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The Principal's Role in Teacher Retention

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Sametra Danyal Chisolm

Abstract of a Dissertation
Submitted to the Graduate Studies Office
of The University of Southern Mississippi
In Partial Fulfillment of the Requirements
For the Degree of Doctor of Education

December 2008

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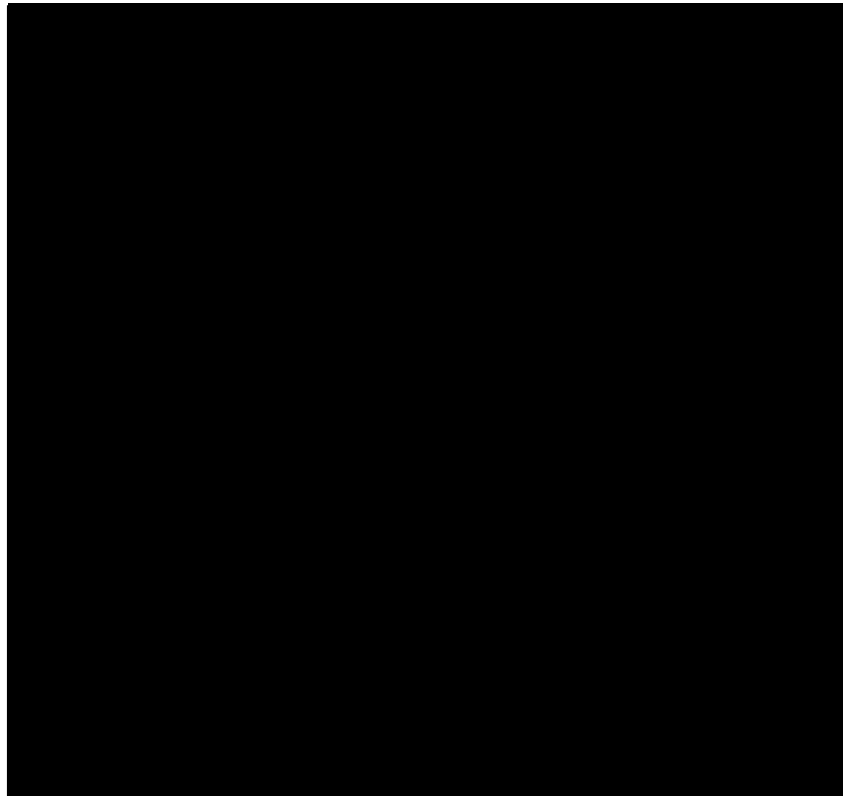
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ABSTRACT

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December 2008

As efforts are made to identify factors contributing to teachers leaving or staying

in the teaching profession, teacher retention continues to pose a challenge for school

administrators. Factors such as principal behaviors, principal leadership, school

climate/teacher morale, professional development opportunities, and teacher mentoring

programs seem to positively impact teachers' decisions to remain in the profession.

The purpose of this study was to gather data to determine whether principal

behaviors, principal leadership, school climate/teacher morale, professional development

opportunities, and teacher mentoring programs affect teacher retention. A questionnaire,

adapted from the Mecklenburg Citizens for Public Education (formally Charlotte

Advocates for Education) research report entitled: Role of Principal Leadership in

Increasing Teacher Retention: Creating a Supportive Environment (including the

Principal study questionnaire), asked demographic questions and responses regarding the

effectiveness of strategies principals use.

Data was collected from 60 principals in south Mississippi public schools. *The*

Principal Survey included 8 sections: General information (demographics), Strategies for

Principal Behaviors: Working Environment Factors, Principal Leadership:

Understanding Your Environment, Strategies for Instructional Principal Leadership,

Strategies for School Climate/Teacher Morale, Strategies for Professional Development,

Strategies for New Teachers, and Instructional Leadership. The Instructional Leadership

Section asked principals to estimate the percentage of time they spend in the roles of instructional leader and school manager versus the amount of time Central Office would deem appropriate. The final demographic information asked principals in which role (instructional leader or school manager) do they feel most comfortable and most effective.

There was no statistically significant relationship found between principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, teacher mentoring programs and teacher retention. An examination of the effects of strategies for principal leadership (understanding the environment) to school climate/teacher morale should be further studied in an effort to specifically identify these as factors of teacher retention.

DEDICATION

"I can do all things through Christ which strengtheneth me." Philippains 4:13

This has been a dream, a goal I set for myself as a small child, and I know God has brought it into existence. I would like to dedicate this entire endeavor to my family: through God your love and support has guided me through to this point in my life. To my mother, Pamela C. Davis, you have truly been an inspiration and source of strength. Thank you for always telling me the truth. To my father, James W. Davis, words cannot express what you mean to me. The work you have done has definitely spoken for you as evidenced in my life as well as countless other lives. To my sister, Kimberly N. Davis, I only hope to have been a decent example to my younger sister, and I wish you all the best life has to offer. Thank you for your love and support. I would like to thank you Mom, Dad, and Kim, and I dedicate this work to you. I love you!

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION AND PROBLEM

Introduction

The attrition of both new and experienced teachers is a tremendous challenge for schools throughout the United States. A major component of the No Child Left Behind Act (NCLB) requires that all teachers in core subject areas be "highly qualified" by the 2005-2006 school year. There is no doubt that the nation wants to attract the best teachers to the profession, but school administrators know that hiring energetic new teachers is only part of the solution. The current school staffing is caused as much by lack of teacher retention as by the failure to attract new teachers. "Research has shown that approximately one-quarter of all beginning teachers leave teaching within four years (Benner, 2000; Rowan, Correnti, & Richard, 2002). Teachers cite family or personal reasons and/or health problems for leaving the profession. However, job dissatisfaction, poor salary, poor administrative support, and student discipline problems are among the most frequent reasons teachers give for leaving the profession (Ingersoll, 2001). There are many factors that influence retention. Many teachers remain in the profession because of intrinsic motivation. Often times external motivators, such as salary bonuses, student achievement, teacher empowerment, great working conditions, and school leadership impact whether a teacher stays at their current school. The purpose of this study is to examine the relationship between the behaviors of principals and teacher retention. The study identifies strategies principals can use to influence the retention of teachers after their first few years of teaching.

Low wages in light of higher education and certification requirements are an important reason that teachers leave the profession. In a 2002 survey, teachers in California contemplating leaving teaching stated that "salary considerations" are the most important factor influencing their decision (Tye & O'Brien, 2002). The debates over the effectiveness of teacher preparation and its impact on recruitment and retention are ever present. In reality, teachers from traditional programs have lower attrition rates than those with alternative training (Harris, Camp, & Adkison, 2003). However, many teachers say that their programs did not prepare them well enough for their first-year experience, which suggests the need for proper mentoring, professional development, and administrative support in their working environment (Tapper, 1995).

Hanushek, Kain, and Rivkin (2004) found that teacher salaries are not the only deciding factor; teacher preferences across a variety of jobs and school conditions are just as important in retention. According to their study, teachers might be willing to take lower salaries in exchange for better working conditions. Evidence shows that classroom management of student behavior and non-teaching obligations affect new teachers' commitment much more than it does that of experienced teachers (Buckley, Schneider, & Shang, 2004). Experienced teachers are more concerned with discretion and autonomy within their individual classrooms. Teachers' commitment can be furthered analyzed by looking at their disaffection, absenteeism, and desertion, which are all highly correlated with turnover (Buckley, Schneider, & Shang, 2004). Also, teacher job dissatisfaction can be attributed to lack of resources, the amount of accountability, and the increasing use of high-stakes, standards-based testing associated with repeated curricula that NCLB has put in place (Tye & O'Brien, 2002).

Community factors, government education policies and despondent education bureaucracies cause new teachers anxiety. The social status of teaching in the community is an important factor in the retention decision, and in the United States, labeling schools as "failing" and "in need of improvement" because they did not meet "adequate yearly progress" may adversely affect the hiring and retaining of good teachers in the schools where they are needed the most (Darling-Hammond & Sykes, 2003).

The National Center for Education Statistics for the 1999-2000 school year reports that almost a third of America's teachers leave the field sometime during their first three years of teaching, and almost half leave after five years (2001). This puts teacher turnover at higher proportions than other occupations (Ingersoll, 2001). These statistics are even higher in low-income communities and rural areas. Many schools end up with a net loss each year. Nationwide in 1999, 232,000 teachers who had not been teaching the year before were hired, but the schools lost more than 287,000 teachers who left for other occupations that year. This was 55,000 more than the schools hired. According to the National Commission on Teaching and America's Future (NCTAF, 2002), the question is not how many teachers will be hired this fall but how many teachers left last spring and why (p. 4). It is important to note at this point that "the teacher retention problem crosses all communities and all sectors of education" (NCTAF, 2002, p. 4).

The United States produces more than enough teachers to meet its demands (NCTAF, 2002). The demand can be met easily with current supply sources and within the last decade the nation's teacher preparation system has kept up with the increase (NCTAF, 2002). Retirement is not a factor because teachers leave for non-retirement

reasons at three times the rate of those leaving for retirement. Education appears to have a teacher shortage because "teaching is a revolving door occupation with relatively high flows in, through, and out of schools" (Ingersoll, 2002, p.42).

The shortage may be best understood as a distribution problem with inequities across regions, states, and districts. Specific locations attract people willing to work at the salaries and working conditions offered there. Some states and districts do not have the surplus other areas do even with close proximity to universities. Hiring problems are most common in urban areas and growing in the South and West. States that have higher salaries, policies that support education and teachers, and more universities with teacher education programs have fewer problems hiring teachers. Because the best qualified teachers are recruited by better funded districts with high levels of support, the districts where they are most needed do not have a chance at these teachers. Teachers want to work in schools that pay well and are supportive. So, increasing the number of teachers is not the answer for those districts that do not pay as well and the working conditions are less than desirable (NCTAF, 2002). To add to the distribution problems are the inequities by field. There is a severe teacher shortage in specific subject areas, such as mathematics, science, and special education. Many states are addressing this issue by offering local, state, and federal incentives to interest teacher candidates into these particular fields (NCTAF, 2002).

According to the NCTAF (2002), high teacher turnover has significant costs. Many assert the need for a balance between recruiting and preparing high quality teachers, and implementing effective teacher retention strategies. Nationwide in the 1999-2000 school year, 524,861 teachers were hired but by the end of the year, 539,778

had left the classroom, either going to a new school or to different levels in their current schools. School administrators are in a constant battle finding replacements, sacrificing quality for under qualified personnel to staff classrooms throughout the year. As a result, student achievement suffers. Therefore, the cost of turnovers occurs for taxpayers who support higher education with teacher preparation programs because the school conditions that could be changed to improve retention and promote quality teaching and learning are not a priority. At the school district level, the cost of replacing a small portion of teachers every year is expensive. A high turnover rate is also detrimental to "a positive sense of community among families, teachers, and students which has long been held by education researchers to be one of the most important indicators and aspects of successful schools" (Ingersoll, 2001, p. 526). The inability to sustain strong professional communities is a factor in the lack of sustainability in school improvement efforts because teachers that are trained leave before reforms can become an established practice in the school. Teachers in these schools often lack the leadership and support to develop communities that improve student achievement (NCTAF, 2002).

High turnover is costly for student achievement and teaching quality. Teachers with two to three years of experience are less effective than senior teachers (Hanushek, Kain, & Rivkin, 1999). These teachers create a strain on the schools financial and human resources. New teachers thrown into schools with high turnover and limited opportunities for mentoring by accomplished teachers often feel lost "at sea" (Kauffman, Johnson, Kardos, Liu, & Peske, 2002, p. 281). Schools with high turnover spend money in recruitment and professional support for new teachers without seeing increased student achievement. The other teachers at these schools who could serve as mentors are

overburdened with the challenges facing their colleagues and students. School improvement monies are used to reteach the basics each year to new teachers who enter with few skills and leave before those skills are developed. Teachers who do benefit from these monies being spent in low-performing schools either leave the profession or take their skills to a more desirable teaching position in other communities (Carroll, Reichardt, & Guarino, 2000).

According to the National Center for Education Statistics (NCES), more than half of the nation's middle school students and a quarter of its high school students are being taught core academic subjects by teachers who are not certified in those subjects (Gewertz, 2002). It is the lowest income students who are suffering most from high teacher turnover (NCTAF, 2002). Conditions for teachers in these schools do not support quality teaching, but it is worse for students because they are being taught daily by either under qualified teachers or substitutes.

The NCTAF (2002) proposes an understanding of the cause to fix the problem. Four major factors recur when teachers decide to leave specific schools or the profession: salaries, working conditions, preparation, and mentoring support in the early years of teaching. Poor administrative support is mentioned more often by teachers leaving low-income schools where working conditions are often more stressful, while salaries are mentioned somewhat more often by teachers leaving more affluent schools. Studies have shown that indeed increasing salary alone does not increase teacher retention. Eric Hanushek et al. (2004) determined that a teacher's decision to teach in a school may be influenced less by increase in salaries that many may believe. According to Ingersoll (2001, p. 524), "poor working conditions and lack of significant on-the-job training and

support" were the major reasons teachers left the profession within their first five years.

Working conditions that affect teachers differ in high and low wealth schools. Teachers

in high wealth schools have easier working conditions to include small student teacher

ratio and more of a teacher voice and influence. Teachers at low wealth schools are faced

with difficulties that contribute to poor working conditions such as lack luster

administrative support, large class sizes, lack of resources and poor facilities (NCTAF,

2002). Johnson et al. (2001) states that innovative incentives may attract new teachers,

but only improving the culture and working conditions keeps them. In conclusion,

improving the working conditions of teachers may prove more effective and more

realistic in retaining teachers with such things as safety, discipline, and principal

leadership (Hanushek et al., 2004).

Problem Statement

The study examined the issue of teacher retention and measures that can be taken

to help improve the retention rate of teachers. In the age of accountability, increasing

pressure has been placed on principals and teachers to provide a quality education as

measured by students' academic achievements. Maintaining a stable teaching force in

schools is a critical component of improving student performance. According to the

Educational Research Service (ERS), "There is evidence that points to a direct

connection between quality teachers and high student achievement that is so compelling

that schools should be putting more and more effort into making sure they find and keep

the highest quality teachers" (2002, p. 1). By not changing the conditions that cause

teachers to abandon their careers, principals are negating one their best chances of raising

student achievement levels: developing the skills and experience of new teachers.

"Understanding why teachers leave is the first step in getting them to stay," (WestEd, 2005, p. 1.1) states *Keeping Quality Teachers: The Art of Retaining General and Special Education Teachers*, a new collaborative report and technical assistance manual developed by WestEd's Northeast Regional Resource Center (NERRC) and coordinated by WestEd's Schools Moving Up initiative. Teacher retention happens at the school level. According to *Keeping Quality Teachers*, new teachers leave for reasons such as poor working conditions, limited induction and mentoring programs, weak administrative support, and a climate that erodes collegiality. Schools have the power to fix these problems themselves.

Experts agree that a teacher's effectiveness is the single most important educational determinant. For example, Sanders and Rivers (1996) found that students who had strong teachers for three years in a row made reading gains over the period that were 54% higher than their fellow students who began at the same level but who had weak teachers for three consecutive years. It is important for faculty members to remain at schools for program continuity and student achievement (ECS, 2005). Faculty continuity allows schools to develop plans to meet the challenges and changes made present by students of today. Schools that have stable teaching staff achieve progress in student improvement. Teacher retention and attrition can be affected when schools spend time developing, implementing, and sustaining reliable programs.

The costs associated with high teacher turnover are both financial and negative in terms of creating productive learning environments. Studies have shown that teacher effectiveness increases significantly over the course of five or six years about the time teachers are leaving the profession. However, it would prove beneficial for teachers to

remain in a given teaching position that amount of time or longer. Principals can maintain a quality staff by finding and hiring new high-quality staff, keeping those new teachers, and keeping high-quality veteran teachers. Principals may use different strategies for each group of teachers (ERS, 2002).

Significance of the Study

This study involved K-12 principals of schools in south Mississippi. It measured the principal's role in retaining teachers by examining principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, and new teacher mentoring programs.

In 2007, the Mississippi Department of Education and partners devised an online survey entitled Project Clear Voice, which allowed teachers across the state of Mississippi to reveal their opinions of working conditions in their schools. Project Clear Voice was designed to gain an understanding of why teachers are leaving the teaching profession in the state of Mississippi and included many questions on leadership and administration in the schools. Helping school administrators understand leadership and the factors that subsequently fall within that realm is key to retaining teachers. School administrators should know if school leadership, mentoring, professional development, and teacher empowerment have a significant impact on whether a teacher remains in the profession. The task for principals across the state of Mississippi will be to not only close the achievement gap for students but to also close the human resource gap associated with teachers leaving their schools and the profession.

Research Questions

This study utilized a survey in an attempt to answer the following research questions:

1. Which principal behaviors influence teachers to remain at their current schools?

2. Is there a relationship between principal leadership and teacher retention?

3. Is there a relationship between school climate/teacher morale and teacher retention?

4. Is there a relationship between professional development opportunities and teacher retention?

5. Is there a relationship between teacher mentoring programs and teacher retention?

Research Hypotheses

The following hypothesis was tested in this study:

H_1 There is a statistically significant relationship between principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, teacher mentoring programs and the dependent variable of teacher retention.

Definitions

Leadership-"Leaders inducing followers to act for certain goals that represent the values and the motivation –the wants and the needs, the aspirations and expectations—of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations" (Marzano, Waters, & McNulty, 2005, p.13).

Morale - A thought that has been characterized variously as a feeling, a state of mind, a mental attitude, and an emotional attitude is morale. "One source defines morale as the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's

own needs and expectations" (Lumsden, 1998, p. 1). New teachers whose first few years on the job include quality mentoring, supervision and orientation into the profession, what has come to be known as induction, develop the skills to teach successfully, and gain the support and confidence they need to remain in the teaching profession. Induction programs have thus become a key strategy not only in improving teaching skills, but also in addressing the teacher shortage because of their capacity to increase the retention of new teachers.

Professional learning communities - Staff developments that improve the learning of all students and organize adults into learning communities whose goals are aligned with those of the school and district (NSDC's Standards for Staff Development, 2001). These teams come together several times a week for the purposes of learning, joint lesson planning, and problem solving. They operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of the school district and school goals for student learning (p. 8).

Professional development - Ongoing learning opportunities available to teachers, and other education personnel, through their schools and districts is professional development. Effective professional development is seen as increasingly vital to school success and teacher satisfaction. With schools today facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals—observers have stressed that teachers be able to enhance and build on their instructional knowledge (National Commission on Teaching & America's Future, 1996).

School climate - An organization's characteristics at the school building and classroom level is school climate. It refers to the "feel" of a school and can vary from school to school within the same district. While an individual can develop a climate independently of the larger organization, changes in school culture at the district level can positively or adversely affect school climate at the building level. It reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place. The school climate is also the social atmosphere of a setting or learning environment in which students have different experiences, depending upon the protocols set up by the teachers and administrators. Social environments are divided into three categories. Relationship includes involvement, affiliation with others in the classroom and teacher support. Personal growth or goal orientation includes the personal development and self-enhancement of all members of the environment. System maintenance and system change includes the orderliness of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules. With regard to family involvement, this definition of climate indicates that schools with positive climates do the following: allow families to participate and develop relationships with the faculty and staff as well as with other families, contribute to the personal growth of families in terms of their knowledge of child development and parenting skills as well as their own self-esteem, and encourage families to have a say and be an integral part of decision making on issues affecting their children's education. Characteristics of schools, such as the physical structure of a school building and the interactions between students and teachers, are two diverse factors that both affect and help to define the broad concept of school climate. As a result, researchers have identified the following factors that influence school climate: number and quality of

interactions between adults and students, students' and teachers' perception of their school environment, or the school's personality, environmental factors (such as the physical buildings and classrooms, and materials used for instruction), academic performance, feelings of safeness and school size, and feelings of trust and respect for students and teachers ("School climate and learning", 2004).

School culture - The shared beliefs and attitudes that characterize the district-wide organization and establish boundaries for its constituent units is school culture. It reflects the shared ideas—assumptions, values, and beliefs—that give an organization its identity and standard for expected behaviors. The terms school culture and school climate describe the environment that affects the behavior of teachers and students ("School climate and learning", 2004).

Teacher retention - The result of teachers staying in the teaching profession after one or more years of experience (Brown, 2003).

Delimitations

The researcher sought to identify those schools with high and low teacher retention rates. Teacher retention rates tend to be even lower in high needs schools. The findings of this study were based on principal surveys and were limited due to the following:

1. The participants were limited to completing only the Principal Survey.

2. The selection of the principals was limited to a specific geographic region and schools.

Assumptions

- The researcher assumed that all respondents were honest.

- The respondents gave positive answers to questions and did not provide negative information about their schools or themselves.

- The researcher assumed all of the survey instruments reached all of the intended respondents.

- The researcher assumed all of the respondents clearly understood the directions of the survey instrument.

- The researcher assumed all of the respondents understood the survey instrument itself.

Justification

The inability to achieve high-quality teaching in every American classroom is not because teachers are not entering the profession. According to the National Commission on Teaching and America's Future, NCTAF (2002), the high demand for teachers is driven by the excessive demand for teacher replacements driven by staffing teacher turnover. Generally, the turnover rate is higher among teachers than any other occupation. A number of teachers are leaving teaching during the first few years. The *No Child Left Behind Act* requires that every classroom is staffed with highly qualified teachers. But if teacher retention rate is not reversed, no teacher supply strategy keeps our classrooms staffed with highly qualified teacher. Our efforts to prepare high quality teachers with strong strategies balance with support for good teaching in our schools. Finding and preparing more teachers is the symptom instead of the problem. The teacher "shortage" is the visibile symptom that distracts us from addressing underlying sources of the problem. The better question to ask is "How do we get the good teachers we have recruited, trained, and hired to stay in their jobs?" Addressing this question proves to be beneficial for all stakeholders, especially students.

The NCTAF (2002) and its 21 state partners have developed a three part strategy to address teacher retention rates. First, all schools are organized for teaching and learning success. One way to do this is by downsizing and reorganizing schools to better support strong learning communities. Secondly, teacher preparation systems meet both the teacher requirements of our schools and the learning styles of the students. Alternative versus traditional teacher preparation is no longer important as long as every program sets and meets high standards. Short-term quick fixes to placing teachers in the classroom fuel high teacher attrition rates and diminish teaching quality. Third, professional rewarding career paths are developed for teachers from induction through accomplished teaching. School systems can achieve this by eliminating outdated hiring practices, establishing and supporting mentoring programs for new teachers, and developing clear and rewarding career paths to accomplished teaching.

Teacher turnover is particulary high among new teachers—those most dependent upon leadership and support ("The principal effect", 2004). In a recent study, "The Revolving Door", Eric A. Hanushek, John Kain, and Steven Rivkin found that in Texas, "the percentage of teachers leaving low performing schools (20%) is significantly higher than high performaing schools (15%)"(2005, p. 80). High teacher turnover rates result in a deficit of quality teachers for every classroom and thus lower quality of instruction and loss of continuity within the school. School reforms require sustained and shared commitment by a school's staff, which is difficult to achieve with a continual turnover of staff. Time, attention, and funds being devoted to attracting new teachers and not to the classoom has an estimated cost of $11,500 in one district ("The principal effect", 2004). For all students to achieve and learn, quality teachers are staffed in every classroom by

effectively recruiting and increasing teacher retention. However, before we can advocate for changes to increase teacher retention, a clear understanding of the root causes of turnover determine what solutions can be put in place to alleviate the constant, high turnover of teachers (CAE, 2004).

Richard Ingersoll and others found many teachers cite poor working conditions and "lackluster" administrative support as reason for leaving the teaching profession. Other researchers focused on what makes a good working environment. Acoording to Thomas Sergiovanni, "creating a community culture is key to working conditions conducive to teaching and learning" (CAE, 2004, p.7). Dr. Terence Deal has found that no one is more influential in a school's culture than its principal (CAE, 2004). He also states that successful leaders create a positive culture through four organizational aspects using effective strategies: "human resources-nurturing students and employees; structure-building an organization that produces quality products—student achievement and maturing students; politics-understanding the political nature of schools; symbolic awareness-these are elements that create and reinforce a school's culture—such as sense of teamness, parental involvement, etc" (CAE, 2004, p. 7).

CHAPTER II

LITERATURE REVIEW

Introduction

Education as we know it is rapidly coming to a halt. In the wake of the "No Child

Left Behind" (NCLB) law, the face of education changes forever or until a new

educational initiative is introduced. But for right now, NCLB governs education and all

of its stakeholders. These changes not only benefit the students but all stakeholders such

as parents, teachers, community, and especially administrators. Educational

administration is facing tremendous issues that are critical to the vitalization and

programming of education. Some critical issues that administrators face locally are

curriculum planning and/or scheduling under the NCLB law, teacher

supervision/evaluation, quality leadership as it affects teacher morale, school climate and

productivity, and teacher retention.

As the nation faces one of the most critical times in educational accountability, a

key element is missing from classrooms-teachers. The nation faces one of the largest

teacher shortages ever. As more universities graduate individuals with education majors

on a career path to becoming a teacher, many of those same students are deciding to

follow a different career path. A significant portion of those graduates who do decide to

forge ahead into the classroom, however, have a short-lived stint on their career path as

teachers. Statistics state that one-third of new teachers leave the profession within five

years (Darling-Hammond, 2003). This phenomenon can be attributed to many factors.

Student discipline along with a less desirable school climate and culture has a significant

impact on novice teachers and their willingness to stay in the classroom. Also, new

teachers who are not inducted in to the profession via an effective mentoring program are more likely to leave the field (Darling-Hammond, 2003).

Many states have begun extensive campaigns to recruit teachers by offering incentives such as housing, moving expenses, and signing bonuses. Some states have even opened the door to graduates from other areas of study who wish to become teachers, but possess no formal educational training. They enter the teaching profession using an alternate route, which means they possess college degrees but not in the area of education. Under the No Child Left Behind Act of 2001, all teachers are required to be highly qualified for the content areas they teach. Therefore, states have devised plans to afford alternate route teachers the opportunity to engage in intensive training and have required them to take nine hours of graduate courses in education. The alternate route candidate is certified for three years upon successful completion of both requirements.

It can be argued that a very pivotal factor in teacher retention is the role of the principal. A 1977 U. S. Senate Committee Report on Equal Educational Opportunity identified the principal as the main link in the educational chain at a school level (Marzano, Waters, & McNulty, 2005). Principals have the tremendous task of inducting novices to the school as well as inducting them into the teaching profession by providing support and direction especially for first year teachers. Also, they manage responsibilities associated with the intricate details of the operation of a school, such as classroom management, parental contact, research based teaching strategies, and data driven decisions.

Theoretical Framework

Many leadership theories have guided school leaders. Although there is no one best leadership style that has proven to be most effective, a combination of styles depending on the situation has been found to be more appropriate. In order to understand the role of a principal, some time should be spent on understanding the evolution of leadership-theory. Leadership can be defined by personality traits, but also by the development of certain characteristics that influence a group to achieve the goals of an organization (Sousa, 2003).

With this in mind, the researcher begins with the trait perspective of leadership and move into more current contingency theories of leadership. According to Palestini (1999), the trait theory suggested that leaders and their success are determined by personality traits, social traits, and physical characteristics. Skills and ability to implement a vision are necessary to transform traits into leadership behavior. The trait theory was limited in its attempt to predict effective leadership so researchers sought to look at a person's behavior rather than an individual's personal traits to increase leadership effectiveness, thus paving the way for later situational theories. The two types of behavioral leadership were production oriented and employee oriented. The major difference between the two types of leaders was the production-oriented leader wanted to get the job done (Palestini, 1999). This type of administrator demonstrates an autocratic style and/or fails to involve workers in the decision-making process. Employee-oriented leaders focus on supporting the individual workers in their activities and involve them in the decision-making process.

Mintzberg conducted a study that found yet another way to leadership----through ten roles. The role approach is similar to both the behavioral and trait perspective because they each depend on specific types of behavior according to the situation (Palestini, 1999). However, the managerial roles theory is most similar to situational theories and has proven more effective that the aforementioned. In order for mangers to be effective, they assume a diverse number of the ten roles. Early situational or contingency models differ from the earlier trait and behavioral models because of the premise that there is no one way to lead in all situations. The behavior depends upon the situation at that the particular time. Palestini (1999) stated that effective leaders analyze the situation, identify the most effective leadership style to use, and then determine whether it works. The leader, follower, and task are also considered. McGregor's Theory X/Theory Y bases leadership style is based on individuals' assumptions about other individuals, characteristics of the individual, the task, the organization, and the environment. Theory X managers have only one style of leadership and that is autocratic while Theory Y managers have a diverse range of styles. Effective leadership behavior is determined by the influence of assumptions and internal and external modifiers upon actions (Palestini, 1999). The first true situational or contingency model was developed by Frederick Fielder. He proposed that organizations place leaders in situations that fit their style rather than changing leadership style every time. Managers fit in one of two categories: task oriented and relationship oriented then, based on the description of the situation, the leader chooses which of the above mentioned leadership style is appropriate. However, this theory has reliability issues because of its narrow scope of styles.

Therefore, contemporary situational leadership has been developed based on current research that says the leader adapts his/her leadership behavior to followers' "maturity," based on their willingness and ability to perform a specific task (Palestini, 1999). The theory of situational leadership is typically associated with work of Paul Hersey and Kenneth Blanchard, and Peter Bolman and Terrance Deal. The Hersey/Blanchard Model is divided into four leadership styles: "telling", "participating", "selling", and "delegating". Each style is represented in the following manner: high task-low relationship (telling), high task-high relationship (participating), low task-low relationship (selling), and low task-high relationship (delegating) (Palestini, 1999). Bolman and Deal developed four frames of reference; structural, human resource, political and symbolic. Each frame represents a different perspective on what leadership is and how it operates in organizations (Palestini, 1999).

Transformational leadership and transactional leadership are two terms discussed in business and education (Marzano, Walters, & McNulty, 2005). The founder of modern leadership theory, James Burns, developed a definition of leadership as: "leaders inducing followers to act for certain goals that represent the values and the motivation – the wants and the needs, the aspirations and expectations—of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations" (p.13). These two types of leadership are differentiated as transactional leadership being trading one thing for another and while transformational leadership focuses on change (Marzano, Water, & McNulty, 2005).

The three forms of transactional leadership are management-by-exception-passive, management-by-exception-active, and constructive transactional (Bass &

Avolio, 1994). Management-by-exception-passive is characterized by the ability to set standards yet wait for problems to occur before exercising leadership behavior. Management-by-exception-active leaders pay attention to issues that arise, set standards, and carefully monitor behavior. This management style is so aggressive that people usually do not take risks or demonstrate initiative. The most effective and widely used form of transactional leadership is constructive. Constructivists set goals, clarify the desired outcomes, exchange rewards and recognitions for accomplishments, suggest or consult, provide feedback, and give employees deserved praise. This form of transactional leadership allows people into the management process (Sosik and Dionne, 1997).

Transformational leadership is a style of leadership that is assumed to produce results beyond expectations (Marzano, Waters, & McNulty, 2005). It is focused on change, and transformational leaders establish "relationships of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (p. 14). Four factors influence transformational leaders and their behaviors: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individual consideration attends to the needs of and provides personal attention to members who seem neglected. Intellectual stimulation helps members think of old problems in new ways while inspirational motivation communicates high expectations. Idealized influence models behavior through personal accomplishments and demonstrated character. Effective principals use the 4 I's to lead people through change (Leithwood, Jantzi, & Steinbach, 1999).

According to Ross and Gray, research found that transformational leadership has had positive effects on teachers (2006). Motivation, job satisfaction, and classroom practices of the teacher are affected by transformational leadership. This type of leadership raises the level of commitment on both the leader and the follower. A teacher's motivation to influence student learning is related to his or her quality of performance and commitment to work (Bandura, 1997). To assess one's level of motivation is teacher efficacy, which is "the extent to which a teacher feels capable to help students learn" (Ware & Kitsantas, 2007). Teachers who exhibit a high self-efficacy are more likely to perform all of their classroom duties, exemplify good job performance, and remain committed to the profession. Teachers with low self-efficacy are not as committed to their work, and attribute their success or failures to outside factors, such as no administrative support. In a study conducted by Ware and Kitasantas (2007), teachers were found to have a higher level of commitment when they have efficacy to "enlist the support of their principals, influence policies at their schools, and control their instruction" (p.309).

In contrast to those theories that emphasize controlling those within the organization is a servant leadership, which first appeared in literature in the 1970's. This theory was founded on the principle that effective leadership comes from a desire to help others. With the increasing emphasis placed on principals as instructional leaders, contemporary literature on leadership has seen the rise of instructional leadership as an emerging theory in North America. (Leithwood, Jantzi, & Steinbach, 1999).

Although leadership theory can prove to be an inconclusive study, one resounding conclusion reigns that no one leadership style is best. The evolution of the theory of

leadership is indicative of the times in which society was experiencing change and growth. Yet, one can see how theories of leadership have influenced educational administration through the incorporation of distinct leadership styles. Hart (1993) explains that studies in educational settings have begun to look at the relationships between leadership and teachers' satisfaction, motivation, and morale and the climate and academic achievement of schools.

To effectively lead, administrators understand that teacher development is a process that spans a teacher's entire career. As teachers' needs change so does the level of support principal provide. In the past teacher education has traditional been viewed as a two step process. In recognizing the specific needs of beginning teachers, researchers have begun to examine a complex view of teacher education. With all of the responsibilities and special needs of new teachers, steps are being taken to replace the traditional view with a career cycle model that distinguishes among the stages teachers experience along with differentiation of the other components that affect a teachers career development.

Fessler and Christensen (1992) developed the Career Cycle Model as means for understanding and guiding the professional development of teachers. The Teacher Career Cycle Model is loosely based on the social systems theory of being dynamic and flexible (Fessler & Christensen, 1992; Hoy & Miskel, 1991). In a response to environmental conditions that can positively and/or negatively impact a teacher's progress, the components of the model outline personal environment and organizational environment (Fessler & Christensen, 1992). The personal environment includes "family, support structures, positive critical incidents, life crises, individual dispositions, avocational

outlets, and life stages," which impact the career cycle. Administrators and their leadership style of the organizational environment affect the career cycle at the various stages in a teacher's career (Fessler & Christensen, 1992). Each career stage is briefly described below:

- Preservice is a period of initial preparation for a specific professional role.

- Induction socializes the teacher into the system within his or her first years of employment.

- Competency Building is the professionalization of the teacher through the improvement of teaching skills and abilities.

- Enthusiastic and Growing teachers have reached job satisfaction and enthusiasm at high levels.

- Career Frustration characterizes teachers experiencing burn-out because they are facing dissatisfaction and disappointment with their work.

- Stability occurs when teachers have reached complacency either with enthusiasm or detachment from their commitment to teaching.

- Career Wind-Down, positive or negative, is when a teacher makes preparation to leave the teaching profession.

- Career Exit occurs when the teacher leaves the profession whether it is to retire, termination, and/or to raise children (Fessler & Christensen, 1992).

It is at the various stages where principals adjust their leadership and support depending upon the teacher and his or her progression in the model. The first three stages are critical to teacher retention.

Balanced Leadership

One of the most important questions on the nation's educational agenda is that of school leadership and the effect of principal leadership on student achievement (Waters & Kingston, 2005). Principals should know and be able to do certain things. In order to achieve these, a quality set of performance standards are established. A comparative analysis of performance standards shows us what is essential for principals to know and be able to do to improve achievement. McREL's *The Balanced Leadership Framework* and the Interstate Leaders Licensure Consortium collaborated to analyze the standards we have versus the standards we need (Waters & Kingston, 2005).

In the 1990's, important principal responsibilities identified the problem that the scope of standards were to broad to manage. There is no difference between important and essential responsibilities, so, besides being overwhelming, the ISLLC standards provided no distinction among the importance of what is essentially required for principals to improve student achievement.

A prerequisite is to define a manageable scope of essential research-based leadership responsibilities. McREL's recent analysis aided in identifying the basis of standards needed as it positively relates to student achievement. These standards are based on (1) quantitative research on school leadership that distinguishes between essential and important leadership responsibilities, (2) research-based guidance effecting change leadership, and (3) research on increasing the retention of school leaders. McREL's study utilized the six key findings in McREL's Balanced Leadership Framework. This study found that principal leadership is positively correlated with student achievement. Twenty-one leadership responsibilities are positively correlated

with student achievement. Principals can have a differential impact on student achievement. Change (1st and 2nd order) is associated with and influences all twenty-one leadership responsibilities. The primary responsibility of school leaders is student learning. Change leadership is also important. Effective change leadership deals with the leader's ability to predict the magnitude of change and adjust leadership approach. Being a change agent is one of the leadership responsibilities.

Shared leadership provides a way for principals to focus on essential responsibilities and develop leadership in others (Fullan, 2005). This reconstructing of roles and relationships around the core of distributing leadership to others is to improve student learning and ensure academic success for all students (Cameron-McCabe & McCarthy, 2003). The existing standards are biased toward individuals (Fullan, 2005). This idea reinforces that school leadership is only the responsibility of the principal. McREL's Balanced Leadership Framework identifies specific leadership responsibilities principals should share in second order change (Waters & Kingston, 2005). Principals have vision, courage, skill, and energy to face the challenges of the educational system and communities they serve.

Research shows that effective school leadership can positively effect student achievement. Some principals are more effective leaders that others. McREL has begun to establish the science of leadership by conducting research on school leadership for more than 25 years. They have tried to find out what are effective principal characteristics. Seventy published studies state that leadership matters, that there is an empirical definition of effective leadership, and effective leaders know what, how, when, and why to do certain things (Marzano, Waters, & McNulty, 2005).

As leadership improves so does student achievement. Effective leadership is made up of some of the following 21 key areas of responsibilities:

- Culture is shared beliefs and a sense of community and cooperation.

- Order is setting up standard operating procedures and routines.

- Discipline keeps issues and influences that would distract teachers from their teaching or focus.

- Resources are materials and professional development that are provided for teachers for their success.

- Curriculum, instruction, and assessment are the design and implementation of these practices and being knowledgeable about current practices.

- Focus is setting and keeping clear goals.

- Visibility is high-quality contact and interactions with teachers and students.

- Outreach is an advocate and spokesperson for the school to all stakeholders.

- Input involves teachers in the design and implementation of important decisions and policies.

- Affirmation recognizes and celebrates school accomplishments and acknowledges failure.

- Relationship demonstrates empathy with teachers and staff on a personal level.

- The change agent role is willing and prepared to actively challenge the status quo.

- The optimizer role inspires and leads new and challenging innovative ideas and beliefs and communicates and operates from these strong ideas and beliefs about schooling.

- Monitoring and evaluation monitors the effectiveness of school practices and their impact on student learning.

- Flexibility adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

- Situational awareness is being aware of the school and undercurrents in the running of the school and uses this information to address current and potential problems.

- Intellectual stimulation ensures that faculty and staff are aware of the most current theories and practices integral to the school's culture (Marzano, Waters, & McNulty, 2005).

Effective leaders have a sound understanding of the focus and order of change. Elmore (2003) noted that "knowing the right thing to do is the central problem of schools" (p.9). These practices include a guaranteed and stable curriculum, challenging goals, effective feedback, parent and community involvement, a safe and orderly environment, and collegiality and professionalism. Not all changes are of the same magnitude; therefore, first order changes and second order changes are used to make the distinction. First order changes build on past and existing models and don't seek to change the core values, beliefs, or structures of the school. Second order changes break

the past models and challenge existing models, norms, and values. Change has to do with how the change is viewed more than the change itself.

Emotional Intelligence

Few administrative functions in the principalship are carried out in isolation. One of the major undertakings in this role is to learn to take charge of their emotions before emotions take charge of them. Competent leaders rely on intuition to see the links among what they think, do, and say are able to determine how their feelings affect their performance and relationships (Lovely, 2004).

Emotional Intelligence (EI) is the manner in which people regulate their feelings, interactions, and communication. It is vital to any work setting but is paramount to survival in the principalship. It is only within the last decade that psychologist, such as Daniel Goleman, have uncovered the correlation between emotional intelligence and individual and group performance. Goleman and other researchers believed that EI counts more than Intelligent Quotient (Lovely, 2004).

To flourish in their roles, Goleman said principals "turn the mirror inward" and scrutinize the internal picture they hold of themselves. This inward scrutinization is known as intrapersonal intelligence. In addition, principals possess social savvy to correctly read body language, tone, facial expressions of others. Job demons that haunt first-timers, such as over-load, isolation, and resistance to change can be exercised once an internal locus of control is developed. In essence, new leaders accept the fact that any shortcomings–along with any strengths-are a manifestation of their own effort and motivation, not the result of external forces (Lovely, 2004).

Through emotional conditioning, good administrators learn to remain even-keeled amidst a storm of daily chaos. They contour their responses to meet a range of constituent desires and interests. There are five domains of emotional intelligence that guide the thinking and actions of all principals: (1) self-awareness – the ability to recognize one's emotions and the effects of one's moods on other people, (2) emotional management - the ability to manage disruptive emotions and impulses, (3) motivation – the ability to channel emotions into the service of a goal, (4) empathy – the ability to sense others' perceptions and feelings, and (5) relationship management – the ability to understand the emotional fibers that make up others and to treat them accordingly. By raising our EI, we all have the potential to become healthier, happier people (Lovely, 2004).

The Principal's Role in Shaping School Culture and Climate

Principals have a huge burden in establishing a culture and maintaining a climate that is conducive to the satisfaction of the teachers as well as the students. "The ability of school leaders to create a professional culture in which teachers thrive and grow throughout their careers is an essential ingredient in ensuring quality teaching in all classrooms by dramatically reducing the staggeringly high rate of teacher turnover. Establishing such cultures in all schools is one of this nation's most significant educational challenges" (National Staff Development Council, 2001). It is the principal's responsibility to create professional learning communities for new teachers through staff development and mentoring. Teachers that feel they are supported in their daily efforts possess positive attitudes that extend beyond the classroom. When principals are going through the hiring process, they also consider methods and leadership practices that

enable them to retain these same teachers (Black, 2004). This study essentially gives insight to principals as to how to effectively retain teachers using innovative strategies.

Organizational culture as it applies to school culture is defined first as "the way things are done and the way people are supposed to act" (Gruenert, 2000, p. 14). He further explains that if schools are to be improved in any way understanding its culture is very important in the change process. According to Gruenert, school cultures can be divided into nine sets of characteristics called typologies, such as "toxic, fragmented, contrived, balkanized, stuck, organic, collaborative, moving and wandering" (2000, p. 14) The typology that is most effective is one in which a collaborative school culture exists (Deal & Peterson, 1999; Gruenert, 2000).

The author outlines four steps administrators can do in order to foster a collaborative school culture. First, school leaders have an understanding of culture realizing that there is not one single definition, but by using examples from attempted definitions, they can identify the three levels of a culture: artifacts, espoused values, and assumptions (Gruenert, 2000; Schein, 1992). Gruenert (2000) explained that artifacts are the real evidence of a culture, such as standard operating procedures and memorabilia. Espoused values are what guides people's behaviors while assumptions are derived from values that are in place for a leader to develop a vision and begin shaping the culture. Once leaders have examined all three levels, then shaping the school culture can begin (Gruenert, 2000; Schein, 1992). Next, a leader collects data through observations and surveys to learn the existing culture of the school. From this data, leaders gain insight as to how much structure and opportunity for collaboration to allot. In 1998, the Middle Level Leadership Center (MLLC) developed a survey that identified six factors that

contribute to a school's collaborative efforts: "collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose and learning partnership" (Gruenert, 2000, p. 14; MLLC, 1998). The instrument aids in revealing the culture of a school through a mean score of these six factors (Gruenert, 2000; MLLC, 1998).There are many avenues for which collaboration can be implemented all of which requires much work (Gruenert, 2000; Schein, 1992). Then, leaders should model behaviors that increase teachers' awareness of the collaborative effort and reward teachers with things they value for behaving accordingly (Gruenert, 2000; MLLC, 1998).

Miller (1981) presented information that confirms the belief that high morale and a positive school climate can affect the productivity of education. When morale is high, teachers possess certain qualities that exemplify to their students that they love what they are doing and where they work. This in turns shows up in the atmosphere of the classrooms and school as a whole resulting in eager children excited about learning and proving that through high achievement (Miller, 1981). According to Miller (1981), the administrator and the quality of his leadership had much to do with establishing this high teacher morale and positive school climate, which ultimately leads to educational productivity. Characteristics of educational productivity can be seen in interactive classrooms where the teachers are warm and caring but display management skills that foster learning (Miller, 1981). School climate is directly related to staff morale because it is the environment in which the teachers and students live (Miller, 1981). However, the burden lies on the leader to develop such relationships with students and teachers alike that build a positive school climate that is of exceptional respect and trust (Miller, 1981).

Hopkins (2000) said that school is not the kind of place teachers want to be if they can not trust the administration. To develop trust among teachers, parents, students, community members, central office staff, and school board members, leaders are be honest and up-front with them. School leaders ensure a positive school climate exists and make school a place where people want to be. They can also help develop this trust by developing consistent behavior policies (Johnson et al., 2001) and addressing safety and discipline issues (NEA, 2003).

If schools are to succeed in retaining teachers, a proper infrastructure should be in place that allows teachers to focus most of their time and energy on teaching. Because excessive paperwork is a major issue since "No Child Left Behind", leaders should try to reduce this burden by hiring assistants to help with the overage (Fielding & Simpson, 2003).

The research is clear that students learn best from high quality teachers who know the subject matter and how to deliver it. Ensuring that teachers are competent and have opportunities to improve their skills is critical. Teachers have expressed the need for support in the form of performance assessments and evaluations. Leaders should structure formal evaluations around the areas of improvement of the teachers. Rather than covering every item on an evaluation checklist, a leader can choose to focus on only a few skills at a time (Colley, 2002). Leaders can make sure they respect the learning curve for new teachers, and they can put the teacher's manuals and standards documents into understandable language that is relevant to the way teachers are going to teach (Feiman-Nemser, 2003).

Finally, school leaders who are proactive in developing and implementing a plan to ensure that all staff develops culturally responsive practices to work with diverse students and their families (Kozleski, Sobel, & Taylor, 2003). School leaders also establish an expectation that all staff learn how to work with students with disabilities and provide opportunities for them to do so (Scherer, 2003).

A research study was conducted to compare the principals' perception of their leadership style to that of the teachers' perceptions of their principals' leadership style. The results indicated that the teachers' perceptions of their principals' effectiveness are related to school climate (Kelly, Thornton, & Daughtery, 2005). According to Freiberg, "a positive school climate can enhance staff performance, promote higher morale, and improve student achievement (1998). The study further revealed that teachers' perceptions are positively related to school climate and principal effectiveness and negatively related to principal flexibility and school climate. Teachers perceived that principals that changed leadership styles had lower school climate (Kelly, Thornton, & Daughtery, 2005). It is important for principals to the relationship between their behaviors and teachers' perceptions of their behaviors (Kelly, Thornton, & Daughtery, 2005).

While working hard to develop a comfortable school climate, leaders also pay attention to the little things: i.e. making sure copiers are working, scheduling fewer interruptions during instructional time, turning on the heat and air conditioning, making sure supplies are provided, and providing food/snacks at faculty meetings (Scherer, 2003). Ultimately, it is up to the leaders to set the example for teachers to follow.

Principals as Instructional Leaders

The Principal Effect (2004) reported that as the leadership model changes and the

principalship focuses more on instructional leadership and less on management,

principals find a balance between academics and operations to address the issues facing

new teachers. Climates and cultures that have a collaborative vision follow emerging

leadership models that embrace teacher buy-in. Now, teachers have more input in the

decision making process at the school level. Effective leaders have open door

communication policies and respect for teachers by embracing their ideas for growth and

change so that the school can improve into a professional learning community. Principals

establish and model positive behavior and a professional demeanor that produce a climate

and culture that exemplifies the very nature of human development (2004).

One of the roles of an administrator is that of instructional leader. Since, there is

accountability and professional growth in teaching, administrators supervise and evaluate

teachers. There is still a "sting" to the evaluation process. Administrators have many

ways of dealing with it, one of which is to use fear tactics to motivate teachers. This can

have a detrimental effect on administrators and schools who do not posses positive

climates. A more productive means of dealing with the threat of evaluation is to give

teachers positive and negative feedback since the goal of supervision/evaluation is

feedback. The feedback should be useful, relevant, objective, accurate, and

understandable so that is can by analyzed, interpreted, and decisions can be made by the

teacher to reach attainable goals.

In using clinical supervision and teacher evaluation, district standards, job

descriptions, performance goals, formal evaluation forms, plans of assistance, post

evaluation conferences, and post dismissal activities should be put in place to aid the teachers, especially beginning teachers (Acheson & Gall, 2003). It is important to provide not only an effective mentoring program for new teachers, but also a comprehensive teacher supervision plan that aids in the development and growth of a beginning teacher. This also holds true for experienced teachers as well. Teachers desire the supervision process to be one of observable behavior that can help them and their students improve (Acheson & Gall, 2003).

<div align="center">Induction and Mentoring Programs</div>

Within the accountability model, students achieve academic success by having stable and consistent teaching staff and quality programs. Change is gradual and takes approximately three to five years. In that time span, principals get buy-in from all stakeholders, especially teachers. A stable teaching staff not only impact student improvement but offset such roadblocks as turnover and alternate route teachers.

Many states have developed extensive mentoring programs to aid new teachers in the profession. In Delaware, beginning teachers are evaluated using a three tier system that is based on Charlotte Danielson's Framework for teaching, which organizes twenty-two components of classroom practice into four teaching domains: "planning and preparation, classroom environment, instruction, and professional responsibilities" (Black, 2004, p. 47). Novice teachers are involved for three years in induction and mentoring programs that afford them the opportunity to practice classroom skills and document student achievement (Black, 2004).

According to Black (2004), Susan Kardos conducted a study of 486 new teachers across four states. More than half of the teachers were discouraged because they did not

receive any support from mentors or other school personnel. Administrators understand that learning to teach is a process that takes time and new teachers need help mastering this art called teaching (Black, 2004). Schools that provide solid induction programs have successful retention rates. Those induction programs have four days of information and training before the school year begins; continuous professional development, professional learning communities where new teachers are allowed to form collegial friendships; strong administrative leadership and support; coaching and mentoring throughout the induction program; focus on effective teaching and student achievement; opportunities for new teachers to observe and work with experienced master teachers (Black, 2004). These aforementioned factors were revealed in a study by Inman and Marlow (2004) that showed if present teachers were more likely to remain in the teaching profession. The most important element induction programs can offer is principals, who monitor new teachers to make sure they receive sustainable support in every area (Black, 2004). According to a study by Andrew and Quinn (2005), first year teachers who were assigned mentors had a higher perception of support than their counterparts without mentors.

Cori Brewster and Jennifer Raisback published a report that gives principals tips on ways they can support new teachers. It concluded that principals should provide time, opportunity, and resources to make new teachers experts all the while monitoring the process to ensure its success (Black, 2004).

Highly Qualified Teachers

Hiring "highly qualified teachers" is just one of the many challenges to teacher retention. With the NCLB law, schools are required to staff "highly qualified teachers."

So, the problem is not teacher availability, it is "qualified" teacher availability. The socioeconomic status of the individual school or district is also a factor that determines whether a teacher stays or not. Teachers can decide to leave a school or the profession for a number of reasons. According to Darling-Hammond, the most influential reasons were "salaries, working conditions, preparation, and mentoring support in the early years" (2003, p. 7). All of these factors cost districts millions of dollars to keep up, but districts spend more millions when they have a heavy turnover year after year. Salaries that are competitive with other occupations may attract teacher to enter and remain in the profession. Teachers are more likely to succeed if they are place in an environment that is conducive to learning, have administrative support, have teaching resources, and have input in the decision making process. Careful examination of the factors showed that in low-income schools these factors were significantly lower and more teachers were leaving. So, working conditions including large class sizes, poor facilities, and low administrative support should be a target for districts to retain qualified teachers in these types of schools. Research has proven that those teachers who were initially well prepared for the profession by participating in a student teaching experience were more likely to stay in the profession than those teachers who were not as prepared by not participating in a student teaching experience (Darling-Hammond, 2003). Also, the more training an in-service teacher receives, the more likely they stay in the field because of the intensive preparation received. When a well-prepared new teacher enters the profession, quality induction and mentoring programs have proven beneficial to the teacher and retention because teachers have better attitudes, instructional skills, and efficiency.

Professional Development

A school is not merely a place that expects students to learn; it encourages and supports everyone's learning (Wiggins & McTighe, 2006). Schools with exemplary cultures, climate, and high teacher morale, have a clear staff development, supervision, and evaluation program that offer help and encouragement (Champagne, 1980). Champagne defined staff development, supervision, and evaluation as learning objectives that use specific instructional models that have clearly written role expectations for every instructional and support position.

For a school to be a model learning organization, all faculty members should be professional learners: They should engage in a deep, broad study of the learning they are charged to cause. What works? What doesn't? Where is student learning most successful, and why? How can we learn from that success? Where are students struggling to learn, and why? What can we do about it? Effectively tackling these questions is what the "professional" in "Professional practice" means (Wiggins & McTighe, 2006).

Nine principles developed by Wiggins and McTighe (2006) reflect an understanding about how learning works: (1) Learning is a fluent and flexible transfer of one's knowledge and skill on worthy tasks in important, realistic situations; (2) Engaged and sustained learning requires learners to see the value of their work and experience; (3) Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert skills; (4) An understanding is a realization that the learner experiences about the poser of an idea; (5) Learners require clear priorities and a practical knowledge of the work products involved to meet the goals and understand standards of excellence;

(6) Learners require regular, timely, and user-friendly feedback to understand goals, produce quality work, and meet high standards; (7) Learners attain understanding only through regular reflection, self assessment, and self-adjustment as they apply prior learning to new situations; (8) The capacity to deeply understand depends on the capacity to reexamine our thinking because any insight typically requires us to refine our earlier ideas; (9) Instruction is most effective when it is personalized by honoring the learners' interests, curiosity, strengths, contributions, and prior knowledge. Staff, team, departmental, and grade-level meetings should focus in large part on considering such professional matters as pedagogical questions. Selection of instructional materials and persistent achievement problems through the lens of learning principles can also be addressed (Wiggins & McTighe, 2006).

An assessment can be conducted so that training needs can be met by utilizing each role possessing the skills to carry out individual tasks. Also, these schools model appropriate ways of interacting with students by the way administrators interact with teachers. By providing consistent professional development, administrators can identify problems of a whole school setting before a crisis occurs. Because administrators want teachers to be around for a long time, their professional development plans have clear expectations, ways to reach those expectations, implementation procedures, and an evaluation plan that continuously set the stage for a dynamic school climate in which everyone is productive and successful (Champagne, 1980).

Intrinsic Motivators

Twelve teachers from North Carolina provided insight to what keeps them in the profession (Williams, 2003). These teachers stayed because challenges of the classroom

and beyond give them a sense of accomplishment and renewal from year to year causing

them to dig deep within themselves to be creative and teach. Of course, the reward was

more intrinsic for these teachers. These great teachers are resilient, flexible, and value

the opportunity to be not only the "head" in the classroom, but one in the community of

teachers as well. They have found their flow and to them teaching is not just a job.

Administrators can identify these exemplary teachers in their schools and gear

professional developments towards developing the intrinsic rewards of the profession

(Williams, 2003). "The fact that teachers enter their profession for the intrinsic

satisfaction of working with students does not rule out the possibility that they will be

motivated by extrinsic factors as well" (Morice & Murray, 2003, p. 41). Morice and

Murray (2003) developed a model for districts to implement an incentive pay program

designed by teachers and administrators that works in retaining good, quality teachers.

The Ladue School District in St. Louis, MO has a long standing teacher evaluation and

salary program that provides salary increases for teachers based on performance

evaluations (Morice & Murray, 2003). The plan utilizes teacher motivation and retention

to guide its foundation. In order for the incentive program to work to increase retention,

teachers are involved in the program planning and implementation, which increases the

spirit of collaboration. The growth plan also has clear, specific, and attainable goals in

which the both the teacher and evaluation manage by allocating enough funds to support

the program (Morice & Murray, 2003).

<div align="center">Professional Learning Communities</div>

So, one of the determining factors for a teacher to stay in the profession has to do

with the climate in which he or she works. However, sometimes the problem seems to lie

within the fact that the employer does not care to take the steps necessary to keep teachers in the profession for the long term. A highly effective orientation method for new employees is to organize activities that give them the opportunity to socialize with other staff members (Rebore, 2004).

Staff development that improves the learning of all students organizes adults in to learning communities whose goals are aligned with those of the school and district. It is a form of professional learning that is quite different from the workshop-driven approach. The most powerful form of staff development occurs in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of the school district and school goals for student learning (NSDC, 2007).

Teacher members of learning teams assist one another in examining the standards the students are required to master, planning more effective lessons, critiquing student work, and solving the common problems of teaching. The teams determine areas in which additional learning would be helpful, attend workshops or courses, or acquire necessary knowledge or skills. Participants observe one another in the classroom and conduct other job-related responsibilities (NSDC, 2007).

Administrator learning communities also meet on a regular basis to deepen participants' understanding of instructional leadership, identify practical ways to assist teachers in improving the quality of student work, and provide helpful feedback to teachers (NSDC, 2007).

Although the first few years may be the hardest, school leaders can put in place the following programs to help new teachers feel less stress and alienation: (1) Providing each with an effective back-to-school orientation, (2) Holding support seminars for new teachers based on the needs of the teacher at different times of the year, and (3) Creating a mentoring program to help increase the new teacher's competence and self-confidence (Clement, 2000).

Although teacher retention in the first few years is crucial, paying attention to long-term teacher retention is also important. Some of the various measures that can help veteran teachers to feel challenged and rewarded by the teaching profession include creating enhanced salary schedules or adding merit pay, encouraging veteran teachers to become mentors or work with student teachers, provide opportunities for teachers to take on leadership responsibilities, and design and provide staff development with the experienced teacher in mind (Hare & Heap, 2001).

Meeting the needs of all learners provides principals the opportunity to maximize a teacher's professional expertise to adapt instruction and curriculum to differentiate instruction for their students. The challenge rests in having a breadth of knowledge, skills, and resources to accommodate the differences in students' learning preferences. For teachers to create safe, positive, productive learning environments in their classrooms built on respect for students requires extensive teacher expertise. Those in leadership roles have the responsibility to meet and share the expertise that exists across the school so that no teacher lacks resources or the pedagogical practices necessary to ensure that all students succeed. Coaches and teacher leaders help their peers appreciate each student,

create safe, learning-focused classrooms environments, and hold high expectations for every student (NSDC, 2001).

Hence, school culture is very important. It can be observed almost anywhere that if a person loves his or her job and has a positive attitude in that respect, then that person's performance reflects it. It is very important in education to maintain that attitude because teachers affect students' lives in many ways. If teachers are enthusiastic about what they do, then those teachers' students are as well. However, it is up to the administrator to create such an environment that encourages all teachers to be the best that they can be each day by whatever means necessary.

Empowering Teachers

Wilkins (2003) made the assumption that schools want the best for their students but are not holding the same high standards for their teachers. He also gave some guidelines for establishing these high standards for teachers such as allowing experienced teachers to explore new opportunities within the realm of their expertise by utilizing them as lead teachers or academic coaches giving them a more administrative role under the auspices of curriculum (Wilkins, 2003). This type of usage can prove to be beneficial to the teacher as well as the system by creating an atmosphere where teachers can feel as if they are important to education.

Teacher leaders are defined as those teachers who have been identified to work with their peers to improve teaching and learning (Patterson & Patterson, 2004). They play an important role in creating school culture because they are influential in their credibility, expertise, and relationships. Their credibility is earned through trust and admiration by their peers. Also, teacher leaders want what's best for the students. Their

colleagues recognize their exemplary teaching skills and consider them an expert in their field. Teacher leaders have the ability to create collegial relationships based on their understanding of students (Patterson & Patterson, 2004). During times of trouble, teacher leaders are able to withstand the ills of society and focus on what matters most—student achievement by creating a climate that is nurturing and caring to all, especially new teachers (Patterson & Patterson, 2004). In a Mansfield, Connecticut school district, the merging of the roles of teacher and administrator provided a stronger more stable system in which the administrator helps teachers learn how to solve problems, make decisions, implement programs, and design new systems (Anthony, 1981). Teacher leaders can be identified formally or informally. Formal teacher leaders have titles such as department chair or instructional coach. Successful teachers with excellent classroom management, innovative instructional strategies, and productive student learning are informal teacher leaders. According to John Gabriel, the role of teacher leaders entail four areas: "influencing the school culture, building and maintaining a successful team, equipping other potential teacher leaders, and enhancing or improving student achievement (2005, p. x).

<div align="center">Model Principals</div>

A study was conducted by the Charlotte Advocates for Education, nonprofit civic organization, on the relationship between principals, school culture, and teacher retention in the Charlotte-Mecklenburg school district ("The principal effect", 2004). CAE used 20 principals with high teacher-retention rates using a survey and group discussion. Sixteen of the 20 principals returned the survey and eight principals participated in the discussion. From the information, principals who had high teacher-retention rates share

common qualities and practices. These principals were synonymous with entrepreneurs who have visions for the future. These characteristics included but were not limited to being able to articulate goals, to identify and solve organizational problems, and to synthesize information ("The principal effect", 2004). They also possessed a spirit of dedication to their jobs. Because most of the principals had been successful classroom teachers, they have the ability to lead instructionally with confidence. They focus on teachers by giving feedback, support, cooperation, and collaboration creating a work environment that makes the teachers feel important and valued. Each principal has adopted a "hands-on" administrative philosophy meaning they are in the classroom learning at the same time the students and teachers are. Most of these principals appreciated the training they received while performing the job and the experience of being a teacher and said that these two factors have proven to be most effective in their principalships ("The principal effect", 2004).

It is very significant for states, districts, and schools to realize the importance of teachers and keeping them from year to year. The key to student achievement is the ability of a school to keep a positive staff of teachers together for as long as possible to create a school climate that is conducive to learning, success, and high expectations. This can be achieved through positive and effective administrative leadership in which the teacher is treated with the highest regard and respected as a professional. Once the administration realizes that it is important to establish high morale and a positive culture, then their teachers enjoy their jobs and want to stay put because their students experience success.

A research study was conducted by the Project on the Next Generation of Teachers. The study tracked the careers of 50 new teachers in Massachusetts for four years. The purpose of the study was to understand what new teachers seek, experience, and what sustains them (Moore & Birkeland, 2003). In the third year of the study, three of the 50 teachers had been transferred to other schools by the administration; eight had left teaching for other careers; and three had left public schools to teach in private schools. The last eight, referred to as the Voluntary Movers, transferred from their original schools to other public schools (Moore & Birkeland, 2003).

The Voluntary Movers were unique in the fact that all but one had entered teaching as a second career. So, they brought in with them the notion that the "workplace and the work environment are crucial in fostering satisfaction and success" (Moore & Birkeland, 2003, p.20). Upon taking their first teaching jobs, they expected to be supplied with basic resources and functioning administrations that offer mentoring among colleagues. However when these basic needs were not present, they began to look for other workplaces that make good teaching possible. The Voluntary Movers decided to use the hiring process to collect information about the schools, such as "appropriate course assignments, sufficient curriculum guidelines, efficient systems for discipline, communication with parents, and smooth transitions between classes, a place where they were treated like professionals (sharing ideas and resources with colleagues and receiving respect and guidance from the principal)" (Moore & Birkeland, 2003, p.21).

First year teachers are often "awarded" the classes and courses no one else wants with the most troubled students. Also, first year teachers are often reassigned to different grade levels after only one year. Many first year teachers are assigned to teach a subject

for which they are not qualified (Moore & Birkeland, 2003). The Voluntary Movers found these school sites to be chaotic and unpredictable and lacked consistent behavior policies that would provide support. They also wanted a teaching environment that provided opportunities to learn and grow in a lasting professional culture. But, more than any one factor that contributed to the teachers wanting to move was the lack of support from administration. Some of the principals were dictators or incapable of carrying out administrative functions. Moore and Birkeland (2003) reported that the Voluntary Movers were more selective in shopping for new schools. They used the hiring process to gauge information about the school, its administrators, and the like. This study revealed important information about the importance of the school site and factors that support good teaching.

<div style="text-align:center">Principals' Responsibilities</div>

In any attempt for an administrator to establish a school culture, he or she first has a vision for his or her school ("The principal effect", 2004). Then, the principal takes a look at the school itself analyzing its faculty, staff, and students to come up with goals, expectations, and a mission. These aforementioned ideas can be translated into norms at the school through the use of symbols and programs designed to promote the ideals in which the principal wants all stakeholders to buy in to. A principal is willing to model and reward expected behaviors based on standards he or she has set for everyone. Also, a principal realizes the importance of teachers and tries to ascertain the most qualified and the best fit for his or her school climate ("The principal effect", 2004). It is important that the principal establishes a positive collaborative relationship with all stakeholders, especially teachers, to achieve desired results. Schools that utilize shared decision

making prove to be more effective than those whose leaders make all of the decisions. Leaders should strive to establish school cultures that invite the teachers to share in the decision making process so that the ultimate goal of student achievement can be reached more effectively and efficiently ("The principal effect", 2004).

Conclusion

It's been said that if one wants to change the world, one only has to look in the mirror. Our educational system as it has been known for decades is coming to an end. Educational accountability is one of the major issues facing this system and teacher shortage is one of the missing ingredients. The nation faces one of the largest teacher shortages ever. Many of the university graduates with education majors decide to follow different career paths rather than entering the education field. Those who do forge ahead into the classroom, however, have a short lived career as a teacher. Student discipline along with a less desirable school climate and culture has a great impact on new teachers and their willingness to stay in the classroom.

The role of the principal is a pivotal factor in teacher retention and principals have the tremendous task of providing support and direction for first year teachers and also inducting them into the teaching profession. Also, they are visionaries to the intricate details of the operation of the school, such as classroom management, parental contact, research based teaching strategies, and data driven decisions.

Although no one style is best, we know that there are combinations of styles that work appropriately depending on the situation. The Hersey/Blanchard model of situational leadership is divided into four leadership styles: high task-low relationship (telling), high task-high relationship (participating), low task-low relationship (selling),

and low task-high relationship (delegating) (Palestini, 1999). This style of leadership seems to meet a high proportion of the essential qualities required by an individual to be a dedicated principal.

In conclusion, research shows that a positive culture is essential to the productivity in any organization. This holds especially true for schools. Before a school can begin the education of students, it has a set system of values and beliefs in which to function. This belief system sets the tone for the attitudes, behavior, and work output of everyone involved in the school. School culture has an effect on teachers, their job performances, and their careers. If a teacher is in a positive school climate, his or her job performance reflects that positive nature, and he or she is more likely to stay in the teaching profession. So, it is very important for school leaders to take the time first to establish a school climate that is of a collaborative effort that breeds positive attitudes and student achievement.

There is no doubt that principals play a significant role in the success of schools. Great principals all possess certain skills and qualities that get the job done in an exemplary manner. However, there is limited research in the principals' role in teacher retention. With all of the problems facing K-12 public education, a study in this area could prove beneficial in solving the problems of teacher shortage and turnover.

CHAPTER III

METHODOLOGY

Overview

This study sought to examine the issue of teacher retention and measures that could be taken to improve the retention rate of teachers as it relates to principal leadership. Specifically, the quantitative study examined the relationship between teacher retention and five variables: principal behaviors, principal leadership, school climate/morale, professional development opportunities, and teacher mentoring programs.

Research Design

The research design implemented for the study was a multiple regression analyses of the data produced by five overall measures in the study. To measure the relationship between principal leadership and teacher retention rates, a Principal Survey (Appendix A) was used. The goal of this study was to determine how the role of the principal positively impacts teacher retention. The results aided in the compilation of empirical data that identified strategies principals perceive most effective in retaining teachers. Although there was some concern that this study did not provide a comprehensive analysis that would enable scientific solutions, it provided valuable input into the processes needed to ensure effective principals in local schools who are focused on raising student achievement and retaining teachers.

Research Questions

This study utilized a survey in an attempt to answer the following research questions:

1. Which principal behaviors influence teachers to remain at their current schools?

2. Is there a relationship between principal leadership and teacher retention?

3. Is there a relationship between school climate/teacher morale and teacher retention?

4. Is there a relationship between professional development opportunities and teacher retention?

5. Is there a relationship between teacher mentoring programs and teacher retention?

<div align="center">Research Hypothesis</div>

The following hypothesis was tested in this study:

H_1 There is a statistically significant relationship between principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, teacher mentoring programs and the dependant variable of teacher retention.

<div align="center">Participants</div>

The researcher identified 200 principals of schools in south Mississippi. The researcher selected the schools using the Mississippi Department of Education 2007 Education Directory based on geographic location, percentage of free/reduced lunch, and Title One status. The purpose of selecting schools in one area of the state but with varying degrees of socio-economic status as it relates to the types of schools teachers are working in and/or leaving. The researcher contacted the principal of each of the selected schools via United States mail. A letter of introduction (Appendix B) was attached to the

Principal Survey (Appendix A) for principals to complete. For purposes of

generalizability, at least 60 principals surveyed were expected to participate.

Ethical Protection of Participants

A letter (Appendix B) was sent along with a copy of the survey (Appendix A) to

the principal of each school. Letters and surveys were mailed to each principal chosen.

The study was carried out under the ethical guidelines of the participating school district,

as well as the guidelines required by The University of Southern Mississippi's

Institutional Review Board (IRB) (Appendix E).

Instrumentation

This study used a Principal Survey to determine strategies used in retaining

teachers in school districts and individual schools. The Principal Survey was designed to

answer research questions related to the relationship between teacher retention and

principal behaviors, principal leadership, school climate/teacher morale, professional

development, and teacher mentoring. Each of the measures was discussed below.

Principal Survey:

The Principal Survey was designed to begin identifying five common traits and

strategies: (1) Principal Behavior, (2) Principal Leadership, (3) School Climate/Teacher

Morale, (4) Professional Development, and (5) Teacher Mentoring. Participants used a

Likert Scale to rank the effectiveness of each strategy used: 4) Most Effective, 3)

Effective, 2) Neutral, 1) Ineffective. The survey was designed by KPC Research and

UNC Charlotte in cooperation with Advocates for Education which incorporated results

of the *Governor's Teacher Working Conditions Initiative Survey* as well as results of

other studies such as the West Mecklenburg Collaborating for Education Reform

Initiative Project (WMCERI). Permission was granted by the Mecklenburg Citizens for

Public Education to adopt this survey for this purpose (Appendix C).

Teacher Retention Rates

The researcher obtained data that reveals the number of teachers hired versus the

number of teachers leaving within a given time period from the selected schools included

in the survey. This information was obtained at the school level through the Principal

Survey (Question 4). Teacher retention rates for this purpose compared the percentage of

teachers hired to the total number of teachers in a school. Also for this purpose retention

rates refer to the percentage of teachers leaving a school. The rates were furthered

analyzed to determine a pattern between the 2006-2007 and 2007-2008 school years. The

trend revealed the effectiveness of professional development opportunities and teacher

mentoring programs as it may impact a school's climate and consequently a teacher's

morale.

Pilot Study

A pilot study was conducted using 15 principals within the immediate area of

Hattiesburg, MS. The Principal Survey (Appendix A) was mailed to each participant and

they were requested to complete the survey and return it in an enclosed self-addressed,

stamped envelope within 7 days. The purpose of the pilot study was to determine the

validity of the instrument. The results of the pilot study indicated the questionnaire could

be used based on the means of the independent variables: Beh (.53), Lead (.77), Ins.

Lead (.83), Climate (.76), PD (.73), and New Teacher Support (.87).

Procedures

The researcher identified 200 principals of schools in south Mississippi. The researcher contacted the principal of the selected schools via United States mail. A letter of introduction (Appendix B) was attached to the Principal Survey (Appendix A) for principals to complete. For purposes of reliability, at least 60 principals surveyed were expected to participate. No one but the researcher saw the individual responses. Once the survey was completed, the participants were asked to return the survey in a self-addressed, stamped envelope that was included with the individual surveys within 7 days.

Data Collection

The Principal Survey was administered by the researcher through a mail out to include a self addressed stamped envelope. The survey took approximately 30 minutes to complete.

Data Analysis

The study utilized Multiple Linear Regression to determine the relationships between teacher retention and principal behavior, principal leadership, school climate/teacher morale, professional development opportunities, and teacher mentoring programs. The .05 level of significance was used.

Summary

This study was conducted to measure the relationship between principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, teacher mentoring programs and teacher retention. Specifically, the study investigated the principal's role in teacher retention and measure that could be taken to improve the retention rate of teachers.

CHAPTER IV

RESULTS

Introduction

The purpose of the study was to determine if there were statistically significant

relationships among principal behaviors, principal leadership, school climate/teacher

morale, professional development opportunities, teacher mentoring programs and the

dependent variable of teacher retention. An additional purpose of this study was to

examine the issue of teacher retention and measures that can be taken to help improve the

retention rate of teachers. Chapter IV presents the descriptive statistics and statistical

analyses for the study. The descriptive statistics section describes the sample

demographic data. Means and standard deviations for group statistics are presented.

Chapter IV's statistical analyses make inferences as to whether or not a relationship

exists between the selected independent and dependent variables. A Multiple Linear

Regression was used to determine a statistically significant relationship between principal

behaviors, principal leadership, school climate/teacher morale, professional development

opportunities, teacher mentoring programs and teacher retention. All reported statistical

relationships are based on significance level of .05. There were 200 surveys distributed.

Of the 200 surveys distributed, 60 were returned for a return rate of 30 %. Two surveys

were returned unopened.

Descriptive Statistics

The participants in this study included 60 principals of schools in south Mississippi.

The descriptive data for length at school, years as principal, and total years as principal

are presented in Tables 1, 2, and 3. The following data highlights the most significant

findings of descriptive data describing the participants. Of the 60 principals who responded, 11.7%, had been at their schools at total of 5 five years. Fifteen percent (15%) of the principals had served in that capacity 1, 3, or 5 years. Three years or 15% was the total number of years participants had served as principal. The mean length of time at school was 8.5 years (*SD*=7.37). The mean length of years of service as principal at the current school was 5.0 years (*SD*=3.99). The mean total years of service as principal was 7.2 years (*SD*=5.64).

Table 1

Frequency and Percentage Distribution for Sample on Years at School

Variable	Frequency	Percent
Length at school		
.02	1	1.7
1.00	5	8.3
2.00	5	8.3
3.00	5	3.3
4.00	2	11.7
5.00	7	8.3
6.00	5	1.7
6.50	1	6.7
7.00	4	3.3
8.00	2	3.3
9.00	2	6.7
10.00	4	8.3

12.00	5	3.3
13.00	2	1.7
15.00	1	1.7
16.00	1	1.7
19.00	1	1.7
20.00	1	3.3
25.00	2	1.7
27.00	1	1.7
29.00	1	1.7
31.00	1	98.3
Total	59	1.7
Missing	1	100.0
Total	60	

Table 2

Frequency and Percentage Distribution for Sample on Years as Principal

Variable	Frequency	Percent
Years as Principal		
.42	1	1.7
1.00	9	15.0
2.00	7	11.7

2.50	1	1.7
3.00	9	15.0
4.00	3	5.0
5.00	9	15.0
6.00	4	6.7
6.50	1	1.7
8.00	5	8.3
9.00	2	8.6
10.00	2	3.4
12.00	1	3.4
13.00	1	1.7
15.00	1	1.7
16.00	1	1.7
18.00	1	1.7
Missing	2	3.3
Total	60	100.0

Table 3

Frequency and Percentage Distribution for Sample on Total Years as Principal

Variable	Frequency	Percent
Total Years as Principal		
.42	1	1.7
1.00	6	10.0

2.00	5	8.3
2.50	1	1.7
3.00	9	15.0
4.00	1	1.7
5.00	5	8.3
6.00	4	6.7
6.50	1	1.7
8.00	7	11.7
9.00	3	5.0
10.00	2	3.3
11.00	1	1.7
12.00	2	3.3
13.00	2	3.3
15.00	3	5.0
17.00	1	1.7
18.00	2	3.3
20.00	2	3.0
22.00	1	1.7
Missing	1	1.7
Total	60	100.0

15% of the 60 participants who responded had 33, 35, and 60 total teachers in their schools, which was the most frequent number of total teachers reported. The mean total

number of teachers is 41.3 (SD=24.99). Descriptive data for total number of teachers is presented in Table 4.

Table 4

Frequency and Percentage Distribution for Sample Teachers at School

Variable	Frequency	Percent
5.00	1	1.7
6.00	1	1.7
7.00	1	1.7
9.00	1	1.7
12.00	1	1.7
13.00	2	3.3
15.00	1	1.7
16.00	1	1.7
20.00	1	1.7
21.00	1	1.7
22.00	1	1.7
25.00	2	3.3
26.00	1	1.7
27.00	1	1.7
28.00	2	3.3
29.00	1	1.7
30.00	1	1.7

31.00	2	3.3
32.00	2	3.3
33.00	3	5.0
34.00	1	1.7
35.00	3	5.0
36.00	1	1.7
38.00	2	3.3
39.00	2	3.3
40.00	1	1.7
42.00	2	3.3
43.00	1	1.7
44.00	1	1.7
50.00	1	1.7
54.00	1	1.7
55.00	1	1.7
56.00	1	1.7
57.00	1	1.7
58.00	1	1.7
60.00	3	5.0
65.00	1	1.7
67.00	1	1.7
74.00	1	1.7
85.00	2	3.3

90.00	1	1.7
96.00	1	1.7
100.00	1	1.7
124.00	1	1.7
Missing	1	1.7
Total	60	100.0

Of the 60 principals who responded to the survey, 16.7% had to hire 1 or 2 new teachers in the 2007-2008 school year compared to 18.3% hiring 1 new teacher in the 2006-2007 school year. The mean of new teachers hired in 2007-2008 was 4.5 (SD=4.05). In the 2006-2007 school year, the mean of new teachers hired was 3.9 (SD=4.17). Descriptive data for new teachers in 2007-2008 and 2006-2007 are presented in Tables 5 and 6.

Table 5

Frequency and Percentage Distribution for New Teachers Hired in 07-08

Variable	Frequency	Percent
.00	4	6.7
1.00	10	16.7
2.00	10	16.7
3.00	9	15.0
4.00	6	10.0
5.00	3	5.0
6.00	1	1.7
7.00	4	6.7
8.00	3	5.0
9.00	1	1.7
10.00	1	1.7
12.00	3	5.0
13.00	1	1.7
14.00	1	1.7
15.00	2	3.3
Missing	1	1.7
Total	60	100.0

Table 6

Frequency and Percentage Distribution for New Teachers Hired in 06-07

Variable	Frequency	Percent
.00	6	10.0
1.00	11	18.3
2.00	6	10.0
3.00	10	16.7
4.00	5	8.3
5.00	2	3.3
6.00	5	8.3
7.00	2	3.3
8.00	1	1.7
13.00	2	3.3
15.00	1	1.7
16.00	1	1.7
18.00	1	1.7
Missing	7	11.7
Total	60	100.0

Of the teachers hired in 2007-2008, 28.3% were new to the profession. The mean number of teachers hired that were new to the profession was 2.0 (SD=1.87) in the 2007-2008 school year. In 2006-2007 school year, 25% of the teachers hired were not new to the profession. In that same school year, 45% of the prinicpals hired 1, 2, and/or 3

teachers that were new to the profession. The mean this school year was 1.8 (*SD*=2.0).

Descriptive data for new teachers to the profession in 2007-2008 and 2006-2007 are

presented in Tables 7 and 8.

Table 7

Frequency and Percentage Distribution for New Teachers to the Profession 07-08

Variable	Frequency	Percent
.00	12	20.0
1.00	17	28.3
2.00	12	20.0
3.00	6	10.0
4.00	5	8.3
5.00	4	6.7
6.00	1	1.7
7.00	1	1.7
8.00	1	1.7
Missing	1	1.7
Total	60	100.0

Table 8

Frequency and Percentage Distribution for New Teachers to the Profession 06-07

Variable	Frequency	Percent
.00	15	25.0
1.00	9	15.0
2.00	10	16.7

3.00	8	13.3
4.00	4	6.7
5.00	2	3.3
12.00	1	1.7
Missing	11	18.3
Total	60	100.0

Of these new teachers hired, 28.3% had more than five years of teaching experience while 45.1% of the principals hired 3 or less teachers with less than five years of experience in the 2007-2008 school year. The mean number of new teachers with less than 5 years of experience in 2007-2008 was 2.46 (SD=3.19). In the 2006-2007 school year 25% of the new teachers hired had more than five years of teaching experience while 23.3% hired 1 teacher with less than five years of experience. In the 2006-2007 school year, the mean number of new teachers with less than 5 years of teaching experience was 2.78 (SD=7.93). Descriptive data for new teachers with less than 5 years of teaching experience in 2007-2008 and 2006-2007 are presented in Tables 9 and 10.

Table 9

Frequency and Percentage Distribution for New Teachers with less than 5 Years 07-08

Variable	Frequency	Percent
.00	17	28.3
1.00	10	16.7

2.00	10	16.7
3.00	7	11.7
4.00	2	3.3
5.00	4	6.7
6.00	2	3.3
8.00	1	1.7
10.00	1	1.7
14.00	1	1.7
15.00	1	1.7
Missing	4	6.7
Total	60	100.0

Table 10

Frequency and Percentage Distribution for New Teachers with less than 5 Years 06-07

Variable	Frequency	Percent
.00	15	25.0
1.00	14	23.3
2.00	3	5.0
3.00	5	8.3
4.00	4	6.7
5.00	3	5.0
8.00	1	1.7

54.00	1	1.7
Missing	14	23.3
Total	60	100.0

In 2007-2008 of the new teachers hired, 63.3% of these teachers were not transfers from other schools within the district, as compared to the 2006-2007 school year when 51.7% were not transfers. The mean number of transfers within the district in 2008-2007 was .45 (SD=.812). In 2006-2007, the mean number of within district transfers was .48 (SD=1.29). Descriptive data for new teacher transfers within district in 2007-2008 and 2006-2007 are presented in Tables 11 and 12.

Table 11

Frequency and Percentage Distribution for New Teacher Transfers within District 07-08

Variable	Frequency	Percent
.00	38	63.3
1.00	11	18.3
2.00	5	8.3
4.00	1	1.7
Missing	5	8.3
Total	60	100.0

Table 12

Frequency and Percentage Distribution for New Teacher Transfers within District 06-07

Variable	Frequency	Percent
.00	31	51.7
1.00	9	15.0
2.00	2	3.3
8.00	1	1.7
Missing	17	28.3
Total	60	100.0

Descriptive data for length of time spent as assistant principal and length of time spent as a classroom teacher are presented in Tables 13 and 14.

Table 13

Frequency and Percentage Distribution for Length of Time as Assistant Principal

Variable	Frequency	Percent
.50	1	1.7
1.00	2	3.3
2.00	11	18.3
3.00	4	6.7
3.50	1	1.7
4.00	10	16.7

5.00	3	5.0
6.00	2	3.3
7.00	1	1.7
9.00	2	3.3
10.00	1	1.7
14.00	1	1.7
16.00	1	1.7
Missing	20	33.3
Total	60	100.0

Table 14

Frequency and Percentage Distribution for Length of Time as Classroom Teacher

Variable	Frequency	Percent
3.00	3	5.0
4.00	2	3.3
5.00	2	3.3
6.00	3	5.0
7.00	7	11.7
8.00	3	5.0
9.50	1	1.7
10.00	3	5.0
11.00	4	6.7

12.00	5	8.3
13.00	2	3.3
14.00	5	8.3
15.00	6	10.0
16.00	2	3.3
17.00	1	1.7
20.00	3	5.0
23.00	2	3.3
25.00	2	3.3
27.00	1	1.7
30.00	1	1.7
34.00	1	1.7
Missing	1	1.7
Total	60	100.0

Of the 60 participants in the study, 18.3% had served as an assistant principal for 2 years. The mean number of years as assistant principal was 4.3 (SD=3.30). Of the 60 principals who responded to the survey, 11.7% spent 7 years as a classroom teacher. The mean number of years as a classroom teacher was 12.6 (SD=6.87). The retention rate for 2007-2008 *(Mean=11.69 SD=9.46)* were slightly higher than the retention rate for 2006-2007 *(Mean=10.08 SD=8.75)*. In 2007-2008, only 11.6% percent of the total teachers in the building left the profession or school. Of the 124 total teachers, principals hired between 0 -15 new teachers in 2007-2008. In 2006-2007, 10% percent of the total

teachers left which meant principals hired between 0-18 new teachers in any particular building.

According to a number of authors, working environment factors correlate with principal behaviors. To understand strategies the principals have used, the participants were asked to rank how effective each strategy was by indicating 4) Most Effective, 3) Effective, 2) Neutral, and 1) Ineffective. The group means and standard deviations for principal behaviors are presented in Table 15. An analysis of the group means indicates that beh3 (providing teachers with duty-free lunch period and rotating teacher planning periods (beh5) are neutral and do not play a role in the teachers' perceptions regarding the effectiveness of principal behaviors and the working environment.

Table 15

Group Means and Standard Deviations for Principal Behaviors

Behavior	Mean	Std. Deviation
Behavior	3.08	.35
beh1 – daily individual planning time	3.68	.59
beh2 – collaborate with other teachers	3.53	.65
beh3 – duty free lunch	2.14	.93
beh4 – fewer than 4 preps per day	3.41	.80
beh5 – rotate planning periods	2.44	.91
beh6 – teachers with nontraditional classroom	2.61	.89
beh7 – additional human resources	3.20	.71
beh8 – community partnerships	3.15	.78
beh9 – resource needs and allocation	3.50	.53

Scale 1 (ineffective) – 4 (most effective)

In the instrument section, Principal Leadership: Understanding Your Environment, the survey asked for only those actions in which the principal participates. Actions performed by a principal designee were not to be included. The principals used a four point Likert Scale to indicate strategies for principal leadership as 4=Most Effective, 1=Effective, 2=Neutral, and 1=Ineffective. Approximately 78% of the principals indicated that informally visiting classroom of new teachers, teachers needing extra assistance, and veteran teachers (pl6) was most effective *(Mean 3.77, SD=.41)*. The second highest ranked option selected by respondents was 73% of the participants agreed that formally observing new teachers, teachers needing extra assistance, and veteran

teachers (pl7) was most effective *(Mean 3.71, SD=.58).* Table 16 presents the group

means and standard deviations.

Table 16

Group Means and Standard Deviations for Principal Leadership

Principal Leadership	Mean	Std. Deviation
Principal Leadership	3.50	.33
pl1 – comprehensive needs assessment	3.53	.50
pl2 – specific needs assessment	3.38	.64
pl3 – solicit input	3.27	.63
pl4 – regularly scheduled staff meetings	3.38	.64
pl5 – team meetings	3.33	.77
pl6 – information classroom visits	3.77	.41
pl7 – formal classroom observations	3.71	.58
pl8 – formal recognition	3.63	.51
pl9 – maintain school vision	3.53	.59
pl10 – create goals, objectives, and priorities	3.53	.56
pl11 – lobby for school needs	3.31	.74
pl12 – personal one-on-one guidance	3.66	.47

Scale 1 (ineffective) – 4 (most effective)

The principals were asked to rate themselves on their effectiveness as instructional

leaders. The strategy for instructional leadership that was given the highest rating was

personally reviewing observation results with individual teachers as an effective practice

(in 6). Half (50%) of the principals personally review the written Professional

Assessment with individual teachers to help them become more effective (in7).

Descriptive data for strategies for instructional principal leadership is presented in Table 17.

Table 17

Group Means and Standard Deviations for Instructional Principal Leadership

Principal Leadership	Mean	Std. Deviation
Instructional Principal Leadership	3.43	.46
in2 – tap into expertise of experienced teachers	3.64	.48
in3 – encourage research-based planning	3.35	.66
in4 – assist in team data analysis	3.27	.78
in5 – hold educational faculty meetings	3.42	.62
in6 – review observation results with teachers	3.55	.59
in7 – review professional assessment with teachers	3.38	.69

Scale 1 (ineffective) – 4 (most effective)

Participants indicated the strategies they use for school climate/teacher morale. Approximately one third (68.3%) rated involving teachers in meaningful decision-making (sc1) as most effective. Approximately 61.7% of the responses indicated that both providing teachers with an avenue to express their concerns and their solutions (sc2) and providing ways for teachers to be recognized for a "job well done" both formally and informally (sc4) as most effective as well. The group means and standard deviations are presented in Table 18.

Table 18

Group Means and Standard Deviations for School Climate/Teacher Morale

School Climate	Mean	Std. Deviation
School Climate	3.58	.38
sc1 – involve teachers in decision-making	3.65	.57
sc2 – provide avenue for concerns and solutions	3.61	.49
sc3 – establish teacher leadership positions	3.45	.64
sc4 – formal and informal teacher recognition	3.62	.52

Scale 1 (ineffective) – 4 (most effective)

The following strategies for professional development were indicated as most effective by 53.3% of the principals who completed the survey: (1) Provide opportunity for teachers to attend workshops, conferences, etc – in addition to the ones required by district (pd1) and (2) Provide additional training or opportunities for those teachers identified as potential leaders (pd4). Table 19 presents the group means and standard deviations.

Table 19

Group Means and Standard Deviations for Professional Development

Professional Development	Mean	Std.Deviation
Professional Development	3.43	.50
pd1 – provide nonrequired pd	3.46	.62
pd2 – encourage teachers advance training	3.42	.62
pd3 – learning opportunities within the school	3.38	.74
pd4 – additional training for teacher leaders	3.44	.70

Scale 1 (ineffective) – 4 (most effective)

Finally, principals were asked to indicate strategies they use for new teacher support. Approximately 61.7% of the responses indicated the most effective strategy for new teachers is to provide all new teachers with an effective mentor (nt1) *(Mean=3.58, SD=.59)*. Subsequently, 50% of the participants indicated providing specific times during the year for all mentors and new teachers to meet as a most effective strategy for new teacher support *(Mean=3.40, SD=.67)*. Descriptive data for new teacher support is presented in Table 20.

Table 20

Group Means and Standard Deviations for New Teacher Support

New Teacher	Mean	Std. Deviation
New Teacher	3.35	.60
nt1 – provide new teacher with mentor	3.58	.59
nt2 – written mentor guidelines and training	3.18	.82
nt3 – time during the day	3.23	.76
nt4 – time during the year	3.40	.67

Scale 1 (ineffective) – 4 (most effective)

Statistical Test Results

Results from the analyses for the hypothesis are profiled in this section.

H_1: There is a statistically significant relationship between principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, teacher mentoring programs and the dependent variable of teacher retention. A Multiple Linear Regression was conducted to analyze the hypothesis using a significance level of .05 to determine a statistical relationship. There was not a

statistically significant relationship between principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, teacher mentoring programs and the dependent variable of teacher retention (($F_{(6, 52)}$=1.96, p=.089, R^2=.184 in 2007-2008)); (($F_{(6, 46)}$=.844, p=.543, R^2=.099 in 2006-2007)). Retention in 07-08 was regressed for new teacher support, principal leadership, principal behavior, school climate/teacher morale, professional development, and instructional leadership. The six predictors accounted for 18% of the variance in retention 2007-2008 (R^2=.18): behavior (β =.30, p=.846), principal leadership (β =.34, p=.065), instructional leadership (β =.04, p=.784), school climate/teacher morale (β =.13, p=.407), professional development (β = -.05, p=.740), new teacher support (β = -.34, p=.041). New teacher support (β = -.34, p=.041) was a highly significant predictor of retention 07-08. Based on the results of the Multiple Linear Regression, hypothesis one is rejected.

Summary of Findings

Chapter IV presented the descriptive and statistical test results for the sample utilized for this study. Principals from schools in south Mississippi comprised the sample. 200 surveys were distributed, and 60 completed surveys were returned. A Multiple Linear Regression statistical test was conducted to determine if there was a statistically significant relationship between principal behaviors, principal leadership, school climate/teacher morale, professional development, teacher mentoring programs and teacher retention. The results indicated that there was no statistically significant relationship between principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, teacher mentoring programs and teacher retention.

CHAPTER V

DISCUSSION

Introduction

Chapter V is a discussion of the study based on analyses presented in Chapter IV. Chapter V begins with a brief summary of the study. It also includes conclusions, limitations, recommendations for policy and practice, and recommendations for future research.

Summary

Teachers enter and leave the teaching profession for a number of reasons. Considering the traditions and beliefs about leadership, principals and their leadership are key to the effectiveness of a school (Marzano, Waters, & McNulty, 2005). The principal's leadership is also linked to the overall climate of the school, the attitudes of teachers, and curriculum and instruction, and other variables that ultimately affect whether teachers go or stay. This study examined the relationship between principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, teacher mentoring programs and teacher retention. The sample consisted of 60 principals in south Mississippi. The research design was quantitative. Principals were asked to identify the effectiveness of strategies used for working environment factors or behaviors of the principal and leadership. Participants also responded to questions pertaining to strategies used for instructional leadership, school climate/teacher morale, professional development, and new teacher support as well. Data was analyzed using a Multiple Linear Regression, and the hypothesis was not accepted.

Discussion

The study examined the issue of teacher retention and measures that can be taken to help improve the retention rate of teachers at the school level. There were specific measurable strategies that principals may use that may influence a teacher's decision to remain at a particular school. Although there were no statistically significant findings in this study, the descriptive data gives insight from principals into effective strategies that can be used to reduce the number of teachers leaving.

According to the Educational Research Service (2002), evidence points to a direct connection between quality teachers and high student achievement. Principals' time can be spent developing the skills and experience of new teachers. "Understanding why teachers leave is the first step in getting them to stay" according to Keeping Quality Teachers. New teachers cite poor working conditions, limited induction and mentoring programs, weak administrative support, and a climate that erodes collegiality as reasons why they leave schools and the profession. The principal has the power to address these problems at the school site.

The results show there is no statistically significant relationship between principal behaviors and principal leadership as it correlates to the working environment and understanding of the environment respective to teacher retention. However according to Waters & Kingston (2005), school leadership and the effect of principal leadership on student achievement is a matter of principals knowing and being able to do certain things. McREL's Balanced Leadership Framework outlines twenty-one leadership responsibilities that correspond with student achievement, which is the principal's

ultimate responsibility.   One of the leadership responsibilities deals with change (1st and

2nd order) which influences all twenty-one leadership responsibilities. While the primary

responsibility of principals is student learning, retaining teachers is a close second. It is

interesting to note that the 21 key areas of responsibilities coincide with the strategies that

principals participating in this study find effective in their behaviors and leadership. The

four of the 21 areas of responsibilities of Balanced Leadership are: focus-is setting and

keeping clear goals, input-involves teachers in the design and implementation of

important decisions and policies, discipline-keeps issues and influences that would

distract teachers from their teaching or focus, and outreach-is an advocate and

spokesperson for the school to all stakeholders.

While the statistical analysis of the hypothesis was not significant, descriptive

statistics provide valuable information to support the importance of the instructional

leadership of principals. The strategies used pertaining to instructional leadership

reiterate the findings of the *The Principal Effect* (2004). This report asserted that

principals must balance academics and operations by creating teacher buy-in by giving

teachers input, encouraging professional growth models through research based planning,

and the observation/evaluation process. The principals in this study indicated the

effectiveness of personally providing guidance to teachers in the areas of curriculum and

instruction as well as personally reviewing observation results and professional

assessments with teachers.

According to Marzano, Waters, & McNulty, an effective principal "provides

opportunities for staff to be involved in developing school policy" and values the staff's

input when making important decisions (2005, p.52). Even though school

climate/teacher morale did not have a statistically significant relationship to teacher retention, it is important to point out that over one-third of the principals responded that providing teachers with a "voice", cultivating teacher leaders, and providing teacher recognition are effective strategies for retaining teachers. This relates to effective leadership and the 21 key areas of responsibilities: input-involves teachers in the design and implementation of important decisions and policies, culture-is shared beliefs and a sense of community and cooperation, and affirmation-recognizes and celebrates school accomplishments and acknowledges failure (Marzano, Waters, and McNulty, 2005).

According to Wiggins & McTighe (2006), a school is not merely a place where students are expected to learn; it encourages and supports everyone's learning. Although professional development opportunities did not have a statistically significant relationship to teacher retention, this "professional practice" is important for all educators, especially new teachers (Wiggins & McTighe, 2006). Participants indicated that the most effective strategies for professional development are to provide additional professional development opportunities not required by the district and to provide additional training or opportunities for those teachers identified as potential leaders. One of the 21 key responsibilities of effective leadership indicates that resources, materials, and professional development that are provided for teachers for their success (Marzano, Waters, and McNulty, 2005).

A highly effective orientation method for new employees is to organize activities that give them the opportunity to socialize with other staff members (Rebore, 2004). According to Clement (2000), school leaders can put in place the following programs to help new teachers feel less stress and alienation: 1) Provide each with an effective back-

to-school orientation, 2) Hold support seminars for new teaches based on the needs of the teacher at different times of the year, and 3) Create a mentoring program to help increase the new teacher's competence and self-confidence. New teacher support did does not have a statistically significant relationship to teacher retention; however, principals indicated that providing all new teachers with an effective mentor is the most effective strategy to keep new teachers from leaving. According to Hare & Heap (2001), although teacher retention in the first few years is crucial, paying attention to long-term teacher retention is also important. Principals can use various measures such as encouraging veteran teacher to become mentors and designing and providing staff development with the experienced teacher in mind.

The regression did not produce any significant results because there was not much variability or difference among the independent variables because of their close relationship to one another. The variability is low except for new teacher mentoring. This phenomenon may be attributed to this that instrument was self scored by the principals and their answers may have been skewed to give the researcher responses needed to look good rather than responses that are actually in practice. It is interesting to note that the responses and variability would have been different if teachers were asked to complete the survey based on what the principal actually does.

<div align="center">Limitations</div>

The following were considered to be limitations of the study which may have affected the study's results:

1. Because of the time of year the mailings were sent, some principals were not able to participate in the study.

2. The number of schools and principals who participated in the study was limited.

<center>Recommendations for Policy and Practice</center>

Research has shown that effective teachers are the key to school improvement and closing achievement gaps. Teachers must not only be qualified, but they must also have support, tools and resources to be effective. The Mississippi Department of Education has developed an initiative to help ensure Mississippi educators have the tools and work environments they need to positively impact student achievement. To effectively accomplish these goals, administrators should assess their leadership and empowerment practices and their interactions with teachers to establish committed and stable teacher communities.

The study's findings did not provide a statistically significant relationship between principal behaviors, principal leadership, school climate/teacher morale, professional development opportunities, teacher mentoring programs and teacher retention. However, it does provide principals with insights into the participants perceptions regarding effective strategies in these leadership domains to successfully retain teachers at the school level. For example, principals indicated that it is important to involve teachers in decision-making that is central to the academic achievement of students. Empowering teachers to become formal and informal leaders is another behavior principals may consider. Principals may establish quality school- level mentoring programs that involve veteran and novice teachers. Providing quality professional development on site may include academically focused faculty meetings as well as opportunities for nonrequired professional development for teachers seeking more training.

Recognition of teachers, staff, and students contributes to the school climate and morale of teachers as well as students. The aforementioned are just a few behaviors that study respondents indicated are typical of principals who exhibit leadership that produces a committed quality teaching staff and academic achievement. It is important to note that further analyses of the results of the principal's role in retaining teachers can be a key to improving student achievement in schools. Therefore, the information principals provided can give valuable insight to local educational agencies and the Mississippi Department of Education in their conjoined efforts to keep high quality teachers in schools to meet the ever increasing demand of student achievement.

Recommendations for Future Research

The following recommendations for future research are based on the findings of this study:

1. Future research could include a comparison of teacher retention rates of elementary schools to secondary schools.

2. Future research could analyze demographic factors such as location, socio-economic status, student population, and ethnicity of students enrolled in the schools served by respondents.

3. Additional in-depth analysis should be undertaken to examine strategies principals with high retention rates use compared to strategies principals with low retention rates use.

4. An examination of the effects of strategies for principal leadership (understanding the environment) on school climate/teacher morale is warranted.

5. Future research could include comparisons of teachers' perceptions of effective retention strategies with those of principals.

Summary

Future research could provide insight into effective ingredients for creating powerful schools. Local and state agencies may use the information in leadership training for administrators. These agencies also can establish their new teacher induction and mentoring programs based on the results of what school leaders and teachers are saying. This research can also lead to the further refining of recruiting and hiring practices by local agencies. Future research will aid in the efforts of school leaders to retain high quality teachers to impact student achievement to meet the ever growing challenges of school accountability.

APPENDIX A

Principal Survey

Principal's Role in Teacher Retention
==

Thank you for completing this survey. The survey should take approximately 30 minutes. All responses are confidential and anonymous; therefore, your name is not required on the survey. Participation is voluntary and greatly appreciated. You may discontinue your participation at any time with no consequences.

When completed, please return the survey to me in the attached stamped envelope within 7 days. The return of the survey indicates your consent to participate in this project. If you have any questions, please contact me at 601-606-5076. Your time, patience, and participation will be greatly appreciated. Thank you.

Questions:
General/Introduction
- General information:
  - How long have you held a position at your school?...(1)

  _____

  - How many of those years have you been the principal? ....(2)

  _____

  - In total how long have you been a principal?...(3)

  _____

  - How many teachers do you have in your school? ....(4)

  _____

  - How many new teachers did you hire for the 2007-2008 school year?..(5)

  _____

  - How many new teachers did you hire for the 2006-2007 school year?..(6)

  _____

  - How many were new teachers to the profession?...(7)

    2007-2008 _____   2006-2007 _____
  - How many of these new teachers were 1-5 year teachers? ....(8)

    2007-2008 _____   2006-2007_____
  - How many new teachers were transfers from other schools within the district: ....(9)

    2007-2008 _____   2006-2007 _____
  - Were you ever an assistant principal? ....(10)

  _____

    o   If so, on what grade level?

_____ (11)

    o   How long?__ _____ (12)

- Have you ever taught? .... (13)

_____

    o   If so, on what grade level?_____ (14)
    o   What subject(s)?_____ (15)
    o   How long?_____ (16)

Working Environment Factors

> To understand strategies you have been able to use:
> 1. **In the column entitled *Indicate the Strategies*, please rank how effective each of the strategies are by circling the corresponding number with (1) Most Effective, (2) Effective, (3) Neutral, and (4) Ineffective.**

Principal Behaviors

Strategies for Principal Behaviors	Indicate the Strategies as: Most Effective / Effective / Neutral / Ineffective				
Provide every teacher with a daily individual planning time within the school day	(1)	(2)	(3)	(4)	(17)
Provide teacher with time set aside specifically to collaborate with other high effective teachers	(1)	(2)	(3)	(4)	(18)
Provide teachers with duty-free lunch period	(1)	(2)	(3)	(4)	(19)
Enable teachers to have fewer than 4 different preparations per day	(1)	(2)	(3)	(4)	(20)
Rotate teacher planning periods (e.g., switch planning times so that the same group of teachers will not always have planning during first period)	(1)	(2)	(3)	(4)	(21)
Implement specific strategies to assist teachers without a traditional classroom. (e.g., floating teachers or teachers who teach in space not originally designed to be a classroom- such as a stage or part of a multipurpose room.	(1)	(2)	(3)	(4)	(22)
Use personnel to provide teachers with additional human resources supporting classroom instruction (May include Assistant Principals for instruction, working with teachers, literacy teachers, technology teachers, parents, retired educators, other volunteers.)	(1)	(2)	(3)	(4)	(23)
Create community and/or business partnerships that provide support for the learning environment	(1)	(2)	(3)	(4)	(24)
Involve teachers in determining resource needs and allocation	(1)	(2)	(3)	(4)	(25)

Principal Leadership: Understanding Your Environment

We are interested in understanding those actions in which you yourself participate. For the purposes of this survey, do not count those actions performed by a principal designee.

Strategies for Principal Leadership	Indicate the Strategies as: Most Effective	Effective	Neutral	Ineffective	
Perform a formal comprehensive needs assessment for your school, including areas such as student achievement, staff development, school governance, facilities, resource allocation, parent involvement, staff and parent satisfaction, school climate, etc.	(1)	(2)	(3)	(4)	(26)
Perform needs assessment for a specific area, such as student achievement or staff development or resource allocation, etc. If yes, please specify which individual areas you assess.	(1)	(2)	(3)	(4)	(27)
Solicit teacher/parent/student input (e.g., through surveys, conversations, etc.) Zoomerang	(1)	(2)	(3)	(4)	(28)
Have regularly scheduled staff meetings	(1)	(2)	(3)	(4)	(29)
Have team meetings	(1)	(2)	(3)	(4)	(30)
Informally visit classrooms of new teachers/teachers needing extra assistance/veteran teachers	(1)	(2)	(3)	(4)	(31)
Formally observe new teachers/teachers needing extra assistance/veteran teachers	(1)	(2)	(3)	(4)	(32)
Formally recognize students/parents/community members for a "job well-done" and their contributions to the school	(1)	(2)	(3)	(4)	(33)
Create and/proactively maintain a vision of the school that is supported by the staff and the parents	(1)	(2)	(3)	(4)	(34)
Create goals, objectives, and priorities for school and actively maintain urgency in meeting them	(1)	(2)	(3)	(4)	(35)
Lobby the district office for school needs	(1)	(2)	(3)	(4)	(36)
Personally provide one-on-one guidance and assistance to teachers enabling them continually to improve instruction and student learning	(1)	(2)	(3)	(4)	(37)

Strategies for Instructional Principal Leadership

Personally provide one-on-one guidance and assistance to teachers enabling them continually to improve instruction and student learning	(1)	(2)	(3)	(4)	(38)
Tap into expertise of experience teachers or district resources to guide teachers	(1)	(2)	(3)	(4)	(39)
Specifically encourage research-based planning by your teachers	(1)	(2)	(3)	(4)	(40)
Assist teachers in knowing how as a team to develop an assessment system that analyzes student achievement, develops appropriate instructional assignments, and assesses whether these assignments have produced changes in student achievement	(1)	(2)	(3)	(4)	(41)
Hold faculty meetings for educational instruction purposes	(1)	(2)	(3)	(4)	(42)
Personally review observation results with individual teachers	(1)	(2)	(3)	(4)	(43)
Personally review the written Professional Assessment with individual teachers to help them become more effective	(1)	(2)	(3)	(4)	(44)

School Climate/Teacher Morale

Strategies for School Climate/Teacher Morale	Indicate the Strategies as:				
	Most Effective	Effective	Neutral	Ineffective	
Involve teachers in meaningful decision-making	(1)	(2)	(3)	(4)	(45)
Provide teachers with an avenue to express their concerns and their solutions	(1)	(2)	(3)	(4)	(46)
Establish teacher leadership positions (e.g. lead teacher, mentor, team leader, representative to key district committees)	(1)	(2)	(3)	(4)	(47)
Provide ways for teachers to be recognized for a "job well done" – both formally and informally	(1)	(2)	(3)	(4)	(48)

Professional Development

Strategies for Professional Development	Indicate the Strategies as:				
	Most Effective	Effective	Neutral	Ineffective	
Provide opportunity for teachers to attend workshops, conferences, etc. – in addition to the ones required by district	(1)	(2)	(3)	(4)	(49)
Actively encourage teachers to be involved in formal advance training	(1)	(2)	(3)	(4)	(50)
Provide specific opportunities within the school for teachers to learn continually (e.g. peer coaching, study groups, etc.)	(1)	(2)	(3)	(4)	(51)
Provide additional training or opportunities for those teaches identified as potential leaders	(1)	(2)	(3)	(4)	(52)

New Teacher Support

Strategies for New Teachers	Indicate the Strategies as: Most Effective Effective Neutral Ineffective	
Provide all new teachers with an effective mentor	(1) (2) (3) (4)	(53)
Have written mentor guidelines and prior training for mentors, other than what the system provides	(1) (2) (3) (4)	(54)
Provide opportunity for the new teacher and mentor to work together during the school day – both inside and outside the classroom	(1) (2) (3) (4)	(55)
Provide specific times during the year for all mentors and new teachers to meet	(1) (2) (3) (4)	(56)

Instructional Leadership

- A principal must be both an instructional leader and a manager of the school.
  - What percentage of your time would you estimate is spent in your role as in instructional leader? _____ (57)   as a school manager? _____ (58)

  - What percentage of your time do you feel Central Office would like for you to spend as   an instructional leader? _____(59)   as a school manager? _____ (60)

  - In which of these roles do you feel most comfortable and most effective?
    Circle your answer: Instructional Leader   School Manager (61)

Thank you for completing this questionnaire. Please return it in the enclosed envelope addressed to:

> Sametra D. Chisolm
> 2 Clinton Drive
> Petal, MS 39465

If you have any questions, please do not hesitate to email Sametra D. Chisolm at sametradchisolm@aol.com or call me at 601-606-5076.

APPENDIX B

Letter of Introduction

SAMETRA D. CHISOLM

2 CLINTON DRIVE • PETAL, MS 39465 •
PHONE (601) 544-4582 (H)   (601) 606-5076 (C) • SAMETRADCHISOLM@AOL.COM

Dear Principal,

I am a doctoral student at the University of Southern Mississippi as well as an assistant principal at N. R. Burger Middle School. For my dissertation, I am conducting a study to determine the principal's role in teacher retention. The purpose of the study is to research what roles principals believe they have in teacher retention at their schools.

This study will involve the completion of a prepared questionnaire. The survey should take approximately 30 minutes. The questionnaire will obtain demographic data as well as other data to further determine a principal's role in teacher retention at their school. I am requesting all principals in south Mississippi counties to participate by completing the questionnaire.

Your participation may offer a better understanding of your role in the teacher retention process. In addition, it may help you be more aware of the ever changing and emerging professional cultures in today's schools. This information may help you to become more effective in developing quality professional development plans for novice and veteran teachers as well as improve the overall school improvement plans for your schools. As an assistant principal and researcher, I plan to share the results from this study with district offices and principals to help principals become more effective in retaining teachers.

There will be no risk by your participation in this study. All information will be completely confidential and anonymous. Your privacy and research records will be kept confidential to the extent of the law. Your participation in this study is completely voluntary and may be discontinued at any time without penalty or prejudice. Please return the completed questionnaire in the self-addressed stamped envelope provided. If you have questions about this research project, please contact me at 601-606-5076 or sametradchisolm@aol.com. Thank you for your time.

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow regulations. Any questions or concerns about rights as a research subject should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601) 266-6820.

Sincerely,

Sametra D. Chisolm

APPENDIX C

Authorization Letter

Mecklenburg Citizens for Public Education

February 27, 2008

Ms. Sametra D. Chisolm
2 Clinton Drive
Petal, MS 39465

Dear Ms. Chisolm:

Per your request, this letter provides authorization for you to adapt the Mecklenburg Citizens for Public Education (formally Charlotte Advocates for Education) research report entitled: **Role of Principal Leadership in Increasing Teacher Retention: Creating a Supportive Environment** (including the Principal study questionnaire) for purposes of your research and dissertation on the principal's role in teacher retention at the University of Southern Mississippi. We would be obliged if you could credit MCPE in the final research paper.

Sincerely,

Cheryl Pulliam
Director of Administration

APPENDIX D

Letter to the Superintendent

SAMETRA D. CHISOLM
2 CLINTON DRIVE • PETAL, MS 39465 •
PHONE (601) 544-4582 (H)   (601) 606-5076 (C) • SAMETRADCHISOLM@AOL.COM

Dear Dr. Wimbish:

Greetings, I am Sametra D. Chisolm, a doctoral student at the University of Southern Mississippi as well as an assistant principal in Hattiesburg Public School District. My dissertation topic is The Principal's Role in Teacher Retention. For my dissertation, I would like to conduct a pilot study of principals in your district. It is my hope that the findings may assist principals as well as districts to have a better understanding of their roles in retaining teachers. In addition, it may help principals to have a more acute awareness of the ever changing and emerging professional cultures developing in today's schools.

Enclosed is a copy of Appendix B: Letter of Introduction and Appendix A: The Principal Survey. The survey should take approximately 30 minutes. There will be no risk by any participation in this study, and participation is completely voluntary. Principals may choose to discontinue participation at any time without penalty or prejudice. All data collected is confidential and will be discarded at the end of the study. If you have additional questions about this project, please contact me at 601-606-5076 or sametradchisolm@aol.com or Dr. Ronald Styron at 601-266-4581.

This project has been review by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow regulations. Any questions or concerns about rights as a research subject should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601) 266-6820.

I look forward to receiving a response to this request.

Sincerely,

Sametra D. Chisolm

APPENDIX E

IRB Approval Letter

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board   118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820
Fax: 601.266.5509
www.usm.edu/irb

HUMAN SUBJECTS PROTECTION REVIEW
COMMITTEE NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **28050101**

PROJECT TITLE: **The Principal's Role in Teacher Retention**

PROPOSED PROJECT DATES: **08/13/07 to 12/05/08**
PROJECT TYPE: **Dissertation or Thesis**
PRINCIPAL INVESTIGATORS: **Sametra D. Chisolm**
COLLEGE/DIVISION: **College of Education & Psychology**
DEPARTMENT: **Educational Leadership & Research**
FUNDING AGENCY: **N/A**
HSPRC COMMITTEE ACTION: **Expedited Review Approval**
PERIOD OF APPROVAL: **05/26/08 to 05/25/09**

Lawrence a. Hosman   6-03-08

Lawrence A. Hosman, Ph.D. HSPRC Chair   Date

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