

The Influence of Principal Leadership Styles on Teachers' Retention Intention in Selected Private International Schools in Riyadh

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Abstract

This study examined the influence of principal leadership styles on teachers' retention intention in selected private international schools in Riyadh, Saudi Arabia. Specifically, it assessed principals' transformational, transactional, and laissez-faire leadership styles; determined teachers' retention intention; examined the relationship between leadership styles and retention intention; identified the leadership styles that significantly predicted retention; and developed a leadership enhancement program based on the findings. The study employed a quantitative descriptive-correlational research design using complete enumeration of all 61 full-time teachers from the schools. Data were gathered through a questionnaire anchored on Bass and Avolio's Full Range Leadership Theory and analyzed using Pearson Product-Moment Correlation and Multiple Linear Regression Analysis. Results revealed a very high level of transformational leadership, a high level of transactional leadership, and a low level of laissez-faire leadership, while teachers demonstrated a high level of retention intention. Transformational leadership exhibited a strong positive and statistically significant relationship with teachers' retention intention and emerged as the strongest predictor of retention, whereas transactional leadership showed a moderate positive significant relationship and predictive influence. Conversely, laissez-faire leadership demonstrated a moderate negative significant relationship with retention intention and did not significantly predict teachers' intention to remain. The study concluded that transformational leadership, complemented by appropriate transactional leadership practices, promotes teacher commitment and retention by fostering a supportive, collaborative, and motivating work environment. Based on the findings, Project LEAD-RISE was developed to strengthen principals' leadership competencies through leadership development, coaching, mentoring, teacher recognition, and continuous professional learning, thereby enhancing teacher retention and organizational effectiveness.

Keywords: educational leadership, principal leadership styles and teacher retention, transformational leadership, transactional leadership, laissez-faire leadership, private international schools, quantitative correlational research, Saudi Arabia

