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Teacher Attrition, Retention, and Preservice Preparation

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Teacher Attrition, Retention, and Preservice Preparation

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CAPSTONE

Submitted in Partial Fulfillment of the Requirements

For the Degree of Doctorate of Education, Ed.D.
Interdisciplinary Leadership, Higher Education Concentration

Governors State University
University Park, IL 60484

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Capstone Committee:

Dr. Stephen Wagner, Chair

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Abstract

The purpose of this study was to investigate whether teacher preparation programs are equipping preservice teachers for responsiveness to principal leadership styles and the impact on teacher perceived organizational fit. Determining whether preservice programs prepare teachers for the dynamics of the school environment could be beneficial in improving retention and attrition. A qualitative design was utilized to gather data through interviews with instructors, students, and alumni of a teacher preparation program in the Midwest. Syllabi and coursework were analyzed for incorporation of preparation for responsiveness to diverse leadership styles.

WE, THE UNDERSIGNED MEMBERS OF THE COMMITTEE
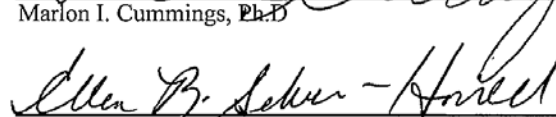
HAVE APPROVED THIS CAPSTONE

TEACHER ATTRITION, RETENTION, AND PRESERVICE PREPARATION

By

Kimberly Y. Wesley

COMMITTEE MEMBERS

Stephen H. Wagner, Ph.D	Business
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Governors State University
Doctor of Interdisciplinary Leadership Program

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DEDICATION

This work is lovingly dedicated to my husband, Dr. John C. Wesley. My children, Kyle Christopher, Dylan Matthew, Reagan Alexis, and Ryan Nicholas. May you accomplish the deepest desires of your heart and become all that God has designed for you to be. Never give up! I also dedicate this study to the memory of my grandparents: Samuel Sutton, Bessie Sutton, and Willie Mae Williams. While their physical presence is no longer tangible on this earth, it is their legacy of excellence and words of wisdom that continue to motivate me.

ACKNOWLEDGEMENTS

CHAPTER I

Introduction

Teacher retention and attrition are persistent issues that have significant implications for student achievement and school improvement. Acquiring and keeping quality teachers is an arduous feat for school districts (Harms & Knobloch, 2005; Laming, 2008; Jacob, Vidyarthi & Carroll, 2012). Continual amendments to education reform coupled with state testing requirements make quality teachers a much-needed fixture in the national public school system. High-quality teachers often are deemed irreplaceable by students as they represent the best in teaching ability (Jacob, Vidyarthi & Carroll, 2012). The professional talents of these teachers are an asset to their schools and school districts. Obviously, neither schools, school districts, nor the educational community at large can afford to lose such high caliber teachers. Yet, the teaching profession is losing quality teachers at alarming rates, which poses a continuing crisis in public education.

Hirsch (2005) analyzed teacher retention rates and found 25% of educators leave the profession within the first five years. Andrew (2009) indicated over 1,000 teachers leave the profession on a daily basis. Andrew (2009) also conducted a study where 75% of teachers surveyed indicated that neither their teacher education classes nor student teaching prepared them for the realities of the teaching profession. Germaine to this issue is the fact that teachers leaving the profession cite the quality of school leadership as the number one factor in job dissatisfaction (Angelle, 2006; Brown & Wynn, 2007; Hirsch, 2005; Ingersoll, 2003).

Further, a principal's leadership style and decision-making process can significantly affect teacher job satisfaction, morale, productivity, attrition, and retention of quality teachers (Bogler, 2001). Additionally, losing quality teachers disrupts continuity of curriculums and has a

negative impact on student achievement (Jacob, Vidyarthi & Carroll, 2012). Furthermore, while most public school districts are experiencing budget cuts and monetary shortages, losing quality teachers results in an additional financial loss. Darling-Hammond and Youngs (2002) argued that retaining high-quality teachers in an era where education faces such difficult challenges and demands is a key role of an administrator. Moreover, how teachers perceive their principals and regard their leadership styles is one of many contributing factors to retention and attrition rates (Kirby, Paradise, & King, 1992; Ingersoll, 2003).

Therefore, effectiveness of administrative leadership, administrative leadership style, and school environment are substantial factors in teacher retention (Blair-Larsen, 1998). These factors are particularly influential upon less-experienced novice teachers (Greenlee & Brown, 2009). Teachers entering the profession are braced for such factors as low pay, curriculum changes, student behaviors, and parent complaints. However, teachers are least prepared for principal leadership styles and the extent principal leadership style contributes to the school climate (Easely, 2006). Educators who leave the teaching profession cite better job opportunities, work conditions, and dissatisfaction with administrators as the pertinent factors that influenced their decision (Angelle, 2006; Brown & Wynn, 2007; Hirsch, 2005; Ingersoll, 2003).

While the problem of teacher attrition and retention affects all of America's schools, low income communities are severely impacted. Generally, these school districts already face such obstacles as lack of resources, high-mobility rates, and budget cuts (Ingersoll, 2003). High teacher turnover is especially detrimental to lower-income school districts because of the negative impact on student achievement (Jacob, Vidyarthi & Carroll, 2012). When teachers leave their schools, school districts, or the profession at large, the result is a widening of achievement gaps between minority and poor children and their more affluent peers. Furthermore, low-income

schools have more difficulty in recruiting and retaining quality teachers than more affluent

school districts (Darling-Hammond, 2003). Therefore, the problem of teacher attrition and

retention is even more challenging for low-income communities.

An added problem posed by teacher attrition and retention is the costs incurred by school

districts when teachers leave. Darling-Hammond (2003) conducted a study of teacher attrition

and found 40% of teachers in Texas left their teaching careers within the first three years of

service. The financial costs associated with teacher attrition was found to be $8,000 per teacher

who left. The total cost for the state of Texas was $329 million. School districts incur costs

associated with recruiting, professional development, and training. When quality teachers leave

the classroom the financial cost are measureable, but the academic costs are immeasurable.

<div align="center">**Statement of the Problem**</div>

With each passing year school districts face more difficult challenges posed by education

reform efforts, state testing mandates, and funding issues. Quality teachers are an asset in facing

these challenges and a commodity that school districts cannot afford to lose. Quality teachers are

teachers that have not only met state education and testing requirements, but have developed

great pedagogical knowledge (Jacob, Vidyarthi & Carroll, 2012). High quality teachers are

exceptional in their instructional delivery and hold great rapport with their students (Weiss,

2005). Every time a qualified teacher leaves the profession, time, effort, and money must be

spent to replace them (Strunk & Robinson, 2006). Further, finding qualified teachers is not an

easy feat for principals and school districts as there is a shortage of such teachers (Cha & Vogel,

2001). Thus, failure to find a solution to this problem could result in more educational reform

efforts, greater monetary costs to school districts, a negative impact on student achievement, and

an even greater teacher shortage. Current research reflects a negative trend of teachers leaving

the profession (Ingersoll, 2003). High quality teachers are difficult to find and equally difficult to replace (Jacob, Vidyarthi, & Carroll, 2012). There are many factors that contribute to job dissatisfaction such as low pay, education reform, and pressures to achieve test scores. However, dissatisfaction with principal leadership style is named as a contributing factor to a teacher's decision to leave the profession within the first five years of service (Ingersoll, 2003). Principals create school climate, impact productivity, and can affect a teacher's perception of organizational fit leading to satisfaction or dissatisfaction with their job (Brown & Wynn, 2007). Determining whether teachers are prepared for the dynamics of school leadership and the impact on their decision to stay in the profession could be a step towards a resolution to this phenomenon (Guin, 2004). Principals have significant influence over school culture and climate which significantly affect teacher retention and attrition decisions (Ingersoll, 2003). Therefore, preparing teachers during their preservice education for such factors as school climate, school culture, and principal leadership, could result in realistic expectations upon entry into their teaching careers. Teachers need to be prepared during their preservice coursework or experiences for how principal leadership styles could impact their perceived organizational fit upon entering the workplace as a teacher.

Significance of the Study

The purpose of this study was to examine whether teachers are prepared to respond to principal leadership styles through their teacher preparation programs. Through interviews and evaluation of syllabi and curricula, the researcher sought to determine the relationship between teacher retention, attrition, and teacher preparation programs. The study's significance was found within the outcomes of the study which hold the potential to contribute to the improvement of teacher preparation programs. Additionally, the findings of this study could potentially influence

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retention and attrition rates for new teachers, contribute to reduction of teacher shortages, and assist school districts in retaining quality teachers.

Existing research provides limited information about the effects of teacher preparation on teacher retention. Furthermore, research is void of studies offering insight into the perceptions of instructors, alumni, and students into the phenomenon of teacher retention and attrition. In addition, current research does not provide insight into the aforementioned participants and whether they perceive their teacher preparation program is preparing preservice teachers for the realities of teaching. More importantly, numerous researchers have reported principal leadership as the number one factor in a teacher's decision to stay in the profession (Hirsch, 2005; Brown & Wynn, 2007; Ingersoll, 2003; Angelle, 2006; McCreight, 2004). Therefore, the significance of this study was developed from themes found within current research in the foremost casual factor of teachers walking away from their jobs. More specifically, novice teachers, as these teachers have entered the profession with intent to stay, yet lack of principal support, poor leadership, climate, or other leadership related factors prompt them to leave within the first five years of their service (Ingersoll, 2003).

Assumptions

According to Marshall and Rossman (2006), there are many general assumptions that exist within qualitative studies. Some of the assumptions within this study include:

- Multiple realities exist in any study-the researcher's, those of the individuals being investigated, and the reader or audience interpreting the results
- Multiple perspectives including voices of participants are included in this study
- The researcher will interact with participants to conduct interviews and actively work to minimize the distance between the researcher and those being researched

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- The researcher will explicitly recognize and acknowledge the value of the research

- Research within this study is context-bound

- Categories of interest may emerge from participant interview responses and will be used to frame the understanding of the phenomenon

- Finding patterns or theories which will help explain the present phenomenon is a goal of this study

- Triangulating data by gathering information from other sources will be utilized to determine the accuracy of participant responses.

Operational Definitions

Alternative Certification Program. An alternative certification program is an education program leading to teacher certification and undertaken by older adults in order to enter the teaching profession after having been employed in a non-educational profession. Certification includes the administrative processes by which teachers are granted a teaching license in their particular state (Rosenberg et al., 2007).

Attrition. Teacher attrition is a component of teacher turnover in which teachers exit the teaching profession altogether due to natural events such as retirements, deaths, and/or resignations, as opposed to reductions planned by management such as discharge, layoffs, retrenchments, or early retirements (Watlington et al., 2004).

Commitment. The theoretical constructs reflecting a teacher's continued motivation to teach (Kimball & Nink, 2006).

Compensation. The pay of the employee (Weiss, et al, 1967).

Highly qualified teachers. Teachers who demonstrate a thorough understanding of content and are proficient in classroom management, teaching practices, and the pedagogical knowledge, skills, and dispositions necessary for effective classroom instruction (Rosser, 2004).

Job Satisfaction. Satisfaction related to measurable conditions, both intrinsic and extrinsic, caused by the workplace (Rosser, 2004).

Mentors. A veteran teacher assigned to assist a novice teacher in understanding the culture of the school. Mentor teachers may help novices with the challenges of classroom experiences such as curriculum and classroom management (Galvez-Hjornevik, 1986).

Morale. Primarily intrinsically determined motivation and satisfaction related to one's career. (Rosser, 2004).

Novice Teacher. A novice teacher is a teacher education program graduate entering the teaching profession (Tsui, 2003).

Retention. Teachers who move to other schools in the same district, or to other districts, or to private school (Watlington et al., 2004).

Traditional Certification Program. These programs provide educational training and certification for teachers with little or no previous work experience who enter the teaching profession immediately upon graduating from college (Rosenberg et al., 2007).

Working Conditions. The physical, mental, and psychological conditions of the employee's workplace (Weiss, et al, 1967).

Novice teachers. Educators who have been teaching in a classroom for less than three years (Zientek, 2007).

Preparedness. Having the knowledge and skills necessary to complete a task.

Teacher efficacy. The belief a teacher holds that he or she can succeed at teaching and make a difference with students (Grant, 2006).

Teacher preparation programs. Programs specifically designed to prepare teachers to obtain certification and teach in the classroom. Teacher preparation programs consist of traditional four-year undergraduate and one- or two-year graduate programs through college or university schools of education.

Research Perspective

Increased teacher attrition and decreased retention is a phenomenon that has yet to be resolved. Furthermore, this phenomenon has not been researched from the perspective of instructors, alumni, and students of teacher preparation programs. The present study seeks to explore, explain, and describe the phenomenon of teacher attrition and retention through three lenses. Each participant group holds perceptions and insights that will contribute to the process of framing an understanding of whether preservice teachers are prepared at the preservice level for the realities of the teaching profession. More specifically, the central focus of this research study is to determine if preservice teachers are prepared to respond to the various principal leadership styles and how those leadership styles can impact their decision to stay in the teaching profession.

Summary

When quality teachers leave their schools, districts, or profession the organizational structure of the school is interrupted. Additionally, high attrition and low retention rates present negative consequences for student learning (Guin, 2004). According to Darling-Hammond and Wei (2009) teacher preparation, principal support, working conditions, and compensation possess the greatest influences on teacher retention. There is a significant need within the

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education profession to recruit and retain highly-qualified and well-prepared teachers. Darling-Hammond (1998) argued retaining teachers is a greater problem than recruiting new ones. Darling-Hammond (1998) further posited the problem was attributed to an exodus of new teachers from the profession, with more than 30% leaving within five years, and higher rates of turnover in lower income schools. An additional problem is the departure of teachers from less affluent schools to more-affluent schools. This is strongly tied to working conditions including administrative support and strong colleagues as well as tangible teaching conditions and salaries. Research also indicates that teachers leave the profession much faster if they have less preparation before they enter and less mentoring support when they arrive. High-turnover rates can also be attributed to a teacher's own sense of effectiveness or perception of their fit within the organization. Existing research provides limited studies correlating teacher preparation programs and turnover rates. Further, the existing body of knowledge is void of studies providing the perspectives of instructors, alumni, and students and their perception of the teacher preparation programs and readiness of the realities of the teaching profession.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A review of research and theoretical frameworks will provide a more in-depth view into the background and necessity of the present study. The purpose of this study is to examine whether teachers are prepared to respond to principal leadership styles through their teacher preparation programs. An examination of such factors as teacher retention, attrition, principal behaviors, school culture, school climate, organizational fit, and leadership styles are a few of the topics that will provide a more enhanced understanding into the crisis that exists within the field of education.

Teacher Retention

Students need quality teachers to help them meet their educational goals. Quality teachers set high expectations for their students and are successful in motivating them in achieving these goals. However, quality teachers continue to leave their schools and school districts. Continual high staff-turnover deprives students of quality instruction and can lead to poor academic performance for students. Teacher retention is defined as teachers leaving their schools or school districts, but staying within the teaching profession. When quality teachers leave their schools the result is a shortage of effective teachers which in turn impedes student learning (Cha & Vogel, 2001). Teachers that leave their schools for different employment opportunities are characteristically more effective teachers (Jacob, Vidyarthi & Carroll, 2012). Conversely, underperforming teachers are more likely to stay at their schools. The flight of quality teachers hurts all students and schools, but low-income minority schools are most affected.

Guin (2004) conducted a case study of five urban elementary schools. The researcher sought to investigate the commonalities of schools with high-retention rates. Findings of the study indicated correlations between high retention rates and principal leadership, school climate, teacher climate, lack of respect, negative teacher interactions, and poor teacher influences. Moreover, principal leadership and school climate had the greatest influence on a teacher's decision to leave their school for other employment.

Schools that continually employ and lose new teachers are less successful than schools with consistency in staff. Schools with high turnover rates must continually reconfigure their staff. Additionally, teachers must acclimate themselves to new curricula and teaching partners (Jacob, Vidyarthi & Carroll, 2012). Furthermore, disruptions in pedagogical continuity create learning gaps and less functional instructional programs for students (Guin, 2004). Common sense dictates that students need effective teachers that can provide continuity in learning and relationship building that contributes to a successful learning environment. It is more important to point out that high retention rates do not contribute to a successful learning environment for students, staff, or the educational community at large (Darling-Hammond & Wei, 2009).

In another study, Inman and Marlow (2004) conducted research which analyzed the attitudes of novice teachers to identify factors which could lead to teacher retention. Participants were teachers randomly selected from Georgia public schools. Participants were given a professional attitude survey. The survey included 10 questions designed to determine characteristics related to retention and extended commitment to the teaching profession. Inman and Marlow (2004), mailed 1,250 surveys to participating schools and received 500 returned surveys, with 200 from beginning teachers. Results of the surveys indicated working conditions

was a significant factor in maintaining employment as teacher. Furthermore, working conditions consisted of teacher roles, support from administration, and availability of resources.

Teacher retention decisions are directly correlated to school climate and principal leadership behaviors. Wynn, Carboni, and Patall (2007) conducted a three-year study examining the phenomenon of teacher retention through the framework of professional learning communities. Participants of this study consisted of 217 first and second year teachers in an urban school district. Data was collected through a 31 question survey. As a result of the study, the researchers found teachers left the profession for eight reasons which consisted of salary, disruptive students, administrative support, lack of parental involvement, working conditions, lack of professional prestige, personal reason, and lack of collegiality (Wynn, Carboni, & Patall, 2007).

Findings of this quantitative study indicated the importance of principal leadership and working conditions to teacher retention. Principals can utilize their influence and power to promote teacher satisfaction or dissatisfaction. Principals should be aware of their ability to make the school environment toxic or an atmosphere that underscores the importance of supporting teachers, especially novice teachers. Ingersoll (2003) argued, "Increasing support from school administrators for new teachers, for example, might range from providing classroom supplies to providing mentors" (p. 33).

Sher (1983) maintained difficulty in securing and retaining well-prepared and well-qualified teachers was theorized by "a function of the three C's: conditions, characteristics, and compensation" (p. 261). Conditions would include such environmental surroundings as housing, community, and working conditions. Conditions of the job are significant in influencing rates of attrition and retention Characteristics include the caliber of personnel produced by teacher

preparation programs. Lastly, compensation consists of a salary that is reasonable. While salary often plays a role in attrition and retention rates, it is the least contributor of the three-C's. Figure 1 represents the three-C model proposed by Sher (1983) and the relationship to teacher retention.
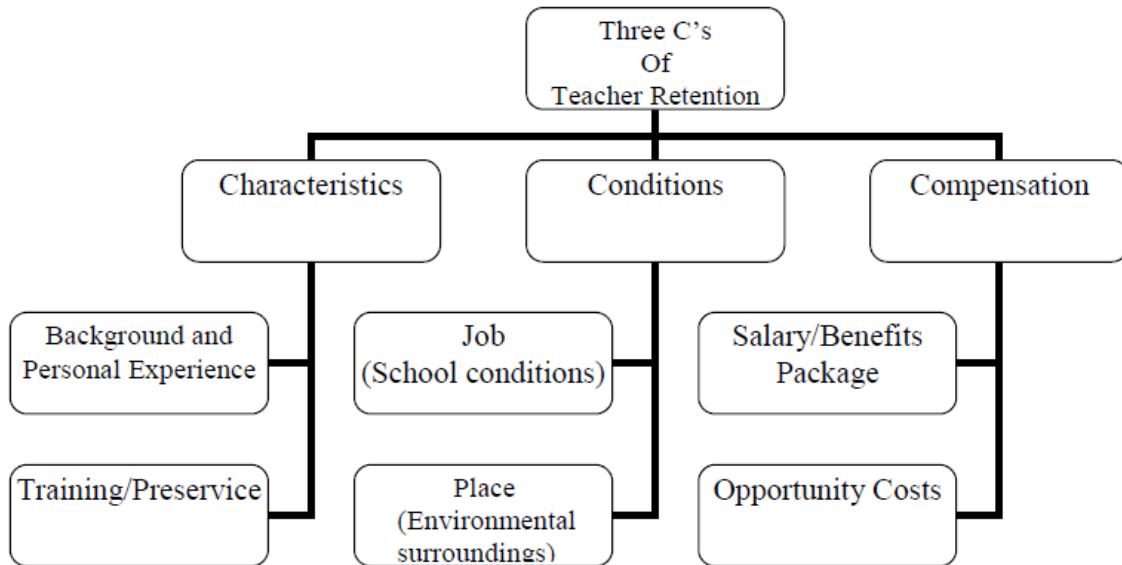
Figure 1. Three C's of Teacher Retention (Sher, 1983)

Attrition

According to the United States Department of Education (2011) nearly 50% of teachers leave the profession within their first five years of service. Teacher attrition is defined as teachers who exit the profession (Boe, Bobbit, & Cook, 1993). It is well-known in the field that ever increasing demands of state assessments, test scores, shortages in school funding, and growing school populations have placed a strain on the educational system. A specific factor contributing to these strains is the problem of teacher attrition which is the largest single causal factor to the shortage of quality teachers (Cha & Vogel, 2001). Borman and Dowling (2008) noted, despite the implementation of mentorship programs and trainings, novice teachers, which are teachers new to the profession, continue to leave the profession at a rate of 33% in the first year and 50%

within the first five years. Even more alarming are reasons novice teachers mention for leaving the profession, consequently, the primary reasons noted are dissatisfaction with administrative support and working conditions. When teachers report lower levels of job satisfaction they are more inclined to leave the teaching profession (Strunk & Robinson, 2006). Rosser (2004) defined job dissatisfaction as distinguishable factors that affect job performance and job longevity. Furthermore, job dissatisfaction should not be confused with low morale. Rosser posited the idea of morale consisting of intrinsic and extrinsic factors, with dissatisfaction primarily attributed to extrinsic factors. Moreover, extrinsic influences affecting job satisfaction are measureable by such factors as employee relations, working conditions, and rate of pay.

To some, it may seem the resolution to the teacher shortage is attracting or recruiting an abundance of new teachers into the profession. However, as Merrow (1999) stated, "The teaching pool keeps losing water because no one is paying attention to the leak. That is, we're misdiagnosing the problem as 'recruitment' when it's really attrition." (p. 48). Acquiring new teachers each year does not resolve the ongoing problem of teachers leaving the profession. According to Walington et al (2004) teachers are leaving the profession faster than they can be replaced. Clearly, the problem of public school teacher attrition needs to be addressed fundamentally.

According to Ingersoll and Rossi (1995) despite inequalities in pay across the United States, job dissatisfaction due to principal behaviors, leadership, and lack of support continue to be the main contributors to the attrition rates of novice teachers (Jacob, Vidyarthi & Carroll, 2012). Many new teachers report a lack of preparedness for the realities of teaching (Ingersoll & Merrill, 2010). Henry (1986) reported beginning teachers as not equipped with the coping skills needed to thrive in the school setting. Yee (1990) explored the reasons teachers stay in the

classroom and found some attrition is contributed to teachers entering the profession with the intent of staying in the profession for a short-term. Yee's study indicated most teachers enter the profession with a high-level of commitment to the profession and with the intent to teach a long and fulfilling career.

On the other hand, while a review of the literature shows that numerous studies have been conducted on the causes for high rates of attrition and retention, few studies have focused on ways to increase and maintain the supply of qualified teachers (DeAngelis & Presley, 2007). Additionally, breaking the cycle of new teachers entering and leaving the profession requires more effort to be directed into retaining the current supply of qualified teachers (Borman & Dowling, 2008; Fry & Anderson, 2011). Further, in seeking ways to minimize new teacher attrition, examining the various factors that contribute to teachers' likelihood of remaining in the profession becomes vital to addressing the issue of teacher retention.

Principal Behaviors

While the present study seeks to determine if preservice teachers are prepared to respond to principal leadership styles and behaviors, it is important to note the role of the principal in retention and attrition rates. Furthermore, it would also be remiss to exclude the impact of a principal's leadership upon school culture and climate. These dynamics most certainly affect the extrinsic factors of retention and attrition, particularly upon beginning teachers (Angelle, 2006; Brown & Wynn, 2007; Hirsch, 2005). A principal can create a negative climate or atmosphere through the following behaviors: poor communication, lack of fairness, favoritism, subjective or poor performance reviews, lack of support of teachers with students, parents, other teachers, or professional endeavors (Ingersoll, Merrill, & May, 2014). Furthermore, principals can 'bully' teachers through excessive observations of their classrooms (Ingersoll & Smith, 2003). In less

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extreme behaviors, principals can be inaccessible, absent, and vague in their vision for the school (Jacob, Vidyarthi & Carroll, 2012). In contrast, principals can be supportive, accessible, provide clear and concise visons for school success, set high expectations for students and teachers, and create open lines of communication (Brown & Wynn, 2007). Thus, principal behavior creates the climate of the school, thereby creating the working conditions for teachers (Angelle, 2006).

In fact, Ingersoll (2003) conducted an analysis of teacher retention and attrition which indicated teachers leave when their administrators are not supportive. Additionally, Ingersoll noted high teacher turnover is attributed to lack of empowerment and dissatisfaction with school climate. That is to say, teachers stay at schools where principals support them and respect them as professionals with leadership abilities of their own (Angelle, 2006). Teachers of all levels of tenure thrive in environments that foster the success of the teachers and students alike (Walington, Shockley, Earley, Huie, Morris, & Lieberman, 2004). In contrast, teacher turnover is motivated by principals that demonstrate consistent displays of disrespect for teachers, exclude teachers from decision-making processes, demonstrate lack of support in teacher-parent relationships, and exhibit behaviors that foster failure instead of success (Ingersoll, Merrill, & May, 2014; Jacob, Vidyarthi, & Carroll, 2012). In any event, Teachers need to be prepared for the possibility of both teaching environments prior to entry to the profession.

Beginning teachers want and need principals that are capable of exhibiting behaviors that retain teachers. Brown and Wynn (2007) conducted a qualitative study which indicated principals play a significant role in a teacher's decision to stay in their positions. Principals that provided fairness, clear communication, and consistency were considered supportive. Participants of the study indicated principals who fostered positive collegiality and collaborative

environments also created positive school cultures and climates. According to Fullan (1998) successful principals employ six strategies:

1. Continually build school culture

2. Use multiple techniques to engage and bring change

3. Foster staff development through professional development or other methods

4. Create clear lines of communication

5. Execute a model for participative leadership

6. Allow teachers and staff to contribute to decision making processes

In other words, a principal of a school shapes the culture and climate of the school making the environment one that promotes or rejects turnover. This means that school leaders should be accountable for evaluating the conditions of their schools to determine if those factors could be improved to ensure higher retention of teachers. In addition to leadership accountability, preparing preservice teachers to respond to all types of leadership styles and behaviors in a manner that supports their retention is a possible solution to this phenomenon.

A principal directly forms school climate. Angelle (2006) defines school leadership as "the fulcrum for organizational climate and socialization" (p. 319), setting the tone for collaboration with new teachers for all members of the school community. Angelle noted that when a new teacher is brought into an ineffective culture, that teacher will either develop ineffective practices or come into conflict with the school culture, the latter likely leading to an intent to leave the profession. When a new teacher is successfully socialized into an effective culture, he or she will take on the goals and mission of the school and develop loyalty, resulting in greater commitment to the school or district (p. 330). Brown and Wynn's (2007) conducted a study that reinforced the importance of school climate. The researchers argued that building level

factors are not enough to retain new teachers; climate is the key. Principals who are effective at retaining teachers intentionally look for new teachers who will "fit" the climate of their schools, then they purposefully nurture teacher collegiality. Fostering and environment where teachers and staff are united for a common purpose and exhibit respectful behaviors.

Principal leadership holds the greatest influence on teacher retention decisions (Boyd, Ing, Lankford, Loeb, & Wyckoff, 2011). Likewise, numerous studies have indicated significant relationships between teachers' perceptions of school administration and their decision to stay or leave the teaching profession (Loeb, Darling-Hammond, 2005; Buckley, Schneider, & Shang, 2004). A principal's leadership creates the conditions of the school which include culture and teacher-to-teacher relationships. Therefore, a principal's behaviors can create either a productive or toxic work atmosphere. A teacher's working conditions directly impact student learning. Ferguson and Hirsch (2013) indicated significant a relationship between student growth and teaching conditions or school culture. Thus, negative principal behaviors are directly associated to teacher turnover and student achievement.

Brown and Wynn (2009) conducted an empirical study of teacher retention issues. The purpose of the study was to formulate an understanding of the leadership styles of principals who lead schools with low attrition and turnover rates. The researchers conducted semi-structured interviews with twelve principals to explore their leadership styles, characteristics, school climates and culture, recruiting practices, teacher mentor practices, and teacher support systems. Participants were principals in a small urban school district in a south-eastern state. Findings of the study indicated principals who were empathetic, supportive, and aware of issues faced by new teachers were more likely to retain those teachers. Further, the researchers also found principals with a commitment to professional growth and excellence for themselves, their

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students, and their teachers retained teachers at higher rates than their peers who did not possess such characteristics.

Leadership Styles

Researcher Ingersoll (2012) noted 40% to 50% of new teachers leave the profession within the first five years. In a study conducted for the University of Pennsylvania Ingersoll (2012) indicated novice teachers leave for many reasons which include: low pay, unrealistic federal and state mandates, lack of support, and lack of influence or respect. However, teachers cited dissatisfaction with principal leadership style as the key reason for leaving the profession. Additionally, the U.S. Department of Education (2010) surveyed teachers who left the profession. The purpose of this study was to compare how these teachers' new non-teaching positions compared to their former positions. Findings of the study indicated teachers felt their new positions offered (a) more support from their managers, (b) greater collegiality, (c) more opportunities for advancement, (d) opportunities to learn from colleagues, (e) more influence over workplace policies, and (f) greater autonomy over their own work.

Ingersoll (2012) cited the types of support teachers receive from their principals vary from leader-to-leader. Additionally, the types of leadership styles teachers encounter from their principals also vary. Darling-Hammond et al. (2007) conducted a study for the Stanford Educational Leadership Institute on the development of effective school leaders. Findings of the study indicated principals needed to become stronger in the following areas (a)learning strategies that can be used to foster continuous school improvement, (b) understanding how to build supportive school cultures that promote and support adult and student learning, (c) developing knowledge about individual and organizational change processes, (d) developing knowledge of effective staff development strategies, (e) understanding important sources of data

about their schools and students and how to use data to guide instructional improvement efforts, and (f) learning public engagement strategies, including interpersonal relationship skills (Darling-Hammond et al., 2007).

According to Korkmaz (2007) improper leadership style is a problem for public organizational health. Korkmaz (2007) conducted a study on the organizational health of schools in Turkey. Findings of the study implied inappropriate leadership styles were related to teacher stress and job dissatisfaction. Moreover, findings of the study further implied transformational leadership styles were more appropriate and had a positive effect on teacher job satisfaction. Transformational leaders encouraged innovation and team involvement which created a climate conducive to learning and the formation of positive relationships among teachers and administrators (Korkmaz, 2007).

Bass and Avolio (1994) described transformational leadership as participative and empowering. Transformational leaders provide a collective action towards renewing, hope, and energy, while projecting positive change when those elements are lost. Furthermore, transformational leaders are characteristically successful in raising morale, particularly when tasks are daunting, change is needed, and collaboration is required. Schools with higher attrition rates more often are led by transformational leaders as they evoke shared purpose and partnership through their style of leadership (Korkmaz, 2007).

Burns (1978) presented the Transformational Leadership Theory. Transformational leadership asserts the idea of both leaders and followers helping each other to progress. This type of relationship proves beneficial to a team or organization as all parties work to achieve a common goal. According to Burns (1978) transformational leaders are able to "convert followers into leaders and leaders into moral change agents". The transformational leader has a keen sense

of awareness and can come into an organization and simply transform. A transformational leaders would respond to adversity by first establishing a rapport with followers.

Bass (1985) introduced four components of transformational leadership (1) idealized influence, (2) inspirational motivation, (3) individualized consideration, and (4) intellectual stimulation. Idealized influence portrays the leader as a role model for followers. Inspirational motivation represents transformational leaders as motivators with charismatic personalities. Individualized consideration explains the transformational leader's ability to yield compassion and concern for followers while still operating as a strong leader. Intellectual stimulation speaks to the innovative and creative ability of the transformational leader.

Crippen (2016) noted principals acting as servant leaders served as a powerful resource to their faculty and organizations. According to Greenleaf (2002) the servant-leader is first and foremost a servant. Greenleaf (2002) also believed that those who are served grow as people and while being served they become healthier and wiser people. In turn, those who have been served are more likely to serve themselves.

Leadership is an event that occurs between both leaders and followers (Northouse, 2009). Leaders cannot exist without followers and followers cannot exist without leaders. Crippen (2010) argued that schools demonstrating growth and development have collaborative learning environments where each person is a leader and follower at times. A good leader must also be a good follower (Crippen, 2010). The roles of leaders and followers continually change allowing both parties to learn from the other. Exemplary followership includes the ability to work well with others, the desire to work as a team to accomplish organizational goals, and the ability to pursue both personal and corporate goals with moral balance. Additionally, effective followership includes the ability to grow and flourish without the need for heroic status.

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Similarly, effective leaders possess a vision and ability to set organizational goals. Furthermore, effective leaders demonstrate the ability to ignite enthusiasm and energy within their teams to achieve goals and carryout the vision. Above all, effective leaders have the desire to leader others (Crippen, 2016). Both effective leaders and followers are needed in our schools.

Within a school setting, the principal's leadership is defined by the ability to influence teachers, students, and stakeholders. Simply holding the position of instructional leader or principal does not guarantee the leadership will be effective or that followers will submit to authority. Leadership is thereby defined in what the leader does or does not do (Mbiti, 2007). Leadership styles include patterns of behavior that leaders negotiate to influence followers to carry out their mission, vision, policies, strategies, and activities. Leadership style is the approach or manner that is used by the leader to motivate others to achieve organizational goals. Furthermore, effective school leadership does not operate under the condition of the principal being the sole leader (Clark & Stone, 2000). Teachers should be prepared at the preservice level for how critical the principal's leadership role is to a teacher's working conditions. Additionally, teachers should develop skills and strategies to effectively respond to various leadership styles. Shaw and Newton (2014), conducted a quantitative research study to determine the leadership characteristics of principals in schools with high retention rates. The researchers utilized a cluster sampling to gather data from teachers through a survey of 54 questions. Population for the study consisted of 63 high-schools, of this 50 schools were randomly selected to participate. Only 15 of the schools agreed to participate, which allowed the researchers to mail surveys to 1092 teachers. Of the surveys mailed, 234 surveys were returned and considered viable for purposes of the study. Findings of the study indicated a positive correlation between job satisfaction and servant leadership. Servant leadership is a concept where the leader makes a conscientious

decision to focus on the well-being, growth, and needs of those they lead (Greenleaf, 1970). Furthermore, a servant leader puts the needs of others first. Characteristically, servant leaders share power and decision processes include followers. Shaw and Newton (2014) found teachers who perceived their principals to possess high-levels of servant leadership reported satisfaction with their jobs. In addition, these same teachers indicated no intentions to leave their jobs or careers.

School Culture and Climate

School culture is considered the practices, beliefs, values, procedures, and ceremonies of a school. In contrast, school climate is defined as the organizational structures, processes, social interactions, values, norms, and overall character of the school (Weiss, 2005). School climate represents the attitude of the organization. School climate also includes staff morale and how teachers and staff feel about their school. Principals set the climate of their schools with their expectations and through interactions with teachers, staff, students, and parents (Tableman & Herron, 2004). Schools with low turnover rates have happy satisfied teachers. Principals must create an atmosphere for teachers to thrive in the workplace. Teachers that are satisfied not only have lower turnover rates, but they are more productive in their interactions with students. School culture develops over the course of years and becomes embedded in the rituals and unwritten expectations of the school. Both negative cultures and climates can have an adverse effect on turnover rates. However, novice or beginning teachers are more vulnerable to the effects of negative cultures and climates than more seasoned teachers are. Yet, novice teachers must yield and conform to the expectations of their principal and colleagues (Boe, Bobbitt, & Cook, 1993). Bulach (1994) conducted a study on the influence of the principal's leadership style on school climate and student achievement. Participants consisted of 20 principals and 50

teachers located in rural Kentucky elementary schools. The researcher's findings indicated teacher perception of school climate was more positive when principals were supportive. Climate and culture are the working conditions of the school. Therefore, helping teachers respond to the factors that contribute to their working environment could support teacher retention.

Positive learning communities are comprised of school climates where everyone's contribution is respected and valued. Kessler and Snodgrass (2014) observed a learning community of 1,557 students and 140 teachers and staff members. More than half of the student body where minorities from economically disadvantaged backgrounds. Never the less, over the course of six years the learning community was strengthened. To accomplish this feat, principals and staff increased positive communications with parents, instead of delivering bad news, positive news was frequently shared. In addition to positive communications, principals took responsibility for making the school a good place to work. Teachers were deliberately and frequently positively affirmed which contributed to a positive climate and high morale. Additionally, principals were cautious to avoid the pitfall of acquiring "favorites" (p. 62). School environments where principals favor particular students, teachers, or staff members, morale declines.

Kessler and Snodgrass (2014) also found the teachers they observed had increased performance, less stress, and greater collegiality than teachers in schools that did not have positive working environments. Teachers reported their satisfaction was due frequent and genuine affirmations from their principals. Principals also worked with teachers to make decisions as a team, promoting shared efforts. Principal leadership style has a direct impact school climate and teacher turnover.

Organizational Fit

Teachers are the most important factor in helping students achieve academic success. Quality teachers are considered irreplaceable as they help students make considerable educational gains in comparison to their underachieving counterparts. These teachers are vital to the success of their schools and students. Yet, many of these teachers are leaving their schools or the profession within the first five years of their service (Boe, Bobbit, & Cook, 1993). Moreover, it is important to understand the following:

1. Why are the highest caliber of teachers leaving the profession?

2. Why are quality teachers leaving within the first five years of their service?

3. Why is this trend repeating itself year after year?

Analyzing these questions and their answers could provide a pathway to a resolution to teacher attrition and retention. One factor to consider is organizational fit. Organizational fit is how quickly, naturally, or effectively a person works within an organization to accomplish a job task (Chatman, 1989). Organizational fit is associated with job satisfaction, performance, retention, and job commitment. A person may perceive themselves to fit in well within an organization when they are positively influenced by the culture and climate of the organization. In contrast, a person may perceive themselves to be an improper fit for an organization when the culture and climate of the work environment is considered negative. Currently, there is limited research of whether teachers are prepared at the preservice level for the dynamics that may contribute to their perceptions of organizational fit. Furthermore, it is uncertain whether teachers are prepared at the preservice level for how these factors contribute to their retention or attrition (Kristof-Brown, Zimmerman, & Johnson, 2005).

Teacher Certification Programs

Most teachers enter the profession after completing an accredited teacher certification program. However, many universities offer alternative certification programs where teachers can forgo traditional coursework and training in their pursuit to become a teacher. Flores and Day (2006) indicated that teacher education programs appeared to have very little influence on how new teachers approached teaching, as well as how they viewed themselves as teachers. One explanation was the abundance of research demonstrating the gap between education theory and classroom practice (Berci, 2007; Darling-Hammond & Wei, 2009, DeAnglis & Presley, 2007, Thomas & Beauchamp, 2007).

Preservice teachers need the instructional strategies, educational theories, and historical background provided by teacher preparation programs. However, teachers also need to practical knowledge needed to be successful in the workplace. Bercí (2007) indicated teacher education programs were more concerned with promoting the technical application of pedagogy. On the contrary, teacher programs provided little developmental support for "personal continuity, personal meaning, and consciousness development" (p. 64). Several researchers established that most teacher certification programs did little to recognize the importance of identity development for new teachers, nor were any serious efforts made to support teachers as they developed those identities (Berci, 2007; Darling-Hammond & Wei, 2009, DeAnglis & Presley, 2007, Thomas & Beauchamp, 2007). For example, Jarvis-Selinger, Pratt, and Collins (2010) noted that even though most new teachers were very committed to becoming teachers, many reported that they had not yet formed identities as teachers. Interestingly, while those teachers expected their teacher education programs to assist them regarding how to recognize themselves as teachers, few programs made any effort to do so. In instances where new teachers had not yet developed

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strong teaching identities, teacher certification programs had the capacity to facilitate their

identity development. Therefore, teacher certification programs need to recognize the variations

in how new teachers identify themselves, they must understand how teachers' sense of

professional identity affects their commitment to teaching, and they must be responsive to

assisting those teachers in developing their individual teaching identities, (Jarvis-Selinger et al.;

Thomas & Beauchamp, 2007). In addition to providing support for new teachers as they develop

their identities as teachers, further consideration must be made to assist new teachers in

maintaining those identities within the new social networks they encounter once they begin

teaching (Thomas & Beauchamp, 2007).

Flores and Day (2006) argued that teacher certification programs must focus on how

teachers develop their identities by exploring the links between the teachers' personal

philosophies, their peer support within their new schools, and their level of support for

continuing professional development within their school environments. In other words, the focus

of certification programs should not be solely the application of content knowledge, but should

also include teacher identity development and coping skills related to their entry into the

profession (Greenwood, 2003).

Latham and Vogt (2007) conducted a longitudinal study which explored the differences

between teachers prepared in professional development schools and those prepared in a

traditional four-year university. Professional development schools where defined by the National

Council of Accreditation of Teacher Education as including the following in their preparation

programs (a) student teaching, (b) field placement, (c) onsite undergraduate coursework which

allowed for extended time and experience in the school environment, (d) professional

development opportunities which consisted of work with university faculty members, (e) a

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strong emphasis on improving student achievement; and (f) teacher in-service professional

development designed to improve the teacher preparation experience.

Participants of the study entitled, "Do professional development schools reduce teacher

attrition? Evidence from a longitudinal study of 1000 graduates", included 506 elementary

education graduates from Illinois State University (Latham & Vogt, 2007). An additional 559

participants were from traditional teacher preparation programs from Illinois State University

these graduates where the comparison group. Participants were studied over an eight-year period.

Dependent variables consisted of method of entry into the teaching profession and number of

years in the profession. Additionally, teaching careers of participants were categorized into the

following two stages: (1) did graduates become employed in Illinois public schools, and (2)

length of time teachers were employed in the profession. Traditional teacher preparation and

professional development schools where independent variables used to analyze findings within

the study. Latham and Vogt (2007), reported three major implications which derived from the

study: (1) teachers prepared through professional development schools entered the teaching

profession more often and stayed longer, (2) teacher prepared through professional development

schools maintained longer commitment in the teaching field than teachers trained through

traditional programs, and (3) students who transferred from community colleges to traditional

teaching programs exited the profession sooner than students who had been enrolled from the

onset of the program. Findings from this study indicated teacher preparation programs have

influence on whether teachers choose to leave or remain in the teaching profession.

According to Darling-Hammond, Hammerness, Gross, Rust, and Shulman (2007),

teacher preparation programs have been condemned for being overly focused on theory, offering

little connection of theory to practice, and offering disjointed and incoherent coursework.

Additionally, teacher preparation programs have lacked clear, concise, and consistent frameworks from higher education professionals. However, teacher preparation programs experienced reform in the 1980s intended to connect clinical experiences and coursework to classroom teaching practices. Yet, research studies have continued to provide empirical evidence indicating teacher preparation programs remain disconnected to actual practices of classroom teachers (p. 392). Preservice teachers need preparation for the realities of the teaching profession to foster and develop their ability to respond to various principal leadership styles. Additionally, practical teachers need practical knowledge of the profession which will positively contribute attrition and retention decisions (DeAnglis & Presley, 2007).

Research has indicated attrition is the largest single factor in determining the shortage of qualified teachers in the United States (Dove, 2004). Teachers leave the profession due to working conditions, salary, and quality of teaching preparation. Dove (2004) attributed quality of teacher preparation as a major contributor to teacher attrition.

Nelson (2004) explored the problem of teacher retention in high-needs schools by role of teacher preparation into this phenomenon. The researcher was motivated to examine this phenomenon based on her own experiences working in inner city schools. In addition, the researcher felt her teacher preparation program focused on teaching as an intellectual activity and left her unprepared for the realities of teaching in complex environments (p. 478). Even more, the researcher felt her teacher preparation left her unprepared for her experiences as a novice teacher. Based on her own experiences as a teacher Nelson (2004) argued teacher preparation programs were lacking in four areas: (1) providing an understanding of the larger context of education, (2) a mandatory supervised experience in a high needs school, (3) a facilitated process of reflective inquiry, and (4) an enlarged view of the role of teacher. The author of the study also

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noted the much needed introduction to school politics that is not provided in teacher preparation programs. Nelson concluded her study with the following statement:

> She stated, "The need to pay attention to the 'revolving door' phenomenon of teachers in high-needs schools has never been more important, nor have the stakes ever been so high give the current political environment. The plethora of prescriptive state-adopted, curriculum-in-a-box approaches to teaching illustrates the continued misguided struggle to find the silver bullet for how to best "train" rather than educate teachers. Teacher preparation programs can best prepare teachers for the complex environments of high-needs schools when their programs are oriented to teaching as an intellectual rather than a technical activity" (Nelson, 2004, p. 479).

Nelson's reporting of her personal experiences infer teachers who are better prepared through their preparation programs stay in the profession longer. Furthermore, DeAnglis and Presley (2007) conducted a study for the state of Illinois which explicitly stated teachers are not prepared through preservice coursework for realities of the teaching profession. Teacher preparation programs focus on theory and methods of teaching. Thus, teachers are not prepared in a practical manner to respond to various principal leadership styles.

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Conceptual Frameworks

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There are three frameworks that will guide this research study: Attrition Theory, Social Identity Theory, Path-Goal Theory, and Leader-Member Exchange Theory. Each of these frameworks is pertinent to the present study in supporting the over-arching theme and foundation of the research. How teachers perceive themselves combined their expectations of their principals and coworkers collectively affect retention and attrition decisions.

Attrition Theory

The theory of teacher attrition posits the idea that individuals make logical assessments of benefits and costs of entering and staying in a profession (Borman & Dowling, 2008). Additionally, there are two types of human capital, generic and specific. Generic capital is

considered easily transferrable to other occupations, while specific capital is relevant to a specific profession only. The greater the accumulation of specific human capital, the lower the probability of attrition; therefore attrition and turnover are more likely to occur early in the career (Kirby & Grissmer, 1993). Thus, the longer one stays in a career, the more specific capital accumulates, hence creating a significant obstacle to leaving the profession.

Social Identity Theory

An additional conceptual framework guiding this research study is the social identity theory. Social identity theory suggests a person's sense of who they are is established by their group memberships (Hogg, 2001). This theory was originated by Tajfel and Turner (1979) as method of explaining how people assume identities through group memberships. Generally, beginning teachers need time to form their identities as teachers. This identity is indicative of how teachers perceive themselves as teaching professionals. Under the social identity theory, teachers would establish their professional identity through their affiliation with their school (Flores & Day, 2006). The social identity theory further posits the idea that people need their group members to provide affirmation of their professional efficacy (Tajfel & Turner, 1979). This concept is important to note, as not every school climate will be conducive to providing the positive group membership experiences teachers need to thrive. Hogg (2001) suggested social identity factors contributed to teachers' decision-making processes, job satisfaction, retention, and attrition. According to Flores and Day (2006) some school environments have a climate and structure that do not encourage collaboration, instead promote isolation. These factors can be mitigated by the instructional leader or principal of the school (Bogler, 2001). However, teachers should be provided strategies at the preservice level to help them persevere through negative school environments (DeAngelis & Presley, 2007).

Path-Goal Theory

The path-goal theory of leadership established by House (2010) argues leaders are responsible for helping followers reach their potential. Under the path-goal theory of leadership, leaders encourage followers to achieve goals by creating a plan of action (House, 2010). To accomplish this leaders must clearly explain how to accomplish goals and how to navigate through obstacles. Additionally, leaders must increase the follower's rewards during the path to accomplishing the goal. Also, motivation is increased when followers receive feedback on their performance. Moreover, job satisfaction is increased when subordinates are allowed to participate in creating their own performance goals and are encouraged or celebrated for their successes (House, 1996).

Followers are not exempt from responsibility in achieving their goals, but leadership assumes responsibility for leading the pathway (House, 2010). Therefore, teachers must be prepared at the preservice level for the reality that principals do not always leverage their leadership influence in a positive manner. Further, principals may not foster environments for teachers to develop professionally (DeAnglis & Presley, 2007). Therefore, teachers should be prepared at the preservice level to develop their own efficacy. Furthermore, new teachers should be exposed to the reality of the school infrastructure in order to set realistic expectations (DeAnglis & Presley, 2007).

Leaders have the ability to adjust their leadership style to meet the needs of the subordinate or the climate of the organization (House, 2010). Furthermore, as the needs of the subordinate or organization change, the leader can adjust one's style or management procedures to accommodate those needs.

According to Kiboss and Jemiryott (2014) principals utilizing the path-goal theory of leadership can modify their leadership style to meet the demands of their schools. Researchers Kiboss and Jemiryott (2014) found a direct relationship with a principal's leadership style and teacher job satisfaction under the path-goal theory of leadership. When teachers were satisfied with their jobs they experienced low job turnover, increased commitment to the organization, developed friendly relationships with their principals, and were excited about their jobs. Kiboss and Jemiryott (2014) defined organizational commitment as a teacher's loyalty or intention to remain in their school or school district. The researchers noted teachers exhibited higher levels of organizational commitment when they experienced job satisfaction. In contrast, teachers with low job satisfaction experienced apathy, high turnover rates, and high absentee rates. Both job satisfaction and dissatisfaction were related to specific leadership styles displayed under the path-goal theory of leadership (House, 2010). Autocratic leadership styles were associated with teacher job dissatisfaction and autocratic leaders rule through fear and are not usually popular with their subordinates (House, 2010). In comparison, teachers experiencing satisfaction with their jobs reported having principals with transformational leadership styles. Transformational leaders work collaboratively with subordinates to identify needed changes (House, 2010). Under the study conducted by Kiboss and Jermiryott (2014) democratic leaders were found to have the highest rates of teacher job satisfaction. Democratic leaders are participative and frequently engage with subordinates to achieve organizational goals as a team (House, 2010).

Leader-Member Exchange Theory

Effective leaders understand fair is not always equal. More explicitly, as a leader it is not always appropriate to treat everyone on the team in the same manner. Team-members exhibit various needs at different times. Therefore, it is the leader's responsibility to develop followers

individually and according to their specific needs. According to Graen and Uhl-Bien (1995)

leaders must establish high-quality relationships with all followers in order to provide practical

and useful guidance. The leader-member exchange theory consists of two central concepts (1)

development of leader-member relationships is influenced by behaviors and characteristics of

leaders and members through a role-making process, and (2) high-quality relationships between

leader and members have positive consequences for leaders, followers, teams, and the

organization as a whole (Graen, & Uhl-Bien, 1995). The leader-member exchange theory also

carries implications for the follower's turnover, job satisfaction, organizational commitment,

perception of workplace conflict, and sustainability in negative work environments (Graen,

Liden, & Hoel, 1982; Harris, Wheeler, & Kacmar, 2009; and Ruiz et al., 2011).

Instructional Leadership

According to Khan, Khan, Shah, and Iqbal (2005), instructional leadership is the most

important component of school leadership. Therefore, teachers should be prepared for how

essential the principal's roe is to their efficacy and job satisfaction prior to assuming their

professional roles as teachers. Ideally, teachers work under leaders that exhibit the following

three leadership behaviors (House, 2010).

(1) Promote school wide professional development for all staff members

(2) Create and develop shared goals

(3) Monitor and provide feedback on the teaching and learning process

While, these behaviors are dominant in successful instructional leaders, unfortunately every

school is not led by principals that execute such behaviors (Blasé, 2000). Effective instructional

leaders work to ensure positive relationships exist between teachers and their fellow colleagues

(Blasé, 2000). Furthermore, effective instructional leaders create positive collegial relationships

between principal, teachers, and staff as a whole. Teachers should be equipped to respond effectively in environments where instructional leaders are not supportive to them (DeAngelis & Presley, 2007).

According to Mendez-Morse (1991) there are three major forces that outline and define a school, which are the, (a) teachers, (b) students, and (c) curriculum. These three forces are the key elements of learning. In a similar fashion, according to Blasé (2000) the task of the principal is to facilitate these forces in order to guarantee quality instruction and student success. The following model illustrates the three key elements of learning: teacher, students, and curriculum:

Teacher

Curriculum   Student
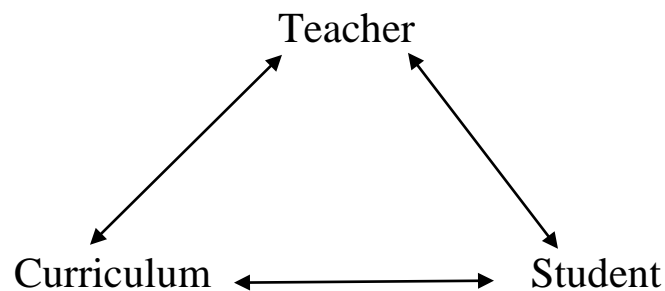
Effective instructional leadership facilitates the teacher instruction and student achievement with a degree of efficacy and efficiency that promotes successful school functioning (Mendez-Morse, 1991). Additionally, instructional leadership is centered on the five core beliefs that follow.

1. A focus on learning for both students and teachers which measures quality of student learning and monitors improvement in instruction.

2. The principal serves as the leader of leaders.

3. A culture of public practice and reflective practice is important.

4. Instructional leadership acknowledges such areas of diversity as cultural, socioeconomic, linguistic, and learning within the school community.

5. Instructional leadership implements strategies and practices for effective management of resources and people. Additionally, the hiring, recruiting, evaluating, and development of staff is the responsibility of an instructional leader.

Gulcan (2012) argued principals with effective instructional leadership skills held the ability to motivate staff members to achieve a common goal. Conversely, ineffective instructional leadership skills negatively impact a school on all levels. Negative effects include the loss of trust in leadership resulting in decreased teacher retention. Further, as Gulcan points out, newer research on instructional leadership has changed how school principals regard their influence, power, and behaviors in the school setting (2012). Gulcan maintains that, instructional leadership dictates five key roles of the school principal which follow.

1. Identifying the vision and mission of the school.

2. Creating an environment that motivates students to learn.

3. Providing staff development.

4. Monitoring and assessing the teaching process.

5. Creating and developing a positive school climate (2012).

Moreover, principals who exercise effective leadership skills celebrate the successes of their teachers and principals create a school climate where teachers are developed and supported. In turn, teachers will provide instruction conducive to increasing student success (Gulcan, 2012).

Bogler (2001) conducted a study in Israel on the influence of leadership style on teacher job satisfaction. Participants of the study consisted of 745 teachers. Teachers were given a Likert scale survey to determine their perceptions of job satisfaction. Findings of the study indicated a significant link between leadership style and teacher job satisfaction. Blasé (2000) performed a study to determine effective leadership. Participants of the study included 800 teachers located in

the United States. An open-ended questionnaire was administered to gather data from participants. Findings of the study asserted a principal's leadership style contributed to their effectiveness and to how principals promoted teaching and learning in schools. Furthermore, results indicated transformational leaders were more successful in promoting teaching and learning in their schools. Blase's research findings indicated principals with transformational leadership styles demonstrated effective leadership ability. According to Bass and Avolio (1994) transformational leadership is a style of leadership that (a) identifies the need for change, (b) encourages change, and (c) creates a vision to execute necessary change. Bass and Avolio further posited the idea of transformational leaders being motivators, increasing organizational morale, and enhancing job performance within the organization through their inspirational techniques.

Algozzine, Gretes, Queen, and Cowan-Hathcock (2007) conducted a study that surveyed third year teachers participating in orientation programs. A survey of these teachers indicated a supportive environment was needed for new and experienced teachers to manage stressors of the teaching profession. Fantilli and McDougall (2009) argued principal support and a collaborative work environment lessened the stressors teachers encountered. Principal leadership was found to dictate the culture of the school in either a positive or negative manner. Easely (2006) suggested that the need for principal leadership styles should include moral leadership to support the retention of teachers. Moral leadership was established as essential in creating positive teaching experiences, and positive school cultures. Easely (2006) found teachers more inclined to have higher retention rates when principals supported and rewarded positive teacher behaviors.

Although instructional leadership provides an ideal model for principals to exhibit in their schools, it is important to prepare teacher candidates at the preservice level to function in an environment where these ideals may not be established (DeAnglis & Presley, 2007). That is to

say, teachers should be equipped to manage within environments where principals may be deficient in areas of the instructional leader model. Ingersoll (2012) argued principals exhibiting lack of respect and support of their teachers as reasons motivating teachers to leave the profession. Furthermore, Ingersoll indicated teachers feeling isolated in their roles as teachers as an additional factor contributing to high attrition rates. Research also shows the factors that have the greatest impact on a teacher's perception of their job satisfaction are mostly influenced by the behaviors of the principal (Angelle, 2006; Brown &Wynn, 2007, Hirsch, 2005; Kirby, Paradise, & King, 1992). Therefore, teachers should be prepared at the preservice level for how critical the principal is in the cycle of retention (Ingersoll, 2003).

Summary

The cycle of retention and attrition consists of acquiring quality teachers and losing them early in their careers. It is important to find ways to keep the quality teachers that enter the profession. Additionally, lack of administrative support and dissatisfaction with the school climate are the primary reasons quality teachers leave their jobs. The principal of the school is central these issues. Therefore, it would be reasonable to assume that teachers would be prepared at the preservice level for this reality. While researchers have presented the flaws of teacher preparation programs, research is very limited in studies conducted to determine a means to resolve this phenomenon. Ingersoll, Merrill, and May (2014) noted the inadequate amount of research dedicated to teacher preparation and retention despite the fact that retention is a growing crisis in the United States. The present study seeks to add to the existing body of knowledge by examining the perceptions of instructors, alumni, and students of a teacher preparation program to determine the extent preservice teachers are prepared to respond to principal leadership styles. Further, the existing body of research indicated dissatisfaction with principal leadership or lack of principal support as the number one reason teachers leave the profession (Ingersoll, 2003). This reoccurring theme in the current body of research led to the basis of this research study. Moreover, the existing body of research does not examine whether preservice teachers are prepared at the preservice level for their experiences with various types of principals and administrative leadership styles they will encounter in the profession (DeAnglis & Presley, 2007).

CHAPTER III

METHODOLOGY/METHODS

Introduction

The researcher conducted this study to identify whether preservice teachers were

prepared to respond to principal leadership styles through their teacher preparation programs.

The study also sought to determine if preservice teachers were prepared for how principal

leadership styles could impact their perception of their organizational fit. While the literature

review presented in the previous chapter demonstrated a minimal amount of research factors that

impact retention and attrition of novice teachers, the research presented here provides the

opportunity to present data in response to the research question guiding the study. Consequently,

this chapter describes the qualitative methodology used in conducting this study and reveals how

the researcher applied that methodology in order to answer the research question. Furthermore,

chapter three of this research will focus on the research design, population and sample, data

collection procedures found in this study.

Goals of the Study

The negative trend of quality teachers leaving the profession, their schools, and school

districts is detrimental to student achievement. Several studies have indicated a positive

relationship between principal leadership style and teacher turnover (Ingersoll, 2003; Hirsch,

2005). Therefore, the researcher sought to determine if preservice teachers were prepared for

principal leadership styles during their teacher preparation programs through their coursework.

Interviews were conducted with instructors, alumni, and currently enrolled students of a teacher

preparation program of a public university in the Midwest. Ultimately, the researcher chose to

explore the research topic from the perspective of one who taught or who teaches the curriculum, one is currently enrolled in the teacher preparation program, and finally from one who has graduated from the program and has most likely entered the teaching workforce. Each perspective was considered vital to the exploration of the present phenomenon. Additionally, the aspiration of this study was to expand the existing body of knowledge and assist in finding a solution to the negative trend of teacher turnover.

Research Question

The research question framing this study is as follows.

Question: To what extent are preservice teachers prepared for responsiveness to principal leadership styles?

This question directly explored whether instructors, alumni, and students of a teacher preparation program at a public higher education institution located in the Midwest perceived preservice teachers to be prepared through coursework for responsiveness to principal leadership styles. Responsiveness to principal leadership includes attitudes, behaviors, and procedures that will help teachers to work effectively and productively with various types of leaders and leadership styles. Moreover, an evaluation of required coursework provided a further determination relative to the preparedness of preservice teachers for principal leadership styles and the impact upon school climate.

The research question was addressed through the testing of the hypotheses that appear in the following section.

Hypotheses

H1: Preservice teachers in education preparation programs are prepared to respond to diverse principal leadership styles when the education program curriculum includes preparatory coursework concerning principal leadership and the impact upon organizational fit.

H2: Teachers experience organizational commitment when they perceive themselves to have the support of their principals.

H3: Beginning teachers experience organizational commitment when they perceive themselves to be effective and possess organizational support.

H4: Teachers experience greater levels of organizational commitment when prepared at the preservice level for person-organization fit dynamics.

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Research Design

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According to Baxter and Jack (2008) a qualitative case study allows a researcher to explore a complex phenomenon within context. Further, this research design is valuable in developing theory, interventions, and evaluating programs (p. 1). Yin (2003) argued the qualitative case study design allowed researchers to explore individuals or organizations through an examination of relationships, programs, interventions, or communities. Moreover, the qualitative case study approach explores a phenomenon through multiple lenses by gathering data from a variety of sources. This process of triangulation allows the phenomenon to not simply be revealed, but thoroughly understood.

Yin (2003) and Stake (1995) argued the case study design was best approached through the constructivist paradigm. The constructivist theory posits the idea that truth is relative and one's perspective is essential in understanding that truth. Constructivism is also built upon the idea of social construction reality (Berger & Luckmann, 1966). Under this concept people and

groups interact within a social system and over a period of time develop an understanding of each other's actions. Within the context of a qualitative research design, collaboration between the participant and researcher allow for participants to tell their stories. The stories shared by participants enable the researcher to understand their thoughts and actions.

A qualitative case study allows the researcher to explore a single case or multiple cases to explore a phenomenon (Stake, 1995). The goal of a case study design is understand a complex issue in a complete and in-depth manner (Yin, 2003). The case study design is most appropriate when the following occurs: (a) the focus of the study is to answer "how" and "why", (b) the behaviors of the participants cannot be manipulated, (c) the researcher needs to understand contextual conditions related to the phenomenon, and (d) boundaries between the context and phenomenon are unclear (Yin, 2003).

A qualitative case study design was chosen for the present study to better understand the "how" and "why" of whether preservice teachers are prepared through their coursework for principal leadership styles and the relationship to their perceived organizational fit. The researcher determined a quantitative approach would not yield the best or most in-depth understanding of the participants' behaviors, attitudes, or thoughts towards the research topic. Allowing participants to answer the interview questions and essentially tell their story was valuable in understanding the phenomenon. Furthermore, a descriptive presentation of the data allows the reader to fully understand the real-life context of the phenomenon.

Site

Participants for the study were alumni, instructors, and currently enrolled students from a public university located in the Midwest. The university is a four-year institution which offers both traditional and alternative certification programs. Additionally, the university chosen for

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this research study offers bachelors and masters programs which lead candidates to teacher licensure. Moreover, the student body consists of both traditional and nontraditional students.

Population

The larger populations this research will affect are universities, schools, school districts, and educational policymakers. The specified participants within this study were instructors, alumni, and enrolled students of teacher preparation programs at a public university located in the Midwest.

Data Collection and Analysis

Sample Selection

The sample selection for this study included four alumni, two instructors, and two currently enrolled students of a single public university in the Midwest. The researcher was able to identify potential participants to interview through a convenience sampling approach, but all final choices were based on criterion sampling. A purposeful sampling method was utilized within the present study. Purposeful sampling is commonly used in qualitative research studies to identify and select participants related to the phenomenon of interest (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2013). While there are various purposeful sampling strategies, the criterion sampling method was most appropriate for the present study. Criterion sampling is based on selecting a group to study because the participants fit a certain criteria. In this study, students who were enrolled in a teacher preparation program at the public university site selected met the criterion needed for participation in this study. Additionally, instructors who taught courses in any one of the teacher preparation programs offered at the university met the criterion needed for participation in this study. Finally, alumni who graduated from one of the teacher preparation programs offered at the university utilized in this study met the criterion for this

study. The alumni were not only graduates of the university, but working practitioners, which offered a rich perspective to the phenomenon at hand.

Procedures

The most reasonable and efficient methodology for obtaining the desired representative sample was determined to be through a combination of both convenience sampling and criterion sampling. Salkind (2012) argued that convenience sampling is a nonprobability sampling procedure where the sample is selected due to convenient accessibility to the researcher. Participants were purposively selected in contrast to probability means, with intent to offer a more thorough understanding of a specific experience. Combining, these sampling procedures ensured the group of participants represented the characteristics of the larger population of instructors, alumni, and students of public universities in the Midwest.

According to Fink (2003) a good sample is a small version of the population of which it is a part. In the present study, the relevant characteristics where the roles of alumni, preservice teachers, or instructors of a teacher preparation program at a public institution in the Midwest. These participant groups were identified because they were determined to be the most productive and fruitful sample in answering the research question. Instructors were selected as a participant group because they teach the curriculum and are directly involved with the preparing and credentialing of new teachers. Instructors were also found to be the best candidates to provide insight into the teacher preparation curriculum and how preservice teachers are prepared through their coursework for teaching experiences. Alumni were selected as a participant group because they have graduated from the program and may have entered the teaching workforce. This subgroup was found to have a unique and valuable perspective, as they were able to share experiences as both students and teacher. Students of the teacher preparation program were

selected because they were currently enrolled in the program and could offer current information. While the three participant groups were selected for their individual perspectives, subgroups offered combined perspectives that shed meaningful light upon the phenomenon at hand.

The convenience sampling method is primarily utilized on the basis of what the researcher is able to access (Fink, 2003). As a student of the university, the researcher was able to establish a sufficient degree of contact with particular participants to conduct a viable research study. To solicit participants, the principal researcher utilized a network of professional relationships with teachers throughout a large region of northeastern Illinois that has been developed through professional development conferences and advanced academic studies at several universities. Through this network, the researcher was provided with viable candidates who also lead to other participants as a result of knowing others who are also good candidates for this study. To acquire instructor participants, the researcher contacted instructors through email and phone information provided directly on the university's website. Potential instructor participants were also sent an email, by the principal researcher, informing them of the nature of my study. Final participants were selected based on their acceptance and confirmation of the invitation to the study.

The sample consisted of instructors, alumni, and students from a teacher preparation program at one public four-year institution located in the Midwest. A combined total of eight interviews were completed. Interviews were conducted with two instructors, two preservice teacher interviews, and four alumni to complete this qualitative case study. The first two instructor respondents that confirmed their interest in the study were selected as final participants. The first two student respondents to confirm their interest to participate in the study were selected as final participants. Lastly, the first four alumni to confirm their interest in the

study were selected as final participants. Once confirmed, a date and location was set to conduct the interview. Interviews were conducted at a location and time convenient for the participants.

According to Marshall and Rossman (2006) a qualitative methodology is conducted with the intent to explore, explain, and describe a phenomenon. Traditionally, qualitative studies offer assumptions or inferences based on the input from the participants. Moreover, these inferences offer opportunities for the researcher to discuss events, beliefs, attitudes, social structures, and processes occurring within the phenomenon. A case study formats allowed for the study of a small group of participants in great detail. The participant groups were chosen because of the enriching perspective each could provide towards the present research study.

This researcher chose a qualitative case study design to allow for an in-depth investigation of the research topic utilizing a small participant sample. A purposive sampling method was utilized because purposive sampling is a nonprobability technique that allows for the selection of candidates based on particular characteristics relevant to a research study.

Interview Procedures

Informal semi-structured interviews were utilized. This interview method allowed participants to share their perceptions, attitudes, and opinions on the research topic. The interview questions were open-ended which allowed for the possibility of new ideas to emerge as a result of the interview. Prior to conducting any interviews, each participant was supplied with informed consent information (see Appendix A). Each participant was informed of the process of data collection for the study, which included recording and transcribing the interviews. Additionally, the researcher took field notes during each interview to ensure the validity of the study. Anonymity was ensured to all participants and an explanation of what the results would be

used for were given (Erlandson et al., 1993). The researcher ensured each participant that he or she could remove himself or herself from the study at any time without penalty or retribution.

Participants were given a paper copy of the questions at the time of the interview, however, the principal investigator read the questions aloud. While the questions were standardized, the principal investigator, who was also the interviewer, used personal discretion of the order in which the questions were posed. The interview questions were designed to answer the overarching research question of the study and to test the hypotheses and developed by the researcher. Participants were given pseudonyms, at no time will the participants' identities be revealed within this study. Interview times ranged between 20 and 30 minutes and were tape-recorded using a digital recorder for transcribing purposes.

Participants answered four background questions. Interviews were recorded using a digital recorder and transcribed for the purposes of data analysis. Transcription was verbatim. Additionally, the principal researcher took written notes of the interviewees' responses during each interview. No personally identifying information was included in the notes. Instructors, alumni, and currently enrolled student participants were each asked a six open ended questions. While some of the questions were asked to all three subgroups, some questions were geared to a specific subgroup. The background and interview questions are included in Appendix C.

An analysis of coursework descriptions and syllabi of specific courses were also analyzed to determine if the courses were designed to prepare preservice teachers for principal leadership styles and the impact upon their perception of organizational fit. Qualitative research lends itself to a triangulation method to check the validity of the study through multiple data sources and perspectives. This method of examining the phenomenon from more than one approach will enhance the research study by providing a richer and more descriptive analysis of the data.

Data Analysis

        The data analysis for the research study is reported in a descriptive manner in order to interpret and understand the phenomenon and participants. A deductive approach was used to analyze the data. This included grouping data and looking for similarities and/or differences. The constructivist theory is the framework that will guide analysis of data. Under the constructivist theory it is understood that people differ in their experiences and understandings of reality. These differences lend themselves to a variety of perspectives on any given idea, experience, or concept. The primary purpose of this research study was to gain insights into the research problem from the perspective of the key identified subgroups instructors, students, and alumni. The following processes were conducted to analysis the data collected from participant interviews.

1. Organize data-which includes transcribing the interviews.

2. Identify the framework- structure, label, and define data.

3. Sort data in framework- code data.

4. Identify recurrent themes and place responses into categories.

5. Order data by creating patterns, identify themes, look for answer to research question, and test the hypotheses.

A thematic analysis was used to identify consistent patterns from the experiences, perceptions, and knowledge of the participants. Also, transcribed data was coded for more accurate interpretation and description of the data.

Data Coding

The researcher also used data coding as means to develop themes and patterns within the data collected. The process of coding and analyzing data is an important part of the qualitative case study research process. Generally, researchers describe the coding process as one that enables the researcher to make an original contribution to the analysis of the data. Coding data consists of taking an in-depth look for things that are pertinent to answering the research question. The specifics of the research question informs the researcher what information to look for during the coding process. It is the research question that drives the researcher in what information needs to be coded and what to leave for the data analysis process.

Qualitative data coding consists of identifying of themes found within specific text passages of the data (Angen, 2000). Themes include beliefs, opinions, and/or experiences that the participant was trying to communicate in response to the interviewers questions. Furthermore, it is understood that each participant may offer different opinions or beliefs based on their different experiences and backgrounds. In addition, the qualitative data coding process requires accuracy in reading and separating found in the different text passages. Consequently, text passages that include duplicate themes are coded in the same manner. On the other hand, passages containing different themes receive different codes (Merriam, 2002). The coding process also includes grouping like or similar responses in an effort to recognize patterns during the interviewing process. Both text segmentation and the creation of codes was utilized to find themes and to separate accordingly. This process included dividing the text into segments. After segmenting the text, the researcher assigned each theme a color in order to efficiently organize patterns.

Limitations

Both qualitative and quantitative research methodologies have advantages and disadvantages. Qualitative research offers a researcher the opportunity to focus on the social processes of a phenomenon with greater depth than quantitative methods (Marshall & Rossman, 2006). A case study format provides an empirical inquiry that investigates a current phenomenon while presenting the findings in the context of real-life. While the present study could make significant contributions to the field of teacher education, contributions of the study are limited. Some of the limitations within this study include (a) participants may respond in ways they feel are socially expected, (b) participants may hold differing interpretations of particular research questions, and (c) participants' psychological state could result in bias in answering the interview questions. Further, an additional limitation of this study was the utilization of one public institution for solicitation of participants. Although participants were from various teacher preparation programs offered at the university, their experiences are limited and specific to that institution. Because of its strengths, a case study design is particularly useful in the fields of education, social work, health, and administration (Yin, 2003). However, a limitation of a case study design is the ability to generalize findings to a broader population. This study also included two alumni participants of alternative teacher preparation programs. Historically, alternative teacher preparation programs have not offered the rigor of traditional programs. Therefore, teachers graduating from these programs may not have the same curricula and training as those from traditional programs. Further, alumni participants of this study did not include teachers within the first three years of their service. Findings of this study would have been enhanced by the perspective of new teachers in the field. Research indicates these teachers are the most vulnerable and susceptible to leaving the profession (Ingersoll, 2003).

The most significant limitation of this study were time and resource constraints. Time constraints permitted the researcher from accessing more than one university and sampling participants from other universities. While the sample size is respectable for a case study format, the ability to include more participants may have provided a more diverse perspective with consideration to examination of the phenomenon. While certain conclusions may be able to be drawn from this study, the results indicate the perspectives of students, alumni, and instructors from one university. With more resources and time, multiple universities, further findings of this research could be reached.

Delimitations

To increase the validity of the study, the researcher utilized field notes, course descriptions, and analyzed syllabi to support the perceptions and opinions of the participants were founded on truth.

CHAPTER IV

RESULTS AND FINDINGS

Introduction

The purpose of this study was to determine whether teacher preparation programs of public universities are preparing preservice teachers to respond adaptively to the principal leadership styles they will encounter in the workplace. An additional goal of this study was to determine if preservice teachers were prepared through their coursework for the impact of principal leadership styles on their perceived organizational fit. Chapter Four presents the findings of the study in four sections: analysis of course descriptions, analysis of syllabi, interviews and themes, and finally the testing of the hypothesis to answer the research question.

Qualitative research lends itself to the use of multiple data sources to develop an understanding of a phenomenon. Furthermore, triangulation of data is considered a research strategy used in qualitative studies to test validity through convergence of information from different information sources (Patton, 1999). Moreover, the triangulation of data strategy was utilized within this study to provide a comprehensive, robust, and well-developed understanding of the phenomenon presented within this study. The triangulation data collection strategy is effective in providing different perspectives and enhances the quality of the research study. Additionally, triangulation allows the researcher to gather an ample amount of data within a finite time frame.

Researchers Denzin (1978) and Patton (1999) identified four types of triangulation (1) method, (2) investigator, (3) theory, and (4) data source. Method triangulation consists of using multiple methods of data collection to understand one phenomenon. According to Polit and Beck

(2012), method triangulation often consists of interviews, field notes, and observation. Further, the investigator triangulation method involves two or more researchers within one study providing multiple observations and conclusions. Theory triangulation uses various theories to analyze and interpret data. Lastly, data source triangulation includes data collection from different types or people to acquire a variety of perspectives and validation of data (Fontana & Frey, 2000).

In order to accomplish the present research study, the researcher used three methods of triangulation: method, theory, and data source. Method triangulation was incorporated through interviews and field notes with the participants. Through the usage of theories to analyze and interpret data theory triangulation was utilized. Also, descriptions of all courses required and designed for the purpose of teacher preparation were analyzed for the inclusion of introduction of leadership styles. Furthermore, Syllabi of courses indicating independent study were also analyzed for the inclusion of leadership teaching. Both the analysis of course descriptions and syllabi are considered data triangulation, as the collection of this data provide validity and yet another perspective to phenomenon.

The researcher reviewed course descriptions from the following teacher certification programs from the university utilized as the sample population for this study: bachelors, masters, and the alternative certification program. A list of courses for each program was provided on the university's website along with a description of course objectives. The researcher reviewed each program and courses description to ascertain if courses prepared teachers for how principal leadership styles could impact their perceived organizational fit in the workplace. Furthermore, the researcher reviewed coursework from the following programs, (a) Elementary education bachelors program, (b) Early childhood education bachelors program, (c) Early childhood

education masters programs, (d) Elementary education masters program, and (e) Urban teacher education masters program. Each of these programs were selected for review because they lead to teacher licensure. The researcher acquired information regarding course offerings, programs, and course descriptions directly from the university's college of education. Findings of the analysis were input into tables and separated by program. Additionally, data tables included the course name and whether the course included preparation for responsiveness to principal leadership styles through a yes or no indication. The analysis of all required coursework and their descriptions did not indicate preservice teachers were prepared for various principal leadership styles. Further the analysis did not indicate preservice teachers were prepared during their preservice coursework or experiences for how principal leadership styles could impact their perceived organizational fit upon entering the workplace as a teacher. Tables and the findings are found in Appendix D.

Syllabi Analysis

After analyzing coursework the researcher analyzed syllabi of select coursework to further triangulate data. Syllabi was analyzed to determine the inclusion or readiness for principal leadership styles and the potential impact upon their perceived organizational fit. Syllabi from two courses were analyzed after the researcher noted the course descriptions provided limited information concerning the content of the coursework. The courses consisted of EDEC Culminating Experience from the Early Childhood Education Bachelors or Arts program and EDUC 6100 Issues in Education from the Elementary Education, Masters of Arts program. Syllabi from the EDEC Culminating Experience course indicated the course was designed for each student is to bring together what he or she learned formally and experientially. Further the course was also designed to focus on relevant theories and practices. Also, the course was

focused on students creating a portfolio and presenting the portfolio as a focused project. Syllabi from the EDUC 6100 Issues in Education course indicated students would be expected to look through critical lenses throughout the semester. Further, students would be expected to discuss historical and philosophical conceptions of education, theories of learning, issues of diversity (race, gender, class, labeling and tracking, family and community, students with special needs), and social justice.

Analysis of coursework indicated students would not receive coursework or preparation for principal leadership styles. Further, the analysis of syllabi did not indicate readiness for the potential impact of principal leadership styles upon a teacher's perceived organizational fit. Analysis of coursework is found in Appendix D.

Participant Interviews

Descriptive Data of Alumni Participants

To protect the identities of all participants, participants were given pseudonyms. The pseudonyms assigned were "participant" followed by a number. Numbers were given based on the sequential order of the interview. Each participant was given a number by the researcher and asked to audibly speak the number during the interview for transcribing purposes. In total, eight interviews were conducted, four alumni, two students, and two instructors participated in this qualitative study. As noted in chapter 3, a convenience method was utilized to acquired participants. Consequently, one participant led another potential candidate.

Case study participant number 1 is has been in the teaching profession 16 to 20 years. This participant's highest degree earned was a Masters and is an alumni of the university utilized for this research study. Case study participant, number two has been in the teaching profession 7

to 10 years. This participant's highest degree earned was a Masters. Case study participant, number 3 has been in the teaching profession 4 to 6 years. This participant's highest degree earned was a Masters. Case study participant, number 4 has been in the teaching profession 11 to 15 years. This participant's highest degree earned was a Masters. All four alumni participants attended and graduated from the public higher education institution utilized within this research study. Additionally, only one alumni participant graduated from the traditional certification program, one participant graduated from the post-baccalaureate program, and two participants where graduates of the alternative certification program (See Table A).

Table A

Case Study Participants: Highest Degree, Years of Experience, Position, and Program Attended

Alumni Demographic	
Highest Degree	
Bachelor's	0
Master's	3
Specialist	1
Doctorate	0
Teaching Experience	
0-3 years	0
4-6 years	1
7-10 years	1
11-15 years	1
16-20 years	1
21-25 years	0
26-30 years	0
31 or more years	0
Current Position	
Preservice Teacher	0
Alumni	4
Instructor of a teacher preparation program	0
Type of Teacher Preparation Program Attended	
Traditional 4-year	1
Post-Baccalaureate	1
Alternative Program	2

Alumni Interviews

A case study design is utilized to gain an in-depth understanding of the situation and meaning for those involved (Merriam, 1998). Furthermore, a qualitative study intends to describe in depth, detail, holistically, and in context (Merriam, 1998). Therefore, the transcriptions of the interviews are authentically and holistically displayed to allow the reader to fully gauge the participants' perceptions of the phenomenon based on the questions posed. All four alumni interviews were transcribed, coded, sorted, and separated into themes. A deductive approach was taken to analyze the data from all participant interviews. Under this approach the researcher creates the hypothesis, analyzes the data, and determines whether the hypothesis have been supported or not. After coding and sorting, the following six themes arose from the alumni interviews: principal support, collegiality, mentor programs, school politics, principal feedback, and the need to improve the student teaching experience.

Table A-1

Alumni Themes
1. Principal Support
2. Collegiality
3. Mentorship
4. School Politics
5. Principal Feedback
6. Student Teaching

Principal Support

Principal support was a theme that emerged as the researcher coded and sorted data. All four alumni participants indicated teacher preparation programs did not prepare them for responsiveness to principal leadership styles. Alumni also indicated their preservice education did not prepare them for how principal leadership styles could impact their perceived organizational fit upon entering the workforce as teachers. Each participant indicated principal

behaviors were influential upon a teacher's decision to stay in the profession. Further, each

alumni participant indicated that while they are currently still working as teachers, many times

over the course of their profession they felt like leaving their jobs or professions because of their

administrators. Furthermore, each alumni stated their experiences as novice teachers could have

been improved with more support with from their administrators. Participants noted that

principal support or the lack thereof made it made it extremely difficult to as a novice teacher to

establish the teacher's identify or to verify their efficacy. The lack of principal support also

included the failure to provide necessary resources, professional development, or anything else

that was needed to effectively perform their jobs. When asked about the influence of principal

behavior on teacher attrition, participant #1 stated:

> Yes, and No, because in the programs that I went through, they never really talked about
> exactly what the role of the principal is, how they can actually help you. It was just
> somebody who is in charge of the building, and was your boss, but they never even talked
> about the different leadership styles that principals can have, and how principals can
> differ one building to the next, or even one district to the next. They never talked about
> that, at all.

In responding to the same question participant #4 stated:

> Actually, yes I do think it has something do to with teacher attrition, which is leaving the
> profession totally. I feel that teaching alone is a stressful job, and sometimes if the
> headmaster of the building, or the principal is someone who is not very good with people,
> or someone who does not show impartial leadership ... Impartial meaning, you are fair
> with everyone. That could be very discouraging, for someone who does really do the job
> that they are paid to do, which is educate. I do feel that, even from when I have looked on
> the internet, and I have looked at articles, and then I'll look at the comments below of
> people who are teachers, and they'll often complain of the administration. You know, for
> lack of a better word, crap that they have seen or have gone on in their building. Things
> of that nature. So yeah, I will say it's a very big part of teacher attrition.

It was observed by the researcher in the facial expressions, tones, and body language of the

participants that they felt very strongly about principal support. Further the relationship between

principal support, morale, job satisfaction, and job performance was also noted by each alumni participant.

Collegiality

Another emergent theme was collegiality. Strong and healthy relationships among teachers are needed for good morale, team effectiveness, and overall school effectiveness (Shah, 2012). However, it is the responsibility of the school's principal to ensure teachers have and maintain healthy relationships. During the interviews all alumni expressed their need for team building with both grade level teaching partners and other teachers in their buildings. Alumni participants noted that often principals do not foster healthy teacher-to-teacher relationships in their buildings. Alumni participants also noted that when principals showed favoritism school-wide collegiality was nearly impossible. Further, all four alumni participants expressed concern that neither their coursework nor field experiences prepared them for the reality of how important a principal's role would be in their teacher-to-teacher relationships. When asked if teacher preparation programs provided adequate training for the realities of the teaching profession participant #2 stated,

> Not at all, honestly. No, never did come up. Again, it was all about classroom management and students. Now the fact of principal leadership, that wasn't even a topic of discussion, ever. I can't even remember ever. Not even in the master's program, that wasn't even a topic of discussion. I would say as far as doing a master's, they would just say if you want to be a ... have a position, then definitely you want to have a decent relationship with your principal, or do what it is that he or she requires or expects of you, and that was it. There was never really a long discussion or conversation on the topic. Furthermore, it's important to have a good relationship with your teacher coworker's and often that does not happen because of favoritism. You know a lot of principals break their schools down with that stuff. It's a shame too, because you really need that support in the building to do your job well.

Participant #4 responded to the same question by stating:

> The principal should be someone that is good with people and does not show impartial leadership ... Impartial meaning, you are fair with everyone. That could be very

discouraging, for someone who does really do the job that they are paid to do, which is educate.

Mentorship

A third dominant theme found within the data was mentorship. Mentorship consists of a

novice teacher being assigned a veteran teacher to serve as a resource. A mentor's role is to offer

support, information, guidance, and promote the development of the novice teacher. Generally,

mentor teachers are paid a stipend, aside from their normal salary, to perform the duty of

"mentor". Once a principal hires a new teacher, it is their job to assign the novice teacher a

mentor. Mentor teachers have usually been in the teaching profession for five or more years,

have good performance ratings, demonstrate great pedagogical knowledge, and display good

citizenship within the school. Mentor teachers would also be considered teacher-leaders. When

asked how principals could support new teachers, mentorship emerged as a consistent theme.

Participant #4 responded to this question by stating:

> I know from when I've started I really didn't get any. There were no mentoring programs. But now I see with teachers who are new to the building, and possibly even new to the profession, you do have mentoring teachers. They do have mentor programs. I haven't seen it always done here, but I have heard of inexperienced teachers being able to observe more experienced teachers, in a general classroom setting. They might be assigned with a co-teacher, or a more seasoned teacher may be paired with a more inexperienced teacher. I have heard of these things happening.

Participant #1 responded by saying:

> Brand new teachers definitely need a support system. A good principal and a mentor, someone that knows the ropes and can help them. But, sadly a lot of principals don't take the time to properly match mentors to novice teachers. So, the program doesn't really work. I was assigned a mentor my first year and the mentor didn't do squat to help me. I mean really, nothing. The principal didn't follow through so they didn't know or didn't care about what was happening. I had to learn on my own. It was a very hard year.

School Politics

School Politics can foster environments of hostility, sabotage, and resentment. While all work environments maintain some level of politics, it is especially difficult to maneuver within the school environment when politics are heavily practiced. An unfortunate result of school politics is the loss of quality teachers. School politics is a problem that is often hidden and ignored. The more power and authority one has, the more political impact one possesses. School board members and superintendents alike often exercise their political clout. Yet, within this research study participants referred to political behaviors of school principals. When alumni participants were asked how required field experiences prepared (or did not prepare) them as preservice teachers for the realities of teaching profession, the theme of school politics materialized. Participant #1 responded to the question in this manner:

> No, not at all. It does not prepare you for the realities of teaching, because there's a lot of political stuff that goes behind the scenes that you just don't realize until you get into teaching. Sometimes when you first start your teaching career, it's like you almost step in a mine field. Either you somehow offend administration, or you somehow offend veteran teachers, because either when a teacher first starts, it may be, that teacher is very excited and gung ho about doing things, and maybe going above and beyond. Other teachers get, oh, you're trying to show us up, that kind of attitude. It's a lot of political stuff behind the scenes that you're just not prepared for.

Participant #2 stated:

> I will only say as far as classroom management, yes, but as far as dealing with colleagues and dealing with administrators, no. Classroom management is definitely touched upon and expanded upon as far as in the program, but they really don't touch on how your administrators may be or may not. The only thing they always say is basically turn in everything on time and be on time for work, but other than that, it's not geared towards preparation for that. Another thing we are not prepared at ALL for how political the schools are. Especially the principals. You know, favoritism and things like that are real bad with the principals.

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Participant #3 responded by saying:

> The curriculum prepares you for making lesson plans and teaching the methods. There is not preparation for dealing with these crazy principals or how political they (principals) are.

Participant #4 responded to the same question in this manner:

> Well I think when it comes to lesson planning, yes. As a matter of fact I think they over train you, because when I started teaching fifteen years ago, my lesson plans were very elaborate. I was actually told by the administrator I could cut them down some because they were very elaborate, and I guess it took them a long time to read them. So I think that you are trained on the paper parts of it. The how to do lesson plans, your student teacher experience does help you with the grading. It does help you learn how to keep up with, you know, the grading, and the importance of giving feedback, back to the kids. At least my student teaching experience had that. Unfortunately, that's all I can say. Unfortunately, I don't think the teacher preparation programs provide adequate training for the realities of the profession. In a sense that it doesn't prepare you for, the fact that, your work is really never done. It doesn't prepare you enough to deal with the difficulties of the profession. Per say, difficult administrators, difficult parents, difficult students. I felt like there was not nearly enough training on how to handle discipline. I basically learned from watching seasoned teachers. The programs also do not prepare you for things like favoritism and principals pitting teachers against each other. Of course, we are not prepared for the political aspects at all.

Principal Feedback

The alumni participants repeatedly stated the relevance of principal feedback to their efficacy. Effective instructional leadership warrants feedback that is consistent and evidence based (Bulach et al. 2001). According to Dinham (2007) effective principals provide teachers with resources, professional development, and feedback. Principals must provide teachers with everything they need to become effective educators (Dinham, 2007). Alumni responses noted the importance of principal leadership for novice teachers. In addition, participants noted their disdain with their principals rating their job performance without consistently observing them or providing them feedback prior to formal observations. Alumni participants were asked whether their teacher preparation programs equipped them to stay in the profession. As a result, alumni

participants indicated their lack of readiness (as novice teachers) to handle inadequate principal

feedback or how the impact on their perceptions of efficacy.

Participant #4 responded to this question by stating:

> Well, to a certain extent. I do think that you get a lot of training in the student teacher experience, but not in the coursework. It does help you to understand the importance of grading papers. The importance of giving feedback. Because there are some teachers who do not grade papers and do not give feedback. And I was taught by my mentor teacher, that you really should give that feedback, it is so important. But, I was not prepared for principals that did not give ME feedback. I mean… Well, put it like this, I really didn't have any feedback my first year at all. The school where I taught my first year had a principal. I did notice that, she was the principal of the school where I taught, until it was time for formal observations. I mean, that's bad for a new teacher. I wasn't prepared for that possibility at all, in the course work or student teaching.

Participant # 2 stated:

> We are not prepared for any realities of teaching, not any of this to be honest. A lot of the coursework focus on, like I said the pencil and paper aspect of it, and lessons, and making sure that you were doing wonderful lessons. Making sure that your lessons involved learning. It does not deal with, really dealing with coworkers, dealing with administration, or how they don't give you the feedback you need….or anything else you need to be honest.

Participant #1 replied to the question by stating:

> If your principal is supportive of what you're doing in your classroom, then you're more successful as a teacher. If they actually give you feedback that is constructive, that can definitely help you as a teacher. If they're giving you feedback that is colored with their own, not necessarily viewpoint, but just very negative all the time, and that's all you ever hear, then that can be very demoralizing. You can start second-guessing yourself about what you're doing. You're not as confident in trying new things. It's almost like you're trying to, instead of being yourself as a teacher, and teaching to your strengths, that you relate more to your students, all of a sudden, you're changing your teacher style to fit what that person is looking for and likes.

Student Teaching

Throughout many of the responses, alumni participants referred to their student teaching experiences. The majority of these responses referenced changes the alumni would like to see for future teachers or expressed deficiencies within their own student teaching experiences. The student teaching experience is designed to provide hands-on experience in the classroom. In addition, student teaching transitions preservice teachers into the profession by offering an opportunity to develop a personal teaching style. Yet, while alumni participants were not completely dissatisfied with the experiences provided by their student teaching experiences, they did feel the need for improvements. Furthermore, participants noted disconnects between the reality of teaching and their student teaching experience. Lastly, participants noted the lack of interaction with principals during their student teaching experiences. When asked the following question, "Are pre-service teachers prepared through their coursework for the influence on principal leadership on their working conditions?" Participants referenced their student teaching experiences more than coursework.

Participant #4 responded stating:

> The program that I went through, I would say that it really did not prepare you for that very well, because even when you do have instances where you were going to schools and maybe execute a lesson, or actually observe students, they never actually put you in a school that had a lack of resources. They always put you in a school that had tons of resources, tons of kids in there who have parental support. They never put you in a school that actually has little to nothing, have children who don't have a lot of parental support, don't have a lot of guidance, so you have to manage the classroom differently, when you have children like that, coming from that background. They always seem to put you in a nice, fluffy, cushy new classroom, to give you a view of education that really is not happening, depending on where you end up teaching at. They always put you in a nice, warm, cushy, and lovely, the kids are all hands raised, everybody's happy to learn, and that is so not reality. Like I said, they always have where the principal comes out and talks to you, whatever, when you're doing your student teaching, and everything is very nice. But they don't tell you that that's going to end. Once you get into the classroom, and you're there, they say hi, how are you, you set up your classroom, and that principal pretty much disappears until you have to be evaluated. They don't tell you that, either.

Student Participants

Descriptive Data of Student Participants

Student participants were also acquired by utilizing the criterion and convenience sampling. This combination of sampling methods allowed the researcher to yield participants that possessed the qualities or criterion that were of interest to this research study. According to Patton (2003) criterion sampling involves selecting cases that meet a predetermined criterion of importance. Through the convenience sampling procedure the researcher utilized a professional network to of educators to provide viable candidates who, in turn, led to other qualified participants for this study. Further, participants were purposefully selected, rather than through probability means, so as to offer a more thorough understanding of a specific experience. Salkind (2012) suggested the advantage of this sampling method is that the group of participants should represent the characteristics of the larger population, the disadvantage is that the overall degree that the sample truly represents the population as a whole is questionable.

The two students the researcher interviewed were currently enrolled students of a teacher preparation program. Both participants were enrolled a teacher preparation program of the public university research site previously mentioned in Chapter III of this research study. Both participants selected a time and location that was convenient for them to conduct the interview. Furthermore, both interviews were conducted in a face-to-face or in-person manner. In consistency with the researcher's pattern to protect the identities' of the participants, no personal identifying information was collected or will be utilized within this study. The participants were assigned the pseudonyms of participant #5 and participant #6. Numbers were given based on the order the interviews were secured and conducted. Participant #5 had been previously awarded a bachelors degree in a discipline other than education from another higher education institution.

Participant #5 is seeking to acquire a masters degree in education to become a certified teacher and did not have a teaching background. Participant #6 is enrolled in a traditional undergraduate teacher preparation program at the university. Participant #6 did not have any prior college education background and was a recent high school graduate. The demographics of the student participants are indicated in Table B.

Table B

Case Study Participants: Highest Degree, Years of Experience, Position, and Program Attended

Student Demographic	
Highest Degree	
High School Diploma	1
Bachelor's	1
Master's	0
Specialist	0
Doctorate	0
Teaching Experience	
0-3 years	2
4-6 years	0
7-10 years	0
11-15 years	0
16-20 years	0
21-25 years	0
26-30 years	0
31 or more years	0
Current Position	
Preservice Teacher	2
Alumni	0
Instructor of a teacher preparation program	0
Type of Teacher Preparation Program Attended	
Traditional 4-year	1
Post-Baccalaureate	0
Alternative Program	1

Student Interviews

Student interviews were recorded and transcribed for analytical purposes. After the interviews were transcribed, the researcher looked for patterns and themes within the data. Themes included the beliefs, opinions, and/or experiences that the participant was trying to communicate in response to the interview questions (Agden, 2001). Themes found within the data were coded and sorted. Thus, during this process the researcher noted the following emergent themes: school climate, principal leadership, mentorship, student teaching, and pedagogy. These emergent themes are listed in Table B-1.

Table B-1

Student Themes

1. School Climate	
2. Principal Leadership	
3. Mentorship	
4. Student Teaching	
5. Pedagogy	

School Climate

School climate refers to the character of the school environment. Particularly, school climate refers to the overall atmosphere of the school. This includes how students, parents, teachers, and staff are respected and engaged. Furthermore, school climate also includes are how teaches model and attitudes towards learning to allow students to receive an optimal learning opportunity. For the purposes of the topic and nature of this study, the literature review focused on the importance of a positive school climate for the purposes of creating an atmosphere where quality teacher will desire to stay within their schools, school districts, and professions. However, through interviews with student participants, school climate emerged as theme from the perspective of providing quality experience for the student, not the teachers or staff. When asked to explain how pre-service teachers are prepared through coursework for the influence of principal leadership on staff motivation, commitment, and working conditions, participants respond by stated the following:

Participant #5

> Well, at the pre-service level, as a pre-service educator, pre-educator, I don't feel that we are prepared through coursework for principal leadership or staff motivation, commitment on working conditions, but we are prepared a little bit for the working condition aspect as in told to make sure you turn in your lesson plans in on time. Make sure that you are good to the students, that you have good parent communication, make sure that you come to work on time, make sure that as a new teacher you're the first to get there and the last to leave so that you can be hired again. This is a big focus on making

sure that you create a classroom or school climate that is positive for the students. It is important for the students to be learning and happy in your classroom. But, there isn't a focus in the coursework, that I have seen, that will prepare for that reality. It really seems like something you are expected to learn while on the job. Also, some of these things are touched on in conversations with other students that are doing field experiences, they're substitute teachers, or parents themselves. These things sometimes come up in class discussions, but not the actually coursework. But as far as influence of principal leadership on staff motivation and commitment, I'm assuming that would be my desire to stay in the profession. No, not prepared for that.

In response to the same question, Participant #6 responded by stating:

> As a student or preservice teacher, I feel the coursework is really great and will be prepare me to teach my students very well. We are learning how to create a classroom atmosphere were all students can learn, grow, and feel safe. The other things I feel you probably learn on the fly, like learn on the job.

Principal Leadership

Further analysis of the data produced a second theme of principal leadership. While participants did not indicate preparation for principal leadership in their coursework, they did view principal leadership as important and relevant to their growth as teachers. Both participants were asked to explain whether or not principal leadership was influential on teacher attrition.

Participant #5 responded to the question by stating the following:

> I would say yes because the principal can make or break a teacher in the principal affects the school climate. It affect if they don't like a teacher they can make the teacher's life difficult and they can give them difficult students, give them a lot of students, they can just make things difficult for them and I think that could impact their decision to stay at the school, school district, or in the profession. Yes.

Participant #6 answered the same question and responded by stating:

> I believe a principal's leadership would definitely impact whether or not I wanted to leave the teaching profession or just leave the school district. I could see how having a horrible leader or leadership style could make people change their minds about teaching, especially a brand new teacher, it would freak me out. I might have second thoughts, I guess. I guess it depends on how committed you are to persevering, teaching is already a hard job, with low pay.

Mentorship

Mentorship is designed to help novice teachers or even seasoned teachers new to a school or district in their first two years of service. Mentorship emerged as a theme during interviews with both student participants of this research study. However, it is interesting to note that both participants assumed their future principals would also serve as a mentor. Both participants viewed part of the principal's role would be to nurture them professionally and assist them in becoming great educators. The student participants were asked to provide ways their required field experiences prepare (or not prepare) preservice teacher for the realities of the teaching profession. Participant #5 responded to the following question be stating the following:

> Well, this is a hard question to answer. But, I do believe field experiences prepare for some things. I really feel field experiences are preparing me for student teaching and student teaching is preparing me for actually teaching. But, I don't know if it fully prepares, you know. I went on a field experience and was talking to some teachers. They made me feel welcome in their school and I asked a lot of questions. Basically, I through those conversations, experiences, and my coursework…..I've learned that mentors are assigned to new teachers. I assumed the principal of the building would be a mentor too. I would think they would be there to help and assist. If this is not the case then our program is not preparing us for any other reality.

Participant #6 responded to the same question by stating:

> I completed most of my field experiences in one school. Each time, I was assigned sort of a "mentor" or "host" teacher. Through my program we have learned that new teacher always get assigned mentor teachers to help them through the first year. When I did these field experiences, both teachers told me that the principal was great and I should do my field experiences there. They said the principal takes new teachers under their wing and helps them….mentors them. I did not learn this part in my coursework. But, through my field experiences. I don't know if all principals do this. But, I think this is a great thing to experience to get ready for teaching.

Student Teaching

Student teaching is a required practicum and culminating experience that preservice teachers must complete before becoming a certified teacher. This experience generally takes 12 to 16 weeks. Consequently, the preservice teacher is assigned a cooperating teacher that will

assist the preservice teacher in completing their practicum. During interviews with the student

participants of this study, student teaching was continually referenced and emerged as an

additional theme. Overall, the students believed their student teaching experience would fill any

voids left by their coursework or field experiences. The students repeatedly expressed this belief

in their responses to the following question, "What is your position on teacher preparation being

influential in teacher attrition?" In response to this question Participant #5 stated the following:

> I think teacher preparation will definitely help build a foundation to help a teacher be
> strong enough not to leave the profession. I think the student teaching experiences are
> designed to build this strength. The coursework is supposed to help you learn how to
> teach the students with strategies and things. But it is the student teaching that does the
> rest, because you are getting hands-on experiences for weeks at a time.

Participant #6 responded to the same question by stating the following:

> I think that because the student teaching experience is so hands-on, that it is will help
> prepare me to be able to deal with the stress of teaching before I become a teacher. I
> really think this is the area that student teaching will support.

Pedagogy

According to Geeraerts, Vanhoof, and Van den Bossche (2015) pedagogy refers to the

method and practice of teaching. Pedagogy is taught in preservice teaching programs through the

academic coursework by providing theoretical frameworks and research based practices for

preservice teachers to implement upon entering the profession. Teacher preparation programs, by

design, implement a wealth of theory to supply preservice teacher with a rationale for their

methods and practices in the classroom. While the student participants interviewed in this

research study did not directly use the word pedagogy in their interview responses, the reference

to coursework and methods surfaced as a recurring theme. Within a qualitative case study a

researcher can make sense of data and draw conclusions by interpreting the data through the

inferences by provided by the interviewee. Additionally, Hseih and Shannon (2005) qualitative

content analysis as a research method for the subjective interpretation of the content text data through coding the identification of patterns or themes. Therefore, by continually referencing the definition of the term, pedagogy, the researcher was able to associate the definition with the actual term and establish a clear theme. Both student participants were asked how their preservice coursework prepared them to respond adaptively to principal leadership styles. In response to this question, student participant referenced their coursework and the teaching methodologies they had been taught in their respective programs. In response to this question Participant #5 provided the following response:

> Within the coursework we learn how to teach the various subjects, classroom management, and even some ideas how to get hired after student teaching. But, we have not learned anything about principal leadership styles or how to respond to them. The program is designed in a way that strictly focuses on how and why certain subjects are taught.

Participant #6 responded to the same question by providing the following response:

> The coursework is focused on the theoretical aspects and research based practices, only. As someone who will be an elementary teacher teaching all subjects to students in one classroom, I think this is great. But, we are not taught how to respond to principal leadership styles. Also, there is no framework for how to work successfully in a school outside of the classroom and outside of the student involvement.

Instructor Participants

Descriptive Data of Instructor Participants

Two instructor participants were interviewed for the present study. Both instructors taught coursework within one or more of the teacher preparation programs offered at the university utilized in this study. To acquire the instructor participants, the researcher contacted them using the email addresses and phone numbers listed on the university's website. The researcher emailed and called a total of five instructors before receiving a confirmation from the two instructor participants in the present study. The method utilized to acquire these participants

is a convenience sampling. Convenience sampling consists of people that are easy to reach. Furthermore, criterion sampling methodology was also used. Criterion sampling ensures the participants hold the same characteristics or traits consistent with entire population (Leedy & Ormrod, 2013). In this case, both participants held doctoral degrees, had previous public school teaching experience, and were full-time instructors of the university utilized in this study. These characteristics are equivalent to that of the bigger population of instructors of public universities.

After consenting to participating in the study, instructors were provided with a consent to inform letter. The interview date, time, and location were agreed upon based upon the convenience and schedule of the instructors. Demographic data was collected from both instructors, but data was collected in a manner that would not identify the participants. It was important to this study for all participants to have the ability to speak freely and without fear of their identities being exposed or fear of retaliation for their comments. Both instructors had previously taught in the public school forum and were currently teaching in the higher education sector. One instructor acquired their teaching degree from a traditional undergraduate program, the other instructor graduate from an alternative teaching program. Additionally, both instructors indicated their highest degree received was a doctoral or terminal degree. Demographics for both instructors are listed below in Table C.

Table C

Case Study Participants: Highest Degree, Years of Experience, Position, and Program Attended

	Instructor Demographic
Highest Degree	
Bachelor's	0
Master's	0
Specialist	0
Doctorate	2
Teaching Experience	
0-3 years	0
4-6 years	0
7-10 years	0
11-15 years	0
16-20 years	1
21-25 years	0
26-30 years	1
31 or more years	0
Current Position	
Preservice Teacher	0
Alumni	0
Instructor of a teacher preparation program	2
Type of Teacher Preparation Program Attended	
Traditional 4-year	1
Post-Baccalaureate	0
Alternative Program	1

Instructor Interviews

As with the prior participants, interviews were recorded, transcribed, and coded for themes. Interviews with the instructors produced five recurring themes, which consisted of: mentorship, pedagogy, principal leadership, collegiality, and school politics. Themes that emerged from the instructor interviews are listed below in Table C-1

Table C-1

Instructor Themes

1. Mentorship
2. Pedagogy
3. Principal Leadership
4. Collegiality
5. School Politics

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Mentorship

During the interviews the participants referred to mentorship as a vessel to help novice

teachers become acclimated to the profession. The overall goal of mentorship was mentioned as

a method of apprenticeship to bridge any gaps a new teacher may have. Both instructors referred

to mentorship as a positive method to helping teachers, but one that could be improved.

Instructors were asked the ways outside of those that currently exist, that could be implemented

to help beginning teachers be more effective in the school environment. Both instructors felt

improving mentorship opportunities would benefit teachers. Participant #7 responded by stating

the following:

> I'm not aware of any other methods, but I know what does it this now, such as mentoring.
> I think there needs to be a different attack or different method that's used for mentoring. I
> think if it was set up differently, it could benefit the teacher, but as it stands now in most
> districts, the mentoring process really is not beneficial to the new teacher. It's time-
> consuming, and in many cases, ends up being a waste of time, but I think that it could be
> restructured so that it could benefit the new teacher.

Participant #8 responded to the same question by stating:

> I think it would be a good idea, maybe within the mentorship programs that exist within
> the school districts, to help teachers, especially new teachers, to acclimate them to the
> realities of the school environment ... Especially if a new teacher is having a difficult time
> with a coworker or a difficult principal. Currently the teachers that I have spoken to,
> when they have problems with principals or even their co-teachers, they don't feel
> comfortable in sharing those experiences. The information may be given back to an
> administrator. I think that implementing something at the pre-service level to prepare
> them ... Maybe even a ... I don't know. A town hall type meeting to help them right after

they finish their student teaching, or right before they go into their student teaching. That would be helpful. That's my opinion.

Pedagogy

As previously mentioned, pedagogy refers to the methods and practices of teaching. Additionally, pedagogy is implemented in curriculums for preservice teacher through explanations of theoretical concepts within academic subject matter. Both instructor participants believed the curriculum was wholly structured to supply preservice teachers with the knowledge and skills to be excellent deliverers of the curriculum to their students. Neither instructor felt the curriculum included readiness for the "real" realities of teaching or their interactions with their future principals. Additionally, both instructors felt that implementing preparedness for principal leadership styles or realities of teaching would prove beneficial and could have a positive impact on a teacher's decision to stay in the profession. Instructors were asked to explain how preservice teachers are prepared through their coursework, for the influence of principal leadership on staff motivation, commitment, and working conditions. Through this discussion pedagogy surfaced an emergent theme. Participant #7 responded to this question by stating the following:

> Well, when I was a pre-service teacher in real preparation for me in any of these areas, none for staff motivation, none for commitment and none for working conditions. Then when I became a teacher and I had student teachers in my classroom, working with them did not indicate to me in any way that through their course work that they were prepared for staff motivation, there was none; through commitment, there was none, unless I was able to get to know the student teacher, and on a personal level, we would talk about how things with me over the years had demonstrated themselves with commitment, and I would share with them what it would mean to them, and then with course work, with the working conditions, there was certainly none. People come into the classroom or into the environment of the school and there's nothing that they have gone through in course work that prepares them for what the working conditions would be in any school that they go in. Now, I think the curriculum is designed to focus on the pedagogical knowledge teachers must have. This is not a bad thing, not at all. It's just that teaching is such a hard job, I'd like to see more preparation in other areas, such as what we are talking about here today.

Participant #8 responded by stating:

> In a perfect world teachers would be prepared for each and everything before they take their first jobs. Well, we don't live in a perfect world. But, teacher preparation programs are just that preparation, they are preparing new teachers to become teachers. The teacher has to take some onus for being a great teacher, you know what I mean? But, these programs don't prepare teachers to for all of those things, motivation, commitment, working conditions. But, teachers are prepared for the pedagogical knowledge they are required to have in the classroom teaching those students. I do believe that they need more….but I don't know. I think these are good questions you are asking.

Principal Leadership

Ultimately, the principal is the leader of the school and is responsible for leading teachers and students into academic success. Both instructors felt that in some point in a teacher's career they will be faced with a "horrible" principal. Additionally, both instructors believed that their preservice coursework will not have prepared the teacher for that experience. Through the interview questions and discussion that followed as a result, the theme of principal leadership emerged. Instructors were asked to explain how preservice coursework prepares teachers to respond adaptively to principal leadership styles. Both instructors indicated there was no such preparation in the coursework, their opinions and experiences on this emergent topic or theme are expressed below.

Participant #7

> There is no course work preparation that I've seen for myself or the student teachers that I've had that prepares them to adapt to the principal's leadership styles in the schools; there's absolutely none. It's trial and error and a lot of confusion maybe for the new teacher, a lot of heartache too it can present, because you've just not been prepared for the different styles that principals have. Sometimes they don't even know their own style. It's a hit and miss thing. If you're lucky enough to connect with another teacher in the school that's been there and they can clue you in on certain things concerning that principal, it's just going to be a hard time for you.

Participant #8

> Unfortunately, there no such preparation in the coursework or even student teaching. I think there should be a preparation of some sort though. Teaching is a tough job and gets even tougher if you cannot deal with the building principal in an effective manner. Also, some principals, unfortunately, live to make some teachers lives difficult. Teachers need to be ready for this reality or possibility.

In addition, instructors were asked to explain how pedagogical preparation contributes to the attrition of beginning teachers. Participant #7 responded by stating:

> I think this preparation contributes to attrition, but I think is that when you're in school and you're getting theory and you're getting methods and you're in your different groups and you're discussing and you're doing different things and it's good, I think it's good to have that background, but the reality is when you come into the classroom, things change. You cannot always use the theory or the method. It's good to know it, but you have to make things your own and it has to be done in a way that you can benefit and you can help your students to benefit.

> I don't think so much that the method and theory that the students are getting before they become teachers is detrimental to their success. I think it's once you get in the classroom and you realize that all this theory and all the methods that you try is good on paper, but you have to make these things your own, and when you're new, it's hard to make it your own, because you don't know what to do, you don't know where to start it, and even if you have these mentoring programs, you don't always have the person that's supposed to help you really helping you.

Collegiality

Relationships amongst the teachers in the school help build and define the school's culture. Principals can diminish the culture themselves or allow teachers to do by not setting the proper expectations or boundaries. Instructors were asked to explain their position on teacher preparation being influential in teacher attrition. Both instructors felt teacher preparation could either negative or positively impact attrition. Participant #7 responded to this question by stating:

> Again, I don't think it's the preparation that has gone before that teacher gets into that classroom. I don't think that is such a problem with attrition. I think once the teacher gets

in there and the reality of you're working with the principal, who may not be the best principal, you're working with your peers, other teachers, and there's a lot of jealousy among your peers. They really don't want to see, especially a new teacher, come in with new ideas and they are thriving more than they are, so there's a lot of jealousy, and the principal can make it very difficult for, not only a new teacher, but a teacher, period, because they're subjective instead of being objective, so if the principal doesn't like you for a reason or if your co-workers don't like you for a reason, it can make your life as a teacher very difficult in that school.

I don't think it's so much the preparation that the teacher is getting as the reality of it becomes almost a dog-eat-dog world in the teaching profession. Preparation is always good. Pre-service teachers need to have preparation. Anything that you do, there needs to be preparation ahead of time, but you need reality. I think one of the things that could help would be, first of all, the mood or the characteristics or the attitude of the principal sets the mode for the school. Once a principal becomes a principal, I think there needs to be an ongoing training for them on, for their teachers, how to make that a better place, because, from the principal down, if the teachers are made to feel that this is a good place for them, then the teachers can make the students to feel that it's a good place for them. It's a better place, but starts at the head and it starts with the principals, and I think principals, instead of feeling like they are the authority figure, flaunting that, I think they should ... I know they have a lot to do ... but they should be able to identify, because they've had their teacher. They've accepted that teacher, so once you have that teacher in the building, and you see that there's something that that teacher needs help on, instead of making it harder for that teacher, find a way to help that teacher, and then you're going to get a better teacher.

School Politics

One reality of working in the teaching profession is school politics. School politics consists of the use of power and social networking to accomplish change. Politics exist in all work environments and do not have to be negative. However, within the school structure it may be difficult to navigate effectively without previous knowledge of how politics are utilized in the school or school district. Bother instructors were asked the ways field experiences prepare (or not prepare) preservice teachers for the realities of the teaching profession. Participant #7 responded by stating the following:

I have had many different jobs over my tenure or career as an educator. I know the one thing that field experiences and course work does not truly prepare, as far as realities of the teaching profession is politics. This of course, involves principal leadership. Because a good principal knows that have a certain level of politics with the community, parents, and other administration. However, a really good principal is honest with their teachers

and is fair as possible. I think the one thing that trips novice teachers up is school politics. Maybe surviving school or office politics would be a course that we need to teach in teacher preparation courses because it would be so practical and usable. In addition to that, I DO feel preservice teachers should be acclimated to principal leadership styles in some way as well.

Participant #8 responded by stating:

Well as I stated earlier, course work prepares teachers mostly for the theoretical aspects of education as a teacher. It's mostly centered around the students. The pre-service teachers may have some experiences with principals when they go on their field experiences, and student teaching, but in the course work itself it does not necessarily teach pre-service teachers how to respond to different leadership styles. Again, the instructors may have the autonomy to share their personal experiences. But, another aspect is the politics, school politics can be treacherous. Teachers can offend the wrong person, knowingly or unknowingly and become essentially blacklisted. This is one of those things we don't talk about in education. But this needs to be discussed and at the preservice level. It's really too late to learn this after the fact.

Recurrent Themes

The heart of the qualitative research process is the understanding of people are saying, believing, and thinking. Thus, qualitative data must be analyzed thematically to achieve the goal of understanding the participants' perspective of the phenomenon. Within the present study, data from each subgroup was analyzed to find common themes. In addition, to gain a broader perspective the researcher acknowledge common themes between the subgroups. Therefore, the researcher also sought to determine the commonalities in what alumni, students, and instructors were saying, as well as their differences. Analysis of the data indicated only one theme was shared by all subgroups, mentorship. Below, Table D demonstrates all themes which emerged from each individual subgroup. Conversely, Table E indicates the commonalities in themes found from the different subgroups.

Table D

	Recurring Themes	
Alumni	Students	Instructors
Principal Support	School Climate	Mentorship
Collegiality	Principal Leadership	Pedagogy
Mentorship	Mentorship	Principal Leadership
School Politics	Pedagogy	Collegiality
Student Teaching	Student Teaching	School Politics
Principal Feedback	_____	_____

Table E

	Common Themes from Subgroups	
Alumni	Students	Instructors
Mentorship	Mentorship	Mentorship
_____	Pedagogy	Pedagogy
_____	Principal Leadership	Principal Leadership
Collegiality	_____	Collegiality
School Politics	_____	School Politics
Student Teaching	Student Teaching	_____

Contrast and Comparison of Themes

There were six common themes that were shared by at least two participant subgroups, (1) mentorship, (2) pedagogy, (3) principal leadership, (4) collegiality, (5) school politics, and (6) student teaching. Mentorship was the only theme that was shared by all three subgroups. An analysis of participants' perspectives of each theme indicated similarities and differences in viewpoints towards each theme. The participants' viewpoints of all six themes are noted below.

Mentorship. Alumni participants believed novice teachers could be better supported by mentors and mentor programs in their school districts. Furthermore, alumni also believed principals did very little to support mentorship in their school. Alumni also stated mentorship programs held potential to help the problem of teacher turnover. On the topic of mentorship, students noted their belief that principals would serve as mentors in addition to their assigned mentor. On the other hand, instructors believed improving mentor programs would be beneficial to novice teaches. Instructors also believed mentors were put in place to help retain teachers and show them the ropes within their schools. Similar to the alumni, instructors also believed mentorship programs could be improved.

Pedagogy. While this was not a theme within the alumni subgroup, both students and instructors shared this theme. According to student responses they believed coursework sufficiently prepared them with theories and methods for teaching school curricula. However, students did not believe they were prepared for principal leadership styles. Similarly, instructors indicated preservice teachers were not prepared for principal leadership styles the potential impact upon their perceived organizational fit. Instructors also indicated preservice coursework was focused on theory, historical content, and instructional methods.

Principal leadership. Theme of principal leadership was shared by students and instructors. This was not a theme that arose within the alumni participants' responses. Students did not indicated preparation for principal leadership styles. However, students believed principal leadership was important and relevant to their growth as teachers. Yet, instructors believed that every teacher will experience a horrible principal, but will not be prepared at the preservice level for that experience. Instructors also believed teachers will either learn how to respond to poor leadership or they will leave the profession.

Collegiality. Alumni and instructors shared the theme of collegiality. This theme did not emerge from the students' responses. Collegiality refers to the relationship between colleagues. Alumni believed collegiality was an aspect of school dynamics that should be included in teacher preparation programs. Alumni participants also felt student teaching nor did required field experiences prepare them for the aspect of collegiality or teacher-to-teacher relationships. Furthermore, alumni believed the principals they encountered did not foster healthy teacher-to-teacher relationships. Moreover, instructors believed relationships among teachers help to define a school's culture. Instructors also believed principals held the ability to diminish a school's culture and could allow teachers to do so if proper boundaries had not been set. In addition, instructors felt jealousy among teachers is a problem in schools that should be introduced at the preservice level.

School politics. School politics was a theme shared by alumni and instructors. The theme of school politics did not emerge from student participant responses. School politics was a dynamic alumni believed should be introduced to preservice teachers during their teacher preparation programs. Alumni also believed mentor programs should help acclimate novice teachers to the

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dynamics of school politics. However, alumni participants believed principals did not adequately pair mentors with teachers. Additionally, instructors believed school politics was a dynamic that should be included in teacher preparation programs. Alumni also believed introducing preservice teachers to school politics would include an introduction to principal leadership styles as well. Furthermore, instructors indicated novice teachers where the most vulnerable and effected by school politics.

Student teaching. Both alumni and students shared the theme of student teaching. Alumni indicated student teaching experiences provided them with hands on experiences with students and curriculum. Alumni also believed the student teaching experience did not expose students to principal leadership styles and should be improved.

Research Question and Hypotheses

Utilizing a qualitative methodology initially involves the researcher developing a research question a guide for the design and implementation of the research (Salking, 2012). Research questions should be exploratory in nature, focusing on the practices, not consequences. In order to gain a further understanding of the phenomenon at hand, the researcher developed the following question:

Question: To what extent are preservice teacher prepared for responsiveness to principal

leadership styles?

After testing the hypotheses the researcher found preservice teachers were not prepared for responsiveness to principal leadership styles in their preservice coursework. The research question was tested through the following hypotheses:

H1: Preservice teachers in education preparation programs are prepared to respond to

diverse principal leadership styles when the education program curriculum includes

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preparatory coursework concerning principal leadership and the impact upon organizational fit.

H2: Teachers experience organizational commitment when they perceive themselves to have the support of their principals.

H3: Beginning teachers experience organizational commitment when they perceive themselves to be effective and possess organizational support.

H4: Teachers experience greater levels of organizational commitment when prepared at the preservice level for person-organization fit dynamics.

The overarching purpose of this research study was to contribute to the existing body of knowledge regarding teacher turnover. By analyzing descriptions of all required coursework, of each teacher preparation programs offered at the university utilized in this study, the researcher gained one perspective towards the phenomenon. Additionally, analysis of syllabi for required coursework offered another perspective. By listening to alumni, currently enrolled students, and instructors the researcher was able to acquire an additional perspective. The eight participants of this study offered the researcher an opportunity to listen closely, carefully, and intentionally as they shared their responses to the interview questions and told their stories. This section of the chapter will provide the reader with the results or outcomes of the study through the descriptive presentation of the testing of each hypotheses.

H1: Preservice teachers in education preparation programs are prepared to respond to diverse principal leadership styles when the education program curriculum includes preparatory coursework concerning principal leadership and the impact upon organizational fit.

The following questions were designed to test this hypothesis:

- How does coursework prepare preservice teachers to respond adaptively to principal leadership styles?

- Do teacher preparation programs provide adequate training for the realities of the teaching profession?

- How did preservice coursework prepare you to respond adaptively to principal leadership styles?

- In what ways have your preservice coursework prepared you for the impact of a principal's leadership on school climate?

Responses to the questions indicated preservice teachers are not prepared to respond to principal leadership styles in their teacher preparation programs. Furthermore, the teacher preparation coursework did not include preparation for how a principal's leadership could impact their organizational fit. However, participant responses did indicate such coursework would be relevant to preservice teachers.

H2: Teachers experience organizational commitment when they perceive themselves to have the support of their principals.

This hypothesis was tested by the following interview questions:

- How do inexperienced teachers receive support needed from administrators to be effective in the classroom?

- Do you think principal behavior is influential in teacher attrition? Please explain.

The participants' responses indicated that this hypothesis is true. Teachers do experience organizational commitment when they perceive themselves to have the support of their principals.

H3: Beginning teachers experience organizational commitment when they perceive themselves to be effective and possess organizational support.

This hypothesis was tested by the following interview questions:

- Are there any other methods, outside of those that currently exist, that can be implemented to help beginning teachers be more effective in the school environment?

- In what ways can pedagogical preparation contribute to the attrition of beginning teachers? Please explain.

- In what ways do required field experiences prepare (or not prepare) preservice teachers for the realities of the teaching profession?

Participants' responses indicated this hypothesis was true. Participants indicated teachers experience organizational commitment when they receive organizational support. Additionally, participants indicated mentor programs were important to building a teacher's level of organizational commitment. Furthermore, mentorship programs were noted as needing improvement, but were perceived to be essential in building a support system. Additionally, student participants believed the principal would serve a mentor as well, implicating the principal's role in organizational commitment.

H4: Teachers experience greater levels of organizational commitment when prepared at the preservice level for person-organization fit dynamics.

The hypothesis was tested by the following interview questions:

- In what ways do required field experiences prepare (or not prepare) preservice teachers for the realities of the teaching profession?

- What is your position on teacher preparation being influential in teacher attrition?

- How did your teacher preparation program influence your decision to stay in the profession?

- Would you explain how preservice teachers are prepared through their coursework, for the influence of principal leadership on staff motivation, commitment, and working conditions?

While participant responses indicated that neither coursework, field experiences, nor student teaching prepared them for person-organization fit dynamics, participants indicated the inclusion of such preparation would prepare them for these realities. Therefore, this hypothesis was proven to be true.

Summary

Chapter Four focused on the analysis and descriptive presentation of the data. Furthermore, this chapter focused on testing the hypothesis and answering the research question that drove the study. Chapter Five will require reflection upon the data to discuss the practical implications of the findings as well as their implications for future studies.

CHAPTER V

CONCLUSION

Overview of Study

This qualitative case study was guided by the social constructivist theory. Under this theory individuals seek to understand the world they live in by developing particular meanings that correspond to their own experiences (Creswell, 2013). This theory was applied within this research study as the researcher sought to understand the phenomenon of teacher turnover through the experiences, feelings, and beliefs of alumni, students, and instructors of one public university located in the Midwest. Interpretation of these beliefs and experiences revealed significant information regarding the phenomenon of teacher turnover. The purpose of this qualitative study was to contribute to the literature regarding teacher turnover. The researcher sought to gather information from alumni, students, and instructors in a research inquiry guided by the following research question:

- To what extent are preservice teacher prepared for responsiveness to principal leadership styles?

In addition to listening to the opinions of the eight research participants, the researcher analyzed course descriptions and syllabi of select coursework. This method of triangulation was used to validate the information received from the data. By triangulating the data, the researcher gathered information concerning the phenomenon from more than one data source. Essentially, this method allowed the researcher to check the consistency of the findings that were generated by the different data collection methods.

To answer the research question and test the hypotheses, the researcher searched for recurring themes within the data collected from the eight participant interviews. Information collected from the course descriptions and syllabi allowed the researcher to confirm the data from the interviews. Findings from data yielded several recurring themes which consisted of principal support, collegiality, mentorship, school politics, student teaching, principal feedback, principal leadership, school climate, and pedagogy. However, there was only one theme that recurred amongst all three subgroups: mentorship. Each subgroup perceived mentorship to be a catalyst to helping novice teachers become acclimated to their new school environment. Yet, both instructors and alumni believed mentoring programs were not as effective as they should be and improvements were needed. Furthermore, students believed upon entering the teaching workforce that the principal would also serve as a mentor. Students perceived the role of principal to be one of mentor, supporter, and advisor.

According to Ingersoll (2003) principal leadership and support has been noted as the most significant factor in teacher attrition across the United States. Findings of the present study indicated students or preservice teachers enter the workplace with a set of expectations for their principal. The principal's failure to meet these expectations contribute to a teacher's decision to leave their schools, school districts, or even the profession. Further findings of the data presented within this study indicated that while preservice teachers are not prepared for these realities in their coursework, the inclusion of such coursework could positively impact teacher attrition.

Implications for Practice

Principal leadership is an essential factor in job satisfaction, perceptions of organizational fit, retention, and attrition (Ingersoll, 2003). Principals should be cognizant of their leadership styles and their impact on upon teacher retention. However, findings of this study indicated teacher preparation programs should include a focus of the realities of the teaching profession within the required coursework. Furthermore, the recurring themes within the present study indicated the importance of the principal's leadership or behaviors to perception of job satisfaction. In addition, principal preparation programs may need to provide an emphasis of the principal's role in teacher retention decisions.

Teacher preparation curricula were historically designed to emphasize technical theory and training methods (Zeichner, Mahlios, & Gomez, 1988). Teacher preparation curricula must include stringent state mandated requirements (Allen, 2000). Therefore, higher education institutions must adhere to the guidelines and requirements of their state mandates and accrediting institutions. Additionally, the No Child Left Behind Act (2002) required every state to have only highly-qualified teachers in school classrooms. The No Child Left Behind Act (2002) defines highly-qualified as a teacher that has obtained full certification, passed state licensing exams, and holds a license to from their prospective state (Allen, 2000). These mandates ensure that all classroom teachers are highly-qualified. However, teachers also need to be prepared during their preservice coursework or experiences for how principal leadership styles could impact their perceived organizational fit upon entering the workplace. With consideration to state requirements and mandates, it may be necessary for higher education institutions to take innovative measures to include the introduction of principal leadership styles to preservice teachers. One viable solution for higher education institutions would be the

inclusion of a workshop for preservice teachers after the completion of their student teaching experience. Institutions could create a workshop specifically designed to acclimate and inform preservice teachers of the realities of the teaching profession. A panel of novice teachers, veteran teachers, principals, and other education professionals would serve as a resource to inform preservice teachers of the realities of the workplace and expectations that await them. A workshop of this nature would offer preservice teachers the opportunity to ask questions, hear real-life stories, and set realistic expectations for their work experiences.

The university utilized within this research study offers a foundation of education course. This course presents historical, philosophical, and sociological factors that have influenced education in America. The course also includes mandatory field observations and analyzes current issues in education such as teacher accountability. To overcome the barriers of accreditation standards, universities could adjust the pedagogy of their comparable course offerings. Instructional strategies could consist of case studies and gamification. Both strategies would provide preservice teachers with real life examples needed to help them to respond to principal leadership styles or any other realities of the teaching profession. According to Dicheva et al. (2015) described gamification as an effective learning tool designed to help engage and motivate people to achieve a goal. Gamification includes elements of a game design intended to tap into the users drive, competitiveness, and engagement (Dicheva et al., 2015). As an instructional tool for preservice teachers gamification could be utilized to help achieve the learning goal of becoming acclimated to principal leadership styles in the workplace. This is an innovative pedagogical methodology that would not interrupt existing instructional requirements. Preservice teachers could be given assignments using gamification technology to help them navigate through potential real-life situations as teacher in the workplace. The objective of the

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task would be for preservice teachers to respond effectively to the scenarios they would be placed in.

According to Ozdilek (2014) case study based teaching allows students to participate in real-life scenarios while developing the reflective judgement needed to navigate through complex situations. Case studies are based on real-life events or problems. Case studies allow students to (a) make decisions, (b) identify a set of possible solutions, (c) distinguish pertinent information, and (d) formulate strategies and recommendations for a course of action (Ozdilek, 2014).   Thus, including a case study assignment in a foundations course would provide students the opportunity to navigate through real-life scenarios principals, teachers, or any other realities of the profession.

The themes that arose from this study implied that preservice teachers would benefit from learning strategies and tactics to help them respond to poor leadership. It is possible that preservice teachers may encounter a narcissistic leader during their career. Narcissistic leaders are characteristically solely interested in themselves and will serve their own interests at the expense of others (Parry & Proctor-Thomson, 2002). Furthermore, narcissistic leaders can be control freaks, grandiose managers, bullies, rigid managers, paranoid, and even socio-paths (Lubit, 2004). Novice teachers would benefit from strategies to deal with and respond to these type of leaders. Lubit (2004) argues building one's own emotional intelligence is the best coping mechanism to counter difficult leaders. Lubit (2004) also notes understanding one's own strengths, weaknesses, and feelings helps to self-manage and respond effectively to others. Preservice teachers could be provided these strategies through a group discussion in a class such as foundations in education or through a workshop after completing their student teacher

experiences. The better equipped preservice teachers are before they enter the profession the more likely they will stay in the profession.

Mentorship arose as a theme with the participants of this study. Participants implied that existing mentor programs should be improved. Teachers entering new school districts, novice or veteran, are assigned a mentor for the first two-years of service in that district. However, assigning preservice teaches a mentor at the university level could prove beneficial to helping teachers stay in the profession. A mentor could be assigned within the preservice teachers last year as a student. This time period is essential as preservice teachers compile portfolios, complete field experiences and student teaching, and take state licensure exams. Preservice teachers could benefit from having a mentor as they go through these experiences. The university mentor could serve in this capacity for two years. The intent would be for the novice teacher to have a resource as they look for jobs and work through their first year of service in the profession. Novice teachers would benefit from having a neutral support system outside of their school districts. Having a university mentor with whom a relationship has already been established along with a district mentor, would serve as a tremendous support system for a first-year teacher. In addition to improving mentorship, this concept holds great potential to improve teacher retention and attrition.

Implications for Future Research

Based on the findings of this research study, recommendations for future research would include a replication of this study using different samples and methods. Consequently, collecting data utilizing a different methodology, sampling the population in a different manner, or including a larger sample selection could results in different results. Duplicating this study utilizing a quantitative methodology would allow the researcher to increase the sample size

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thereby increasing the influence of the study. More specifically, the researcher could utilize more than one institution in order to gather multiple perspectives of learning experiences. Within the present study, two instructors were interviewed. Future studies should include more in-depth interviews with faculty. A study conducted by DeAnglis and Presley (2007) on teacher attrition in the state of Illinois indicated a need for change at the preservice level.

Based on the results of this study it would also be beneficial to understand the principal's perspective of their role in teacher retention or as the instructional leader. Conducting a qualitative study interviewing principals from various school settings, public, private, and charter would provide another perspective to this phenomenon. A study with principal participants would allow the researcher to explore the themes that arose in the present study from a principal perspective.

Further research could focus on surveying teachers to determine the principal leadership styles they feel are most compatible to them. A quantitative methodology would allow the researcher to collect data from a large sample selection. This study could prove beneficial in (a) teacher or principal school placements, (b) self-management, and (c) developing coping skills for leadership styles that are not compatible. Each of the possible research studies outlined pose the potential to provide a different perspective into the effort to finding a resolution to teacher retention and attrition issues.

Additional research should also include in-depth interviews with university staff members to gather their perspectives of the phenomenon. Instructors, deans, and other faculty could provide a practical point view of how to implement additional trainings or coursework. Further, these participants would be instrumental in determining the necessity of such coursework, trainings, and how to combine with accreditation and state mandates.

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Appendix A
Copy of Informed Consent Letter

Governors State
U N I V E R S I T Y

Study Title: Teacher Attrition, Retention, and Preservice Preparation

INFORMED CONSENT FORM

You are invited to participate in a research study regarding whether public higher education institutions prepare preservice teachers for responsiveness to principal leadership styles and the impact on their perceived organizational fit. The study is being conducted by Kimberly Y Wesley, a doctoral candidate in the Interdisciplinary Leadership program in the College of Education at Governors State University, with the supervision of Stephen Wagner, Associate Professor at Governors State University. You were selected due to your role as instructor, alumni, or student of your university. The purpose of this research is to gather information aimed at answering questions about how pre-service teachers are prepared for principal leadership styles through their teacher preparation coursework.

It is my hope that you will assist us with this worthwhile endeavor. The collection and analysis of the data will add to the body of knowledge in this field of higher education and it will serve as a catalyst to better prepare teachers for principal leadership styles and increase their teacher attrition and retention rates.

Benefits and Risks: There are no direct benefits to the participants, but information gathered from the findings in this research study could assist higher education institutions in increasing teacher attrition by equipping teachers for readiness for the principal leadership styles they will encounter. There are no to minimal risks involved in participating in this research. There are no identifying markers used in the collection or analysis of the data that would reveal your identity.

Compensation: There is no compensation for participating in this research study.

Costs: There are no costs to you for your involvement in this research study

Confidentiality: Following your reading understanding of the informed consent and decision to participate in this research study, you will contacted by the researcher to set up a time and location to conduct the interview. Interviews will be conducted via Skype or face-to-face. The interview location and time will be at the convenience of you, the participant. You will be asked four background questions and six open-ended questions. Your identity will not be disclosed to any other person or groups outside of the researcher conducting the study. You should be able to complete this survey within 45 minutes to an hour. The interview addresses the evaluation of teacher preparation programs and their ability to prepare preservice teachers for responsiveness to principal leadership styles and the impact upon their perceived organizational fit.

Procedures: Interviews will consist of four background questions and six open-ended questions that will take approximately 45 minutes to one hour to complete.

Voluntary Participation: Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free to not answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions: If you have any questions about this research study, please contact:
Stephen Wagner, Project Director email: ███████████████████

If you have any questions about your rights as a research participant, you may contact either of the following co-chairs of Governor's State University's Institutional Review Board:
Dr. Praggyan Mohanty – █████████████ or Dr. Renee Theiss – ██████████

By signing below I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.
My signature below indicates that all my questions have been answered. I agree to participate in the project as described above.

_____ _____

Signature of Subject   Date Signed

_____

Printed Name   ***A copy of this form has been given to me.***_____Subject's Initial

Appendix B
Copy of Letter of Participation Request to Potential Participants

Dear Sir/Madam:

As a doctoral candidate at Governors State University, I am writing to ask you to consider participating in my research study entitled: *Teacher Attrition, Retention, and Preservice Preparation*. This study is being conducted to meet the final requirements for my Capstone Project.

The purpose of this research study is to examine whether teachers are prepared to respond to principal leadership styles through their teacher preparation programs. Through interviews and evaluation of syllabi and curricula, I, the principal researcher will determine the relationship between teacher retention, attrition, and teacher preparation programs. Participants of the study will include instructors, alumni, and preservice teachers of a teacher preparation program.

Your participation in this research study will consist of one interview which includes four background questions and six interview questions. This interview will be recorded and will take approximately 45 minutes to hour complete. This study may yield information regarding reasons for teacher attrition and retention related to preservice coursework and experiences. Your assistance and feedback will be greatly appreciated.

Sincerely,

Kimberly Y. Wesley
Governors State University
Doctoral Candidate

Appendix C
Copy of Interview Instrument

Background Questions

1. **Please select the highest degree you have been awarded.**
   __High School diploma or GED   __Master's   __PhD
   __BA/BS   __Specialist   __None

2. **How many years of teaching experience do you have?**
   __0-3 years   __7-10 years __16-20 years   __26-30 years
   __4-6 years   __11-15 years __21-25 years   __31 or more years

3. **What position do you currently hold?**
   _____Preservice teacher
   ____Alumni of a teacher preparation program
   ____Instructor of a teacher preparation program

4. **What type of teacher preparation program did you attend or are attending?**
   ___Traditional- 4 year Institution

   ___Post-Baccalaureate Program

   ___Internship/Alternative Program

Interview Questions

Instructors

1. Would you explain how preservice teachers are prepared through their coursework, for the influence of principal leadership on staff motivation, commitment, and working conditions? (H4)

2. How does coursework prepare preservice teachers to respond adaptively to principal leadership styles? (H1)

3. In what ways do required field experiences prepare (or not prepare) preservice teachers for the realities of teaching profession? (H4)

4. Are there any other methods, outside of those that currently exist, that can be implemented to help beginning teachers be more effective in the school environment? Please explain. (H3)

5. In what ways can pedagogical preparation contribute to the attrition of beginning teachers? Please explain. (H3)

6. What is your position on teacher preparation being influential in teacher attrition? (H4)

Alumni

1. Do you think principal behavior is influential in teacher attrition? Please explain. (H2)

2. How do inexperienced teachers receive support needed from administrators to be effective in the classroom? (H2)

3. Do teacher preparation programs provide adequate training for the realities of the teaching profession? Please explain. (H1)

4. How did your teacher preparation program influence your decision to stay in the profession? (H4)

5. How did preservice coursework prepare you to respond adaptively to principal leadership styles? (H1)

6. Would you explain how preservice teachers are prepared through their coursework, for the influence of principal leadership on staff motivation, commitment, and working conditions? (H4)

Preservice Teachers

1. Would you explain how preservice teachers are prepared through their coursework, for the influence of principal leadership on staff motivation, commitment, and working conditions? (H4)

2. Do you think principal behavior is influential in teacher attrition? Please explain. (H2)

3. How has preservice coursework prepared you to respond adaptively to principal leadership styles? (H1)

4. In what ways have your preservice coursework and experiences prepared you for the impact of a principal's leadership on school climate? (H1)

5. In what ways do required field experiences prepare (or not prepare) preservice teachers for the realities of teaching profession? (H3)

6. What is your position on teacher preparation being influential in teacher attrition? (H4)

Appendix D
Course Description Analysis Tables

Table A: Elementary Education, Bachelors of Arts Required Coursework

Required Course	Does the course include leadership/introduction to principal leadership styles? Yes/No	Does the course prepare for organizational fit? Yes/No
Writing Communication (6 Hours)		
Eng1000 Writing Studies Eng 1010 Writing Studies	No	No
Oral Communication Performance (3 Hours)		
TAPS 2210 Introduction to Acting or TAPS 2252 Performance of Literature or COMS 1160 Public Discourse	No	No
Mathematics (9 Hours)		
MATH 2131 Mathematical Structures and Concepts I MATH 2141 Mathematical Structures and Concepts II	No	No
Mathematics Selective (3 Hours)		
MATH 2100 Elementary Statistics MATH 2137 Mathematical Foundations MATH 2290 Calculus MATH 3331 Geometry MATH 4133 Number Theory for Teachers LAS 4127 Investigations in Mathematical Thought	No	No
Biology (4 Hours)		
BIOL 1100 Human Biology BIOL 1101 Human Biology Laboratory	No	No
Physical or Earth Science (3-4 Hours)		
CHEM 1111 Chemical Science Foundations CHEM 1112 Chemical Science Foundations Laboratory	No	No

PHYS 1111 Physical Science Foundations PHYS 1112 Physical Science Foundations Laboratory		
Earth/Space Science		
ASTR 1111 Introduction to Astronomy Geology Meteorology	No	No
Social and Behavioral Sciences		
US Government (3 Hours) POLS 2100 American National Government **World or Economic Geography (3 Hours)** GEOG 2500 World Regional Geography GEOG 3100 Nonwestern Economic Geography **American History (3 Hours)** HIST 1110 History of the United States	No	No
Humanities (6 Hours) HIST 1120 History of the United States ENGL 2131 Introduction to Literature of Children and Young Adults		
Fine Arts (3 Hours)		
Art ART 1100 Art Appreciation ART 1210 Two Dimensional Design ART 3301 Photographic Foundations ART 3310 Ceramics	No	No
Literature ENGL 1112 British Literature II ENGL 1222 American Literature ENGL 3115 Studies in Mythology ENGL 3108 Living Literature	No	No
Music MUS 2301 Survey of Music History MUSC 4501 Choral Performance	No	No
Theatre TAPS 2520 Makeup Design TAPS 2540 Costume Design TAPS 2350 Group Performance	No	No

Professional Education		
EDUC 2310 Foundations of Education SPED 2100 Survey of Students with Exceptionalities	No	No
EDCP 2101 Introduction to Educational Technology		
EDUC 2330 Child Growth and Development		
ENGL 2131 Children's Literature		
EMED 3099 Professional Development Seminar I: The Mindful Educator		
EMED Effective Teaching for Diverse Students and Effective Teaching Laboratory		
EMED 3333 Educational Linguistics		
EMED 3402 Field Experience I: Teaching Language Arts and Creative Arts in the Elementary School		
EMED 3404 Teaching ELA in the Elementary School		
EMED 3405 Teaching Reading in the Elementary School		
EMED 3420 Teaching the Creative Arts in Elementary and Middle Schools		
EMED 3425 Professional Development Seminar II: 21st Century Learning		
EDUC 3440 Educational Psychology II: Learning, Assessment, and Classroom Management		

Table B: Early Childhood Education, Bachelors of Arts Required Coursework

Required Course	Does the course include leadership/introduction to principal leadership styles? Yes/No	Does the course prepare for organizational fit? Yes/No
EDEC 3310 Foundations of Early Childhood Education	No	No
EDEC 3320 Growth and Development of Young Children	No	No
EDEC 3371 Developmentally Appropriate Practices in ECE	No	No
EDEC 3380 Typical and Atypical Speech and Language Development	No	No
EDEC 4420 Methods of Teaching in the Arts	No	No
EDEC 4430 Observation and Assessment of Young Children with and without Special Needs	No	No
EDEC 4440 Child and Family with and without Special Needs in the Community	No	No
EDEC 4441 Lab 1: Infants and Toddler Methods	No	No
SPED 2100 Survey of Students with Exceptionalities	No	No
EDCP 2101 Introduction to Educational Technology	No	No
EDEC 4450 Preprimary and Special Education Methods	No	No
EDEC 4451 Lab 2: Preprimary	No	No
EDEC 4460 Integrating Instruction in Early Childhood Education	No	No
EDEC 4481 Lab 3: Literacy in Early Childhood Education	No	No
EDEC 4490 Methods of Teaching Primary Math, Science, and Social Studies	No	No
EDEC 4491 Lab 4: Teaching Primary Math, Science, and Social Studies	No	No
EDEC 4999 Student Teaching in Early Childhood Education	No	No

Table C: Early Childhood Education, Master of Arts Required Coursework

Required Course	Does the course include leadership/introduction to principal leadership styles? Yes/No	Does the course prepare for organizational fit? Yes/No
EDEC Beginning Reading and Writing Instruction	No	No
EDEC Infant and Toddler	No	No
EDEC Child with and without Special Needs and Family in the Community	No	No
EDEC Methods of Teaching in the Arts	No	No
EDEC Preprimary and Special Education Curriculum Development in Early Childhood	No	No
EDEC Preprimary	No	No
EDEC Psycholinguistics	No	No
EDEC Advanced Assessment Techniques for Children with and without Special Needs in Early Childhood	No	No
EDEC Integrating Instruction in Early Childhood Education	No	No
EDUC Issues in Education	No	No
EDEC Issues and Methods for At Risk/Special Needs	No	No
EDUC Teacher as Researcher	No	No
EDEC History and Philosophy of Early Childhood Education	No	No
EDEC Culminating Experience	No	No
EDEC Literacy Methods in Early Childhood Education	No	No
EDEC Literacy in Early Childhood Education	No	No
EDEC Methods of Teaching Primary Math, Science, and Social Studies	No	No

Table D: Elementary Education, Master of Arts Required Coursework

Required Course	Does the course include leadership/introduction to principal leadership styles? Yes/No	Does the course prepare for organizational fit? Yes/No
EDUC 6100 Issues in Education	No	No
EDUC 8105 Student Learning and Assessment	No	No
EDUC 8114 Teacher as Researcher	No	No
EDUC 8244 Academic Evaluation and Assessment	No	No
EDUC 8999 Culminating Experience	No	No

Table E: Urban Teacher Education, Master of Arts Required Coursework

Required Course	Does the course include leadership/introduction to principal leadership styles? Yes/No	Does the course prepare for organizational fit? Yes/No
EDUC Future American Education	No	No
EDUC Effective Teaching and Laboratory	No	No
ACA Initial Field Experiences	No	No
ACA Theory to Practice	No	No
ACA Research Based Reading Instruction	No	No
ACA Field Experience	No	No
ACA Action Research in Schools	No	No
ACA Best Practice in Urban Setting	No	No
ACA Teaching English as a Second Language	No	No
ACE Teaching in the Content Area	No	No
ACE Reflective Teaching I	No	No
ACE Reflective Teaching II	No	No
ACS Methods of Teaching Science I	No	No
ACS Methods of Teaching Science II	No	No
ACS Advanced Methods Secondary Teaching	No	No

Appendix E
IRB Approval Letter

Governors State
U N I V E R S I T Y

To: Dr. Stephen Wagner and Ms. Kimberly Wesley

From: GSU Institutional Review Board

CC: Fatmah Tommalieh

Date: March 9, 2016

Re: Teacher Attrition, Retention, and Preservice Preparation

Project Number: #16-02-11 Wagner Wesley

The Institutional Review Board at Governors State University has granted exempt approval for your revised project protocol. You may begin your research.

Please be advised that if you make any substantive changes in your research protocol, you must inform the IRB and have the new protocol approved.

Please refer to your GSU project number when communicating with us about this research.