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THROUGH THE LENS OF NOVICE TEACHERS: A LACK OF ADMINISTRATIVE SUPPORT AND ITS INFLUENCE ON SELF-EFFICACY AND TEACHER RETENTION ISSUES

by

Pamela J. Talley

A Dissertation
Submitted to the Graduate School,
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for the Degree of Doctor of Philosophy

August 2017

THROUGH THE LENS OF NOVICE TEACHERS: A LACK OF ADMINISTRATIVE SUPPORT AND ITS INFLUENCE ON SELF-EFFICACY AND TEACHER RETENTION ISSUES

by Pamela J. Talley

August 2017

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ABSTRACT

THROUGH THE LENS OF NOVICE TEACHERS: A LACK OF ADMINISTRATIVE SUPPORT AND ITS INFLUENCE ON SELF-EFFICACY AND TEACHER RETENTION ISSUES

by Pamela J. Talley

August 2017

Novice teachers are leaving the profession at an alarming rate. The purpose of this research is to understand the organizational sources that novice teachers perceive as being a lack of administrative support. This phenomenological study explored the perceptions of ten, novice, middle school, and high school teachers, based on their lived experiences, toward the phenomenon of administrative support and how it influenced their career making decisions.

Guided by the theoretical framework of Dr. Victor Vroom's (1964), expectancy theory, Robert M. House's, (1971) path-goal leadership theory, Bandura's (1977) social cognitive and self-efficacy theories, this study set out to investigate how novice teachers perceive a lack of administrative support, and how it influences their self-efficacy and career making decisions.

Data for this qualitative study was collected through semi-structured interviews, reflective journals, field notes, and artifacts were collected and analyzed. The research results supported the theoretical framework of the study, and from this study three importance themes regarding novice teachers' perceptions of a lack of support emerged: expressive support, instrumental support, and teacher stress. The results of this study found that although novice teachers may disagree on certain aspects of administrative

support being important to their self-efficacy and career making decisions, all of the participants in this study agreed on specific elements of expressive support, instrumental support, and teacher stress as being factors in their decision to either migrate or leave the profession. These specific elements were: lack of support with student discipline, not being able to trust the administration to be fair, lack of administrative consistency, lack of respect shown by the administration, lack of modeling by administration, lack of administrators being considered approachable, and lack of building confidence or self-esteem among participants.

ACKNOWLEDGMENTS

It is with heartfelt thanks and sincere gratitude that I thank my dissertation committee: Dr. Lilian Hill, Dr. Stanley “Chuck” Benigno, Dr. James Fox, and Dr. Kyna Shelley for their wisdom, guidance, and outstanding support. You gave up your time graciously in order to read my research, offer your suggestions, which in turn, helped me to realize my dream, and reach my goal. I will always be eternally grateful. I could not have completed this journey without all of you. A special thank you to my dissertation chair Dr. Lilian Hill, for the wisdom and encouragement to never give up. To all of my committee members, your progress check emails and your encouraging words made a tremendous difference on days that I did not know if I could sit at the computer and type another minute. These progress checks always came at the right time in my research. A special heartfelt thanks to Dr. Kyna Shelley, with whom I do not know if I could have carried on when my father passed away while taking your class. I am convinced that the Lord put me with you at that place and time. It was a time of great sadness and sorrow, and I probably would have just given up if not for you. Thank you so very much.

DEDICATION

To God be the glory. First and foremost, I want to thank my Lord and Savior Jesus Christ because it is through him that all things are possible. Next, I would like to thank my family in the United States, and Australia for your tremendous love and support during this process. I love each and every one of you. To my husband Richard Talley, I could never have done this without you. You traveled with me to my classes at USM, over the duration of several semesters, and waited in the lobby just so I did not have to be on the road alone. You held our home together and took over the household tasks so that I could focus on my research. You have performed miracles. Thank you so much for all of your patience, understanding and support. I love you and I thank you from the bottom of my heart. To my son Allen, my heartfelt thanks for your love and encouragement during this process. You were always there to lend an ear and to give your input. I love you and I am extremely grateful for you. To my granddaughters Kayla and Kennedy, you melt my heart. Thank you for being understanding and giving up some of your "grandma time" so that I could finish my research. I love both of you very much and we will catch up on our outings together.

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CHAPTER I - INTRODUCTION

Overview

From the days of the one-room schoolhouse, "teachers carried out the instructional and non-instructional functions that were necessary for school operations from teaching to janitorial tasks, administration, and clerical jobs" (Linn, Sherman, and Gill, 2007, p. 164). However, over the past several decades teachers have been leaving the profession at a rapid pace (Billingsley, 2004; Dove, 2004; Graziano, 2005; Hayes, 2016; Moir & Gless, 2001), and as reported by many researchers, our country is in the midst of a teacher shortage (Darling-Hammond, 2003; Ingersoll, 2003; Prosen, 2015). It can be argued that there are several reasons for this phenomenon, and often, in order to go forward in the midst of a crisis, we must look back in search of answers.

In the beginning of the 20th century, many new educational reform movements were coupled with a "substantial increase in student enrollment, and schools struggled to find new ways to handle this increase in new students" (Urban, 2016, p. 123). The public-school education system was heavily scrutinized by law-makers, business owners, colleges and universities and many other entities as to students' preparedness to enter the work force and higher-level education. Critics such as A.S. Neill (1970), John Holt (1983), Paul Goodman (1968), and George Dennison (2010) charged that public schools required radical reform because they "quashed individualism, ignored students' emotional needs, and perpetuated an inegalitarian social order" (Voskuil, 1999, p. 17). Under these social pressures, the National Commission on the Excellence in Education was formed in 1981 by the Reagan administration, and the members conducted research for two years on the American education system. In 1983, the National Commission on

the Excellence in Education publicized their report, *A Nation at Risk*. As a result of this report, a national discussion regarding the quality and purpose of education in America took place (Borek, 2008). The consensus among lawmakers was that public schools must provide improved instruction in order for students to better compete in a global economy, and two more new pieces of education legislation were adopted: No Child Left Behind (2002) and Race to the Top (2009). However, with all of the new legislation and state initiated mandates, teachers began to get lost in the rhetoric and experienced the erosion of respect for teacher professionalism (Grady, Helbling, & Lubeck, 2008).

Throughout a community, various professions are respected and revered, such as lawyers, doctors, nurses, and architects, but teachers are expected to be "martyrs" to the educational system. As in most professions, medical personnel, and those employed in the legislature and judiciary professions are required to continually self-improve and study new information within their respective practices. Teachers are also professionals who must continually grow and keep current on best practices in their craft, but they do not receive the same respect as these other professionals (Grady, Helbling, & Lubeck, 2008). This is particularly true in the media (Shine, 2015). In addition to receiving little respect, teachers are paid very little in comparison to other professions and are not empowered to make professional decisions in their respective fields.

Statement of the Problem

Recruiting new teachers to the profession is not as difficult as retaining them (Ingersoll & Strong, 2011; Taylor, 2013). Research indicates that novice teachers are leaving at a rapid rate and this is a deep cause for concern (Billingsley, 2004; Dove, 2004; Graziano, 2005; Hayes, 2016; Moir & Gless, 2001). Many teachers enter the

profession in hopes of making a difference in the lives of their students. They possess the commitment to be successful in teaching their students and the desire to grow as a professional "teacher" through collegial interactions and support from their administrators and colleagues. However, these novice teachers often leave the profession within the first five years of teaching (Curtin, 2012; Ingersoll, 2002; Ingersoll, 2003; Jamil, Downer & Pianta, 2012; Roness, 2011). This is not a problem isolated to the United States, but it has become an international problem as well (Dove, 2004; Hayes, 2016; Prosen, 2015; Shine, 2015). Every year, in the United States, "13 percent of the American workforce of 3.4 million public school teachers either moves (227,016) or leaves (230,122) the profession" (Alliance for Excellent Education, 2014, p. 2). High teacher attrition rates lead to a less stable and less effective learning environment, and it places a greater demand on all school faculty and staff. In addition, it limits a "school's ability to carry out long-term planning, curriculum revisions, and reform, which may have a significant impact on school funding" (Brewster & Railsback, 2001, p. 8). This "revolving door" crisis (Ingersoll, 2002, p. 3) costs the United States more than 2.2 billion dollars annually (Colgan, 2004; Ingersoll, 2002; Phillips, 2015). This can be disastrous for school districts that are having difficulty balancing their budgets through repetitive funding cuts. This loss of funding equates to the loss of dollars that could be spent on school improvement materials, instructional supplies, books, and other resources for students (Dove, 2004; Phillips, 2015). However, the most serious long-term consequence of high teacher turnover is the erosion of teaching quality and student academic achievement (Brewster & Railsback, 2001; Dove, 2004; Liu & Meyer, 2005; NCTAF, 2002).

Retaining teachers beyond their novice years in order for them to become more experienced and grow into professional educators is believed to be a key component of successful student learning and a key element in creating schools of excellence (Ingersoll, 2003). Since the development of teacher effectiveness takes place in the first few years of teaching, not retaining novice teachers and continuously replacing the workforce has a serious influence on teacher quality (Ingersoll, 2003). Therefore, schools must begin making intensive efforts to improve the form of assistance offered to novice teachers in order to increase the potential of retaining them (Brenneman, 2015; Darling-Hammond & Sykes, 2003; Irish, 2014; NCTAF, 2003).

Numerous professions manifest good business practices within their organizations and educate their leaders on how to hire the best people for vacancies. In addition, they train their leaders on proven managerial methods needed to retain their valuable human assets. In practice, professions such as medicine and law regularly assess and add responsibilities to new employees over time (Kelley, 2004). According to Edgar & Pair (2005), all teachers, even veteran teachers, also require time adjusting to new teaching assignments, new students, colleagues and every day routines. However, this often does not materialize, and the education profession expects novice teachers to immediately assume the same responsibilities as veteran teachers and seasoned professionals (Carver, 2004; Cousin, 2000; Edgar & Pair, 2005; Hope, 1999; Kopkowski, 2008; Renard, 2003). The novice teacher cannot handle the same enormous responsibilities as veteran teachers and this can create many job-related stresses. The Journal of Stress Management, (Mar. 2015) describes teaching as one of the “most stressful jobs there is” (Hillman, 2015). In response, the education profession must provide comprehensive induction programs to

assist new teachers with the strategies, skills, methodologies, and support needed to remain in the profession. Furthermore, induction programs need to contain the elements needed for novice teachers to be successful at reaching their goal as an accomplished educator. With the adoption new teacher accountability models, and of new curriculum standards across the United States, administrators must possess the leadership skills necessary to provide and cultivate a stable environment that novice teachers require and students deserve (Clark, 2012; Cousin, 2000; Cuddapah & Burtin, 2012).

Unfortunately, novice teachers are rarely offered induction support when they become new staff members. More often than not, administrators, in submitting to the pressures of veteran teachers to "lighten their load," place newly certified teachers in classrooms with a large number of students who are less academically talented, and who are susceptible to discipline problems (Huling-Austin, 1989; NCTAF, 2003). Therefore, teachers with the least amount of experience often find themselves instructing a class filled with the most challenging students (Connolly, 2000; Dove, 2004; Graziano, 2005; Veenman 1984). This can be extremely frustrating and overwhelming for a novice teacher and it detracts from their commitment to the profession.

Novice teachers used to enter the teaching profession with a long-term career as their goal; however, because many teaching skills have high degree of transferability to other career fields, teachers have many other career options available to them outside of classroom teaching. Consequently, when novice teachers encounter dissatisfaction with job responsibilities and a lack of support from their administrators, they seek out those additional options in order to take advantage of those other opportunities (Fontaine,

Kane, Duquette, & Savoie-Zajc, 2012; Ingersoll, 2001; Peske, Lui, Johnson, Kauffman, & Kardos, 2001).

Since the way teachers perceive their administrators' level of support determines their decisions regarding whether to stay or leave the profession, it is important to learn and understand what these decisions are based on (Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011; Darling-Hammond, 2003; Ingersoll, 2001). A lack of administrative support is a broad concept and it can be interpreted in a multitude of ways such as: not communicating with staff members, not providing staff with professional development, not providing the necessary resources and materials in order for teachers to teach the curriculum, not providing student behavior support to staff, not providing teachers with the resources and materials needed, not providing professional feedback, and many other criteria.

Although varying opinions may exist to as to what constitutes a lack of administrative support among novice teachers, Bandura's social cognitive theory (1977) argues that an individual's belief in themselves, which includes the support they receive, and their perception of their ability to successfully complete a task and achieve their goals, will determine how much time, effort, commitment, and dedication they will devote to the task set before them. Additionally, these feelings of self-efficacy will determine an individual's ability to cope with the situation, and will play a determining role in making career decisions.

Purpose of the Study

The purpose of this study was to explore organizational sources of administrative support that influenced novice, middle school and high school teachers' career decisions

to either migrate to another school or leave the teaching profession. In reviewing the current literature, there were notable gaps. The research regarding teacher attrition was primarily quantitative in nature (Kaufman & Al-Bataineh, 2011; Schneider, 2014; Thomas, 2014), and/or conducted from the school administrators' point of view (Brown & Wynn, 2007; Lingenfelter, 2015; Provost, Bascardin, & Wells, 2010) with little research having been conducted that was qualitative in nature and explored the point of view of the novice teacher. In addition, a sparse amount of literature existed on the types of administrative support received by the novice teacher through their perspective. Because novice teachers' perceptions play an important role in the novice teacher attrition rate, these perceptions cannot be ignored. Teachers believe that administrators shape their working conditions and this plays a vital role into their professional growth (Rosenholtz, 1989). Teachers retain those interpretations and perceptions and it contributes to their acquisition of new knowledge, teaching experience, job satisfaction and their intent to stay in the teaching profession (Knobloch & Whittington, 2002).

As varying perceptions existed regarding a lack of administrative support among the participants, the research method of phenomenology was used in order to capture a deeper understanding of the participants' lived experiences as related to these issues (Merriam & Tisdell, 2016). This phenomenological study set out to fill the existing gap in the current literature and provide a deeper understanding of administrative support and teacher retention as perceived by novice teachers. The data gathered from this research has the potential to establish administrative best practices that lead to successful work experiences for novice teachers, and provide districts with information on the type of

induction that is needed by novice teacher thereby, potentially reducing attrition rates (Woods & Weasmer, 2004).

Conceptual Framework

Administrators shape the organizational culture in which novice teachers work and develop into professionals. At the beginning of their teaching careers, novice teachers have an expectation that certain induction elements will be present within their workplace, and that they will be provided a reasonable amount of support in order for them to be successful. In the review of the literature, several underlying theories surfaced regarding these concepts. The expectancy theory (Vroom, 1964), equity theory (Adams, 1963), the path-goal leadership theory (House, 1971), and the social cognitive, self-efficacy theories (Bandura, 1977), as related to the issue of the teacher retention among novice teachers, provided the conceptual framework that guided this study. Dr. Victor Vroom's (1964), expectancy theory, John Stacey Adams' equity theory, and Robert M. House's, (1971) path-goal leadership theory are the theories that guided this study in respect to effective leadership and job satisfaction of novice teachers. The literature revealed that teachers start their careers with an expectation of job satisfaction (Darling-Hammond, 2003; Ingersoll, 2001), and do not stay in jobs where they are not treated equitably, where they do not feel secure, where they are not empowered, and have an overall perception of a lack support from their colleagues and their administration.

The expectancy theory argued that successful leaders communicate to their subordinates that certain rewards may exist if work is completed successfully, and the path-goal leadership theory argued that leaders convey to subordinates the path they must follow to obtain available rewards. Adams' equity theory deals with social relationships

and argued that the motivation of subordinates is based on their perception of what is fair when comparing themselves to others. Additionally, Bandura (1977) implied that teachers will follow the direction given by their leaders if they have a high level of self-efficacy and believe that they can be successful in what they are seeking to achieve. Therefore, Bandura's (1977) social cognitive and self-efficacy theories and Adams' (1963) equity theory, will guide this study in looking for relationships that may exist between self-efficacy and job satisfaction among novice teachers.

Research Questions

This study had four research questions of interest:

1. What are the meanings, structures and essences of the lived experiences of a sample of novice teachers who migrated or left the profession within the first five years of teaching citing a lack of administrative support as their reason?
2. How do migrating or exiting public school teachers, with 0 to 5 years of teaching experience, perceive a lack of administrative support during their induction?
3. How do collegial relationships contribute to the novice teachers' perception of their success in the classroom and their feelings of self-efficacy?
4. How do novice teachers perceive lack of administrative support in career decisions and job satisfaction issues?

Definition of Terms

Administrator - person designated to be in charge, as in a principal or assistant principal.

Administrative support - assistance provided by the principal to faculty and staff with two key components: expressive support and instrumental support (DiPaola, 2012).

Classroom management - the degree to which a teacher demonstrates the ability to run a classroom that promotes student achievement with minimal disruptions.

Efficacy - one's ability to produce a desired effect or outcome (Bandura, 1977).

Expressive support - the degree to which teachers perceive their administrators as providing emotional and professional support (DiPaola, 2012).

Induction programs – Highly organized and comprehensive support programs presented to novice teachers at the beginning of their careers that enables the student of teaching to become a teacher of students. Induction typically lasts two to five years and mentoring is often one of its components (Wong, 2004).

Instrumental support - the degree to which teachers perceive their administrators as providing vital support necessary to effectively accomplish their teaching tasks such as time, resources, and constructive feedback (DiPaola, 2012).

No Child Left Behind Act of 2001, (NCLB) - a federal mandate that calls for schools to close the achievement gap among student subgroups through high standards and accountability (U.S. Department of Education, 2010).

No Child Left Behind waiver - administrative clearance for a state from provisions of the NCLB law. The applying state must provide a viable path that outlines how they intend to alternatively prepare children for college and future careers, as well as set new goals for student achievement (U.S. Department of Education, 2012).

Novice teacher - a teacher who is within the first five years of their teaching careers (Ingersoll, 2012).

Organizational commitment - An individual's desire to remain working for their current school principal (Meyer & Allen, 1991).

Parental support - a parent's continuous, active involvement into their child's education and assistance in their success.

Race to the Top - federal grant program introduced by President Barack Obama and Secretary of Education Arne Duncan in 2009 that provided $4.35 billion in competitive funds designed to prompt systematic reform and prompt states to embrace innovative approaches to both teaching and learning in America's public schools. (Obama, 2009).

Self-efficacy - a term to describe a person's belief about their ability to influence events that personally affect them through their own actions in specific situations. Self-efficacy beliefs affect a person's mental well-being, motivation, and behavior (Bandura, 1994).

Social support - the support received by an individual from another individual or groups of individuals, specifically referring to their workplace (House, 1981).

Student achievement - the measurement of what a student has learned during the course of a school year based on the results of standardized tests.

Teacher attrition - the voluntary movement of teachers away from the teaching profession due to retirement or moving to another profession (Dove, 2004).

Teacher migration - the movement of teachers from their schools to other teaching positions (Ingersoll, 2003).

Teacher retention - teacher decisions to remain in a particular school or teaching profession (Cowan, Butler, Fowles, Streams, & Toma, 2012).

Value added measurement of teacher performance - system of measuring teacher impact on student achievement based upon cohort academic gains rather that static performance comparisons (Obama, 2009).

Veteran teachers - Experienced teachers who are usually considered to have five or more years of experience in the teaching profession (Day & Gu, 2009).

Delimitations

This study was limited to information provided by 10 novice middle school and high school teachers in a public-school setting, in a southern state who migrated to another school, or who left the teacher profession due to a lack of administrative support. Actual attrition rates were not measured in this study. Instead this study focused on teachers' perceptions of administrative practices and levels of administrative support that they deemed crucial to the continuation of their teaching careers.

Assumptions

It is assumed that all participants in the study did so voluntarily and that they responded openly and honestly to the interview questions. Participants were assured that their individual responses would not be shared with outside parties, thus compromising their privacy.

Limitations

Limitation are inherent weaknesses in the design of a study (Creswell, 2003). The sample size of this study was a limitation, but the intent of this research was not quantity, but rather an in-depth study of ten middle school and high school teachers who had lived experiences of perceptions of lack of administrative support. While the results of this study may not be transferable to all novice teachers who have migrated, or left the

profession, the findings may contribute to the literature and thereby increase the usefulness to the administrators who wish to retain the novice teachers in their school or district. Due to the geographic region of the participants, and their school organizations, this study may not be able to be generalizable to the entire population of novice teachers.

Justification of the Study

The National Commission on Teaching and America's Future (2003) found that nearly half of all novice teachers leave the teaching profession within the first five years of beginning their careers. Novice teacher attrition upsets the continuity and progression of a school's educational initiatives, which ultimately affects student achievement. This study is valuable because it will provide insight in determining what a sample of novice teachers perceive as a lack of administrative support and how these issues determine their job satisfaction and their intent to migrate to other schools or leave the teaching profession. This knowledge could alter administrative training in regards to novice teachers, and it could change the way novice teacher induction programs in schools with high novice teacher attrition rates are conducted.

High attrition rates influence the morale of a school's faculty as well as the overall school climate and culture. It influences a school's improvement referendums, and costs under-budgeted school districts enormous sums of money. These costs, however, are not just monetary. When novice teachers quit during the school year, and they are replaced with long-term substitute teachers, this cost students academically, and it can disrupt the learning environment of a grade level or even an entire school. In order to stop the high attrition rates caused by the revolving door crisis, there needs to be a better understanding as to what novice teachers perceive as a lack of administrative

support. This study explored these perceptions, and in doing so, it was equally as important in conducting this study to build a clearer understanding as to what type of administrative support novice teachers perceived was needed in order to stay in their school, and ultimately, stay in the profession.

CHAPTER II – REVIEW OF THE LITERATURE

Introduction

The purpose of this phenomenological study was to understand the meanings, structures, and essences of the lived experiences of a sample of novice teachers who either migrated or left the profession within the first five years of teaching, and who cited a lack of administrative support as the cause; to understand what migrating or exiting public middle school teacher and high school teachers, with 0 to 5 years of teaching experience, perceived as a lack of administrative support during the induction process; to understand how collegial relationships contributed to the novice teachers' perception of their success in the classroom and their feelings of self-efficacy; and to understand how novice teachers perceived a lack of administrative support in job satisfaction and career decision issues. The knowledge gained concerning these issues could assist an administrator in formulating programs that may increase job satisfaction among novice teachers and reduce teacher attrition. This qualitative study included 10 novice middle school and high school teachers who have either migrated from their schools, or left the teaching profession within the first five years of their teaching careers, citing a lack of administrative support as their reasoning.

"Teaching is the profession that makes all other professions possible" (Daughtrey, 2010, p. 6). Therefore, it is important to understand how to keep novice teachers in the teaching profession so that they can grow into professional educators, and assist students in reaching their maximum academic potential (Fontaine et al., 2012; Ingersoll, Merrill, & May, 2014; Peske et.al, 2001). According to researchers, administrative support

influences teachers' feelings of stress and identity within the teaching community, (see *Figure 1).*

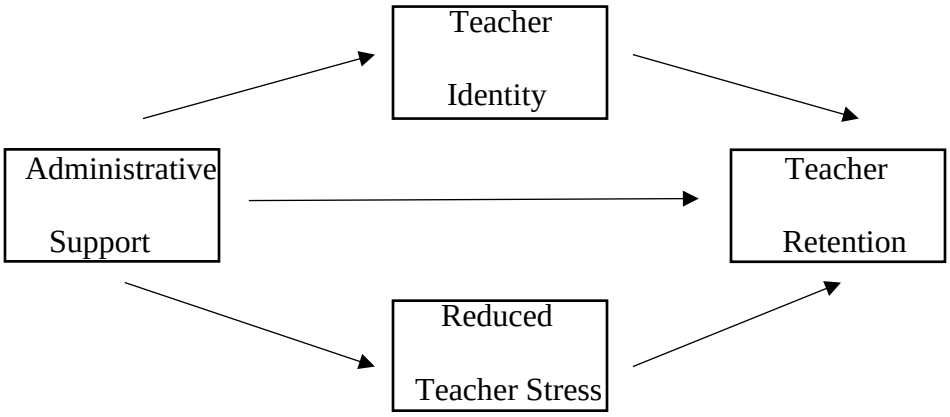

Figure 1. Conceptual relationships of administrative support and teacher retention. Adapted from House (1981).

However, 30%-50% of all novice teachers leave the profession within the first five years of teaching (Roness, 2011). It takes 3 to 7 years to become skilled at becoming an effective teacher (Aguilar, 2013; Alliance for Excellent Education, 2014), and teachers are leaving the profession before they reach this skill level (Brewster & Railsback, 2001; Darling-Hammond, 2003; Ingersoll, 2003). In regard to student achievement, "well-prepared, capable teachers have the largest impact on student learning" (Darling-Hammond, 2003, p. 9), the high teacher attrition rate of novice teachers has numerous consequences for the overall goals of the school including the constant disruption of the teaching and learning process (Darling-Hammond, 2003; Ingersoll, 2003; Ingersoll et al., 2014; Ronfeldt, Lankford, Loeb, & Wyckoff, 2013). In addition, concerns have surfaced regarding whether or not schools are filling positions with the most qualified candidates or filling positions with non-qualified candidates or long-term substitute teachers

(Billingsley, 2004; Consuegra, Engels, & Struyven, 2014; Ingersoll, 2001; Kelley, 2004; Truscott & Truscott, 2005).

Many teachers enter the teaching profession with enthusiasm and seek guidance and support in how they can make a difference and influence the lives of children, but this guidance and support often does not materialize. Le Maistre and Paré (2010) argued that this lack of guidance and support is unique to the teaching profession: "No other profession takes newly certified graduates, places them in the same situations as certified veterans, and gives them no organized support" (Le Maistre & Paré, 2010, p. 560). When analyzing the reasons why novice teachers migrate to other schools or make the decision to leave the teaching profession, the review of the literature over the last several decades depicts that a lack of administrative support is at the forefront. This is true across several academic disciplines, and across all public-school settings (Billingsley & Cross, 1992; Boyd et al., 2011; Darling-Hammond, 2003; Edgar & Pair, 2005; Ingersoll, 2001; Ingersoll et.al., 2014; Johnsrud & Rosser, 2002; LeMaistre & Paré, 2010; Littrell, Billingsley & Cross, 1994; Prather-Jones, 2011; Schlichte, Yssel, & Merbler, 2005).

Theoretical Framework

Expectancy theory

Expectancy theory takes its roots in the organizational behavioral research of Georgopoulos, Mahoney, and Jones (1957). They (1964) conducted a study that focused on the conscious and rational aspects of employee motivation in addition to the factors associated with high or low productivity on the job. Although no formal theory resulted from this study, Vroom (1994) expanded the ideas of Georgopoulos, Mahoney, and

Jones, and formulated the expectancy theory. This theory was based on motivationa nd management in the workplace.

The expectancy theory describes a cognitive process that provides an explanation as to why an individual chooses to act out one specific behavior as opposed to another. It is based on the idea that an individual believes that there is a relationship between the effort that they put forth at work, the performance that they achieve from that effort, and the rewards they will receive as a direct result of that effort (Lunenburg, 2011). Expectancy theory is based on four assumptions (Vroom, 1964). The first assumption is that a person joins an organization with an expectation involving their needs, motivations, and their past experience. This influences how the individual may react to certain situations within the organization. The second assumption is that a person's behavior is a result of a conscious choice, and that one chooses their behaviors because of their own expectancy of their job. The third assumption is that not everyone in the organization has the same needs. Everyone may want something different from the organization such as advancement opportunities, job security, or a suitable salary based upon their personal circumstances. The fourth assumption is that people will choose alternatives given in order to maximize the possible attainment of their personal desired outcomes or goals (Chen & Fang, 2008; Lunenburg, 2011). Based on these assumptions, expectancy theory has three key components: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that: (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence), (see *Figure 2*).

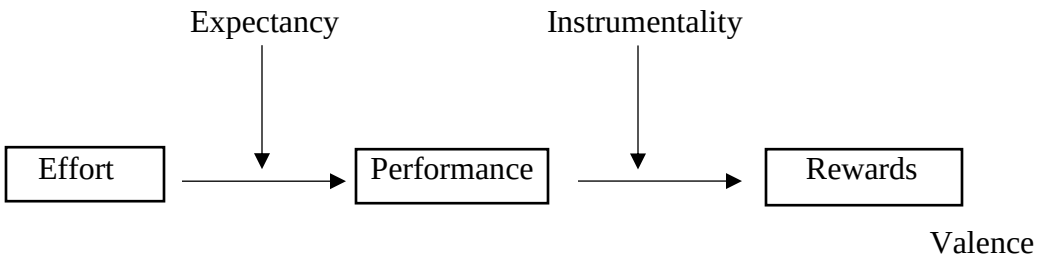

Figure 2. Basic expectancy model, (Lunenburg, 2011).

The first component, expectancy, is described as the perceived notion that the effort an individual puts forth will result in the desired outcome that the individual is ultimately seeking. Expectancy depends a great deal on a person's past experience, personality, self-confidence, and their emotional state (Chen & Fang, 2008; Redmond & Hite, 2013). Organizational conditions that may influence expectancy could include possessing the pedagogical knowledge and skill set essential for the job, having the necessary resources to complete the job successfully, and retaining the administrative support vital for the job. An example of expectancy in a school organization is a novice teacher having the administrative support necessary in order to maximize teaching and learning on a daily basis. This may be in the form of instructional feedback, professional learning communities, or regular communication in the form of plans of the week, daily email, or announcements.

Instrumentality is the second component in expectancy theory. Instrumentality is the perceived notion that if an individual performs reaches a particular performance level and performs well, then this performance level attainment will result in a reward. Organizational conditions that may influence instrumentality is possessing the trust and respect for the leaders who are making the decisions, as well as understanding the relationship between performance and the desired outcomes. An example of

instrumentality in school organizations is related to administration relations and performance evaluations (Lunenburg, 2011).

Valence, the third component in expectancy theory, is the value that the individual associates with the reward, or outcome. Unlike expectancy and instrumentality, valence can either be positive or negative. A positive valence indicates that the individual has a preference for obtaining the possible rewards as opposed to not acquiring them. A negative valence indicates that the individual, based on his or her perception, has evaluated that the reward does not fulfill a particular need or desired personal goal, therefore, the individual does not place any value toward acquiring it (Gerhart, Minkoff, & Olsen, 1995; Lunenburg, 2011). In the education profession, valence may be associated with recognition in the form of monetary and non-monetary compensation, such as duty-free lunch, early off time, or an extra off period.

When used in an organization, Redmond and Hite (2013) propose five distinct components for the use of expectancy theory:

1. The leader needs to make an assignment or task a challenge so that the follower develops a feeling of accomplishment after they have completed the assignment.
2. The leader must keep in mind the ability of the follower when setting assignments or tasks.
3. Leaders must recognize that followers are different from each other and possess various levels of self-esteem.
4. Leaders need to communicate to the follower which outcomes will constitute an acceptable performance.

5. Leaders need to keep in mind that most individuals want to feel useful, competent, involved, and productive, and the assignments or tasks must be attainable to the entire organization.

Followers are motivated when they feel confident that they can achieve the assignment or task, when they value the outcome of their efforts or performance, and when they believe the reward is what was promised by the organization (Agadoni, 2013; Hoy & Miskel, 2013). Therefore, in order to maximize productivity and satisfaction among employees or followers, leaders should empower employees as much as possible to be involved in the decision-making process (Agadoni, 2013). In addition to empowering employees, leaders must do the following: increase their trust that the employees can complete the job successfully; increase their belief that follower performance will produce desired intrinsic or extrinsic rewards, and increase the expected value of rewards resulting from desired performance (Lunenburg, 2011).

In the field of education, "as in all professions, expectations towards their careers and awareness of the types and levels of these expectations are important for teachers to be motivated for their tasks at school, because work related expectations affect efforts, efforts will affect performance, which then closely affect motivation" (Göksoy & Argon, 2015, p. 157). Göksoy & Argon (2015) conducted a qualitative study in Düzce, Turkey, involving 40 primary school teachers, and sought their views on performance and rewards using the expectancy theory. According to the results, teacher expectations were primarily concerned with management support, healthy physical environments, professional development, objectivity, collegial conversations and relationships, and social-cultural activities (Göksoy & Argon, 2015). Administrator expectations were

primarily concerned with teacher classroom management, teachers' love for their profession, student academic achievment, collegial relationships, and counseling to students. Specifically, although teachers had a variety of expectations in different areas, management support was at the forefront of their expectations, and this was followed by expectations related to healthy, physical, working environments. The least frequently cited expectation by teachers was related to social-cultural activities. As a result of the study, the recommendation was brought forth that the teacher performance appraisal system be applied to enhance the career path of teachers, and that the career path should ultimately be determined by developing a rewarding teacher performance system. Considering the same recommendation, Banerjee (1995) also argued that it is the responsibility of the leader to lead and that "it is the leader's function to prepare the path towards goal attainment so that employees may see their acts will lead to their goals" (Banerjee, 1995, p. 240).

House's path-goal theory

The path-goal theory of leadership focuses on a leader's direct influence on their follower's perception of work and personal goal attainment, as well as the essential paths to achieve the desired goals and outcomes (House, 1971; House, 1996; Jermier, 1996; Lambert, Tepper, Carr, & Holt, 2012). (see *Figure 3*). The path-goal theory was first proposed by Georgopoulos, Mahoney, and Jones (1956), enhanced by Vroom's expectancy theory (1964), later introduced by Martin G. Evans (1970), and then further developed by Robert M. House (1971), and it has evolved over the last several decades (Evans, 1996; House, 1971; House, 1996).

- Defines goals
- Clarifies path
- Removes obstacles
- Provides support

Figure 3. Path-goal leadership, (House, 1971).

House and Mitchell (1974) defined four different leadership behaviors based on two factors: consideration and initiating structure (Stogdill,1965). House (1971) described consideration as the "degree to which the leader creates a supportive environment of psychological support, warmth, friendliness, and helpfulness by doing such things as being friendly and approachable, looking out for the personal welfare of the group, doing little things for subordinates, and giving advance notice of change" (House, 1971, p. 322). House described initiating structure as "the degree to which the leader intiates psychological structure for subordinates by doing such thing as assigning particular tasks, specifying procedures to be followed, clarifying his expecations of subordinates, and scheduling work to be done" (p. 322). House (1971) related that those leaders with high intitiating structure have more satisified employees.

The four different leadership behaviors under the path-goal leadership theory (House, 1971) are: directive, supportive, participative, and achievement (House & Mitchell, 1974). Based upon initiating structure, directive leadership is leadership in which a leader informs the followers about the given task(s), tells them what is expected from them, and provides guidance on how to complete the task. This may include specific directives on the clarification of rules, policies, and procedures. The next three leadership behaviors: supportive, participative, and achievement-oriented, are based upon the concept of consideration.

Supportive leadership occurs when a leader creates a "friendly and psychologically supportive work environment" (House, 1971, p. 326). A supportive leader keeps the wants and needs of the followers in mind. Participative leadership involves leadership in which the leader consults with followers and involves them in the decision-making process. There are four effects of participative behavior: clarifying path-goal relationships concerning effort, goal, and rewards; increasing equality in follower goals and organizational goals; increasing autonomy among followers, and increasing the amount of pressure for organizational goals. Achievement-oriented leadership involves leaders who encourage excellence, set challenging goals, seek improvement and show confidence that subordinates will attain high standards of performance (House, 1971). Each of these four leadership behaviors has the potential to be effective or ineffective depending on the situation and on the abilities and needs of followers. In order to promote organizational effectiveness and to create a harmonious work environment, leaders should use the leadership behavior that best suits their organizations based upon

the abilities and needs of the followers (House, 1971; House & Mitchell, 1974; Lambert et al., 2012; Stogdill, 1974).

In 1996, House updated his path-goal leadership theory, but the aforementioned premise remained the same. However, in his revisions, House, included five axioms, or propositions believed to be true:

1. Leadership behavior is satisfying to the followers in as much as the followers identify the behavior as essential for achieving work-related goals. Followers will have a positive opinion of their leader as long as their behavior leads to reaching work-related goals.
2. Leadership behavior will help improve goal acquisition of the followers when a leader improves motivation of the followers; makes tasks assigned to followers relevant; removes obstacles and provides guidance for job completion, and provides additional resources that may be necessary to followers to help them achieve goals.
3. Leadership behavior will help improve follower motivation when a leader connects goal attainment to the needs of the follower, provides resources, makes the task intrinsically motivating. makes extrinsic rewards based on goal's attainment, and supports the followers needs psychologically, intrinsically, and extrinsically.
4. Leadership behavior will improve followers' task relevant abilities when engaging in the development of the follower or modeling behavior relevant to the task.

5. Leadership behavior will improve the organization's performance when providing adequate resources, cultivating collaborative relationships between group members and maintaining "a positive relationship between the group and the larger organization" (House, 1996, p. 335).

Teachers have different demographic characteristics and they grow as professional educators through different levels of motivation and organizational beliefs. In path-goal leadership, a belief that a teacher has about a path is based on his or her expectancy that a path will lead to certain goals or outcomes (Blahey, 1974). Therefore, taking into consideration the different personal characteristics of teachers, it is critical for the leader to guide teachers down the right path to professional and organizational goal attainment and student academic achievement. This is especially true in regard to novice teachers.

In order for a novice teacher to do their job successfully, and grow as professional educators, they must have a clear vision of the desired professional and organizational goal, and they must have support from their administrators (Boyd et al, 2011; Hoy & Miskel, 2013; Sergiovanni & Green, 2015). The leader is able to provide a clear vision and display supportive leadership through coaching, support, guidance, rewards, building professional relationships, and related actions (Boyd et al., 2011; Brown & Wynn, 2007; Witmer, 2005). Novice teachers gain a strong sense of confidence if they are provided with support from multiple parties in the system, including students, fellow teachers, administrators, and parents. This ultimately leads to a higher sense of self-efficacy, job satisfaction and retaining novices in the classroom (Witmer, 2005).

Equity theory

John Stacey Adams' equity theory deals with social relationships and argued that the motivation of subordinates is based on his or her perception of what is fair in the workplace when comparing themselves to others. According to Adams (1963), inequality exists when an individual perceives that they have been under rewarded or overrewarded in comparison to others. This may include, but is not limited to social interactions and the distribution of resources (Hayibor, 2012). Inequality of being under rewarded or overrewarded can be expected to produce tension among the involved parties (Adams, 1963). However, "leaving the field, or severance of the relationship is seen as a last resort when faced with inequality, and it will tend to occur only when the perceived inequality is very substantial and other means of alleviating it are seen to be ineffective or unavailable" (Hayibor, 2012, p. 229).

Social cognitive theory and self-efficacy

Social cognitive theory was developed by Bandura (1977) and it is referred to heavily in the literature. It is referred to as a framework to better understand and describe human behavior. It is the notion that one's acquisition of knowledge can be directly related to observing the social interactions of others, and by responding to, and reacting to environmental factors; therefore, a person is proactively involved in the choices they make in life (Bandura 1977; Bandura, 1989; Pajares, 2002).

At the center of social cognitive theory is self-efficacy. According to Bandura, self-efficacy is an individual's "self-perceived capabilities" (Bandura, 1977, p. 192). Bandura argued that when an individual was vested in their own interests that the strength of one's self-efficacy influenced their sense of well-being and their motivation to be successful in one's endeavors. He also noted that the strength of one's self-efficacy

determined the amount of time, effort, and expended energy that one would apply to complete a task (Bandura, 1977). In regard to the novice teacher, a teacher's sense of self-efficacy will determine how much time, effort, and dedication they will devote to the daily demands of the profession, and it will determine their ability to cope with everyday classroom situations (Bandura, 1977). In other studies, Pajares (2002) emphasized that individuals with low self-efficacy may perceive activities as being more difficult than what they are in reality, and this may impair their ability to problem solve which could eventually lead to increased stress.

Bandura (1986, 1994) stated that there are four main determinants of influence for self-efficacy: mastery experiences, vicarious experiences, social persuasion, and somatic and emotional states. The most effective and lasting way of creating a strong sense of self-efficacy is through mastery experiences (Bandura, 1986, 1994). Bandura argued that in order for a task to be highly valued upon its completion, the task, first and foremost, must be meaningful (Bandura, 1994). When one encounters the various trials and tribulations that come with the successful completion of a meaningful task, it builds a sense of perseverance and self-worth (Bandura 1989, 1994). However, if one continuously fails at accomplishing the task or achieving the desired goal, he or she will exhibit a low sense of self-efficacy (Bandura, 1994, Pajares & Schunk, 2002). Early in their careers, mastery experiences are especially important to the novice teachers.

The second way of building a sense of self-efficacy is through vicarious experiences (Bandura, 1986, 1994). Vicarious learning refers to learning through observations of others. Pajares and Schunk (2002) remarked that it describes a person's ability to observe an activity, retain what was learned, and then duplicate the activity.

Bandura (1994) also stated that humans also learn what not to do and so that they do not replicate someone else's failure (Bandura, 1994). For the novice teacher, classroom observations of their peers can provide valuable vicarious experiences in order for them to learn their craft (Bandura 1986, 1994).

Social persuasion, is the notion that a person can be successful at a given task, if their sense of self-efficacy is reinforced through the use of encouragement and assurance (Bandura, 1986, 1994). However, Bandura notes that the more believable the persuading source was to the individual, the more the person's self-efficacy would increase (Bandura, 1986).

Inducing somatic and emotional states is also used to reinforce a person's sense of self-efficacy. Somatic and emotional states relate to the notion that when a person is judging their capabilities to complete a given task, they rely on his or her emotions to judge whether or not they will be successful (Bandura, 1986, 1994; Pajares & Schunk, 2002). If a person attempts to complete a task while in a relaxed emotional state, the chances of success are higher, thereby increasing their self-efficacy. If a person attempting to complete a task is fearful or anxious, he or she is less likely to complete the task successfully, thereby becoming less likely to increase their self-efficacy (Bandura, 1986).

These four determinants, as well as the goals that the individual sets for himself or herself, guides a person's self-efficacy. Therefore, self-efficacy regulates an individual's own personal belief as to whether or not they can achieve a specific performance level. "These beliefs will ultimately influence how much effort people put forth, how long they will persist in the face of obstacles, how resilient they are in dealing with failures, and

how much stress or depression they experience in coping with demanding situations" (Bandura, 1977, pp. 193-194).

The concept of teacher self-efficacy has been discussed in the literature over the past several decades (Nir & Kranot, 2006; Onafowora, 2005; Prather-Jones, 2011; Schriver & Czerniak, 1999; Tschannen-Moran and Hoy 2001; Tschannen-Moran, Woolfolk, & Hoy, 2006). Tschannen-Moran et al. (1998) argued that how much self-efficacy a teacher possesses will determine the amount of effort a teacher puts into teaching and the amount of effort the teacher puts into their professional development.

Schriver and Czerniak (1999) conducted a study on the self-efficacy of teachers and found that teachers who had a high sense of self-efficacy portrayed the following six characteristics:

1. They planned their lessons carefully and their lessons were effective.
2. They took responsibility for their own growth and professional development.
3. They were effective with classroom management techniques.
4. Their teaching was student-centered
5. They used open-ended questioning.
6. They had more on-task teaching time.

Self-efficacy does not refer to a person's actual capabilities, but rather refers to one's own perception of his or her capabilities (Bandura, 1977). This is critical regarding the issue of novice teachers faced with managing a classroom and teaching challenging students. If a novice teacher doubts that they have the ability to make a difference with students, or that they have the ability to complete the tasks of managing a classroom, they will leave the teaching profession (Billingsley et al., 2004; Onafowora, 2005; Prather-

Jones, 2011). Therefore, it is critical that an administrator makes their school's culture and organizational climate conducive, not only for student learning, but also one in which the environment is such that a novice teacher can learn and grow as an educator (Lambert et al., 2012; LeMaistre & Paré, 2010; Nasser-Abu Alija & Fresko, 2010; Pajares & Schunk, 2002).

Administrative Support and Induction

Vroom and Jago (2007) defined leadership as "a process of motivating people to work together collaboratively to accomplish great things" (Vroom & Jago, 2007, p. 18), and they elaborated on their idea of leadership by stating their theory of what leadership is and is not:

1. Leadership is a process, not a property of a person.
2. The process involves influencing others through motivation.
3. The nature of incentives, whether they be extrinsic or intrinsic, is not part of the definition.
4. The consequence of the influence is collaboration in pursuit of a common goal.
5. The "great things" are in both the minds of the leaders and the followers and are not necessarily viewed as desirable by all other parties (Vroom & Jago, 2007, p. 18).

Vroom and Jago (2007) argued that relationships between leaders and subordinates are "not only at the core of attempts to understand what people do, but are also the basis for attempts to understand what leaders should do (Vroom & Jago, 2007, p. 23). As leaders of organizations adminstrators are not only responsible for daily routine tasks (Kim &

Roth, 2011), but also, “are charged with creating an organizational climate that promotes individual commitment and organizational effectiveness (providing adequate resources and professional development, giving meaningful feedback and encouragement, and including teachers in decision making)” (Pogodzinski, Youngs, Frank, & Belman, 2012, p. 270).

The pillars of administrative support have evolved over time. Although there are various perceptions of what administrative support is, the literature details that there are specific elements of leadership within the realm of administrative support. House (1981) conducted a study in which he identified four behavior domains of social support: emotional, informational, instrumental, and appraisal. House considered the emotional support domain with the element of trust as being the most important factor of social support (House, 1981 p.24). These four behavioral dimensions were later adapted and applied to administrative support by Littrell et al. (1994), who conducted a study involving 1226 public school teachers (special educators and general educators) in which the researchers took the four behavior dimensions of House (1981) and applied them to education and administrative support. According to Littrell et al. (1994), emotional support is characterized by actively listening, portraying trust, and displaying empathy to one’s staff. Informational support means offering advice and suggestions, and providing the information and the communication teachers need in order to do their jobs successfully. This may include such as making available to the faculty and staff the plan of the week, bell schedules, master schedules, daily events, and many other types of communication. Instrumental support is allotting time for teachers to collaborate, providing funding for resources and staff development. The last domain of support,

appraisal support, provides data to the teacher regarding their performance for self-evaluation purposes.

DiPaola (2012) conducted a study with 34 high schools and 1276 teachers. As a result of his study, he modified Littrell et al.'s (1994) four domains of support. He argued that these domains could be reduced to two key categories: instrumental support and expressive support. According to DiPaola (2012), instrumental support is the degree in which teachers perceive their administrators as providing the vital support necessary to effectively accomplish their everyday teaching tasks. Instrumental support may include administrators providing adequate planning time and collaboration time, providing extra assistance in the classroom, equally distributing resources and equally distributing committee responsibilities, providing feedback, offering suggestions, and helping to evaluate the instructional needs of students.

Expressive support is the degree to which teachers perceive their administrators as providing emotional and professional support. Expressive support is support in which administrators show teacher that they are important, they support their decisions, trust their judgment in dealing with classroom decisions, show confidence in their actions, actively listen when they are talking, provide staff development opportunities, encourage growth, and are honest. These two administrative support categories, instrumental and expressive (DiPaola, 2012) contain qualities that are associated with novice teachers' development of their social identity and increased self-efficacy (Bozonelos, 2008; Jamil et al., 2012; Littrell et al., 1994; Rosenholtz & Simspon, 1990; Su, Dainty, Sandford, & Belcher, 2011), reduction of work related stress, and their desire to remain in the profession (Fry, 2010; Prather-Jones, 2011; Shakrani, 2008; Su et.al., 2011).

Induction Programs

The goal of an induction program is to improve the overall performance of novice teachers, and to reduce the teacher attrition rate. By reducing the teacher attrition rate and retaining teachers, the result will ultimaely be a growth in the academic achievement of students (see *Figure 4*). Wong, Britton, & Ganser (2005) discussed the importance of

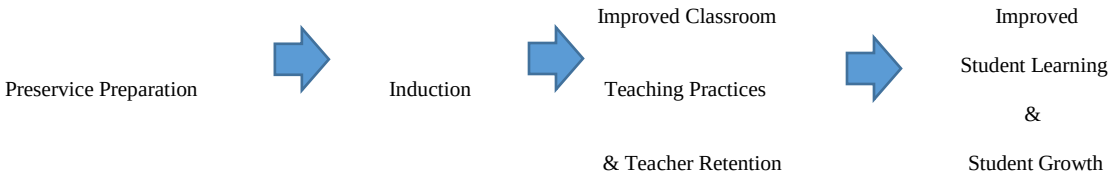

Figure 4. Theory of teacher development, (Wong, Britton & Ganser, 2005).

reducing teacher attrition in relationship to student achievement and to teacher professional growth:

> An effective teacher is perhaps the most important factor in producing consistently high levels of student achievement. Thus the profession must see to it that teachers are continually learning throughout their careers, and that process begins with those newest to the profession. A new teacher induction program can acculturate those newcomers to the idea that professional learning must be a lifelong pursuit. (Wong, Britton, & Ganser, 2005)

According to Wong (2004), induction is “a comprehensive, coherent, sustained professional development process that is used to train, support and retain new teachers and seamlessly progress them into a lifelong learning program” (Wong, 2004, p. 42). Edgar and Pair (2005) remarked that even seasoned veteran teachers require time when taking on new assignments before they adjust to the new routines of the assignment and

become acquainted with the new environment, new students, and new colleagues. Ingersoll and Strong (2011) reviewed several studies that provided support to the claim that induction programs and/or novice teacher mentoring programs have a positive impact on retaining novice teachers. In addition, studies have found that administrators who received training in creating induction and mentoring programs for their novice teachers reduced the likelihood of the novice teachers leaving at the end of the first year of teaching by 30% (Pogodzinski, 2012; Smith & Ingersoll, 2004).

According to Ingersoll & Strong (2011), the theory behind novice teacher induction "holds that teaching is complex work, that preemployment teacher preparation is rarely sufficient to provide all of the knowledge and skill necessary to successful teaching and that a significant portion can only be attained while on the job" (Ingersoll & Strong, 2011, p. 202). In his study of novice teachers, Johnson (2001), found that they were frustrated by being assigned to classes that veteran teachers did not want, receiving the students who were considered to be the most difficult and challenging, given overwhelming responsibilities outside of the classroom such as committee assignments, and not receiving input or support from administration (Johnson, 2001; Simos, 2013). Therefore, a more organized effort by school organizations is vital in order to provide an environment where novice teachers can be successful in their classrooms and learn the craft of teaching. In addition, a plan of induction which includes a teacher-mentor program to increase teacher effectiveness and student academic achievement is necessary (Ingersoll & Strong, 2011).

Novice teacher induction has been conceptualized not only as a phase in learning to teach, but also as a process of socialization. Socialization in part communicates to

novice teachers the knowledge, attributes, and behaviors necessary to participate as a member of the profession and a member of the school (Conway, 2009; Nasser-Abu Alhija & Fresko, 2010; Pogodzinski et al., 2012). During the induction process teachers learn to assimilate themselves into the culture of the school and administrators must play a key role in this process (Ingersoll, Merrill, & May, 2014; Ingersoll & Smith, 2004; Jamil et al., 2012; Prather-Jones, 2011; Shakrani, 2008, Wong, 2004). Studies on induction and mentoring programs indicated that administrative support is critical; however, the support that administrators diplayed during these studies were often found to be soley in the form of classroom oberservations with little, if any, feedback provided to the novice teachers (Boyd et al., 2009; Darling-Hammond & Sykes, 2003; Fry, 2010; Ingersoll & Smith, 2004; Pogodzinski, 2012; Shakrani, 2008).

The objective of novice teacher induction and mentoring support programs is to develop and design a program that will enable teacher socialization, assimiliation of novice teachers into the teaching community, and acquisition of knowledge, skills, values, and norms (Ingersoll et al., 2014; Nasser-Abu Alhija, & Fresko, 2010). According to Wong (2004), effective induction programs should begin a week before school starts and continue for a period of two to five years. Effective induction programs should be structured, sustained, multifaceted, and provide opportunities for novice teachers to have an effective mentor, to visit classrooms, to have strong support from their administrators, and to provide ample opportunities for collegial collaboration between novice and veteran teachers in order to exchange ideas for best practices and teaching strategies. Although induction activities should be based on the individual needs of the novice teacher, Wong (2004) remarked that the structure for collaboration, that is introduced at

the beginning of the novice teachers' career, must remain in place in order for teachers to grow professionally (Wong, 2004). These activities may include orientation sessions, faculty collaborative periods, meetings with supervisors, developmental workshops, extra classroom assistance, reduced workloads, and mentory guidance (Ingersoll & Strong, 2011; Ingersoll et al., 2014; Nasser-Abu Alhija & Fresko, 2010; Wong, 2004). Mentoring refers to the personal guidance provided to the novice teacher usually by veteran teachers and mentoring has become one of the main elements in induction support, but mentoring should not be the only element in a successful induction program (Darling-Hammond, 2003; Ingersoll & Strong, 2011; Ingersoll et al., 2014; Nasser-Abu Alhija & Fresko, 2010; Wong, 2004).

Not all induction programs are successful because they do not contain structured, sustained, supportive elements and feedback in order to benefit the novice teacher (Fry, 2010; Kelley, 2004). Fry (2010) conducted a case study of a novice teacher who decided to leave the profession after only her second year of teaching and stated administrative support issues as her reason for leaving. During the teacher's first year in the classroom, she received tremendous support, specifically in the form of feedback; due to a change in school administration, the teacher received little to no support during her second year in the classroom. She ultimately decided to leave the profession. In contrast, Wong (2004) reported on a few notable school districts in the 2001-2002 study that had success in retaining novice teachers through their induction programs: Newport-Mesa School District in California, lost 5 teachers out of the 148 hired, Islip Public Schools in New York lost 3 teachers out of the 68 hired, and LaFourche Parish Public Schools in

Thibodeaux, Louisiana, lost 1 teacher out of the 46 hired. LaFourche over the duration of four years lost only 11 teachers out of the 279 hired.

Fry (2010) found, however, that administrators and teachers have significantly different opinions about what constitutes effective administrative support. For example, the needs of novice teachers regarding administrative support differs from the needs of veteran teachers. Rosenholtz and Simpson (1990) reported that novice teachers desired administrative support to reduce classroom interruptions, acquire necessary resources, and reduce excessive and redundant paperwork. Huling-Austin (1990) noted students who interfered with the instruction of teachers were a major cause of stress for novice teachers, and students' misbehavior led to stress, burnout, and over time, led to apathy toward students. According to Tickle, Chang, and Kim (2011), "the behavioral climate of a school is important to teacher attrition; student behavior is one of the main factors identified by a former new teacher who made a decision to leave teaching" (p. 344). Rosenholtz and Simpson's (1990) research found that the lack of support from administrators superseded the main factor teachers cited for staying, which was collegial support. Teachers reported that a strong relationship among collegues was an important factor to satisfactory working conditions.

Collegial Relationships and Self-Efficacy

Good teachers know they must have colleagues with similar standards and expectations or they will choose not to stay at their schools (Wong, 2004). Through one's connections with colleagues comes meaning and genuine learning (Witmer, 2005). Sergiovanni (2015) referred to teaching as a collaboration of the head, heart, and hand, and as a process in which everyone must work together in order to maximize student

achievement. Collegial relationships are paramount to a novice teacher. As a novice teacher seeks to find his or her identity as a professional educator, and as a member of the professional organization of teaching, he or she will need the assistance and guidance of administrators and veteran teachers (Baker, 2007; Carlson, 2012; Fry, 2010; Pogodzinski, et al. 2012; Prather-Jones, 2011).

Mihans (2008) stated that we expect too much of novice teachers and alluded to the fact that:

> Teaching is the only profession that requires the same responsibilities of its beginning practitioners as it does of its masters. In both medicine and law, novices are expected to work closely with more experienced colleagues until they can stand on their own two feet. (Mihans, 2008, p.763)

When novice teachers enter the profession, they need assistance in many areas including developing pedagogical skills, classroom management skills, assistance in writing lesson plans, dealing with parents, and many other daily issues that arise. Therefore, collegial relationships, with administrators and colleagues are critical for the challenges faced by today's teachers. An effective way to build a novice teacher's repertoire of skills and strategies is through mentoring by a colleague (Feiman-Nemser, 2003; Ingersoll & Strong, 2011; Ingersoll et al., 2014; Nasser-Abu Alhija & Fresko, 2010).

Mentoring programs are not the sole induction progam and should be regarded as just one component of professional development for novice teachers (Carver, 2004; Feiman-Nemser, 2003; Wong, 2004), and mentoring programs should be aligned to the goals, mission, and vision of the mentee's respective school district. When trained properly, the mentor has the potential to provide the novice teacher the support,

experience, and confidence necessary to become excellent an teacher (Wong, 2004). The benefits of mentoring are two-fold. Mentoring not only provides much needed support and assistance to the novice teacher, but this collaboration also benefits veteran teachers by affording them the leadership roles in which they are able to share their knowledge and expertise with less experienced colleagues (Ingersoll, 2001; Mihans, 2008; Simos, 2013; Wong, 2004).

Leadership roles are important to teachers (Mihans, 2008). Teachers want to feel empowered, and they want to feel as though their ideas matter and that they are making a difference (Wong, 2004; Wong et al., 2005). If a teacher feels that they are part of a professional learning community, and that they are regarded as a member of a team, it increases their sense of efficacy, they feel empowered to make decisions in their classrooms, and assist even the most challenging of students in difficult situations (Ingersoll & Strong, 2011; Jamil et al., 2012; Kukla, 2009; Lambert et al., 2012; Simos, 2013; Wong et al., 2005). Therefore, it is imperative that an administrator creates structures in their schools so that teachers have time to collaborate and build professional relationships and exchange ideas (Ingersoll & Strong, 2011; Kukla, 2009; Mihans, 2008; Simos, 2013)

A novice teacher will leave the profession when he or she perceives that there is a poor professional relationship between the administrators and fellow colleagues (Pogodizinski et al., 2012). Boyd et al. (2011) found that "new teachers felt supported by administrators when they worked together to change teaching methods if students were not doing well; worked with teaching staff to solve school or departmental problems; and encouraged staff to use student assessment results in planning curriculum and instruction;

or worked to develop the schools mission," (Boyd et al., 2007, p. 327), and they were likely to remain in the profession. Therefore, administrative climate and professional organizational relationships becomes a very important aspect of teacher efficacy, thereby promoting teacher retention and student learning (Pogodzinski, et al., 2012).

Job Satisfaction and Career Decisions Influence

Although teachers leave the profession for many reasons, such as retirement, starting families, and relocation, administrative support of teachers is often cited in research as the primary factor leading to teacher burnout and job dissatisfaction (Baker, 2007; Boyd et al., 2007; Cancio, Albrecht, & Johns, 2013; Mihans, 2008; Pogodzinski et al., 2012). In contrast, research also indicates that leaders who are considerate of followers have more satisfied employees (House, 1971), and research has proposed that administrative support is important in decreasing teacher attrition. These findings support why teachers leave the profession when they perceive a lack of support from their administration (Baker, 2007; Boyd et al., 2011; Brown, et al., 2007; Cancio et al., 2013; Darling-Hammond, 2003; Hoy & Miskel, 2013; Ingersoll, 2001; Ingersoll & Smith, 2003; Kersaint, Lewis, Potter & Meisels, 2005; Pogodzinski et al., 2012).

Many teachers who decide to leave the profession are novice teachers within their first five years of teaching. Connolly (2000) suggested that job satisfaction among novice teachers declines when they feel they have limited autonomy and are not considered to be decision makers in the eyes of their administrators. If they leave after their first year because of a negative experience, many feel migrating to another school would be futile (Futernick, 2007; Pogodzinski, et al., 2012; Shann, 1998). This is significant because if a school has a high attrition rate then typically they are filling new vacant teaching

positions with new teachers every year, thereby negatively influencing educational initiatives and student achievement (Darling-Hammond & Sykes, 2003; Futernick, 2007). In retrospect, novice teachers who have positive professional relationships with their administrator during the first year, will most likely stay at their school (Caples & McNeese, 2010; Darling-Hammond, 2003; Ingersoll, 2001; Malloy & Allen, 2007; Pogodzinski, 2012; Strawn, Fox, & Duck, 2008; Tickle et al., 2010; Witmer, 2005).

There are many studies in the literature that reveal the important relationship between administrative support and job satisfaction among novice teachers. For example, Curtis (2012) conducted a mixed-method design study of 1571 middle school and high school math teachers and the results concluded 33% of them intended to leave the profession within five years stating a lack of administrative support as their reasoning. Additionally, those teachers who were willing to stay at their school site, would do so if they had a positive relationship with accessible administrators and their administrator encouraged them to attend professional development opportunities. In a quantitative study of novice elementary and middle school teachers, Pogodzinski et al. (2012) discovered that although the individual relationships that a novice teacher has with his or her administrator was important, it was the overall perception of the administrative climate in the school organization that determined their teaching career decisions. This is closely related to the study that Leithwood (2006) conducted in which he found that the school organizational climate and culture created by the administrator influenced teachers' decisions to remain in the profession.

Overall, a novice teacher's perception of administrative support and leadership influences that teacher's job satisfaction and career decision. Although a positive

perception of administrative support can retain a novice teacher at the site, a negative perception has the potential to drive the teacher from the site and out of the professional field of teaching (Curtis, 2012; Ingersoll, 2001; Pogodzinski et al., 2012).

Summary

The primary function of a school is to educate students. Administrators, teachers, parents, and the community are all stakeholders in the education of students, and working together to create collaborative meaningful relationships is imperative for the maximum growth academic growth of students (Witmer, 2005). Although the teaching profession has been referred to as the "profession that eats its young," (Carlson, 2012), administrators possess the tools necessary to alter this perception through the support of novice teachers. The literature supports a positive relationship between administrative support and teacher retention; therefore, it is essential that administrators create a positive, supportive, collaborative, school climate and culture in order to lower attrition numbers and improve retention among novice teachers (Cancio et al., 2013; Darling-Hammond & Sykes, 2003; Darling-Hammond & Sykes, 2003; Fry, 2010; Ingersoll, 2001; Shakrani, 2008; Witmer, 2005). In addition, Pogodzinski et al. (2012) propose that if an administrator is having difficulty retaining their teachers that they seek out other administrators who are successful in retaining teachers and learn from them.

If administrative factors that influence novice teachers' job satisfaction and career decisions can be found, then policies and procedures can be developed and initiated and possibly provide support for every teacher. These findings could lead to significant changes in novice teacher induction programs, administrator preparation programs, professional development, and teacher mentoring programs (Woods & Weimer, 2004).

CHAPTER III - RESEARCH METHOD

Purpose of the Study

This purpose of this qualitative study was to investigate what a sample of novice, middle school, and high school public school teachers considered to be a lack of administrative support, and what factors led to their decision to migrate to another school or leave the profession. In conducting this study, it was important to understand what novice teachers perceived and experienced regarding administrative support within their respective school organizations. It is possible that understanding this information could fill in the literature gaps that exist in this area, and assist administrative leaders in implementing new induction programs to help reduce the number of teachers leaving the profession. As each participant possessed varying degrees of perception regarding their unique personal experiences, which in turn were based upon his or her educational training, places of employment, characteristics of work setting, fellow colleagues, and building administrators, the rationale for the research method of phenomenology existed.

The Pilot Study

In the fall of 2015, a qualitative research pilot study was conducted in which two novice high school teachers and one novice middle school teacher were interviewed to access their experiences of what they perceived as a lack of administrative support, and how it influenced their decision to migrate or leave the teaching profession. The results of this pilot study depicted that the two main complaints among the three participants was that their administrators did not provide feedback and their administrators did not have good organizational communication skills. Additionally, two of the three participants felt that the administrators ruined their self-esteem and reduced their feelings of self-efficacy.

Based on the pilot study, the interview questions for this study were reformulated in order to gain further insight into the phenomenon of administrative support and in order to gain a deeper understanding of the novice teachers' experiences with these support issues. The pilot study is discussed in further details in chapter IV.

Research Questions

The following research questions were crafted to guide this study, and they were redesigned from the original questions that were used in the pilot study:

1. What are the meanings, structures, and essences of the lived experiences of a sample of novice teachers who migrated or left the profession within the first five years of teaching citing a lack of administrative support as their reason?
2. How do migrating or exiting public school teachers, with 0 to 5 years of teaching experience, perceive a lack of administrative support during their induction?
3. How do collegial relationships contribute to the novice teachers' perception of their success in the classroom and their feelings of self-efficacy?
4. How do novice teachers perceive lack of administrative support in career decisions and job satisfaction issues?

Participant Selection

The purpose of this study was to research organizational sources of administrative support that influenced novice middle school and high school teachers' career decisions to either leave the teaching profession, or migrate to another school or district within their first five years of teaching, in search of supportive environments. The lived experiences,

views and perspectives of these novice teachers were explored in order to gain a deep understanding of the lack of administrative support phenomenon. Since it was absolutely necessary that all participants experienced the phenomenon being studied, criterion sampling was used in the selection of all perspective participants (Creswell, 2013). In order to implement this research, the researcher determined that the criteria for the participant population of this study would consist of: a) novice teachers, in either a public middle school or high school setting, who indicated that their reasons for either migrating or exiting the teaching profession within the first five years, was due to a lack of administrative support b) participants must have had a desire to be a teacher when they entered the profession. Through the assistance of colleagues and administrators, ten participants were selected for this study based on the above criteria. Superintendents of prospective school districts were contacted in order to seek permssion to speak with administrators and teachers within the school district. Interviews were then conducted with the research participants until data reached saturation, meaning the point at which new interviews yielded no new information about the phenomenon under investigation.

Research Method

A qualitative research approach appeared appropriate in answering the research questions of this study as the literature confirmed that the phenomenon, a lack of administrative support, was only generally known by scholars and researchers and its meaning as it is perceived by novice teacher was unclear. Therefore, it seemed that the research should be qualitative in order to explore the actual definitions that novice teachers applied to the phenomenon of a lack of administrative support.

This qualitative study set out to investigate what a sample of novice public school teachers considered to be a lack of administrative support, and how it influenced their feelings of self-efficacy and their desire to stay in the professional field of teaching. Each participant possessed different perspectives relating to their unique personal experiences which was based on educational training, places of employment, colleagues, administrators, and the characteristics of their work setting. Therefore, phenomenology was chosen as the qualitative method for this study.

"Phenomenology is both a twentieth-century school of Philosophy associated with Husserl (1970) and a type of qualitative research" (Merriam & Tisdell, 2015, p. 25). "Phenomenology asks for the very nature of the phenomenon, for that which makes a some-'thing' what it is," (Van Manen, 1990, p. 10). Moustakas (1994) took the position that research should focus on the wholeness of the experience and a search for the essences of the experiences. He believed that experience and behavior were an integrated and inseparable relationship of a particular phenomenon. In this study, all participants were chosen on the basis that they stated during a formal or informal inquiry that a lack of administrative support was their reason for migrating to another school or for leaving the teaching profession. Since everyone encountered their own unique "lived experience," in relationship to the phenomenon, their "something," which in this study was a lack of administrative support, multiple in-depth interviews were conducted in order to gain an understanding of the experiences of novice teachers. This is important for this phenomenological research as the researcher worked from the participants' specific stated experiences rather than constructing a researcher's model of interpretation

(Creswell, Hanson, Plano-Clark, & Morales, 2007). Through reflection, participants recounted their experiences and began to make meaning of them (Moustakas, 1994).

According to Moustakas (1994), phenomenological research has three central processes: the epoché, the transcendental, and the imaginative. In epoché, the researcher sets aside any preconceptions about the phenomenon, in the transcendental the researcher examines the experiences and works through the textual evidence to determine what is essential to the phenomenon, and in the imaginative the researcher interprets experiences and looks for meanings. Working through these central processes, the researcher arrives at a "textural- synthesis of meaning and essences of the phenomenon or experience being investigated" (Moustakas, 1994, p. 36). Due to the steps outlined by Moustakas in collecting and analyzing data, and guidelines for synthesizing meaning for textual and structural descriptions, Moustakas approach to phenomenological research was used in this study.

This qualitative phenomenological study, used both deductive and inductive reasoning, and explored organizational sources of administrative support that influenced novice, middle school, and high school teachers' career decisions to either migrate to another school or leave the teaching profession. The deductive analyses provided a summary of the interview questions that were used to address each research question. Inductive reasoning was utilized to determine themes that emerged across all of the research questions. The participants' reflections of their lived experiences were explored through semi-structured interviews in two ninety-minute sessions.

Data Collection

The process involved many components, including preparing the data, conducting the analysis, becoming immersed in the data, understanding the outcomes, and interpreting the results to address the research. Phenomenological principles assert that scientific investigation is valid when the information gained comes about through rich description that allows for the understanding of the essences of the experience (Moustakas, 1994). Moustakas believed that experience and behavior were an integrated and inseparable relationship of a particular phenomenon. It is from these lived experiences that the researcher analyzed the data (Creswell, Hanson, Plano-Clark, & Morales, 2007). Through reflection, participants recounted their lived experiences and their meaning in a semi-structured interview setting.

The phenomenological interview has two primary purposes, including "exploring and gathering" information to obtain a "richer and deeper understanding of human phenomenon," and building a relationship with participants "about the meaning of an experience" (Van Manen, 1990, p. 66). Interviews with each participant were conducted in ninety-minute sessions in a location that was safe and quiet. All names of the participants, teachers, administrators, schools, and locations were kept confidential. Pseudonyms were assigned to each participant as to reassure their anonymity. At the time of this study, nine of the participants were still active in the teaching profession and one participant had left teaching permanently.

Creswell (1998) listed eight specific verification procedures used in qualitative research: prolonged engagement/observation; triangulation; peer review/debriefing; negative case analysis; clarifying research bias; member checks; rich/thick descriptions;

and external audits. He recommended, "qualitative researchers engage in two of them in any given study" (p. 203). The verification and validation procedures used in this study were bracketing, triangulation, member checks, and rich/thick descriptions. In order to set aside any preconceived feelings or beliefs about the topic, the researcher bracketed their feelings or beliefs prior to each interview. Bracketing any preconceived feelings or beliefs allowed the researcher to approach data collection and analysis from a nonjudgemental state (Van Manen, 1997).

The participants were interviewed in two ninety-minute sessions in a semi-structured interview setting, and the interviews were digitally recorded and transcribed verbatim. The researcher kept a field note journal in order to record what the researcher saw, heard, experienced, and thought during data collection. The audio recordings of the interviews provided complete verbal records, and prevented the interviewer from making an unconscious selection of data favoring the interviewer's biases. During data collection and analysis, the researcher utilized these specific qualitative protocols as outlined by Moustakas (1994):

1. Using a phenomenological approach, obtain a full description of (the) experience of the phenomenon.
2. From the verbatim transcript of (the) experience complete the following steps:
    a. Consider each statement with respect to significance for descriptions of the experience.
    b. Record all relevant statements.
    c. List each nonrepetitive, nonoverlapping statements. These are the invariant horizons or meaning units of the experience.

d. Relate and cluster the invariant meaning units into themes.

e. Synthesize the invariant meaning units and themes into a *description of the textures of the experience.* Include the verbatim examples.

f. Reflect on your own textual description. Through imaginative variation, construct a description of the into a *description of the structures of the experience*.

g. Construct a textural-structural description of the meanings and essences of your experience.

Following the data collection methods, the researcher recorded incidents in a reflective journal in order to record details about data analysis process. This entire process provided for triangulation in order to establish the credibility of the findings and conclusions of the study. To improve the credibility of the research findings, following the face-to-face interviews, the participants were given the opportunity to read their transcriptions and check for accuracy through member checking (Creswell, 1998). The researcher, through data analysis provided rich-thick descriptions of the lived experiences of the participants. According to Creswell (2003), using rich-thick descriptions "may transport the readers to the setting and give the discussion an element of shared experiences" (p. 196).

Role of the Researcher

In phenomenological research it is important that the researcher, as well as participants, have experienced the same phenomenon (Moustakas. 1994). The phenomenon in this study is a lack of administrative support. The researcher has been in education for over 20 years and worked as a teacher and a member of an administrative

team. The researcher has witnessed first-hand situations in which novice teachers have experienced struggles and frustrations and literally walked off of the job. Novice teachers are very different from one another and they often come into the profession with fresh ideas, current research-based teaching strategies and a wealth of enthusiasm. However, when they do not receive the support that they feel they need, in a span of a few short years, or months, the enthusiasm dwindles and they leave the profession with bitterness. In phenomenological research, it is important to practice epoché, bracket one's personal judgement, prejudices, and personal experiences, and look at the phenomenon of this study, a lack of administrative support, with fresh eyes so as not to carry any bias into the research (Creswell, 1998, Moustakas, 1994).

Data Analysis

This qualitative study included 10 novice, middle school, and high school teachers who have either migrated to another school or who have left the profession within their first five years of teaching. The researcher obtained a full description of the topic through tape-recorded interviews of each participants (see Appendix C). Each interview was transcribed verbatim and inductive analyses was used to determine themes that emerged across all of the research questions (Moustakas, 1994). Through the process of developing descriptions of the lived experiences from the phenomenological interviews, the six elements provided by Van Manen (1990) were used as a guide in this study:

1. The experience should be described as the participant lived it.
2. The experience is described the state of the mind of the participant, such as their feelings, mood, and emotion.

3. In describing a particular incident, the participant should be asked to provide specific details.
4. Components of the experience that are particularly intense should be described in detail.
5. Researcher should include in their field notes any sensory details or body language that was particularly meaningful.
6. The researcher should avoid using any terminology that may misrepresent the participant.

After the transcriptions of all interviews, all relevant statements were recorded and invariant horizons, (units of meaning), were created by listing all non-overlapping or non-repetitive statements. These invariant segments and meaning units were of equal value and were clustered into themes. Furthermore, these segments and themes were further synthesized into a description of the texture (the what) (Moustakas, 1994). The textual descriptions were analyzed from different perspectives in order to arrive at the description of the structure (the how). The textual-structural description that emerged represented the meaning and essence of the experience (Moustakas, 1994). In addition, this study used ATLAS.ti 8.0 to electronically verify accuracy of the coding and the emerging themes.

This study examined novice teachers' perceptions of administrative support and its influence on feelings of self-efficacy and career making decisions. The research process involved many components, including preparing the data, conducting the analysis, becoming immersed in the data, understanding the outcomes, and interpreting the results to address the research. Prior to the beginning of the interviews, IRB approval

was given, and the informed consent forms were signed by the participants (see Appendix A).

CHAPTER IV – RESULTS

Introduction

Novice teachers' perceptions play an important role in the novice teacher attrition rate; therefore, their perceptions cannot be ignored. Many teachers believe that administrators determine their working conditions and teachers' perceptions of administrative support plays a vital role in their commitment to the profession (Rosenholtz, 1989). The purpose of this study was to explore organizational sources of administrative support that influenced novice, middle school, and high school teachers' career decisions to either migrate to another school or leave the teaching profession. Prior to this study, a pilot study was conducted in the fall of 2015.

Pilot Study

In the fall of 2015, a qualitative research pilot study was conducted in which two novice high school teachers, and one novice middle school teacher were interviewed. Of these three participants, one was a male and two were female, and their ages were between 23 and 34 (see Table 1). The researcher attempted to access their lived experiences regarding what they perceived as a lack of administrative support, and how a lack of administrative support influenced their decision to migrate or leave the teaching profession. One of these participants, PS2, left the teaching profession and was encouraged by a different administrator to return to his teaching career by accepting a job at a different school which was located in a different school district. The other two participants migrated to different schools within their district after their first year of teaching.

Table 1

Pilot Study Participant Characteristics

Pseudonym	Gender	Years Teaching	Previous Employment	Migrated or Left Profession	Current Employment
PS1	Female	2	Middle School	Migrated	Middle School
PS2	Male	1	High School	Both	Middle School
PS3	Female	2	High School	Migrated	High School

The participants in this study were interviewed through multiple semi-structured interviews. Prior to the beginning of the interviews, IRB approval was given, and the informed consent forms were signed by the participants (see Appendix B). The interviews were analyzed and transcribed verbatim. In transcribing the interviews, common themes began to emerge. The results of this pilot study conveyed that the two main issues among the three participants was that their administrators did not provide feedback and their administrators did not have good organizational communication skills. Additionally, two of the three participants, PS1 and PS2, felt that their previous administrators ruined their self-esteem and reduced their feelings of self-efficacy through excessive negativity.

All three participants, expressed their pleasure with their new schools and with their new administrators, and PS3 remarked that:

> Although, I am in a different school, with an administrator who has the reputation for being extremely tough and rigid, I know where I stand. I know what is

> expected of me, and at my old school, with my old administrator, and basically the whole administrative team, I never knew what to expect from one day to the next. It was not a supportive atmosphere. It was an 'I got ya,' atmosphere.

The researcher received similar responses from PS1 and PS2 regarding their old teaching positions. One could argue that in the case of PS2, that he may be happier with his new position because it is a different secondary level, migrating from high school to middle school, but he would disagree. PS2 stated that it was not the grade level that he was teaching that made him quit. It was the lack of administrative support. He experienced several situations in which he perceived the administrator did not support him with issues of disruptive classroom behavior, or provide him with the necessary resources that he felt needed in order to be successful in his classroom. However, the deciding factor to leave came as he stated:

> I caught a student 'keying' my car, and it was also seen on the school camera, but this student was not punished. When I asked the principal why nothing was done, she said that I shouldn't have parked my car next to the field house. I don't know why. Everyone else parked there. That is when I had had enough, and left.

PS2 was out of the teaching profession for approximately four months and then he received a phone call from an administrator offering him a position in a different school district. PS2 was skeptical because, as PS2 put it, "he was, and still is, very rigid and set in his ways." However, PS2 says, "I'm glad I made the change I would hate to think that I spent all of that money on college for nothing." In the case of PS2, his lived experiences included an administrator that had heard of his situation, and sought him out to bring him back into education.

As with PS2, another participant, PS1 expressed her pleasure with her new teaching assignment:

> I had no life at my other school outside of the school building. Everything was micromanaged and teachers were not treated like professionals, and I realize, that I'm new, but a little respect goes a long way. I am much happier now, and I will be staying at my new school for as long as they will have me.

The pilot study provided much insight and proved to be a beneficial foundation on which to build the study on a larger scale. It provided insight into schools located within the same school district, who had the same mission statement and vision, but implementation was carried out differently by administrators located throughout the school district. The pilot study revealed that both PS1 and PS3 are both happier in their schools, although they are still employed by their initial school districts. It also provided insight into administrators who are committed to the teaching profession and who work hard to keep good teachers in the profession in order to provide the best educators for the students in their school districts. The results of the pilot study were preliminary, but were helpful to the researcher in reformulating the interview questions in order to dig deeper and to gain a better understanding of the lived experiences of other novice teachers when conducting the phenomenological study on a larger scale.

Research Questions

This phenomenological study set out to define a lack of administrative support as perceived and reported by a group of novice teacher who left the teaching profession or who exited their schools in search of new districts where administrative support was perceived to be high. The following research questions were crafted to guide this study:

1. What are the meanings, structures and essences of the lived experiences of a sample of novice teachers who migrated or left the profession within the first five years of teaching citing a lack of administrative support as their reason?
2. How do migrating or exiting public school teachers, with 0 to 5 years of teaching experience, perceive a lack of administrative support during their induction?
3. How do collegial relationships contribute to the novice teachers' perception of their success in the classroom and their feelings of self-efficacy?
4. How do novice teachers perceive lack of administrative support in career decisions and job satisfaction issues?

The interview questions were reformulated after the results of the pilot study to correlate with the research questions of this study, and to gain a deeper understanding of the experiences of a larger sample of novice teachers (see Appendix D). The research results strongly support the theoretical framework that guided this study.

Participants

The participants in this study were 10 novice, middle school, and high school teachers employed in a public-school setting. The participants represented a total of seven school districts in which they were either previously or currently employed. Six participants were White females; two participants were African American females, one participant was an Asian female, and one participant was a White male (see Table 2). Six out of ten participants migrated to other schools, three out of ten participants left the

profession and returned, and one of the participants is no longer in the teaching profession. Seven out of ten participants obtained their teaching license through the traditional route, while three out of ten participants obtained their teaching license through the alternate route. At the time of this study six out of ten participants either possessed a master's degree, or were working on a master's degree, and four out of ten participants had a bachelor's degree (see Table 2).

Table 2

Characteristics of Participants

Teacher*	Gender	Ethnic Background	Marital Status	Children at Home	Years Taught	Degree Route	Highest Degree Earned	Migrated or Left	Current Employment
Mrs. Young	Female	Caucasian	Married	0	2	Traditional	Master's	Left and Returned	High School
Mrs. Arnold	Female	Caucasian	Married	0	3	Alternate	Master's	Migrated	Middle School
Mrs. Miller	Female	Caucasian	Married	2	3	Traditional	Bachelor's	Migrated	Middle School
Ms. Nelson	Female	African American	Single	0	3	Traditional	Master's	Migrated	High School
Mrs. Forest	Female	Caucasian	Married	3	3	Alternate	Master's	Migrated	High School
Mrs. Riggs	Female	Asian American	Married	1	4	Traditional	Working on Master's	Left and Returned	High School
Mrs. Reed	Female	African American	Married	3	4	Traditional	Bachelor's	Left Entirely	Middle School
Mr. Apple	Male	Caucasian	Divorced	0	2	Alternate	Bachelor's	Left and Returned	High School
Mrs. Porter	Female	Caucasian	Married	1	4	Traditional	Master's	Migrated	High School
Mrs. Kaiser	Female	Caucasian	Married	1	3	Traditional	Bachelor's	Migrated	High School

*Pseudonym

Results

At the onset of the initial interview with each participant, the participants were asked introductory questions at the beginning of their intial interview to make them feel more at ease, and to ensure that they fit one of the research criteria of: a desire to be a teacher. These questions included: a) How long have you been a teacher? b) What or who inspired you to become a teacher? c) What are you thoughts on teaching as a profession? In response to the question: Why did you chose the teaching profession as a career? the responses varied. Three of the participants, Ms. Nelson, Mrs. Porter, and Mrs. Young, replied that they could not imagine doing anything else due to their love of children and helping them learn. Mrs. Porter, a teacher for four years, showed a lot of passion for teaching in her interview and remarked, "You know, I just never thought of myself doing anything else."

Five of the participants, stated they were inspired by a family member who was in the profession, and they chose to follow in their footsteps. Mrs. Reed, although no longer working in the teaching profession, followed in the footsteps of her mother, "My mom was a school teacher and she encouraged me to go into teaching." Two of the participants, Mrs. Forest and Mrs. Kaiser, stated that a former teacher inspired them to become a teacher.

Mrs. Forest, a teacher for three years, stated that she was a quick learner when she was a student, and her teachers would often let her be a peer tutor, "I just liked helping the teachers and the kids, and I never wanted to do anything else."

Guided by the theoretical framework of Vroom's (1964), expectancy theory, Robert M. House's (1971) path-goal leadership theory, Adams' equity theory (1963),

Bandura's (1977) social cognitive and self-efficacy theories (as discussed in chapter 2), the results of this study support this theoretical framework. The novice teachers lived experiences of a lack of administrative support, resulted in the repetition of several words or phrases being voiced by the participants during interview sessions over the course of the study, (see Table 3). These meaningful units of words and phrases became the foundation of the three themes that emerged in this study (see Table 4).

Table 3

Participants' Responses to Contributing Factors Regarding Career Decisions

Contributing Factors to Migrating or Leaving	Number of Times Mentioned	Teachers Who Mentioned Contributing Factor
Discipline or Student Behavior	90	12,13,14,15,16,17,18,19,20,21
Trust or Fairness	85	12,13,14,15,16,17,18,19,20,21
Feedback	72	12,13,14,15,16,17,19,20,21
Respect	60	12,13,14,15,16,17,18,20,21
Consistent	56	12,13,14,15,16,17,18,19,20,21
Model or Show Me	42	12,13,14,15,16,17,18,19,20,21
Resources	41	12,13,14,15,16,17,18,19,20,21
Approachable	33	12,13,14,15,16,17,18,19,20,21
Collaborate	32	12,13,14,15,16,17,18,20,21
Confidence or Self-Esteem	28	12,13,14,15,16,17,18,19,20,21
Micromanaged	12	12,14,15,16,17,20,21

In analyzing key words or phrases, which are discussed in detail under each research question, all of the participants mentioned student behavior, lack of administrative trust or fairness, lack of consistency, lack of modeling professionalism and best practices by the administration, not providing adequate resources, not being approachable, and not building confidence or self-esteem as a deciding factor into migrating or leaving the profession. Nine out of ten participants mentioned a lack of

feedback, lack of respect by administrators, and administrators not planning enough collaboration time as a deciding factor into migrating or leaving the profession. Seven out of ten participants mentioned micromanaging by administrators as a deciding factor into migrating or leaving the profession. Lack of fair and consistent feedback was expressed as a concern by nine out of ten participants. Perceptions of not being treated with professional respect by administrators was expressed as a concern by nine out of ten participants. Perceptions of not having enough time to collaborate was expressed as a concern by nine out of ten participants, and the feeling of being micromanaged by the administration was expressed as a concern by seven out of ten participants. These meaningful units of words and phrases were categorized and three themes emerged from the findings of this study: expressive support, instrumental support, and teacher stress (see Table 4).

Table 4

Contributing Factors and Emerging Themes

Contributing Factors to Migrating or Leaving	Emerging Themes
Discipline or Student Behavior	Expressive Support, Stress
Trust or Fairness	Expressive Support
Feedback	Instrumental Support
Respect	Expressive Support
Consistent	Instrumental Support, Stress
Model or Show Me	Expressive Support
Resources	Instrumental Support
Approachable	Expressive Support, Stress
Collaborate	Instrumental Support
Confidence or Self-Esteem	Expressive Support
Micromanaged	Stress

Research Question One:

What are the meanings, structures and essences of the lived experience of a sample of novice teachers who migrated or left the profession within the first five years of teaching citing a lack of administrative support as their reason?

In response to research question one, the three emerging themes, (expressive support, instrumental support, and teacher stress), proved crucial to the understanding the meaning, structures and essences of the lived experiences of this sample of novice teachers. The lack of administrative support with expressive support elements perceived by the novice teachers in this study were: lack of support with student discipline, not exhibiting professional integrity and trust, a lack of professional respect, being unapproachable, not building confidence or self-esteem among participants, and not modeling instructional strategies or concepts (see Table 3). Participants in this study gave their perceptions of the lack of administrative support they received in these areas through their lived experiences in their previous schools.

Expressive Support

In the area of expressive support, the research results show that participants mentioned student discipline issues during the interview session, as the leading factor in their career making decisions to migrate or leave the profession. The participants communicated their experiences in their previous schools and their perception of how discipline was handled. In doing so, many of the participants when interviewed, appeared agitated with their administration's handling of student discipline. Many explained that they perceived that student discipline was out of control in their schools and was not

being handled according to school district policy. Mrs. Porter, who migrated between high schools, expressed her concerns with the disruption of the learning environment:

> I think if a student is disrupting the learning in a classroom that either they should be removed, or the consequences should be severe enough where they don't continue that pattern of behavior. Students can't be allowed to disrupt the learning of others, and I've seen it happen, we've all probably have seen it happen.

Mrs. Forest, who also migrated to another school, outlined, "There's no way that you can stay at a school when you don't have discipline support with students."

Another participant, Mrs. Kaiser also stated concerns with her previous administration with the handling of discipline issues:

> My past assistant principals never really did anything to assist the teachers to correct poor behavior. In a high school, if behavior gets out of control, it can be disastrous, and it was. I got to the point that I did not feel safe going to work, and I asked to be transferred.

Mrs. Arnold's perception of how discipline issues should be handled did not match the actions of Mrs. Arnold's previous administration:

> If I write a kid up, I want to know that my administration is backing me, and not tossing my referrals in the garbage can, and telling the kid to go back to class. This is exactly what happened at the old school.

The lack of support Mrs. Reed received with student discipline influenced her to make the decision to leave the teaching profession. Mrs. Reed remarked:

> Well, I left teaching after four years. I just couldn't do it with the lack of

> respect from students and parents. It was not like I thought it was going to be. There was no support from the administrators on discipline, none. Like, I liked the kids, but don't disrespect me because if you do, I'm going to the house. I don't want that nonsense in my life.

Mr. Apple, a high school teacher who left the profession and eventually returned, described a situation in which the lack of support with student discipline was the "straw that broke the camel's back" and sealed his decision to leave his school. Mr. Apple stated:

> I left only after a few months of teaching. I was an alternate route teacher, and I got no support with discipline, and like I said, I'm not working anywhere, especially in a high school, where the discipline is not under control. The discipline in that building was totally out of control, the teachers knew it, the students knew it, the parents knew it, and the community knew it, and I didn't want my name attached to it. The straw that finally broke the camel's back was I sent one of my students to the office for bullying another child, and I had sent this kid to the office more than one time, and nothing was ever done to the kid. I decided that I could not stay in a building where something like this was happening, and I saw that this school was headed for a lawsuit by not taking care of this bullying problem. My understanding of bullying is that it is a repeated pattern of behavior between two students, and I had the documentation to show that this was a repeated pattern of behavior that was occurring with one student bullying the other one. I tried to approach my administrators several times about this issue, and they just ignored it. They tried to argue that it wasn't bullying, but

> I'm the one that saw it happening, and I think I know bullying when I see it. I wasn't going to stay in a building, and have that happen in my classroom, nothing being done about it, because people would think that it was my fault. They would think that I wasn't sending this kid to the office. I mean, everyone saw it, and it was a classic case of bullying.

Following closely behind student discipline, the participants' perceptions of not being able to trust their previous administration to exhibit professional integrity and demonstrate fairness when giving feedback was the second most contributing factor into migrating or leaving the profession. During their interviews many of the participants outlined that feedback should be about one's work and should not be about them personally. Mrs. Reed stated that she had an overall lack of trust with her previous administration, "I didn't trust the administrators. They never gave me any reason too. I don't get how I am supposed to trust someone who comes in my room, not to help, but to try to find something wrong with me."

Mrs. Young perceived that her administrators did not trust that she was using best practices to maximize student learning and it created a poor working relationship, "My administrator didn't trust that I was in my classroom doing the job that I was paid for."

Mrs. Kaiser communicated that she was frustrated about her experience at her previous school with her principal during observations. Mrs. Kaiser perceived that her administration gave her unfair feedback from her classroom obsesrvations, "She was not there to help you, but she was there to get you. I didn't trust her, and the reason is because she never treated me fairly."

Mrs. Porter also faced a difficult situation in her previous school regarding to what she perceived as consistent unfair feedback:

> I was her target and I could not get the support of my superintendent in the matter. There was no justice in any of that. I lost all trust in my administrators. I knew that if I stayed in that school that I would never be treated fairly.

Mrs. Forest stated that her issues with trusting her previous administration stemmed from the lack of support she received with classroom management, and pointed out safety concerns:

> I think that when administrators don't support you that it is hard to trust them. If you can't trust your administration, especially at a high school level, then you need to get out of there. High school kids, well any kid for that matter, but high school kids can be dangerous.

Trust in the realm of collegiality and instructional support was a concern expressed by Mrs. Riggs in regard to her working relationship with her previous administration, "I was not trusted to be a professional and to make professional decisions in my classroom. The working relationship was one of mistrust. I was told everything that I had to do and how I had to do it."

Ms. Nelson, although she expressed in her interview that she loves being a teacher, voiced her frustration with her perception of a lack of administrative support in her school:

> It's not that I don't love the teaching and the kids, and it's not that I think I can't do it, but the stress that comes with it, the lack of communication, the lack of

> support, the lack of trust, and not being treated like a professional almost isn't worth the job.

Another aspect of expressive support is exhibiting professional respect and professional courtesy to subordinates. Many of the participants conveyed that they were not treated with professional respect and professional courtesy by their previous administration. Mrs. Miller described her previous working relationship with her administrator as quite tense, "She portrayed the image that she was superior to me in some way. I hate to be negative, but that's how she made me feel. She showed me nothing but disrespect."

Mrs. Young described her previous school and her perception of being treated with disrespect. According to Mrs. Young, teachers were expected to complete certain tasks, but these tasks were not communicated to the teachers, and the teachers would be reprimanded if these unknown tasks were not done in a timely manner. She stated, "I was not being treated fairly or with respect. We would be reprimanded for things that we were supposed to do, but didn't know that we were supposed to be doing certain things."

Ms. Nelson described her previous school and her perception of a lack of professional support from her past administrators:

> I hate that I was not treated like a professional. Teachers were often talked down to like they were students. If I give respect to someone as a professional, then I expect to get the same sort of respect back, and not being treated with such disrespect from administrators. In college, we are told to respect our administrators, but respect works both ways.

Mr. Apple had a similar comment about professional respect from administrators in general, “I think there’s the thought from administrators that we should be treating them with respect, but then when it comes down to treating the teachers with respect, that sort of goes by the wayside.”

Mrs. Forest reflected on the meaning of perhaps the reason some novice teachers may not receive the professional respect that feel they deserve from their administrators, and tried to make sense of it all:

> Maybe it is that they don’t respect us because they think that we’re too young to be professionals, or that we haven’t been around long enough to be considered a professional, or that we haven’t yet earned the right to be a professional. So, they treat us like students.

Mrs. Arnold discussed her perception of the high standards that teachers are often held to, but are not often given the respect they feel they deserve:

> You’re set to these high expectations, but you’re not given the respect that you should be given. So, I don’t get the respect of being able to live my life however, I want because I have to uphold this image of what a teacher should be, but I don’t get the respect of what a teacher should get. In my old school, teachers were treated with such disrespect that I really think the administrators would have been happier if we teachers had stayed home and didn’t come to work.

Many of the participants had similar perceptions that they were not treated with professional respect, and therefore, many viewed their previous administrators as being unapproachable.

One participant, Mrs. Porter, had three principals in her previous high school, and she expressed her concerns in regard to her previous supervising administrator, and the lack of ease at which she felt she could have collegial conversations with her:

> All of the principals, I guess I should say, were supportive of me, but the principal, who was actually an assistant principal, was my immediate supervisor, and she was not supportive at all. She would always just look at me like she was angry about something. She was not someone that I could go to or approach with my problems. I felt very isolated.

An open exchange of dialogue did not exist in Mrs. Reed's previous school. Mrs. Reed, who left the teaching profession, described her former position and the lack of having a channel of ideas flowing through the faculty and staff, "Something was always changing. These administrators were not open to criticism and really didn't want to hear about your suggestions. You really couldn't approach them with ideas or concerns."

Other problems with having unapproachable administrators were discussed by participants in that they worked with administrators who did not have open door policies, or who had open door policies but they didn't want to be approached. Ms. Nelson described a frustrating situation with her previous administrator when trying to inquire about problems or ask questions:

> If I sent him an e-mail telling him that I would stop by his office on my planning time, I can guarantee that his door would be shut during my planning time. It's like you had to catch him off guard in order for him to answer any of your questions, because if he knew you are going to drop by then he made himself

> unavailable. He went out of his way to make sure he was not available. You could not approach him.

Mr. Apple also stated that he also had difficulties with his previous administrators avoiding him and described a circumstance in which his principal went out of his way to be unavailable:

> I had administrators walk the other way when they saw me coming towards them, letting me know that they were not approachable. I had the secretary tell me that the principal saw me on the camera approaching his office, so he told her to leave his office, shut the door, and tell me that he was busy.

In addition to the aforementioned experiences, Mrs. Young described her previous administrators, and that being unapproachable was viewed by her as a lack of professional courtesy:

> My administrators were not approachable. They did very little to help you and they really didn't want to hear your problems because they took it personally. They really did not treat you with professional courtesy. You weren't a professional to them.

Another important element of expressive support that was relayed as a concern by the participants in this study was a lack of administrative support with confidence and self-esteem issues by their previous administrators. Although most participants agreed that some negative feedback should be expected when you are new to the profession, many of them also stated that there should be a balance between positive and negative feedback. Mrs. Young described her perception of the amount of confidence a novice teacher has when starting a teaching career:

> I think we all are little less confident than seasoned teachers, and whenever we're criticized on top of the lack of confidence, without the balance of positive reinforcement, then there's too much pressure on beginning teachers, and I think that's one of the reasons they don't stay.

Mrs. Reed stated that feedback has to be justified, and gave her perception on how administrators should approach a novice teacher:

> I think that in order to gain someone's confidence and self-esteem when they are a beginning teacher that the administration of the school needs to go into the classroom, watch their lessons, and offer feedback. I don't think that negative feedback all the time is justified. I think that you have to tell them things that they are doing that are positive and things that they can work on for the next lesson. I didn't receive support like that.

Too much criticism and not enough balance with positivity was echoed by Mr. Apple:

> I think that when people support you that it gives you some confidence that you are doing a good job and it makes you feel successful. I think it's very hard to go to a job where you feel like a failure every day.

One participant, Mrs. Kaiser felt she was under constant attack by her administrator, "She tried to bust my confidence and ruin my self-esteem daily."

Mrs. Miller spoke of her previous administrator and how the lack of positive reinforcement during her observations made her feel that she was not a valuable part of the professional community of the school:

> She was in my room all the time to criticize me and to, I think, force me to quit. She honestly never had a kind word to say to me. She totally ruined my confidence and self-esteem. If I wasn't doing something right then she should have showed me, but instead, she always a looked at me as if she was angry.

Mrs. Porter discussed a blow to her confidence and self-esteem by a previous administrator, and its effect on her every year since her experience, and began to make meaning and sense of it all during her interview:

> You know come to think of it, that has affected me every year, every year, every year that I have taught so far, it has affected me. Because every time I do something I think back to that year, and think, ok, if anything she had to say had any truth to it whatsoever, then you know, it just affected me. It just affected my confidence in teaching. It has affected my self-esteem. Like, every year, every single year, I have questioned whether or not I am an effective teacher because of what happened that year. I shouldn't do that. I know I shouldn't because I haven't had any negative responses about my teaching since then, but it just affected me that much.

In accordance the path-goal leadership theory (House, 1981), the participants expressed that their administrators should lead by example, and have the necessary elements in place in order for them to perform their jobs successfully. A leader should have the necessary elements in place in order for teachers to teach and for students to learn.

Most of the participants in this study, specifically mentioned that they perceived a lack of administrative support when administrators did not model the professionalism that

they expected from teachers, or model teaching strategies or best practices. Mrs. Arnold remarked that administrators should follow their own advice on giving teachers directives on modeling and assume the role of instructional leader in their respective schools:

> I think support should also be in the way of encouraging your teachers to do better, or modeling a lesson, or modeling something that you are expecting them to know how to do. If you want me to do something, then show me how. I mean, this is what they tell us to do to our kids is model, model, model. So, maybe they should take their own advice. I think administrators need to be in the classroom encouraging teachers and giving them advice on instruction.

Mrs. Forest felt unsupported by her previous administrators when they left negative feedback during observations, but offered no suggestions, and made no attempt to model specific strategies to help her:

They come in and glare at you and make negative comments about you, but don't offer any advice or model any sort of strategy on how to improve. Their so-called walk-throughs of support are nothing more than the administrators trying to catch you doing something wrong. It is very aggravating and humiliating.

Mrs. Kaiser pointed out that if an administrator requires something specific in the area of instruction then they should provide examples. She discussed her perception of a lack of administrative support from her previous administrator when writing lesson plans and receiving feedback on her lesson plans:

> The administration needs to model what they want us to do, just like we are supposed to do for the students. I don't believe there is a wrong way to do lesson plans first of all, because after all they are just a plan, but if they have to be

> written a particular way then that needs to be discussed and modeled from the beginning.

Mrs. Arnold expressed her frustration with often not knowing what she was doing wrong, and not having the administrative support to help her improve instructional strategies and apply best practices during instruction:

> You didn't know what you did wrong. You just knew that you were wrong. You didn't know what you were doing, or how to fix it. If I am doing something wrong, I need someone to show me how to fix it, or model for me what you want me to do.

This overall lack of support by administrators led to frustration and the perception of helplessness and hopelessness by all participants in this study. Many of these expressive support elements can be resolved through effective communication. Effective communication and listening builds relationships, and effective leaders establish multiple ways of communicating with their staff (Terek et al., 2015). One of the participants, Mrs. Young expressed her frustration that administrators should be expected "to listen to the beginning teacher and their needs. There is so much that they don't prepare you for in college, nor do I think that they can possibly prepare you for every scenario. I believe it is up to the school administrators to help out novice teachers."

Instrumental Support

In addition to expressive support, the second theme that emerged in response to research question number one was instrumental support. Instrumental support is the degree in which teachers perceive their administrators as providing the vital support necessary to effectively accomplish their everyday teaching tasks (DiPaola, 2012). The

lack of administrative instrumental support elements perceived by the novice teachers in this research study were: not providing fair and honest feedback, a lack of consistency with administrators and their managerial tasks, not scheduling adequate planning times for teacher collaboration, and a lack of providing resources or distributing resources fairly.

In the area of feedback, Mr. Apple noted that he hardly ever received feedback, "My old administrator didn't come into my room and give me feedback. They came in one time."

Mrs. Forest remarked that she was observed, but not given any feedback, and that an open-door policy was not really present at her previous school: "I couldn't even get them to meet with me about an issue such as an observation on feedback."

Mrs. Kaiser was required to submit her lesson plans on Wednesdays for review, but she was repeatedly not given any feedback. When she consistently tried approach her administrator, she found that her administrator was never available:

> I would turn them in on Wednesday mornings like it said to do, but I never got anything back, and then every time I would go to her office to ask her about them, she told the secretary that she wasn't available.

Mrs. Kaiser continued to provide insight as to why she felt feedback on lesson plans and feedback on observations was crucial:

> I think that teachers need feedback on lessons, and I think the first observation should be early on in the school year. In my first year of teaching, I was not observed until halfway through the second term, and by that time if you don't like something that I'm doing then it is almost too late to be telling me.

Although Mrs. Miller did not have concerns with being observed, she perceived that her previous administrators did not provide her with fair and consistent feedback:

> She would come and observe me, and remember, this was my first-year teaching, and she would have no words of encouragement. She was a brutal. I mean, I really didn't expect that I would teach to the standards of more experienced teachers, but I didn't expect to be treated so unfairly when I was given feedback.

Mrs. Reed attempted to make sense on what she perceived a lack of administrative observations or feedback and what it meant:

> They never came in to watch my class only but a few times, so I really didn't get much feedback on observations. In thinking about this, I think that the administrators didn't really want to spend a lot of time in a new teacher's classroom because they pretty much knew that the classroom management was not going to be very good. But I think that they should have done the opposite, and spent lots of time in the new teacher's classroom.

In the area of feedback, some participants mentioned consistency. However, they also mentioned consistency in regard to other administrative tasks. Ms. Nelson described what she experienced in her previous school with administrators portraying that they lacked communication with each other in the management of the school:

> There was never any consistency in that building. Nothing was ever consistent. The expectations were never the same from one day to the next. No one ever knew what to do, and asking what to do, the answer you got depended upon who you asked. The administration was never on the same page. It was a chaotic mess.

Mr. Apple had the same experience, “The school I worked at had no consistency. We didn’t know what to expect from one day to the next.”

Mrs. Arnold also reflected on her perception of a lack of consistency at her previous school, “At that school there was no consistency, no consistency. There was not time to collaborate with your colleagues, and the administration was not approachable. It was bad.”

Mrs. Miller spoke of what effect a lack of consistency had on the teachers in her previous school:

> Nothing was ever consistent. It was really hard on the morale of the teachers. Everyone always talked about how frustrated they were. Since, I was new, I didn’t really know better, well, I did know that something wasn’t right, because everything was always changing.

Mrs. Forest stated that the concerns she had with a lack of consistency stemmed from the materials that she was required to use for instructional purposes. She stated that she and her colleagues were, “just jumping from one program to the next program and there was nothing solid or consistent.”

Mrs. Reed also had concerns in the area of consistency, and the manner in which she perceived that her previous administrators handled student behavior:

> There was nothing consistent in the way they ran the building and how they approached discipline. Like, well, the same rules didn’t apply to all of the students. You and I could both send a student to the office for something they had done, and it would not be handled the same way. It would be handled depending on who each student was, and that is not right. There was also nothing consistent

> in how the building was run. You can't expect someone coming out of college to know everything there is to know about running a classroom, and when things are not consistent then it makes getting into a routine even worse.

Most of the participants in this study, mentioned a lack of administrative support in the area of building collegial relationships through collaboration. Mrs. Nelson suggested that it was the administrators job to create a culture of learning among staff members in order to maximize student achievement, and had much to say about collaboration in her previous school:

> I may be wrong about this, but I think that the main job of the administrator in a building is to be a leader. They should be trying to lift us up so that our students can achieve at their highest level. What I witnessed in that building was not leadership. It was not a very well managed school at all. I always felt like the school was in disarray. There was no collaboration time given to us so that we could work with each other to help our students. There was no time to collaborate. I think that when teachers collaborate, without even knowing it, we model for each other how something is done. It's just in our nature. I didn't have any of that in that building.

Mrs. Reed, who left the profession, discussed the feeling of isolation she had when she was not given time to collaborate with colleagues in her previous place of employment:

> Another thing that my school was missing, that maybe other schools are good at, was giving the teachers time to collaborate with each other. I felt like I was out there by myself on a lot of occasions. We didn't have time for PLCs, and the

> administration didn't make time for PLCs. In the beginning when we did have PLCs, those of us to were new met with the district curriculum director to share lesson plan ideas. I don't think this was as effective as being able to meet with teachers in my own department, in my own school.

Mrs. Miller reflected on why it is so important for novice teachers to collaborate, "There wasn't enough opportunities for us beginning teachers to collaborate with those teachers who had been around awhile. I almost felt isolated."

Mrs. Arnold expressed that not having time to collaborate with veteran teachers brought about the feeling of frustration and disappointment:

> Teachers have so many other things to do that it can be overwhelming. The thing that disappointed me most was not having time to collaborate. When you're new, you need help and then for administrators not to provide you the help and even give you time to collaborate is very frustrating. There were times, and still are times, where I need someone to show me, or model for me, how I need to be doing things.

Teacher Stress

The third theme that emerged from this study was teacher stress. Many of the participants in this study discussed their perception of how a lack of administrative support with expressive support and instrumental support elements compounded teacher stress, especially in the area of management. Mrs. Young stated:

> In college, they tell you how to design all of these wonderful lessons, but they don't tell you that when you get in a public school that the administration is going to tell you what to teach, when to teach the standard, how to teach the standard,

how to test the standard, and, oh yes, we have to see and approve your test as well. It is tremendously micromanaged. Teachers are treated like they're just another student.

Mrs. Riggs had a similar response and gave a unique analogy between teachers and her perception of what they had become:

> They have managed to micromanage everything in this state, which I didn't think was humanly possible. They tell you what you're going to do, how you are going to do it, and it isn't any fun at all. It is to the point where, in this state, we are just robots. It is not a profession. It is so controlled that we don't have the flexibility to . . . to really teach.

Mrs. Reed had a similar perspective and commented about her perception of organizational management at her previous place of employment:

> Everything was so micromanaged. The administration tried to control every minute of everyone's classroom and it was ridiculous. I could think of a lot of other things that administrators could be doing to help their schools. I really hated it when they would come in your classroom looking around. They would just walk in and look around at what you were doing. My principal tried to find things wrong and that was her purpose for coming into your room. It was just to try and catch you doing something wrong.

Mrs. Forest discussed her experience of management issues and her perception of her previous administrator's requirements on time management:

> It has become so micromanaged no one wants to do it. It can be a very frustrating job at times. They have a form to be filled out for everything. I have so many

> google docs forms sent to me that it is beyond ridiculous. There's also the classroom instruction issue. Bell work to me is what the name says, "bell work." You have students do the bell work and then start the instruction. I give my students 5 minutes to complete bell work and no longer, and more often than not an administrator is walking into my room at exactly that time and all bell work should have been put away. If it isn't, they leave me a nasty note. I mean, I don't care if it is 1 minute past the five-minute mark, I get a nasty note. But, they know who to pick on, their beginning teachers.

Mrs. Miller described how she perceived her previous administrator's management hindered school reform referendums, "The principal micromanaged everything to the point that she crippled our school. We could have done so much more with our students if we weren't being micromanaged to death. There was no time to do anything, just paperwork."

Mrs. Forest discussed that administrative management should be focused not micromanagement, but on being instructional leaders for their respective schools, and supporting all teachers:

> I think their job is not only to support beginning teachers, but every teacher, and I don't think it is just the principal's job, but the job of every administrator on campus. I mean, aren't they concerned what is being taught in classrooms, and how effectively it is being taught? I think they should be bending over backwards to help every teacher teach their content area effectively, but they don't. They complain that they spend all day on the phone with parents, then my question is:

> Why do you do that? Why do they let the parents dictate instruction in the classroom? Have they ever heard of the saying that "I can't come to the phone right now?" Some of the parents don't have anything to do all day but to sit around and call someone and complain. Maybe administrators should get a handle on it.

Also, a concern within the realm of instrumental support and administrative management among the participants in this study were the need for resources, and the fair distribution of resources. Mrs. Porter explained that she was not expecting to walk into a room that was predominantly empty. She described her first classroom in disbelief:

> I moved into a room that had nothing. I had a teacher desk and student desks and a flag hanging from the holder, that was all. The desk was completely empty and there were no boxes of supplies anywhere in the room.

Mr. Apple experienced a situation similar to Mrs. Porter when he moved into his first classroom. He stated that he was met with relatively nothing, "I moved into my classroom and it had nothing. When I said, it had nothing, it was a bare room with a fan in the corner."

One participant, Mrs. Arnold stated that administrators should be more conscious of what novice teachers need in order to enter the profession, and that they should be doing more to make them feel more welcomed:

> Seriously, when you hire new teachers in your building, you should know they don't have anything. They don't even have the basic necessities like a stapler or even paper clips, and to have some basic necessities such as that supplied to a

first-year teacher would be very helpful. I mean I realize that schools are pretty broke, but that should be included in your budget as an administrator.

Mrs. Young explained the difference between what a novice teacher has in their possession to start the school year, and what a veteran teacher may possess:

I don't mean that beginning teacher should be treated better than other teachers. I mean that coming out of college a beginning teacher has nothing. They have little to no experience, no resources, no classroom supplies, no repertoire of old lesson plans, or a conscious list of what works and what doesn't. I mean, they literally have nothing. They need a lot of assistance.

Mrs. Riggs noted that it was not just classroom teaching supplies that she needed, but she also needed instructional resources, "We weren't provided the resources we needed. We didn't have enough textbooks, and in a high school that can be really bad. We didn't have the money to send people to training. It was a horrible experience."

Research Question Two

In response to research question two, "how do migrating or exiting public school teachers, with 0 to 5 years of teaching experience, perceive a lack of administrative support during their induction?", all participants stated that they had no formal induction and only three out of ten had a mentor at their previous school. The topic of induction, brought forth a lot of emotion from several participants in this study. Mrs. Arnold gave her perception of the induction in her previous school and scoffed, "We got nothing."

Mrs. Young described her induction as not receiving any administrative support and commented with agitation:

There was no induction. There was no mentor. There was nothing. I wasn't

> asked if I needed anything. Once I was hired, that was it. They didn't want to be bothered with me anymore. It was like I had fulfilled a need. I guess the need I had fulfilled was having my name on a job vacancy. It was like, we need a teacher . . . check . . . done, next! That's where it ended. I never had any training, and I didn't even know what materials I was supposed to be using, and I had no idea where to look. When I tried to ask questions, I would get answers such as "send me an email," and I did, and they were never answered. In my situation, I was really treated like a fifth-wheel. I really felt unwanted.

When Mr. Apple was unable to secure the necessary resources to begin the school year, he too felt a lack of support with his induction and described his situation in his previous school:

> I was told that the books for my content had been disposed of and the new textbooks had not come in yet. I had no teaching materials. When I asked for copy paper they said we wouldn't get any until the middle or end of August. So, I told them that I would buy my own paper, and I needed a code for the copier. They told me that we don't get to make our own copies and that no one would be coming in until after school started to make copies for me. It is this sort of run around that no one should have to deal with. I mean, you either need teachers or you don't, but don't treat them right off the bat like they don't matter.

Like other participants, Mrs. Porter's physical classroom contained nothing outside of furniture, but she commented that so much more is necessary:

> They need a mentor, or someone who would be willing to help them regularly. They need professional development in their content area. I think they need lots of

> professional development specific to their content area, and maybe professional development or workshops on classroom management. Teachers also need feedback with their lessons. They need to know whether or not they are doing what they should be doing, or whether are not they need to come up with a different plan. You can't just give them feedback without some suggestions. I think that's wrong, and that is the way that I wish treated. That's very unfair. It's like they think you're doing something wrong, but they don't know what to do to fix it so, how can you tell the teacher that their way is the wrong way?

The participants in this study reflected on the lack of induction support they received from their administrators and those that received any form of assistance commented that they received it from mentors or collegues who assumed the role of a mentor. Mrs. Kaiser described her collegial support experience at her previous school with her mentor:

> The only colleague in my school that helped me was my mentor . . . she helped me by showing me how to enter grades, how to run the copy machine, she took me on a walking tour of the school to show me different places like the cafeteria, the counselor's office, the nurse's office, the library, the teachers' bathroom, and where to get my mail.

Mrs. Forest remarked that the mentor she was assigned really had no desire to help her:

> The administrators get tired of you asking questions and assign you a mentor teacher, but they don't assign you a mentor teacher who really wants to help you.

> They assign you a mentor that really has other things to do than to worry about you . . . it's like it's a punishment for the teacher . . . they aren't very helpful.

Ms. Nelson, described a collegial situation in which a colleague assumed the role of a mentor. Ms. Nelson reflected that sometimes when all colleagues are in a difficult situation, they band together so that the students do not suffer educational losses:

> She was like a mentor, although she really wasn't a mentor. She, well, we really just became friends, and she was the one who helped me out. She was awesome. She tried to help me with everything I was having difficulty with. She would find me things that I needed, or she thought that I might need. She would just be there to let me let off steam when I needed too. She was there to just listen to me when no one else would. If I needed paper, she gave it to me. If I needed tape, she gave it to me. Whatever I needed she tried to help me with. I remember one time when I needed graph paper for a project, and she knew that I didn't live anywhere close to where I could get any paper from, she took it upon herself to get it for me. I just came in one day and it was on my desk. She left me no note or anything but I knew she had put there. When I asked her if she had done it, she would not admit that she had helped me because she was the type of person that didn't want you to pay her back, but I knew she did it. She was my support system. I had other teachers who helped me, and they helped me in different ways. It's like we were all in the same boat together with administrators who had no time to help any of us. A few of us banded together so we could survive. Let me make it clear that it wasn't that the administration didn't have any time to help us, it's that they chose not to use it to help us. They had time. They had plenty of time, but they

> were sitting behind their desk which we would have never have been allowed to do. It was a total double standard.

Ms. Nelson's situation with collegial help and support system was extreme compared to what other participants described in research question three.

Research Question Three

In response to research question three, "How do collegial relationships contribute to the novice teachers' perception of their success in the classroom and their feelings of self-efficacy?", seven out of ten participants felt that collegial relationships were very lacking. Novice teachers in this study expressed feelings of isolation and helplessness when their administrators did not have the organizational structures in place for them to be successful as professional educators. The lack of expressive support elements contributed to these feelings of isolation and helplessness by the participants in this study, which resulted in a lack of confidence and low self-efficacy. Mrs. Arnold, in speaking about her former colleagues described the situation at her previous school, "They couldn't help you because they couldn't help themselves either. It was really bad, and everyone was always in survival mode."

Mrs. Young also felt isolated and had unique perspective, "It's like I was in my own little silo. I was very isolated. There was not much camaraderie, or people to help me." Mr. Apple described the situation at his previous school, and the delight his colleagues portrayed, when he received his class rosters with many students who had well-known behavior problems:

> They were just relieved that I had been stuck with all of these bad kids and they somehow escaped having to deal with them. That's pretty sad when other

> teachers come to you and express their relief that they are so happy that you have the bad kids. I'm not sure what the administrator's reasoning was for placing the bad kids with me as a new teacher, but that's what they did. I mean it was outrageous. I'm not saying that I couldn't handle it, but to me it made no sense to take someone, and especially me being an alternate route teacher, with no experience, and placing kids in my room that had behavior problems.

Mr. Apple, who perceived this situation as a blow to his feelings of confidence stated that a teacher offered up an explanation of why this took place:

> One teacher told me that she thought that the reason the administrators did this was so that they can use the new teacher as a scapegoat for the unruly behavior of the students. They could just say, "Well that's a new teacher, and they don't know what they're doing." Instead of admitting that they placed students with a teacher that they never should have. I think these unruly students should be placed with teachers who might even know them from the previous year, or with veteran teachers who know more about how to handle them, but why try to chase a new teacher away?

Many participants indicated that with all of the district, state, and federally mandated policies, teachers felt that they were isolated and that everyone was out for themselves. Mrs. Kaiser refers to her feelings of isolation: "I felt as if I had been stranded on an island from the beginning. I think if you have someone to communicate with then the rest of the problems take care of themselves."

Research Question Four

In response to research question four, regarding how novice teachers perceive a lack of administrative support in career decisions and job satisfaction issues, the participants in this study emphasized their lack of commitment to a school when not given the administrative support needed to grow into professional educators. As discussed in research question one, many of the participants left their schools due to perception of: administrators being tolerant of unruly students, not treating the participants with professional respect and courtesy, not having a well-managed school, and not being approachable.

Many of the participants expressed concerns that many elements of support were missing due to a lack of effective communication from their previous administrators. They perceived their administrators as being unapproachable when they needed to ask questions, and this eventually resulted in a reduced commitment to their school, and less job satisfaction. Mrs. Young reflected:

> Talking just means that two people can be speaking to each other without really listening or exchanging ideas, but communicating is different. When you communicate with someone you are listening to what they have to say, and really focusing on their point of view, so in return they are also listening to you and your point of view. I guess what I'm trying to say is that communicating is a two-way street, and just talking to someone is not. I mean, a person can be talking to you and not even listening if that makes sense. I think that this is a concept that more administrators need to be aware of. I've not had a lot of success working with administrators who know how to communicate with teachers.

Mrs. Riggs noted that she experienced a lack of communication in her previous school setting and voiced her frustration with her former administration:

> They would yell at me if I didn't do something that I was supposed to do, but didn't know I was supposed to do it. There was no communication, no organization, and certainly no consistency, and everything was micromanaged in a very disorganized way to the tee.

This seemed to be the same problem mentioned by all participants. Ms. Nelson had this to say:

> Communication was a mess in that school. I think a lack of communication just causes chaos. I complained to one of my administrators that communication was not very good and . . . and that it causes chaos, and she said, "well, at least it's organized chaos."

Mr. Apple remarked, "I think that when you communicate with teachers that you should be speaking to them as a professional, as an adult, and not as just a high school kid. I think that administrators talk down to teachers a lot."

Ms. Nelson also had strong opinions about communication, "I think communication is very important. It is the only way that you know what is supposed to happen that day. If an administrator is not good at communicating then the school is lost."

With the perception that a is school struggling, the participants reflected on how this affected their commitment to their schools. Mrs. Miller described her perception of not receiving support from her previous administration:

As a teacher, I felt that I was talked down to a lot. I didn't feel as though the administration saw me as a benefit to their school. Which made me feel really bad because I worked really hard to graduate from college and to become a teacher. I think all of that hard work went unsupported and unnoticed.

Mrs. Young remarked that novice teachers have no reason to stay in their schools, or in the profession, if they are not receiving the support they feel they deserve:

> I think principals are maybe pressured by the district office to hire new teachers, because I do think we do have a lot of fresh ideas, but the principals don't want to be bothered training us. I mean they hire us to say that they hired a new teacher, but that is as far as it goes. Well, I guess I shouldn't be so negative, it's not all of them. My new administrator now can't do enough for me. I never knew teaching could be like this. I guess I should say that for those administrators who don't want to deal with new teachers, please don't hire us. Because, if we have a bad experience, then we are not vested into the profession and we will leave.

When Mrs. Young was asked to elaborate what she meant by being "vested," she clarified what her remarks:

> Well, we have nothing yet invested in the profession as a teacher, and our skills are transferable to other fields. We don't have tubs full of resources and a lot time invested, so we really don't have much to lose. It's not like we can't get a job somewhere else. I also have a minor in business administration, so I definitely didn't have to come back to teaching, and I could probably be making more money doing something else.

Many participants expressed a strong desire to work for an administrator who leads by example. Most of the participants agreed with Mrs. Young that not all administrators are the same, and they reflected on how different their professional life is now that they are in a diffferent school with different administrators. Mr.Apple described his administrators who are role models for their teachers:

> I think that our administrators really do try to lead us down the right road to help our students academically, and one way I think that they do that is that they make us feel like we're worth something. They treat us like we are invaluable to the education of the students. Not all administrators are like this.

The participants' perceptions of the handling of student discipline issues by previous administrators were negative in comparison to the experiences related by the participants with handling of these same issues by their current administrators. Ms. Nelson described the difference:

> My administrators bend over backwards to help me. If there is a behavior issue in my classroom, all I have to do is pick up the phone and they will come and remove the student from my classroom. They will not allow a child to sit there and interrupt the learning of others. It has been a big change for me. They sit in on parent conferences with you. They will have phone conferences with parents with you. They support the learning, or the learning atmosphere of the school.

Mrs. Arnold also expressed satisfaction with her current administration and the support they give her with student discipline, "It is a nurturing administration, and they are supportive. I have behavior support with students who are not meeting expectations."

In addition, Mr. Apple states that his current administration gives him comparable support, "The administrators come to my room now and remove unruly students. I can teach now, and I am not yelling over top of students who don't want to listen and who have their own agendas."

Mrs. Miller was also delighted in the difference of working with her new administration, "I feel like I have so much support now. I have administrators who ask me how I'm doing, or if I'm having any problems in my classroom, or if I need anything, and unless they are having a parent meeting in their office, their door is always open.

Mrs. Porter described the supportive atmosphere created by her new administration:

> So, I was asked very nicely, by my current administrators if I would teach these low, low, low students, ninth graders, and I'm talking ninth graders who have failed the previous semester, the lowest class that we have in my subject area. They asked me if I would teach them, and when your head principal asks you to do something, it's very difficult to say no. So, I did it, and she is so supportive of me. She's like every day, 'You're doing a great job. We really appreciate you,' and she couldn't be more nice." Despite the situation, Mrs. Porter perceived that the situation was one in which she could succeed as the teacher and the students could learn due to the support of her administrator.

The participant perceptions of being able to trust, or being treated fairly, by previous administrators were negative in comparison to the experiences relayed by the participants with handling of these same issues by their current administrators. Mrs.

Arnold spoke about her perception of the new level of trust with her current administration:

> So, at my new school, if I write a child up that means I have conferenced with the child. I have stepped in and tried to intervene, such as moving their seats and making accommodations for the child, and I've talked to the parent. They trust that I have already done everything in my power to handle the discipline issue, and if I send a child up to the office the situation is handled. I needed to be in a place where I knew I was going to be backed up, and I knew I was going to be trusted as the educator, and that I was doing everything that I should be doing.

Mrs. Porter, who felt like she was targeted in her last school district, described the situation of her new employment more favorably, "My new school district has the reputation for not letting their teachers go unless it is something serious. They just don't look for reasons to get rid of you." Mrs. Miller echoed the sentiments of Mrs. Porter, "I feel I can trust their feedback, and that they are being honest with me and that they are trying to help me.

One of the participants, Mrs. Riggs elaborates on how the element of trust has made a difference in her view of the profession:

> I am treated with respect and trust. I am able to make professional decisions based upon what my students need, not what a so-called district curriculum coordinator, who doesn't spend every day in my classroom, thinks my students need. The administrators treat everyone, including students with respect. They are really fantastic. They provide me with the resources I need to do my job, and we do

> have the opportunity for professional development. They consider everyone on the faculty to be considered part of the same team.

The participants in this study discussed more favorable working conditions in the area of administrative management when discussing their current schools. Mrs. Kaiser who expressed her concerns with her previous administration's lack of consistency, expressed her delight with her new teaching assignment:

> Now, in my new school, it is so much better and I am very happy with the profession and where I am now. I have a great team of administrators who do everything that they can to help you out. They make the time to meet with you and discuss any concerns that you might have and it much more like what I was hoping the teaching profession would be like. I think there is always room for improvement, in the classroom and in the office, but I see blue skies ahead for a change.

Mrs. Forest, described the difference her current school and her new administration has made and her perceptions of her new work environment:

> I have administrators come around and asked me if I'm interested in going to a professional development activity or seminar. They send me emails that they get to see if I'm interested and about particular professional development sessions. If I run out of paper, they give me paper. If I run out of anything, they try very hard to get it to me. It's a whole new world. I know every day what is going on around me, and that is a good feeling. I like going to work, and I love my job now. That is so much different than before.

Ms. Nelson also had a more favorable perception of her current administration, and acknowledges that nothing is ever going to be perfect:

> I really couldn't ask for a better administration team. Now, there are minor issues that come up that are sort of aggravating, but that just goes with working any job. Like, not getting us the plan of the week on time, or telling us they're going to do a fire drill that day and then they don't. Just the little stuff like that. I'm very happy where I am now, and I do not plan to go anywhere else as long as my administration stays there. It makes me nervous to know that other administrators may come into the building and replace the ones that are there doing such a great job. I just don't want to end up in a building with the type of administrators I had before.

Many of the participants conveyed that their current administrators are more respectful to them as classroom teachers, and that they are having more positive experiences in their relationships with their administrators now, than with their previous administrators. Mrs. Young commented on the comparison between her previous school and her current school:

> It is so different that it doesn't even compare even in an imaginable way to the other school. I constantly have people asking me how I'm doing, and if I need anything. They observe me and give me a smile, or a thumbs up signal on the way out the door to let me know I did great and not worry about anything.

Mr. Apple also made a comparison between his previous administration and his current administration:

> I did not have a good working relationship with my past administrator, but I have a much better working relationship with my current administrator. My past administrator didn't really care too much about my problems, and my new administration always talks to me to make sure that I'm not having any problems. The difference is really night and day.

Mrs. Miller described her new situation, "I am treated with respect, and in return I give them respect."

Mrs. Kaiser acknowledged that her new administrator and her work environment is the complete opposite of the first one and that she is not expected to know everything as a novice teacher and has the support to grow:

> The administrators are supportive, my co-workers are supportive, and we lean on each other a lot. I know I am not perfect, but I also know that knowing that you're not perfect, means you're on your way to getting better at what you do.

The participants in this study stated that they had more positive experiences with their current administrators than with their previous administrators. Mrs. Kaiser related that her experience with her current administrator is very different than her experience with her previous administration:

> The principal that I have now is always trying to encourage me. I think she does that because we've had long conversations of what I've been through. I went in there once and she was so tired, and I knew she didn't have time for me, but she made time. She is fantastic.

Mr. Apple expressed that he is also working currently with an administrator who he perceives to have an open-door policy and is approachable:

> My administrators truly do have an open-door policy, and I know that I can go to them whenever I need to ask a question. I know that they're not going to tell the secretary to shut the door on me and tell me that they're busy when they're really not. I know that you're going to listen to what I have to say about issues of student behavior, or classroom management, or just instructional questions.

Speaking of collaboration, Mrs. Nelson remarked:

> I have a lot of it where I am now. The difference is incredible. I couldn't ask for anything more from my new administrators.

It is evidenced by the result of this study, that administrators who recognize their faculty on a regular basis, and treat them as professionals, will create a culture of learning in which ideas flow freely, positive collegial relationships exist, and teachers are less likely to leave their schools.

One of the participants, Mrs. Young, who left the profession and then returned, acknowledged this notion during her interview:

> That is probably the only reason I came back to teaching. I just thought that maybe someone saw potential in me as a teacher, and that they thought I could be beneficial in the lives of students. I also thought that maybe all schools were different, and that one bad experience may not be the reason to totally give up. They are very supportive of their teachers. I see the difference. I feel the difference. There's still a lot of stress in my job, but that's just because the stress goes along with being a teacher.

The results of this study support the theoretical framework as outlined in chapter two, and all research questions were answered over the course of this study. This sample

of novice teachers migrated to other schools or left the profession due to issues of not having expressive support, instrumental support, which in turn, caused an insurmountable amount of teacher stress. All nine participants in this study, who are still employed as teachers, stated their satisfaction with their new schools and their new assignments due to the organizational structures that are in place under their new administration. It is essential that all administrators hoping to retain their novice teachers have organizational structures in place to create a positive, supportive, collaborative, school climate and culture.

CHAPTER V – DISCUSSION

Overview

The purpose of this study was to gain a better understanding of what a sample of novice teachers perceived as a lack of administrative support, and its influence on self-efficacy and teacher retention issues. As a phenomenological study, the goal was to illustrate and give novice teachers a voice in communicating their lived experiences of the lack of administrative support phenomenon. The researcher set out to identify particpants' perceptions of specific organizational structure of administrative support that could be improved upon in order to increase novice teachers' levels self-efficacy and influence their decision to remain in the profession.

The data for this qualitative study was obtained from 10 middle school and high school teachers. These novice teachers were employed by a total of seven public school districts that they were either currently employed by or had left. It did not include charter schools, parochial schools, private schools, or other nontraditional schools. This study examined novice teachers' perceptions with regard to the influence of administrative support on their feelings of self-efficacy and career making decisions.

While the results of this study may not be transferable to all novice teachers who have migrated, or left the profession, the findings may contribute to the literature and thereby increase the usefulness to the administrators who wish to retain the novice teachers in their school or district.

Novice teachers' perceptions are important to the novice teacher attrition rate, and their experiences and perceptions cannot be ignored. According to the literature, novice teachers believe that administrators shape their working conditions and influence their

professional growth (Rosenholtz, 1989). Novice teachers retain those interpretations and perceptions and it is a contributor to their self-efficacy, job satisfaction, and their intent to stay in the teaching profession (Knobloch & Whittington, 2002).

The data gathered from this research has the potential to establish administrative best practices that lead to successful work experiences for novice teachers, and provide districts with information on the type of induction that is needed by novice teachers thereby, potentially reducing attrition rates (Woods & Weasmer, 2004).

Discussion and Conclusions

The researcher collected and analyzed data on the perspectives of novice teachers regarding administrative support and its influence on participants' self-efficacy and teacher retention issues. Six participants were White females; two participants were African American females, one participant was an Asian American female, and one participant was a White male. Six out of ten participants migrated to other schools, while three out of ten participants left the profession and returned, and one of the participants is no longer in the teaching profession. Of the nine participants remaining in the teacher profession, five were White females, two were African American females, one was an Asian American female, and one was a White male. The participant who left the profession was an African American female. Most of the participants obtained their teaching license through the traditional route except for three participants who obtained their license through the alternate route.

This study explored a sample of novice teachers' perceptions of administrative support that were indicative of their reason for migrating to another school, leaving the profession and then returning, or leaving the profession entirely. Three themes emerged

from this study: expressive support, instrumental support, and teacher stress. When expressive and instrumental support are not adequate, their absence compounds stress and hinders the social development and self-efficacy of novice teachers, and it influences their desire to remain in the profession (Bozonelos, 2008; Jamil et al., 2012; Littrell et al., 1994; Rosenholtz & Simpson, 1990; Su, Dainty, Sandford, & Belcher, 2011).

In accordance with Vroom's (1964) expectancy theory, teachers begin their careers with an expectation of job satisfaction (Darling-Hammond, 2003; Ingersoll, 2001), and do not stay in jobs where they feel insecure, are not empowered, and have an overall perception of a lack support from their colleagues and their administration. This was evidenced in this study. The novice teachers in this study emphasized their lack of commitment to a school when they were not given the support they felt they deserved.

One of the organizational elements perceived by the participants in this study to be missing from their professional relationship with their administrators was communication. Many of the participants in this study emphasized the need for effective communication from their administrators. Under the umbrella of communication were all of the factors this sample of novice teachers perceived to be a lack of administrative support: student behavior issues, lack of administrative trust or fairness, lack of consistency, lack of modeling by the leadership, not providing adequate resources, not being approachable, not building confidence or self-esteem, and not providing time for collaboration.

Participants in this study conveyed that a lack of communication left them with a feeling of being ill-prepared to do their jobs effectively, and it left them with a feeling of helplessness. These feeling of being ill-prepared and helplessness led to their ultimate

decision to migrate or leave the profession. One participant, Mr.Apple, ultimately left his school because of a bullying issue between two students that the administrators refused to acknowledge and discuss with him. Mrs. Kaiser and many of the other participants migrated to other schools because their administrators was perceived to be unapproachable and lacking in professional courtesy when communicating with teachers. Due to the lack of communication, most novice teachers in this study felt unrecognized and unappreciated by their former administrators.

Collegial relationships with administrators and fellow teachers are paramount to a novice teacher. As a novice teacher seeks to find his or her identity as a professional educator, and as a member of the professional organization of teaching, he or she will need the assistance and guidance of administrators and veteran teachers (Baker, 2007; Carlson, 2012; Fry, 2010; Pogodzinski, et al. 2012; Prather-Jones, 2011). Novice teachers need to feel that they are part of the school's professional community, and treating them any differently can ruin their self-esteem and lower their self-efficacy.

Self-efficacy regulates an individual's own personal belief as to whether or not they can achieve at a specific performance level. "These beliefs will ultimately influence how much effort people put forth, how long they will persist in the face of obstacles, how resilient they are in dealing with failures, and how much stress or depression they experience in coping with demanding situations" (Bandura, 1977, pp. 193-194).

Boyd et al. (2011) found that "new teachers felt supported by administrators when they worked together to change teaching methods if students were not doing well; worked with teaching staff to solve school or departmental problems; and encouraged staff to use student assessment results in planning curriculum and instruction; or worked

to develop the schools mission" (Boyd et al., 2007, p. 327), and they were likely to remain in the profession. Therefore, administrative climate and professional organizational relationships becomes a very important aspect of teacher efficacy, thereby promoting teacher retention and student learning (Pogodzinski, et al., 2012).

The participants in this study described their new work environments and their positive relationships with their new administrators. Administrators are not all alike and teachers are not all alike, and as the results of this study show, it is important for teachers to be in schools with administrators that make them feel successful. The school should also be one in which there is a culture of learning and makes teachers feel professionally supported. Administrators can foster this notion by allowing time for collaboration, empowering teachers with shared decision making, effectively communicating and listening to all members of the organization, and giving teachers support with student behavior.

Novice teachers in this study stated that they needed encouragement to grow professionally, and they needed to be by trusted by their administrators to make decisions in the best interest of students. The teachers expressed their desire to work for an adminstrator that respects the fact that they have family obligations outside of their job. The teachers also showed a preference for working with an administrator who demonstrated an interest in their lives both in and outside of school. Teachers who described their principals as compassionate reported a more favorable relationship.

Recommendations for Policy and Practice

This study emphasizes the effective leadership practices and organizational structures that a sample of novice teachers perceived missing when administrative

support was not present. The novice teachers in this study reflected that administrative support had a strong influence on their overall intent to stay in the profession. Therefore, educational stakeholders need to consider implementing a variety of policies and procedures that may positively impact the issue of novice teacher retention. Many of the frustrations cited throughout literature, combined with the findings of this study, served as a foundation for recommendations for policy and practice.

Administrators fail to realize the challenges that a new teacher faces when entering the profession. It is recommended that administrators are trained on the organizational structures that, when missing, novice teachers deem as a lack of administrative support. A novice teacher is typically expected to take on the same responsibilities and meet the same expectations as veteran teachers. Novice teachers are not ready to handle the responsibilities of veteran teachers, and this can lead to overwhelming frustration, low self-efficacy, and diminished commitment for new teachers to remain in the profession (Gardner, 2010; Wright, 1991). Other practice recommendation as a result of this study include: support struggling teachers with classroom management and student behavior issues; build a respectful, trusting relationship with your staff members; visit classrooms frequently and provide constructive feedback; recognize teacher achievments and promote teacher confidence and self-esteem; be approachable and respectful to your teachers; provide teachers with collaboration time, while outlining expectations and accountability, and be consistent with your administrative tasks.

In addition to the recommendations for practice by administrators, veteran teachers play an important role in the induction of novice teachers. It is recommended

that veteran teachers converse regulary with the novice teachers in their school in order provide assistance if necessary. This assistance may be in the form of providing encouragement, sharing knowledge, experiences, and resources. These recommendations for practice may contribute substantially to improvements in both novice teacher effectiveness and the ability for administrators to retain highly effective teachers in their school.

States may be over-managing their schools, possibly due to district, state or federal mandates, and this action may have an adverse effect on the schools within their state. These mandates often require ineffective teachers be removed; however, as evidenced in the findings of this study, it takes time for novice teachers to learn the craft of becoming a professional teacher. They often have not identified their weaknesses in just a year or two of teaching, and they need more time so that they can discover their weakness and grow as professionals. A policy recommendation for this study is for school districts not to continuously hire and then release novice teachers due to the increased pressure of meeting the higher standards of federal, state, and local mandates. The constant hiring of novice teachers can inhibit school reform referendums and have a detrimental effect on student achievement.

Limitations

Limitations are inherent weaknesses in the design of a study (Creswell, 2003). This study was limited to novice teachers' perceptions of administrative support through the novice teachers' lived experiences. A limitation in this study is noted as the accuracy of recall that novice teacher may experience due to the length of time from the occured experience to the participation in this study. The sample size of this study is a limitation,

but the intent of this study was not on quantity, but rather on conducting a high quality, in-depth analysis of 10 middle school and high school teachers who have perceptions and lived experiences of a lack of administrative support. This study was limited to those participants teaching middle school and high school in a public school setting; therefore, the study did not include non-public schools such as charter schools, private schools parochial schools, and other non-public schools. Due to the geographic region of the participants, and their school organizations, this study may not be generalized to the entire population of novice teachers who have migrated or left the profession. While the results of this study may not be generalized or transferable to all novice teachers, the findings may contribute to the existing literature; and thereby, increase the usefulness to administrators who are trying to retain new teachers.

Implications for Future Research

More research is needed to understand the concept of administrative support from the novice teachers' perspective. Future researchers studying issues relevant to novice teacher retention could make the following modifications in order to produce additional understanding: a broader geographical expansion in order to enhance the potential sample size, increase the reliability of results, and enhance the degree to which results can be generalized to other geographic locations. Future studies could include a more representative sample of novice teacher perspectives across all grade levels in all subject areas in a variety of school settings and school performance levels.

This study measured a sample of novice teachers' perceptions of administrative support that were indicative of their reason for migrating to another school, leaving the profession and then returning, or leaving the profession entirely. It was apparent through

the participants' retelling of specific lived experiences that their administrators' perceptions of the support they provided, and the support the participants perceived they received were not aligned.

The results of this study supports the need for future research to understand the possible disconnect between what support administrator's perceive they are providing, and the novice teacher's perception of what type of support that they are receiving. There should also be an on-going discourse into the type of support that novice teachers need. The particpants in this study reflected on the administrator's role as an instructional leader, and their willingness to model teaching strategies and best practices in their classroom.

The terms "modeling" or "show me" were mentioned forty-two times by novice teachers in this study. Therefore, it is recommended that future qualitative research includes focus groups with both administrators and novice teachers in order to conduct an in-depth analysis of the perspectives from both participant groups on their idea of support and identify a possible disconnect.

Lastly, it may also prove beneficial to conduct further research on the influence an administrator's commitment level has on their faculty. Administrator's commitment level may influence novice teacher attrition rates. In addition to participants not having the perception that their previous administrators assumed the role of instructional leader through modeling, all of the participants noted that the administrator was not consistent in conducting the daily management of the school, and all of the participants noted that resources in their classrooms and in their buildings were not adequate to implement the

curriculum to the extent that the novice teachers perceived would maximize student learning.

Summary

Well prepared teachers and those commited to the profession are at the forefront of student academic achievement (Darling-Hammond, 2000). Retaining teachers beyond their novice years in order for them to become more experienced and grow into professional educators is believed to be a key component of successful student learning and a key element in creating schools of excellence (Ingersoll, 2003). Since the development of teacher effectiveness takes place in the first few years of teaching, not retaining novice teachers and continuously replacing the workforce has a serious influence on teacher quality (Ingersoll, 2003). Therefore, schools must begin making intensive efforts to improve the form of assistance offered to novice teachers in order to increase the potential of retaining them (Brenneman, 2015; Darling-Hammond & Sykes, 2003; Irish, 2014; NCTAF, 2003).

This is not a problem restricted to the United States, but it has become an international problem as well (Dove, 2004; Hayes, 2016; Prosen, 2015; Shine, 2015). High teacher attrition rates lead to a less stable and less effective learning environment, and it places a greater demand on all school faculty and staff. In addition, it limits a "school's ability to carry out long-term planning, curriculum revisions, and reform, which may have a significant impact on school funding" (Brewster & Railsback, 2001, p. 8). This "revolving door" crisis can be disastrous for school districts that are having difficulty balancing their budgets through repetitive funding cuts. This loss of funding equates to the loss of dollars that could be spent on school improvement materials,

instructional supplies, books, and other resources for students (Dove, 2004; Phillips, 2015). However, the most serious long-term consequence of high teacher turnover is the erosion of teaching quality and student academic achievement (Brewster & Railsback, 2001; Dove, 2004; Liu & Meyer, 2005; NCTAF, 2002).

This study found that novice teachers perceptions of being employed by supportive administrators offset the negative effects of attrition due to stress, a heavy workload, and student behavior issues. Although novice teachers are often placed in the classrooms with the lowest achieving students, a supportive administrator can make a difference to the novice teacher, and provide confidence in a very difficult situation. All the participants in this study noted the difference that existed among building administrators, and most of them acknowledged the importance in securing a position, or being placed in a building with an administrator who you can work with.

Given the results of this study, it is recommended that school district officials take these results and recommendations into account when addressing the hiring, training, and mentoring of novice teachers within their schools. The suggestions and results are intended to enhance understanding and to educate administrators and policymakers regarding the needs of novice classroom teachers. In addition, the conclusion of this study can assist in the reinforcement of teacher quality and influence the confidence and proficiency of teaching staff, thus resulting and a more positive learning environment for students. All administrators can make a difference in their respective schools, and the actions of the building administrator can result in a positive school climate, a support system for novice teachers, and meaningful and enhancing learning environment for students. Administrators should be mindful that the leadership qualities they are

portraying can be magnified, in a positive or negative light, through the eyes of students, and through the lens of the novice teacher.

APPENDIX A– IRB Approval Letter

THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

INSTITUTIONAL REVIEW BOARD
118 College Drive #5147 | Hattiesburg, MS 39406-0001
Phone: 601.266.5997 | Fax: 601.266.4377 | www.usm.edu/research/institutional.review.board

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board 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: 17011102
PROJECT TITLE: Through the Lens of Novice Teachers: A Lack of Administrative Support and Its Influence on Self-Efficacy and Teacher Retention Issues
PROJECT TYPE: New Project
RESEARCHER(S): Pamela Talley
COLLEGE/DIVISION: College of Education and Psychology
DEPARTMENT: Educational Research and Administration
FUNDING AGENCY/SPONSOR: N/A
IRB COMMITTEE ACTION: Expedited Review Approval
PERIOD OF APPROVAL: 01/13/2017 to 01/12/2018
Lawrence A. Hosman, Ph.D.
Institutional Review Board

APPENDIX B– Pilot Study IRB Approval Letter

THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

INSTITUTIONAL REVIEW BOARD
118 College Drive #5147 | Hattiesburg, MS 39406-0001
Phone: 601.266.5997 | Fax: 601.266.4377 | www.usm.edu/research/institutional.review.board

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board 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: 12345678
PROJECT TITLE: How to Achieve IRB Approval at USM
PROJECT TYPE: New Project
RESEARCHER(S): Jonas Doe
COLLEGE/DIVISION: College of Education and Psychology
DEPARTMENT: Psychology
FUNDING AGENCY/SPONSOR: N/A
IRB COMMITTEE ACTION: Expedited Review Approval
PERIOD OF APPROVAL: 01/02/2015 to 01/01/2016
Lawrence A. Hosman, Ph.D.
Institutional Review Board

APPENDIX C- Interview Protocol

1. How long have you been teaching?
2. What inspired you to become a teacher?
3. What are your thoughts on teaching as a profession?
4. What are some positive aspects of the teaching profession that have influenced you personally or professionally?
5. What are some negative aspects of the teaching profession that have influenced you personally or professionally?
6. How would you describe your working relationship with your past or current administrators?
7. Can you define what you consider to be administrative support for novice teachers?
8. What elements do you think should be included in the induction of novice teachers in order for them to grow into professionals?
9. What do you perceive as the role of all building administrators regarding the support of novice teachers?
10. How would you describe your level of induction, and the administrative support that you received in your previous school?
11. In your previous school, did you receive support from others outside of the administration? If so, who, and what kind of support did you specifically receive?
12. Did you receive support from colleagues at your previous school? If so, in what specific ways did they support you?

a. How did their support contribute to your feelings of success in your classroom and your feelings of self-efficacy?

13. Did your previous school have a leadership team? If so, who comprised the leadership team? What role did they play in your induction process?
14. Were you provided a mentor as part of your induction? If so, please describe the role of your mentor and the level of support they provided to you during your induction process.
15. Can you provide specific examples of different times or ways in which you felt you did NOT receive administrative support?
    a. Did you discuss the feelings and perceptions of not being supported with your administrator(s)? If so, what was their response? If not, why not?
16. What actions, verbal cues, or other behaviors do you feel portrays to a teacher that they will or will not be supported?
17. Have you ever experienced any negative verbal cues from your administrators? If so, can you describe the situation(s) in which they occurred? What was your reaction to these negative verbal cues?
18. How would you describe the importance of communication between administrators and faculty?
19. What is your perception of the level of communication that took place between you and your previous administrator(s)?
20. What do you perceive is an adequate level of communication between administrators and faculty? Please be specific.

21. What specifically guided your decision to migrate to another school or to leave the teaching profession?
    a. How is your induction in your new school different than in your previous school? How would you describe your feelings of success and self-efficacy given your new situation?

APPENDIX D- Research Questions and Interview Protocol Correlations

Table A1.

Research Questions and Interview Protocol Correlation

Research Question	Interview Question
1. What are the meanings, structures and essences of the lived experience of a sample of novice teachers who migrated or left the profession within the first five years of teaching citing a lack of administrative support as their reason?	3. How long have you been teaching? 4. What inspired you to become a teacher? 5. What are your thoughts on teaching as a profession? 6. What are some positive aspects of the teaching profession that have influenced you personally or professionally? 7. What are some negative aspects of the teaching profession that have influenced you personally or professionally? 8. Can you provide specific examples of different times or ways in which you felt you did NOT receive administrative support? b. Did you discuss the feelings and perceptions of not being supported with your administrator(s)? If so, what was their response? If not, why not? 9. How would you describe the importance of communication between administrators and faculty?
2. How do migrating or exiting public school teachers, with 0 to 5 years of teaching experience, perceive a lack of administrative support during their induction?	10. How would you describe your working relationship with your past or current administrators? 11. Can you define what you consider to be administrative support for novice teachers? 12. What elements do you think should be included in the induction of novice teachers in order for them to grow into professionals? 13. What do you perceive as the role of all building administrators regarding the support of novice teachers? 14. How would you describe your level of induction, and the administrative support that you received in your previous school?

	15. In your previous school, did you receive support from others outside of the administration? If so, who, and what kind of support did you specifically receive?
3. How do collegial relationships contribute to the novice teachers' perception of their success in the classroom and their feelings of self-efficacy?	16. Did you receive support from colleagues at your previous school? If so, in what specific ways did they support you? b. How did their support contribute to your feelings of success in your classroom and your feelings of self-efficacy? 17. Were you provided a mentor as part of your induction? If so, please describe the role of your mentor and the level of support they provided to you during your induction process?
4. How do novice teachers perceive a lack of administrative support in career decisions and job satisfaction issues?	18. What specifically guided your decision to migrate to another school or to leave the profession entirely? 19. Did your previous school have a leadership team? If so, who comprised the leadership team? What role did they play in your induction? 20. What actions, nonverbal cues, or other behaviors portrays to a teacher that they will or will not be supported? 21. Have you ever experienced any negative nonverbal cues from your administrators? If so, can you describe the situation(s) in which they occurred? What was your reaction to these negative nonverbal cues?

	22. What is your perception of the level of communication that took place between you and your administrators and faculty? 23. What do you perceive is an adequate level of communication between administrators and faculty?

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