Exploring the Principal's Role in the Retention of the Novice Teachers: A Study in an American School in Dubai, UAE

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Abstract

Schools commonly face educational challenges due to in-part novice teachers' turnover. The purpose of this study was to understand the principal's perception on how he/she perceives his/her role in novice teachers' retention, and to explore how the principal's perception plays a part in understanding how he/she endeavors to support the professional growth of novice teachers. The study adopted a qualitative research approach using in-depth semi-structured interviews. The study participants were eleven school leaders along with the human resources department in an American Private School in Dubai, UAE. The collected data were interpreted into various themes, including responsibilities to hire a new candidate, basis of hiring new teachers, inspection visit of Knowledge and Human Development Authority (KHDA) and conducting professional development sessions. Data revealed that giving the leaders the opportunity to inspect the needs of every individual novice teacher, thus, allowing for particular needs of each teacher to be met through specific learning opportunities, would be more effective than espousing holistic plans designated for all beginner teachers. The significance of this study lies in its focus on the necessity to retain novice teachers.

Keywords: Novice teachers, Principal's role, Teacher's retention, Leadership, UAE

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1. Introduction

One of the most educational problems lies in the need for quality educators in the classroom. Teachers are influential to the lives of every individual student and censorious to the students' academic progress and achievements (Farrington et al. 2012). Regardless how essential the teacher is; the current educational profession is facing the problem of the teachers' turnover (Loeb & Luczak 2013). Continuing novice teachers' turnover means the lack of the school stability, interruption of curricular cohesiveness, and nonstop need to hire inexperienced teachers, who ordinarily are less efficacious (Joiner& Edwards 2008). Hence, keeping new teachers in schools is important for the improvement of schools, students and education as a whole (Darling-Hammond 2003).

New employee teachers leave a specific school due to several reasons, such as, finding better opportunity in other schools, family relocation, and family responsibility or finding a job outside the education sector (Skaalvik 2011). Moreover, they may leave for other reasons, including the poor working conditions, limited induction and professional development programs, weak administrative support, and a climate that wears away collegiality (Ladd 2011). In the UAE, there are ten reasons behind teachers' leaving the profession: not feeling valued, overworked, behaviour problem, low salary, homesickness, change in family circumstances, culture shock, lack of support network, goals accomplished, and problems with money management (Teach Middle East n.d.). Teachers' attrition and retention can be influenced when schools spend time creating, actualizing, and continuing reliable programs (Boniface 2016). Noticeably, teachers' turnover has a negative impact on creating a productive learning environment. Research studies affirmed that the effectiveness of teachers increases significantly over a time

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period of five to six years, but unfortunately, within this time, teachers would leave the profession. The latter is a significant case occurring in most of the UAE schools, either the public or the private ones (Tiplic et al. 2015).

According to research, there are several elements that impact the novice teachers' choices to remain in teaching, including the classroom autonomy, organized school environment, supportive principal leadership, and the sufficient professional development (Parkeret al. 2009). On the other hand, the cluster of the school characteristics including the relationships among parents, teachers, students, and administrators are additional elements that influence the novice teachers to continue in the profession (Madrid 2016).

Studies often attribute the principal's leadership with setting up of the school culture (Prokopchuk 2016). Moreover, teachers' productivity is affected by a good school culture, which successively impacts students' academic performance due to common goals and open communication. A viable school culture esteems many professional principals, which are usually coordinated by the principal: collaboration among faculty, equity without favouritism among all staff, decisions reflecting the efforts of leaders to do what is in the best interest of the students as a mechanism to further good education, transparency in decision-making processes, and collaboration among administrator, parents and teachers (Prokopchuk 2016).

A strong culture assists new teachers in the process of becoming part of the culture (Battersby & Verdi 2015). These cultural qualities inable teachers to determine clashes and start more noteworthy limit with regards to development so that objectives are all the more proficiently, adequately, and every now and again met (DuFour & Mattos 2013). A

solid culture, therefore, supports association, devotion, and duty from teachers so as to make a domain where they need to remain and stay focused on performing at a high level. So, the principal's impact of school culture influences teachers' retention through the connection with school staff and through holding in great respect to the staff involvement in decisions about school operation and structure (Wilson 2011). Without a school culture that offers commitments, involvement, and support, teachers, commonly novice teachers are likely to leave due to their susceptibility and need to guidance and support (Carver-Thomas & Darling-Hammond 2017). Novice teachers' can be supported by administrators or colleagues who are willing to share encouragement, time and wisdom.

The view of novice teachers begins to shape promptly when entering a new instructional environment and incorporates how they see those in power and the individuals who support and direct them through their underlying encounters, just as how they see the school culture (Chang 2009). The school's principal is not just a supervisor within the school, but at the same time is the pioneer looked to by new faculty to hear them out, help them, and esteem them (Mitgang 2012). Principal's involvements with new teachers can be a notable factor in retaining new staff members and inspiring the passion that keeps the novice teachers from dropping out (Epling 2016). Principals can keep up a quality staff by keeping the old, qualified veteran staff and hiring new high- quality staff. Principals may utilize various strategies for each group of teachers (Berry 2013). Therefore, this study explores the role of the principal in improving the retention of the novice teachers. In the age of responsibility, increasing pressure has been placed on teachers and principals to supply a quality of education as monitored by students' academic achievements. There is a connection between high students' achievements and

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quality teachers, so schools should put more efforts to assure finding and keeping the highest quality teachers'(Kearney2014). If the conditions that cause teachers to leave their careers are not changed, principles are invalidating their best chances of raising the students' achievements, developing the skills and experience of novice teachers (Kearney2014).

The rationale of this study is considered as an attempt to explore the reasons behind teachers' turnover either in a short term or long term. Principals' policies and practices are the key factor in retaining the teachers and maintain the high quality of teaching and learning within the school. However, every principal view differs based upon different situations enclosed in the school being led. Hence, this study would understand the role of the principal to keep and retain the novice teachers. In particular, the principal perceptions contributed to interpret how the principal attempt to support the professional growth of the novice teachers and therefore the principal commitment to teaching as a career, so the general school culture would be improved.

The significance of this study lies initially in its focus on the necessity to retain novice teachers. The first years of teaching are considered the most challenging years of the career, corresponding to the rate of attrition. Quantities of novice teachers leaving the occupation during the first three years are universally high due to different challenges including the classroom management to coping with the lesson plan (Dickson et al. 2014). This turn over or lack of retention can cause a revolving door with qualified teachers entering the school and teach in the classroom then depart for certain reasons other than the retiral. In UAE teachers graduated from the education programs are recruited without being provided with any formal school- based support. They suffer

from low self-esteem, overload, and stress and a high percentage leave teaching (Ibrahim 2012). Constant attrition is reflected in the schools when novice teachers leave the profession prior reaching full development of their shills, which result not having the expertise required for supporting students learning over time (Darling-Hammond et al. 2017).

On the other hand, this study's focus on the role of the school's principal in novice teachers' retention is significant as the school principal leadership influences the decision of the novice teacher (Morris et al. 2016). Accordingly, the current study focuses on the role of the school principals' in keeping the novice teachers. The objectives of this study include:

- Understand the principal's perception on how he/she perceives the relationship with novice teachers as well as the role played in shaping the school environment and culture.

- Explore how the principal perceptions play a part in understanding how he/ she endeavors to support the professional growth of the novice teachers so that their commitment to teaching as a career and the overall school culture would be enhanced.

This research is designed to answer the following questions:

- What is the school's principal perception of his/her role in novice teacher retention?

- How does the school's principal perceive his/her role in supporting the growth and development of novice teachers in order to increase the likelihood that the latter will remain in teaching?

2. Literature Review:

2.1 Teachers' Retention Problem:

The UAE educational mission is to develop an innovative education system for a knowledge and global competitive society MOE (n.d.). The failure or success of this mission can impact the individuals' lives, and the community's economic, and the social life. Quality teachers are crucial to meet the targets set for schooling in the UAE National Agenda (n.d.). However, developing and keeping qualified teachers is not an easy task. This is, in particular, related to the novice teachers who have earned a degree in education programs and who find that the teaching transition is challenging for them (Dickson et al. 2014). The challenges that face the novice teachers become greater when they have less pre-serve preparation comparing to the other who have mastered formal programs, due to the fact that the classroom experiences are frequently a new career experience (Goodwin 2012). If the classroom practice is not being developed, which involves the experience of establishing a relationship with the students, then teaching is considered difficult and overwhelming. Thus, part of the challenge to become a teacher is to identify oneself as teaching career and to develop a teaching commitment. This perspective of self as an educational profession in meeting the students' need allow the novice teachers to move into professionalism when the interaction of daily challenges and the lack of experience becomes overpowering (Loughran 2015). The emerging sense of being a teacher impacts the choice of remaining within the profession of teaching (Peng et al. 2014). Novice

teachers' address the fear and uncertainty of the new profession through the incorporation into one's self-image (Vanassche 2015).

Findings from the studies, affirmed that when the novice teachers who are in the stage of starting the profession did not receive a support in their practice are more likely to leave the career rather than continuing their investment of emotion, time and physical activity (Mizell 2010). Such kind of support must be provided to the novice teachers as soon as the novice teachers are begun to teach inside the classroom (Ben 2102). Novice teachers need to be supported throughout their profession in order to maintain the commitment to the profession as well as growing in their practice. All teachers, expert, novice and struggling need support to become and to remain highly qualified teachers (Amrein-Beardsley 2012). To achieve the target of excellent education for all students, then the development and retention of highly qualified teachers must be continued (Al-Khouri 2012). Schools have successfully utilized organizational systems to reduce novice teacher attrition (Nunnally 2020).

2.2.   The Role of the Principals in Teachers Retention:

The decision made by the new teachers on how to start the profession and leave the career within the first five years is influenced by the role of the principal to support those teachers (Krasnoff 2015). Several studies targeted the teachers' retention and the role of the principal affirmed that most of the reasons for the novice teachers leaving the profession is that they did not perceive a sufficient support from the principals (Powell 2107). Although teachers' retention is important to the principal, yet, it is not all he/ she has to manage. The composite work of the school principal has been reported as

overwhelming. The commands on school principals involve: development of school climate, duties of budgetary and finance, curriculum and instructional leadership, community and public relations, hiring and staff issues, students' discipline monitoring, and supervise the use of technology Thought Co. (Nd). The changing of the principal has evolved in a dispute between the historical focus of the principal on instructional leadership and the administration of the contextual, functional, interpersonal, and programmatic aspects of school operations (Goldring 2015).

Research indicated that one of the most important factors to teachers was the guidance of the principal and the leadership. In addition, teachers' perceptions of school leadership as determined through school- level average responses to school climate predicted the teachers' intention to remain in the school or to find another job (Ainley & Carstens 2018). Supporting the students' learning and success through leadership, which emphasize on the development and learning of the teachers, reflects a major responsibility of the principals' and should be the most priority among the principal's role.

2.3. Culture and the Principal:

The culture of the school is significant for the administrators, community, students and teachers. The definition of the school culture encompasses a cluster of the school's features, like the relationships between administrators, parents, students, and teachers (Epstein et al. 2018). There is a direct relationship between the culture of the school and the students' academic achievements (Bektas et al. 2015). The good school culture pays attention towards opening a communication and usual goals that influence the abilities of

teachers to teach the students, that stimulates the involvement of parents, that maintain the home-school relationships (Avvisati et al. 2010). Moreover, an effectual school culture reveals certain values; cooperation between administrators, parents, and teachers; straightforwardness of basic leadership; value without preference among staff, leadership distributive, deferential problem solving, and focus on the pedagogy (Samier 2008).

While the school culture influences all who work inside the school, it is specifically important to the novice teachers and their acculturation to the career. The school culture affects the novice teachers' professional devotion and professional growing which alleviate the new professional change into the educational environment (Ryan 2015). As the novice teachers become part of the school's culture, hence their departure can influence the educational process along to the school culture (Pineda-Báez 2019). At the point when the teacher decides to leave the job at the school after settling in the school culture and collaborating with the other colleagues and the school community in general, he/ she leave a gap in the culture. Subsequently, instructional adequacy is harmed with the loss of every educator and his or her collaboration inside the school and with the community. The harm from the passing of another teacher underscores the significance of the principal's main capacity as a school culture developer, as the strong school culture must began, led, and daily supported by the principal (Klevan & Villavicencio 2016).

2.4.   Professional Development and Induction Programs:

The induction programs are considered as an effort made to motivate the novice teachers to feel engaged in the new career and the school culture. The reason behind the induction programs is to offer guidance, support and orientation for the novice teachers as an

attempt to enhance the prospect that teachers would continue in the profession and therefore, to support the teaching and learning along with the achievements (Kane & Francis 2013). The aim of the induction programs is to build up the satisfaction and self-esteem inside the novice teachers through the collaboration with the other colleagues which would lead to strength the bonding toward the school. A regression analysis indicated that the teachers subjected these supportive programs in the beginning of their career are more likely to retain in their profession (Nollner 2012).

Induction programs are an attempt to assist the novice teachers to consider the schools as their home at the beginning of their new role and to aid them in building up a up a positive proficient mental self-view, yet they are varied between schools (Miller 2012). Therefore, a lot of programs focus on notifying the new teachers about the school's policies, satisfying lawful notices expected of the school, and finishing compulsory administrative work. Beyond induction programs are the professional development programs. A study indicated that the PDs programs are important especially for the new teachers, as such experiences can expand perspectives, construct certainty, and advance a feeling of comprehensiveness (Jacob et al. 2015). Thus, to keep teachers' energies diverted, rationally invigorated, and connected with, many school leaders provide teacher the opportunities to enroll in workshops, seminars, and conferences to enhance competencies, confidence, and knowledge (Hutton 2014). As instructors become progressively experienced, in-service resourcefulness enable them to occasionally improve the aptitude and knowledge and grow the educational development throughout employment (Sammons 2014).

2.5.   Theoretical underpinning:

The philosophies of educational leadership vary. Two educational leadership philosophies had been distinguished: transformational and transactional (Khanin 2007). Transformational leadership works with the followers' emotions and values in order to encourage the individual's growth thus facilitating the organization growth (Ha-Vikström & Takala 2016). Transactional leadership generates clear structures supporting what is anticipated from followers and set up a system of rewards and punishments (Amanchukwu et al. 2015). The situational leadership approach includes a directive and supportive dimension (Hersey 2014). In the leadership, both approaches are considered properly. The consequence of this approach is that effectual leaders identify what employees need and adjust their own style to meet their needs.

Principals' leadership style determines the qualities displayed inside the school and impact how they support novice teachers (Abubakar et al. 2018). Principals' leadership styles frame how novice teachers consider the future of their professional in a particular school setting and their decisiveness concerning whether to remain in teaching or change their profession (Webster 2012; NPBEA2015). Principals not only have an impact on the community, students, and teachers in general, but also, they affect the novice teachers' retention through allocation resources, promote communication, and support instruction (Sutcher et al. 2107). Many research studies published were targeting how the principals influence the school culture, students' achievements, and teachers' retention (Kraft & Gilmour 2016). Whereas, how principals' perceptions related to their influence especially their role in the retention of the novice teachers is less known. The insider perspectives of the principals' can contribute an understanding of their role to support the growth of the

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novice teachers which would influence the novice teachers' decision to remain in the profession.

3. Research Methods:

3.1 Study design:

The study has espoused the qualitative approach as it is grounded on the seeking of knowledge, focusing on comprehending the phenomenon of interest, the requirements for states concerning the seeking of knowledge, the significance of the participants' voice, and the intrinsic complexity in people's awareness of their worlds (Antwi & Hamza 2015). Qualitative research allows the researcher to look for the knowledge of comprehending concerning contributors' awareness of their world and how the situations transpired (Brisola & Cury 2016); moreover, qualitative designs are handy in in-depth comprehending of the phenomenon of concern as it had occurred inside an innate setting incorporating complexity (Merriam & Tisdell 2015). The research instrument to acquire the intuition desired was a semi-structured interview, which allowed the principals a chance to portray their encounters with novice teachers, both the intellectual and full of feeling parts of their human and expert collaborations, and to share how they saw their effect on teachers' turnover (Lundberg 2014). The semi-structured interview was suitable for the current study because it is not possible to observe people feeling, intention, and thoughts, therefore asking questions would allow the view of the leaders to be the phenomenon under study (Alshenqeeti 2014). The questions of the interview served as an open conversation with an intention to provide the starting for examining the phenomenon of interest (Qu & Dumay 2011).

3.2 Population and Sampling:

The population of this study is the array of leadership of an American curriculum school in Dubai. The sample was purposive; involved eleven school leaders along with the human resources department - this included the Principal, along with the Human Resources department and the SLT team of the same school (Academic Vice Principal, Administrative Vice Principal, Head of Learning, Head of the Curriculum, Head of Primary School, Head of Middle School, and Head of High School) as well as the Middle Leaders in the specified school (Head of English Department, Head of Mathematical Department, and Head of Science Department). Both teams (SLT and the Middle leaders) were part of hiring the new staff teachers as well as provide the old staff teachers' along with the new hire teachers with guidance, monitoring and Professional development sessions Our teachers (Nd).

To hear the perceptions of all the eleven participants in this study, regarding to their role in novice teachers' retention, semi-structured interviews were conducted with the mentioned participants who volunteered to participate. All the participants were subjected to sign the consent form. The researcher assured that the identity of the participants would remain confidential. The researcher's contact information was provided, so that potential participants were able to obtain additional information (Bok 2017).

3.3 Data Collection:

The interview procedure is by plan, a designed questioning and listening experience planned to empower interviewees to share their encounters, comprehension, and perspectives. The current study gave profitable data that reflected the impression of

principals through reactions to explicit inquiries questions (Salimi et al. 2017). The collected data for this qualitative research were in- depth responses open- ended questions evoking principals' experiences, feelings, knowledge, opinions, and values during the interview process (Sutton 2015).

The purpose of interviewing is to find what is in someone mind and on someone else (Merriam & Tisdell, 2015, p. 137). Such interviews supplied data to interpret how leaders viewed a part of their professional responsibilities in in their job with novice teachers. The approach of the research is naturalistic which is described by the researcher to take place in the environment of real- world to understand how participants perceive their world (Mohajan, 2018). In the current study, the collected data of the interview represent how the participants viewed their attempts to retain novice teachers. Therefore, the data analysis purpose was to search for structure and order in the collected data mass order to construct meaning concerning these views (Ahmed 2010).

This exertion likewise definitely included the self-as-an-instrument Mavimbela (2012) during the time spent associating the analyst to the subjective research challenge of interpretation. Educational cognoscente are simply the acknowledgment of the self in research through utilizing what one knows and what one has encountered to understand the data. It shows itself in the capacity to make fine-grained separations among unpredictable and inconspicuous characteristics. When educational cognoscente are impaired with other people, it becomes educational criticism (Eisner 2017). Educational criticism involves four aspects, description, evaluation, interpretation and thematic (Dotson 2007).

In the current study, the educational criticism involved the in- depth, semi- structured

interview with eleven participants involving leading team in the chosen school. The collected data from the interview was interpreted into various themes. Hence it is to mention that the novice teachers in this study are considered the new teachers arriving to the school, regardless their years of profession Hudson, Lasczik & James 2019). The first theme included the responsibility shared by the school's leaders to hire a new candidate (Hopkins 2009).

The interview questions focused on particular ways the principal interrelate and support novice teachers; additionally, the principal was asked to describe the programs and approaches within the school that were founded to support the novice teachers and their retention. Furthermore, the interview questions were developed to include the principal own professional background, the styles of leadership, and how he/ she viewed their professional responsibilities concerning the novice teachers' professional development (Johnson 2014).

The questions of the interview were sequenced in order to ease the process of the interview as a whole. The initial questions outlined the reflective procedure by the principal recount his/ her own initial teaching practices. The other questions included how the principle saw his/ her own role in general. The response to these questions served to answer the purpose and the main question of this study which explicitly focused on how the principal perceived his/ her role in the retention of novice teachers.

The most significant part of the interviewing procedure concerns the interviewer evaluating, listening, and esteeming the views of the participants in order to sharing of information inside the setting of discussions, uncovering what is in and on their minds

(Burnett-Brown 2014). Certainly, the construction of the semi-structured interviews enables the participants to reply with an expression of their own personal perceptions that captured the complexities of their individual points of view and encounters, just as their wording and decisions (Ryan et al. 2009). Each participant was subjected to review the interview transcript. Most interviews took place for 25-45 minutes. Half of the participants agreed to record the interview, however the rest of them preferred to conduct the interview and record it via shorthand. The verbatim from the interviews were transcribed accordingly. For all the participants, pseudonyms were used for the reason of preserving the confidentiality. All the audiotaped records were destroyed after reviewing the accuracy of all the transcripts (Ryan et al. 2009).

4. Findings and Discussion:

The interviewees' opinions varied between who would oversee hiring the new candidate. The admin VP outlined: "*The hiring process is taking multiple stages, first the subject leader would meet the candidate to evaluate the subject knowledge, based on the recommendation from the subject leader we will move to the next step*". While the human resources department exclaimed that the process of hiring would start from the HR department and added: "*Every day, I receive at least ten Resumes, I would look at the years of experience, employment history, reasons for turnover, and at the top of that is the area of specialty. A pool of candidates is created for back up of hiring*".

While the Science Head of Department remarked: *"The holistic story, is not my decision, I am responsible on the academic part of the department, leaving the hiring process to the SLT team, I would recommend having a demonstration class before proceeding with further steps"*. On the other hand the Mathematical Head of Department outlined :*"Who*

would say that the years of experience would really matter, it is a new trend in education, most of the new teachers' graduates are aware of the educational revolution in the UAE, they do not have to undergo the process of teaching license, they are aware of the 21st century skills".

In the meantime, The School's principal indicated: *"We always have different stage to interview, I will not deny my role as a head of school that, the final decision is mine, but I would rely on my SLT team and the middle leaders team, then I would pick the candidate, who is agreed by all parties".* He also mentioned: *"Me and my leadership team, organize a recruitment fair, each group is responsible to meet certain subject, then the selected candidate, will move to further steps of the hiring process ...., yes, indeed I include teachers in the recruitment committee and always asking them if they know a teacher who they can recommend''*. The significance of including other staff members in the process of the interview is supported by the literature (Liu & Johnson 2006).

The next theme discussed in the interview was the basis of hiring the new teacher, according to the age, years of experience, the other schools he/she worked in, the nationality, or charisma. Leaders' participants varied in their opinion towards the basis of hiring. One of the school's Middle leaders pointed: *" Normally, the subject knowledge is the base for hiring the new teacher, I am not saying that the years of experience or the reputation of the school he/she was working in are not important, however I am looking for a candidate who can teach and deliver the knowledge accurately".* In this regard, the School's Principal added: *"I would disagree that the subject knowledge is a priority, any teacher who passes through the licensing process, definitely would be knowledgeable*

with subject, he/ she teach". Reprioritizing the subject knowledge was discussed in the literature as (Harris et al. 2010) claimed that principals consider the content knowledge to be ranked the third among a list of twelve characteristics of the teacher's quality, whereas the individual mix is more preferable in hiring, which means gathering the personal and professional qualities.

However, the Academic Vice Principal indicated: *"For me the demonstration class is the base of hiring the new teachers, from my fifteen years' experience in the educational field, I am able to realize whether the elected candidate is the best to fulfil the offered position, ...yes, the interview would give you an idea about the teacher, thus the demo class would guide you that your selection is successful"*. The views of the interviewed leaders in the assigned school in Dubai regarding to the novice teachers' definition, they all agreed that they use the word novice teachers for the new arriving teacher to the building regardless their experience. This consideration about their perceptions of the novice teachers' could lead to undervaluing the expertise and experienced teachers, this perception does not merge the view that novice teachers should be individualised to get the principal support which would reflect the commitments toward the profession (Høigaard, Giske, & Sundsli 2012). The Primary School's Leader mentioned: *" All the new arrival to the building are considered new to the school system, to say they are new to the profession is somehow incorrect , but we cannot rely on their experience in other school culture to avoid any discrepancy might happen between the new hire and the polices and regulations in our school culture, especially we are talking about primary students.........yes, the equity is their between all grade level, hence the young kids require special consideration"*.

The next theme includes the perception about the teachers' retention versus turnover. This study was conducted in a private school in Dubai. The Knowledge and Human Development Authority (KHDA) is the educational quality assurance and regulatory authority of the Government of Dubai, United Arab Emirates dealing with the private schools whereas the governmental schools in Dubai are monitored by the MOE. In Dubai there are 198 private schools. KHDA (Nd). Every academic year, all the schools in Dubai are undergoing through an inspection to categorize the schools based on certain criteria to rank these schools from outstanding to weak (Fertig 2015). The inspection framework is unified across the UAE schools. As the interview with the leaders in the desired school was based upon transparency and autonomy with the interviewees, most of them affirmed that the yearly turnover is happening involuntary. Most of the teachers are terminated from their job due to the inspection visit. The school's Head of Curriculum proposed: *"Rarely, the teacher would leave the job in the school voluntary, no one is excluded from being terminated from the profession.........., the yearly inspection is a nightmare for all the school members"*. While the Head of Learning added: *"To convince the school owner is a big dilemma, the inspection framework assesses the schools based on eighty-eight parameters, but the word weak or acceptable in the report is a red alarm for all the employees in the school"*. However, the Head of Science stated: *"We lost many good and qualified teachers after the inspection visit, the problem is that the inspector of science does not have a scientific background, the evaluation of the visited class led to unsatisfactory class simply because he did not understand the purpose of the conducted experiment"*.

When the participants in the study, were asked if there is another reason behind the

teachers turn over other than the inspection visit, they added another reason relating to the school budget. The school's HR argued: *" The private schools do not have a salary scale, it is negotiable matter, sometimes we are forced to accept what the new hire teacher is asking, especially when we start the academic year and we do not have a candidate to fulfil the position, however by the end of the year we should construct the budget, then the teachers with high salary would be on the first line of replacement".* What is mentioned earlier related to the fourth theme, unfortunately was not supported by the literature review, simply because the context of the UAE differs from other contexts around the globe. Tuition at the private schools in Dubai ranges from AED 1,725 to AED 107,200 per annual, "Complete Dubai School Fees 2017". Also, Dubai's yearly revenue from private schooling fees is AED 5.35billions. 39% of students pay less than AED 10,000 in tuition per academic year. Report on 2014/15 Private Education in Dubai, 2015. There is some correlation between fees and the rating of the school, and this has strengthened with the KHDA ruling on school fees that allows top rated outstanding schools to put up fees at a higher percentage than those rated more poorly.

The last theme targeting the current study was the support of the new hire teachers with the professional development sessions along with other sessions related to the school culture.

The participants in this study claimed that the professional developments and mentoring the teachers in the areas other than teaching and learning were divides into three different approaches, the common professional development sessions by the leaders of the school, the head of the department guidance, and the peer to peer visits (Darling-Hammond et al. 2017). The School's Principal remarked: *"Indeed any new teacher regardless his/ her*

experience needed to be guided and mentored at the beginning of the profession in a new school, some of the teachers bring more ideas and professional developments to be shared with other colleagues .... we always support this teachers and we always focus on his/ her work throughout the entire academic year". The English Head of Department added: *"When the academic year starts, after two weeks I start to visit the teachers in my department then categorize them based on the observation below level, on level and above.......Indeed I sit with every teacher discussing the area of strength and areas need to be improved".*

While the Head of High School remarked: *"We all share the responsibility to develop those teachers, coaching them and sharing experiences with other teachers is an effective way beyond the improvement, however regardless this hard working the nature of the teachers are different, some of them would accept the feedback in a negative manner as a criticism, while other will come to ask you to help him/ her".* Finally, the School's Principal confirmed: *"At the end of the year and after multiple visits, if the teacher did not show any sort of improvement then his/ her contract would be renewed".* According to Hord (2008) there are a lot of approaches of principals to support the solid professional learning communities (PLCs) including:

- Stress to educators that you realize they can succeed – together.

- Anticipate that educators should stay up with the latest.

- Guide people group toward self-administration – PLCs ought to be majority rule and participatory, share specialist and basic leadership gradually set others to take the lead.

- Expanded investment improves the nature of staff execution; through taking responsibility for advancement and showing rehearses, they are set up to be considered responsible. To accomplish this, a vital must be set up to delegate – the more power a principal exchange, the more dominant header he/she moves toward becoming.

- Make information on student execution available, help them to decipher information.

- Show discourse and basic leadership abilities.

- Show educators the exploration.

- Set aside some effort to construct trust. Instructors will never straightforwardly convey what needs be if they dread their colleagues.

5. Conclusion:

Principals along with school leaders face many challenges and have diverse responsibilities. Indeed, administrating or assigning some of these responsibilities to the people working in the school is comprehensible and aids the school's operations to become well- organized. Yet, novice teachers in the school require attention, direction, and support from the principal in order to devote to the school and to the profession.

Hence, the transactional leadership is restricted in meeting the needs of novice teachers to develop commitment to the career and to grow professionally, so that they can continue to teach. Adding open doors for the principal to interrelate with novice teachers by using transformational leadership style could be more useful in supporting their professional development, and consequently their commitments to remain in the teaching career. In addition, giving the leaders the opportunity to inspect the needs of every individual

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novice teacher, thus, allowing for particular needs of each teacher to be achieved through specific learning opportunities, rather than only those designated for all beginner teachers.

The implications from this study will be used to inform educational leaders of the best practices that can be followed to constructively address novice teacher attrition and how those practices can be adapted into routine procedures that can be used on a daily basis. Finally, from a personal experience as a middle leader and a teacher, retaining the teachers in the school building especially private should be governed and regulated by the policy makers, every teacher has the right to stay in the school and build up the profession for multiple years, and should not subjected to the self-autonomy or the inspection report. Teachers have the right to feel secure and supported by the leaders in order to drive the school towards consistency and success. All what mentioned above can drop in the main target of students learning and success.

6. Limitations and Future Research

The current study explored the question of one group of leaders in an American Private School in Dubai perceived their role in novice teachers' retention. The collected data reflected the leaders' views not their actions. Although views and actions are different than each other (Mertens 2014), further research could be suggested to include the leaders of one school and the teachers at that certain school.

Also, one more limitation of the current study is that it focused on one private school in Dubai; however, including more schools in Dubai might have different perspectives. On the other hand, comparing between private and governmental schools would add

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additional viewpoints of the novice teachers' retention. Another further research suggestion is to focus on perceiving the interaction of the principal and other educators relating to the novice teachers to realize the complexity of the procedure of professional experiences in supporting the novice teachers becoming more committed staff member. The future study could expand to include quantitative research method or mixed method to perceive the principals' role in retaining the novice teachers.

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