014). *How to slow the teacher attrition rate in the UAE*. The National. <https://www.thenational.ae/business/how-to-slow-the-teacher-attrition-rate-in-the-uae-1.278470>
- Sass, D. A., Seal, A. K., & Martin, N. K. (2011). Predicting teacher retention using stress and support variables. *Journal of Educational Administration*, 49(2), 200–215. <https://doi.org/10.1108/09578231111116734>
- Schoepp, K. (2011). The path to development: Expatriate faculty retention in the UAE. *International Education*, 40(2), 58–75. https://www.researchgate.net/publication/309394933_The_path_to_development_Expatriate_faculty_retention_in_the_uae
- Sims, S. (2017). *Talis 2013: Working conditions, teacher job satisfaction and retention: Statistical working paper*. UK Department for Education. https://dera.ioe.ac.uk/30448/1/TALIS_2013_Evidence_on_Working_Conditions_Teacher_Job_Satisfaction_and_Retention_Nov_2017.pdf
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. SAGE Publications.
- Spector, P. E. (2019). Do not cross me: Optimizing the use of cross-sectional designs. *Journal of Business and Psychology*, 34(2), 125–137. <https://doi.org/10.1007/s10869-018-09613-8>
- Torres, A. C. (2016). Is this work sustainable? Teacher turnover and perceptions of workload in charter management organizations. *Urban Education*, 51(8), 891–914. <https://doi.org/10.1177/0042085914549367>
- Troman, G. (2000). Teacher stress in the low-trust society. *British Journal of Sociology of Education*, 21(3), 331–353. <https://doi.org/10.1080/713655357>
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17–40. <https://doi.org/10.1016/j.edurev.2015.04.002>
- Walker, M., Worth, J., & Van den Brande, J. (2019). *Teacher workload survey 2019: Research report*. UK Department for Education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/855933/teacher_workload_survey_2019_main_report_amended.pdf
- Ware, H., & Kitsantas, A. (2007). Teacher and collective efficacy beliefs as predictors of professional commitment. *The Journal of Educational Research*, 100(5), 303–310. <https://doi.org/10.3200/JOER.100.5.303-310>
- Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance*, 36(1), 22–37. <https://doi.org/10.1353/jef.0.0028>
- Webb, R., Vulliamy, G., Härmäläinen, S., Sarja, A., Kimonen, E., & Nevalainen, R. (2004). Pressures, rewards and teacher retention: A comparative study of primary teaching in England and Finland. *Scandinavian Journal of Educational Research*, 48(2), 169–188. <https://doi.org/10.1080/0031383042000198530>
- Yang, G., Badri, M., Al Rashedi, A., & Almazroui, K. (2018). The social and organizational determinants of school commitment of expatriate teachers. *Journal of Research in International Education*, 17(1), 33–48. <https://doi.org/10.1177/1475240918768984>
- Zavelevsky, E., & Lishchinsky, O. S. (2020). An ecological perspective of teacher retention: An emergent model. *Teaching and Teacher Education*, 88, 102965. <https://doi.org/10.1016/j.tate.2019.102965>
- Zhou, H., & Ma, J. (2022). Organizational justice and teachers' turnover intention in primary and secondary schools: The importance of sustainable salary management. *Sustainability*, 14(20). <https://doi.org/10.3390/su142013314>. Article 13314.
- The UN's 2030 agenda. (2023). Retrieved December 4, 2023, from <https://u.ae/en/about-the-uae/leaving-no-one-behind> title="https://u.ae/en/about-the-uae/leaving-no-one-behind"><https://u.ae/en/about-the-uae/leaving-no-one-behind>
- Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Dr. Ambreen Mohammad is a Lecturer of Education and Early Childhood Studies at Middlesex University, Dubai, where she teaches undergraduate and postgraduate courses. She is the module leader for Leadership and Management in the Master of Education program. Before joining MDX, she served as the Vice Principal of two international schools in the UAE. Ambreen received her Doctorate in Education from Johns Hopkins University, specializing in entrepreneurial leadership. Her current research interests are improving organizational culture, talent management and retention, and forming strategic partnerships between schools and businesses.

Dr. Carey Borkoski is an Associate Professor in the School of Education at Loyola University Maryland. Dr. Borkoski has expertise and experience in student onboarding, coaching, and identity. Her research publications and projects sit at the intersection of belonging, educating the whole person, leadership, and learning. Carey has published scholarship on belonging in online spaces, faculty identity development and well-being, and most recently, her first book about noticing, naming, and navigating personal and professional transitions. Dr. Borkoski is currently using data from her podcast to explore the many faces of belonging during a global pandemic.