LEADER-MEMBER EXCHANGE IN EDUCATION: THE EFFECTS OF PRINCIPAL

AND TEACHER DYADIC RELATIONSHIP QUALITY

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Doctor of Education

by

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dissertation entitled

LEADER-MEMBER EXCHANGE IN EDUCATION: THE EFFECTS OF PRINCIPAL

AND TEACHER DYADIC RELATIONSHIP QUALITY

ON BEGINNING TEACHER RETENTION

presented by Robin L. Smith.
a candidate for the degree of doctor of education in educational leadership, and hereby certify that, in their
opinion, it is worthy of acceptance.

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DEDICATION

I dedicate this dissertation to family. To my husband, Todd, the love of my life - thank you for supporting me in this endeavor. So many roads we have traveled and so many to go. Thank you for your unwavering belief in me and my dreams. To my children, TJ, Beau, Tory, and daughter-in-law Stacy who are examples of and embody all that I know to be good and right in this world and for whom I try to do my best every day. To my grandson Trace, that's Hammy to GiGi, for giving me unbridled joy, a full heart, and clear perspective. To my parents, Dean and Mary Talley, who are dreamers, doers, and adventurers. You have always challenged me to be my best, to think about the alternatives, and to persevere.   And finally, to my grandparents Willard and Della Talley and Woodrow and Irene King who were entrepreneurs filled with resilience and grit, and overcame great poverty and tremendous obstacles to lead a fulfilled life. Thank you all for supporting my dreams.

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ABSTRACT

The purpose of this qualitative research is to explore the dyadic relationship between principals and novice teachers that have decided to leave teaching as a career. The participants in this study are novice teachers that left teaching in their first to fifth year of their educational career. This research utilized Leader-Member Exchange Theory (LMX) as a lens to investigate if the existence of high or low LMX relationships between principal and teacher had an impact on the teacher's sense of relational trust with the principal and colleagues, self-efficacy, creativity, sense of autonomy, sense of belonging, happiness, and decision to leave teaching.   The research also included generational identifiers to better understand the needs of the novice teacher and if there was an impact on their decision to leave based upon a generational gap between them and their principal.

SECTION ONE: INTRODUCTION TO DISSERTATION

Six newly hired novice teachers are anxious and at the same time elated to attend their first days of professional development in the school district. Their principals are nervous for them but confident in the new hire's ability to apply their university training into professional practice in the classroom. The enthusiastic teachers trim the classroom with brand new decorations, arrange desks, and see a learning space they have envisioned come to life. By the time the year is over, two of the six will decide to take down the bulletin boards, classroom posters, their name off the door, leaving a career in teaching behind.

Nationally, new teachers are leaving the career. Teachers with less than two years on the job account for 23% of teacher attrition; furthermore, teachers with less than five years in the classroom account 41% of teacher turnover (Ingersoll, Merrill, & Stuckey, 2014) (Teacher attrition costs US public schools between one billion and 2.2 billion dollars annually (Alliance for Excellent Education, 2014, p.3). Repeated recruiting efforts, professional development training for new teachers, and human resource costs are skyrocketing (Comman & Zhou, 2016). In addition to the monetary costs, intangible costs erode work culture, confidence, and negatively impacts school climate (Pogodzinski, Youngs, & Frank, 2013).

The ripple effect of teacher attrition in the US affects students and colleagues as well as the school district, local community, state, and nation. Student success, happiness, high stakes test performance and academic achievement are lower in a school with high teacher turnover (Hanushek, Rivkin, & Schiman, 2016). The impact on student achievement in low-income high needs schools is even greater. Urban, suburban, and rural high needs schools experience a 30% turnover of novice teachers: thus, the low

income and minority students often have inexperienced teachers in the classroom that leave before they acquire skills and improve in instructional practices (Heineke, Mazza, & Tichnor-Wagner, 2014).

Novice teacher attrition has an adverse impact on colleagues and school culture when a human capital investment has been made in them by peers (Pogodzinski, Youngs, & Frank, 2013). "Social capital – the pattern of interactions among teachers and administrators focused on student learning – affects student achievement and school success across all types of schools and grade levels" (Alliance for Excellent Education, 2014, p. 4). Veteran teachers assigned to mentor novice teachers make an emotional investment and establish relational trust with their novice teacher mentees. A violation of that trust occurs when the novice teacher leaves and the collegial climate is impacted (Van Maele & Van Houtte, 2011).

Teacher attrition is a double-edged sword for the community. School districts with high attrition and high poverty often have community members that identify their schools as a place where no one wants to be, and overall perceived value of education diminishes (Allensworth, Ponisciak, & Mazzeo, 2009). It is harder for parents to make connections to schools when there are not familiar faces year-to-year (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Inexperienced teachers are twice as likely to leave a high poverty school as opposed to average income schools (Goldring, Taie, Riddles, & Owens, 2014).

The departure of teachers in the first five years of teaching is a familiar topic of study by government agencies, policy-makers, and scholarly researchers. Teachers have a higher turnover rate than nurses, engineers, architects, and attorneys (Ingersoll et al.,

2014). Teacher attrition rates are not equal state-to-state. For example, teachers in South Dakota are five times more likely to stay in teaching than teachers in Washington DC (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Some teachers sight lack of autonomy and creativity in the classroom as their reason for leaving (Phillips, 2015). According to the National Center for Education Statistics (NCES), 38% of teachers report leaving teaching due to personal life factors, 55% report dissatisfaction with their environment, leadership and job requirements and 31% stated they were pursuing other careers (Goldring et al., 2014).   NCES reports 52.8% of leavers state they have better working conditions in their new career compared to 13.85 that said it was better in teaching. 60.8% of leavers report having a better balance between work and personal life. Lastly, 58.5% of leavers report having more influence in their new workplace compared to 8.4% that said they were more influential in teaching. These statistics are dismal when you look at the state of minds and workplace conditions practicing teachers.

The costs of attrition for the nation means that we will experience a teacher shortage. According to The Learning Policy Institute, by the year 2025, we will have an average annual attrition rate of 8% - twice that of other countries and the impact will be that selectivity in hiring will decrease to fill the empty jobs in classrooms (Sutcher et al., 2016). Less experienced teachers equate to low academic achievement in high stakes testing.

Statement of the Problem

Problem of Practice

In the fall of 2016, approximately 155,600 beginning teachers opened their classroom doors for the first time (National Center for Education Statistics [NCES],

2016). According to NCES (2016), when they celebrate the last day of school,

approximately 26,900 will also close the door on their teaching careers. The cost to

American schools for first-year teachers to pass through what Dr. Richard M. Ingersoll,

Board of Overseers Chair of Education at the University of Pennsylvania refers to as a

revolving door (Ingersoll, 2003, p. 11) is not only money. It is the loss of human capital

in our schools (Goldring, Taie, Riddles, & Owens, 2014; Phillips, 2015). According to

Ingersoll (2003), half of the teachers will transfer or quit teaching altogether in their first

five years of their educational career.

There is not a shortage of teachers in the US; there is a shortage of experienced

teachers (Ingersoll et al., 2014). "Increases in turnover among minority teachers,

especially in disadvantaged schools, undermine efforts to recruit new teachers in hard-to-

staff schools and to diversity in the teaching force" (p.26). Though new teachers have

increased technological abilities, new ideas, and creative energy, they lack the practical

experience veteran teachers have in classroom management, parent and community

communications, developing student relations, and experience implementing best

instructional practices coupled with differentiated instruction based on student needs. A

balanced school staffing needs both novice and veteran teachers in their learning

community. Proactive retention strategies that keep teachers from leaving their careers in

the first five years must be implemented.

There are numerous scholarly studies investigating why teachers leave teaching.

Administrative leaders are aware of the reasons identified in surveys, yet teacher attrition

remains on the rise in the US when it comes to teaching in the first five years. Studies

conducted by leading teacher attrition researchers such as Darling-Hammond and Sutcher

(2016), Ingersoll (2014), and Skaalvik and Skaalvik (2011), conclude that the US has an attrition problem, but their research provides mixed and contradictory data on actual attrition rates and reasons. All find that teachers seek career satisfaction but what determines contentedness and how to increase it is yet to be pinpointed. Research data indicates why teachers say they left, but we can't identify effective strategies to keep them from making that decision. The research goal is to define the essence of shared experiences of novice teachers that choose to stay or leave teaching. The experiences will be analyzed and compared to identify the essence of the phenomena (Merriam & Tisdell, 2016). A phenomenological reduction may lead to the essences of belonging, trust, creativity, self-efficacy, and dissatisfaction being revealed. The identification of novice teacher's shared experiences, examination of teacher relationships with the principal and how it inseparably intertwines with their lived experience may lead to new understandings and meaning-making for readers.

Gap in Literature

The majority of studies in teacher attrition have utilized quantitative research methods to gather information. This research analysis regularly finds dissatisfied teachers sight a lack of support and positive relationship with leaders in their school (Goldring et al., 2014). Few studies use qualitative research methods when investigating the feelings and experiences of the dyadic pair. Scholarly support exists for using qualitative methods to uncover human emotion and feelings. Seidman (2013) found the following:

> Every word that people use in telling their stories is a microcosm of their
>
> consciousness". Individuals' consciousness gives access to the most

complicated social and educational issues, because social and educational

issues are abstractions based on the concrete experience of people. (p. 7)

Leader-Member Exchange (LMX) theory has traditionally been used to examine

relationship dynamics between a supervisor and subordinate in a business model

(Northouse, 2016). A knowledge gap exists in research using an LMX theoretical lens to

explore dyadic relationships between principals and teachers in the educational

workplace setting. The impact of being in the in-group or out-group defined by high and

low LMX relationships will be investigated. The stories of the principals and teachers,

the complex details of human relationships, and the phenomena of their shared

experiences leading to new understandings by the reader are the benefits of qualitative

research using LMX theory.

US public education is making a paradigm shift in moving from public to semi-

private funding monies ("Frontline," 2014; Ingersoll et al., 2014). Public schools

currently spend an average of $4300 annually on professional development (National

School Board Association Center for Public Education [NSB-CPE], 2014). The US

Department of Management and Budget announced proposed budget cuts of 9 billion

dollars for the Department of Education (United States of America Office of

Management and Budget, 2017). It is imperative now, more than ever, to analyze the

complex relationship between school leaders and subordinates to lessen teacher attrition.

Scholarly work exploring how principals build personal and professional relationships

with new teachers using the LMX theory as a lens is timely and needed.

Investigating the dyadic nature of teacher and leader experiences will contribute

to academic research that could lead to the implementation of proactive strategies to

assist in quelling the exodus of beginning teachers from their classrooms. Principals that provide emotional support, demonstrates support in front of parents and students, and builds a positive school environment and culture has higher teacher retention (Hughes, Matt, & O'Reilly, 2015). The findings from this study could help fill the knowledge gap of specific interpersonal interactions, communications, and cultural occurrences that lead to the feelings of satisfaction and the sense of belonging or dissatisfaction resulting in the teacher's decision to leave teaching. It may also address the literature gap that exists in the role that LMX relationships impact job stress and well-being (Erdogan & Bauer, 2014). Finally, using LMX as a relational lens in combination with generational identifiers will further contribute to research and findings of how generational combinations of Baby Boomers, Generation Xers and Millennials interact and communicate in an educational learning community.

The relational trust developed between teacher and mentor has an impact on the sense of belonging a new teacher develops and a correlation to teacher attrition or retention (Edwards-Groves, Grootenboer, & Ronnerman, 2016). Ultimately, the principal is responsible for establishing and maintaining a collegial culture that will be accepting of new teachers and lead to teacher satisfaction (Price, 2012).

Purpose of the Study

The purpose of this phenomenological study is to examine the emergence of a Leader-Member Exchange (LMX) relationship as experienced by a first or second-year teacher and their principal. Using phenomenological reduction, the essence of the experiences of the novice teachers will be explored through meaning making of their lived experiences. The study will explore the impact of the leader-member relationships

on retention of the beginning teacher in the classroom. The study will investigate how these relationships shape the novice teacher's sense of self-efficacy, communal and cultural fit within the school, and sense of satisfaction in their choice of a teaching career. The novel approach (Colquitt & George, 2011) of this research is to use LMX, traditionally used in business analysis models, as a lens that will examine educators in public K-12 schools, traditionally not-for-profit entities. The goal of this research is to bridge the knowledge and literature gap using LMX to study relationships in an educational setting, motivate researchers to use the LMX lens to conduct educational research, and identify retention strategies that can be implemented proactively when a new teacher is hired.

Examining Relationships

"One of the reasons teachers quit is they have no say in decisions that ultimately affect their teaching" (Phillips, 2015, p. 1). Teachers want to feel like they belong in their professional environment, but they have not had the same type of induction into their career as non-educational workers (Ingersoll & Strong, 2011). According to Northouse (2016), LMX has been used to study dyadic relationships in the business environment for almost three decades since its initial and now landmark research by Dansereau, Graen, and Haga (1975), Graen (1976), and Graen and Cashman (1975) (p.138). As educators are required to produce quantifiable outcomes with less autonomy in decision making (Ingersoll & May, 2012), it is logical to use LMX theory to explore the impact of supervisor/subordinate relationships, peer collegial relationships, relational trust, generational relationships and teacher contentment in their work environment.

Generational Characteristics

Within the context of this study, the investigator will explore first-to-five year teacher attrition rates using demographic age identifiers. The purpose is to investigate if purpose of the study is to investigate the impact of dyadic relationships between principals and teachers using Leader-Member Theory as a lens.

Research Questions

The research questions guiding this study are:

1. How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

2. How does the leader-member relationship contribute or detract to the perception of teacher self-efficacy and job performance?

3. How does the leader-member relationship impact the novice teacher's ability to make independent instructional design decisions?

4. How does the generational identity of the leader and member impact their ability to understand and communicate each other's needs?

Conceptual/Theoretical Framework

Leader-Member Exchange Theory

Leader-Member Exchange (LMX) theory was the lens used to examine the relationships between principals and teachers. LMX theory is interested in the dyadic relationship between superior and subordinate (Northouse, 2016). Using the LMX lens, the researcher examined relationships looking for trust, communication, mutual respect, friendship, inclusive behaviors, and increased understanding (Bauer & Erdogan, 2016). This lens was selected because as novice teachers begin their careers, they are trying to

establish meaningful relationships, develop a sense of belonging, and head off the stress that leads to emotional and professional exhaustion (E. Skaalvik & S. Skaalvik, 2011). If a high LMX dyadic relationship does not exist between the principal and teacher, the teacher may experience a lack of trust, and a sense of exclusion from certain activities within the community (Erdogan & Bauer, 2014).

Several day-to-day implications of LMX quality (Bauer & Erdogan, 2016) were investigated regarding beginning teacher experiences. Mutual influence is important to the study because it relates to the frequency of communication between leaders and subordinates and the degree of respect each has for the other in the nature of conversations (Erdogan & Bauer, 2014). Access to resources and information exists in high LMX relationships. Teachers are significantly more risk averse than individuals entering other professions. Conflict management is an integral part of high LMX relationships. Forgiveness is more likely to exist in a relationship that has mutual trust. Learning and growth opportunities exist for the teacher that has a positive LMX relationship with their principal.

Job attitude and workplace behaviors will also be examined using the LMX lens. Employees with high LMX relationships tend to view the workplace as a positive environment more frequently than colleagues involved in low LMX relationships (Erdogan & Bauer, 2014). Conversely, employees that consider themselves to be in a low LMX relationship often suffer from envy and result in low self-esteem and neuroticism (Shu & Lazatkhan, 2017). Employees in a high LMX relationship feel more motivated to perform for leaders they perceive that like and respect them socially. Organizational citizenship and creativity also thrive when high LMX relationships exist

(Bauer & Erdogan, 2016). Employees feel more comfortable to take risks and a willingness to be vulnerable. They contribute more ideas and exhibit an increased creative out-of-the-box thinking and behavior compared to their peers that are in low LMX relationships. (Erdogan & Bauer, 2014).

Ingersoll's research revealed that many teachers leave teaching because of workplace problems such as poor working conditions, a lack of support from administrators, negative relationships with peers, and low status (2012). A new trend in teaching is teaching as a second career (Ingersoll et al., 2014); consequently, beginning teachers may be Millennials, Generation Xers, or Baby Boomers. Understanding the dynamics of generational perspectives will increase the likelihood of job contentment and high functioning teams in the workplace (Zemke, Raines, & Filipczak, 2000).

Design of the Study

This study utilized qualitative phenomenological research design to investigate the essence of shared experiences (Merriam & Tisdell, 2016) of teacher members in a leader-member dyadic relationship. This method was selected because this study's "overall purpose is to understand how people make sense of their lives and their experiences" (Merriam & Tisdell, 2016, p. 24). Creswell (2014) stated, "In this situation, the researcher seeks to establish the meaning of a phenomenon from the views of participants" (p. 19). According to Seidman (2013), "At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience" (p.9).

Qualitative research is the predominant method of research in this study because the purpose of the study is to investigate the impact of dyadic relationships between

supervisors and subordinates. The section outlines the design of the study, setting, participants, data collection, and data analysis process.

Setting

The study includes five teacher participants from typical (Creswell, 2014) K-12 public elementary, middle, and secondary schools in the Southcentral and Southeast quadrants of the State of Missouri. Details such as mentoring programs, tenure requirements, and evaluation processes will also be because they are germane to the LMX relationship, work culture, or perception of happiness and effectiveness (Ingersoll & Strong, 2011).

Each school is operated at the public's expense and designated as a Missouri Public School (State of Missouri Senate Revisors, 2018). Each individual school has been recommended to the State Board of Education for accreditation by the Missouri School Improvement Program (Missouri Department of Elementary and Secondary Education [MODESE], 2017, District Report Card 1). Each district has an A+ program, novice teacher mentoring program (Missouri Department of Middle and Secondary Education [MDESE], 2016), and five year for progression from non-tenure to tenured otherwise known as permanent teacher designation for teachers (State of Missouri Senate Revisors, 2018).

School 1. School 1 is located in a Southcentral Missouri town that was established in 1878. School 1 is located in a town which has a population of 12,034 and county population of which 223,810 people (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The annual average household income is $45,523. The poverty rate is 12.7% for the town and 10.1% for the county. School 1 is a high

school serving grades 9-12 with an enrollment of 860 students (MODESE, 2017) and is the only high school for the town and school district. The average years of teacher teaching experience is 14.6 with an average salary of $55,287. The principal has served the school for three years at the time of the participant's employment. The principal's generational classification is Baby Boomer (Zemke et al., 2000).

School 2. School 2 is located in a Southeast Missouri town that was established in 1814. The town has a population of 14,932 people and the county, which the school also serves, has a population of 78,161 (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The average household income is $53,997 annually. The poverty rate is 11% for the town and 15.2% for the county. School 2 is one of seven elementary schools in the school district and has an enrollment of 560 K-5 students (MODESE, 2017). The average years of teaching experience is 12.1 with an average teacher salary of $40,303. The principal has served the school for one year at the time of the participant's employment. The principal's generational classification is Millennial (Zemke et al., 2000).

School 3. School 3 is located in a Southcentral Missouri town that was established in 1858. The town has a population of 20,243 people and the county which the school also serves has a population of 44,744 (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The annual average household income is $52,573 for the town and $41,603 for the county. The county poverty rate is 19.6%. School 3 is the only high school in the town's school district and one of four school districts serving the county. School 3 is a junior high and has 638 students (MODESE, 2017). The average years of teaching experience is 15.4 years with an average teacher

salary of $45,922. The principal has served the school for seven years in a leadership position at time of the participant's employment. The principal's generational classification is Baby Boomer (Zemke et al., 2000).

School 4. School 4 is located in a Southeast Missouri town that was established in 1860. The town has a population of 16,155 people and the county which the school also serves has a population of 38,541 people (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The annual average household income is $37,381 for the town and $40,276 for the county.   The county poverty rate is 19.6%. School 3 is the only high school serving the town and one of seven school districts serving the county. School 3 is a high school and has 950 students (MODESE, 2017). The average years of teaching experience is 11.5 with an average teacher salary of $41,101. The principal has served the school in a leadership position for three at the time of the participant's employment. The principal's generational classification is Baby Boomer (Zemke et al., 2000).

See Table 1 for additional information on school district graduation rate, school attendance, ethnicity, and free and reduced lunch rates.

Table 1

School Information at Time of Participant Employment

Participant	School	Type	Enrollment	Ethnicity	F/R Lunch	Teacher Exp	Principal Experience
1	1	High School	860	87.7% Caucasian	33.9%	14.6	3
2	2	Elementary	560	90.4% Caucasian	33.5%	12.1	1
3	3	Jr. High School	638	93.4% Caucasian	32.1%	15.4	25+
4	4	High School	950	58.9% Caucasian 32.7% Black	55.3%	11.5	3
5	4	High School	950	58.9% Caucasian 32.7% Black	55.3%	11.5	3

Data Source: (Missouri Department of Middle and Secondary Education [MDESE], 2016)
Teacher Exp: Average number of years of experience of professional staff.
Principal Exp: Number of years the principal had been in the principal position at that school.

Participants

The participants for this study were former first-to-five-year novice teachers that decided to leave a career in teaching. The sample size for this study was five participants. The criterion for determining the sample size is the intensity of the contact needed to gather phenomenological evidence (Gentles, Charles, Ploeg, & McKibbon, 2015). Interview participants were, "typical, normal, and average" (Merriam & Tisdell, 2016, p.97) and were selected from a purposeful sample based on the Southeast and Southcentral geographical regions in the State of Missouri. The criteria for selecting typical teacher participants from the purposeful sampling are: (a) years of experience in teaching or (b) varying sociodemographic characteristics such as age, gender, and first or second career. Individual demographic data was gathered during each interview. A summary descriptive profile of each participant is included within this research (Table 2).

Participant 1. Participant 1 was a sophomore Language Arts teacher at School One. She holds a Bachelor of Arts in English Education and a Masters in English. She is a millennial between the ages of 26-30. Participant 1's parents and aunts are teachers. She is married and had one child during her last year teaching. Participant 1 participated in self-selected and funded professional development activities. She self-paid for and attained AP Certification and traveled to a nationally recognized high school (over 600 miles from her home) for observation on Inquiry Based Learning and Instructional strategies. She also severed on the district curriculum committee, school professional development committee, and the Missouri National Educator Association (MNEA) board for her district. In addition to her teaching duties she sponsored and coached the district forensic team. Participant 1 resigned during her fifth-year teaching, just prior to her

eligibility for a tenured position and 100% vestment and eligibility in the Public Education Employee Retirement System of Missouri (PEERS). Participant One is now employed as a University Resident Life Advisor at the university she attained both her undergraduate and graduate degrees. She has considered applying to an Educational Leadership and Policy Analysis program.

Participant 2. Participant 2 was a fifth-grade elementary school teacher. She was a novice teacher that resigned at the end of her first-year teaching. She holds a Bachelor of Arts in Elementary Education. She is a millennial between the ages of 20-25. Participant 2's mother and two aunts are teachers. She is married and did not have children at during her last year teaching. Participant 2's school was a designated Professional Learning Community (PLC) membership school. She participated in collaboration once a week. Participant 2 notified the principal of her intention to leave in January, prior to the end of school in May. Participant 2 is now employed as a commercial banker managing customer investments and insurance. She has not pursued an advanced degree or additional degree for her current employment.

Participant 3. Participant 3 was an industrial arts teacher for 7th and 8th grade junior high students. In addition to his teaching duties, he was also a contracted athletic coach for the school district. He holds a Bachelor's of Science in Industrial Technology. He was hired under a provisional teaching certificate. He planned to pursue alternative certification to obtain a permanent teaching license. Participant 3 is a member of Generation X. He was between the ages of 36-40 at the time of teaching. Participant 3 had three children at the time of his first-year teaching. Participant 3's spouse is a teacher in the same district. He resigned at the end of his first-year teaching. He notified

the principal of his intention to leave in January prior to the end of school in May, although he had made the decision to leave in his first semester of employment. Participant 3 returned to land surveying and is employed by the State of Missouri.

Participant 4. Participant 4 was a sophomore language arts teacher. He is a single millennial aged 31-35. He holds a Bachelors in English and an alternative certification in education. Participant 4's parents are teachers as well as additional family members. Prior to his first-year teaching he worked for ten years in the commercial airline industry. After leaving the airline industry, he was an English Language Learner tutor and substitute teacher for two years. Participant 4 resigned his teaching position in the first year of his career.

Participant 5. Participant 5 was a social studies teacher for freshman and sophomore high school students. She is a millennial aged 26-30. She holds a Bachelors in Social Studies Education. Participant 5 does not have any family members that are teachers, but many of her role models have been educators. Prior to her first-year teaching, she was employed with residential life at a four-year institution. At the same time, she pursued a Master's in Education, and but withdrew from studies and institutional employment after one semester in order to accept a full-time teaching position. In addition to her teaching position, Participant 5 was also a contracted athletic coach for the school district. She was single at the time of teaching and became engaged during her last semester of her second-year teaching. Participant 5 resigned her teaching position in the second year of her career.

Table 2 includes basic demographic information on each participant in the study.

The participants participated in three interviews at a time and place of their choosing. In order to promote participation in the study, participants were contacted directly, reassured that their anonymity was secure, and interviews were conducted at their time and convenience.

Table 2

Novice First-to-Five Year Teacher Participants

Identifier	Gender	Age	Degree	School	Years Taught	Post-Teaching Career	Generation	Leader Generation
1	Female	26-30	BSE	Secondary	5	Univ Res Life	Millennial	Baby Boomer
2	Female	20-25	BSE	Elementary	1	Banker	Millennial	Millennial
3	Male	36-40	Alt Cert	Middle School	1	Surveyor	Generation X	Baby Boomer
4	Male	31-35	Alt Cert	Secondary	1	Undecided	Millennial	Baby Boomer
5	Female	26-30	BSE	Secondary	2	Life Coach	Millennial	Baby Boomer

Data Collection Tools

The first step in the data collection process was to obtain permission to conduct research from the Institutional Research Board (IRB) at the University of Missouri – Columbia. The purpose of the IRB review is to demonstrate that the researcher is aware of potential risks to participants (Creswell, 2014). The IRB requested the submission of a research application including the study research questions, an informed consent, a recruitment email, recruitment flyer, and a copy of interview questions.

Considerations for the welfare of the participants will follow Intuitional Research Board (IRB) protocol. The ethical principles of respect for persons, beneficence, and justice established by the Belmont Report will be observed (Seidman, 2013). Informed consent will be utilized before the interviews to assure the participant of minimal risk and put them at ease. Participants will be assured that they may withdraw from participation in the study and their data will be destroyed.

Phenomenological interviews are an organic process. In order for participants to reconstruct their lived experience within the school setting, they were asked open-ended questions (Seidman, 2013). Learning about the participants through personal history, then details about their lived experience at school, and finally making meaning out of their experiences aids the researcher in building a rich picture of the human experience of the novice teacher. Participants were asked to share their feelings about their leader-member relationships. The interviews contained participant reflection and meaning making data. Analyzing the collective participant data identifies core shared experiences assisted the investigator to uncover the essence of phenomena (Merriam & Tisdell, 2016) that may influence a novice teacher to stay or leave teaching.

The data collection tool is hermeneutic qualitative interview. Interviews were conducted using the phenomenological approach of emphasizing meaning and meaning in context (Seidman, 2013). "The goal is to have the participant reconstruct his or her experience within the topic under study" (Seidman, 2013, p. 14). The three-interview structure will be used to enhance the process of determining validity and reliability (Seidman, 2013). Interviews occurred at a neutral location. Interviews consisted of 10 questions and last approximately 30 minutes. A recorder was used to record interviews. Using audio to listen to the participant's inflection as well as the analyzing the words will help "make meaning" of the interview as a "lived experience" (Seidman, 2013, p. 18). Member-checks were conducted with participants in order to validate the interpretation and findings of their interviews.

Data Analysis. Qualitative data was transcribed from the recordings and analyzed by using hermeneutics and the researchers interpretive research skills. Researcher reflective notes from the interviews were transcribed. Reduction took place by horizontalization. The data was categorized and organized so that all pieces are equal (Merriam & Tisdell, 2016). Initially, data was organized using index cards and sight analysis. Imaginative variation occurred by looking at the data from different perspectives. After the initial organizational process using index cards, NVivo coding analysis software by QSR International was utilized to conduct computer-assisted qualitative data analysis. NVivo software assisted in organizing excerpts, identifying sentiments, emerging themes and patterns. Through the use of the coding software to identify reduction, the essence will "appear, give, or show itself" (Manen, 2017, p. 777).

Four strategies for promoting the assurance of validity and reliability of research findings were used in this study. They are: (a) member-check , (b) saturation, (c) rich description, and (d) peer examination (Merriam & Tisdell, 2016).

In order to increase internal validity, member-checks were conducted with participants in order to validate the interpretation and findings of their interviews (Merriam & Tisdell, 2016). Participants were mailed copies of their transcripts with initial interpretations. All five of the participants responded in agreement to the findings.

The second strategy that was utilized is saturation in data collection (Merriam & Tisdell, 2016). Participants were interviewed, looking for similar information, and until no new data emerged. The researcher was careful to be sensitive to data that supported alternative information.

The third strategy that was used is peer examination (Merriam & Tisdell, 2016). My dissertation committee will be provided with my research and findings. My committee members will assess my findings for plausibility.

The fourth strategy is the inclusion of rich excerpts from participant transcripts that demonstrate the context of the research and provide the reader an opportunity to examine the statements in order to form their own opinion (Merriam & Tisdell, 2016).

Limitations, Assumptions, and Design Controls

Limitations

This study has several limitations. First, because the research is conducted in the State of Missouri, the conclusions that will be drawn apply to Missouri educators. Qualitative data analysis from Missouri educators will provide the researcher with an in-depth understanding of Missouri educators, not necessarily the nation as a whole

(Merriam & Tisdell, 2016). An understanding of the lived experience (Seidman, 2013) of novice Missouri teachers, may lead to greater understanding of teachers in the State of Missouri, but the participant limitation to Missouri, does not necessarily indicate transferability to surrounding regional states or nationally.

A second limitation of the study will be access to teachers using purposive sampling. Merriam (2016) suggests to learn the most from participants, a sample must be obtained from the best source. The gatekeepers of the districts will either provide or deny access to participants, therefore; great care and effort will be made to establish a positive rapport and provide necessary information to ensure anonymity of the district and participants.

The final limitation involves the availability of research data. The Missouri Teacher Workforce Report (Missouri Department of Elementary and Secondary Education [MDESE], 2016) presented to the Missouri State Board of Education lists raising teacher salaries as the first step in stemming teacher attrition. This is in direct conflict to the National Center for Education Statistics (National Center for Education Statistics [NCES], 2016) that sites personal life factors as number one, followed by school factor, other factors, assignment and classroom factors, and salary. Examining the reasons for first-to-five year teacher attrition in Missouri, will validate the initial findings of the Missouri Department of Education or lead to new understandings of teacher lived experiences that contribute to teacher attrition.

Assumptions

The study of teacher attrition is important. Teacher attrition impacts student performance (Ingersoll & Perda, 2010). According to the Condition of Education Report

(National Center for Education Statistics, 2017) the United States ranks 15th in science, reading and mathematics literacy. The cost of providing professional development to teachers is costly to schools (NSB-CPE, 2014).   Data analysis of both the National Center for Education Statistics (NCES, 2016) and the Missouri Department of Education data reveals that there is a higher attrition rate for first-to-five-year teachers (Missouri Department of Elementary and Secondary Education [MDESE], 2017).   The retention rate of Missouri teachers after three years is 56% and after five 36.5%. Clearly the study of the professional life experiences of first-to-five-year teachers is needed and hopefully will add to the understanding of why teachers decide to stay or leave teaching in the State of Missouri.

Design Controls

This research is a phenomenological study. The research will be primarily qualitative research through participant interviews. Teacher participants will be interviewed using scripted and probing questions. To ensure anonymity pseudonyms will be used to identify city, district, school, and participants.

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Definitions of Key Terms

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Key Terms

For the purpose of this study, key terms are defined below.

Belonging. The sense that one's self assessed characteristics are copasetic with those around them, acceptance as a member or part, and feeling a connection to people in a certain group (Hall, 2014).

Creativity. The use of imagination or original ideas to creative something; inventiveness (English Oxford Dictionary, n.d.).

Generational Identity. An individual's knowledge that he or she belongs to a generational group/role, together with some emotional significance to him or her of this group/role membership (Lyons & Schweitzer, 2017, p. 210).

Highly Qualified Teacher. To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach (U.S. Department of Education, 2004, p. 1).

Instructional Design. Instructional Design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials and activities; and tryout and evaluation of all instruction and learner activities. (Instructional Design Central, n.d., p. 1).

Mentor. An experienced and exemplary teacher who nurtures professional growth in a beginning teacher by sharing the knowledge and insights that the mentor has learned through the years; someone who is an expert in the subject in which he or she teaches and is able to articulate and model the art of teaching adults (American Institutes for Research [AIR], 2015, p. 6).

Novice Teacher. A teacher in the first through fifth year of teaching (Ingersoll, 2003).

Retention Rate. The percentage of teachers that who were stayers (Lochmiller, Sugimoto, & Muller, 2016, p. 2).

Risk Aversion in Teaching. The nature of teachers' analytical and affective risk perceptions, and how these influence decisions to integrate technology in their teaching practice (Howard, 2013, p. 1).

Self-Efficacy. The beliefs in one's capabilities to organize and execute the course of actions required to produce given attainments (Bandura, 1997, p. 3).

School Leader. "School Leader" that designates a principal, assistant principal, or other individual who is an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building (National Association of Elementary School Principals [NAESP], 2017, p. 1).

Teacher. "Teacher", any employee of a school district, except a metropolitan school district, regularly required to be certified under laws relating to the certification of teachers, except superintendents and assistant superintendents but including certified teachers who teach at the prekindergarten level in a nonmetropolitan public school within a prekindergarten program in which no fees are charged to parents or guardians (State of Missouri Senate Revisors, 2018, para. 168.104.7).

Teacher Attrition. The rate at which new teachers leave the profession (IGI Global: Disseminator of Knowledge, 2017).

Teacher Leavers. Teachers who left the profession (Goldring et al., 2014, p. 1).

Teacher Movers. Teacher who were teaching in a different school (Goldring et al., 2014, p. 1).

Teacher Stayers. Teachers who were still teaching in the same school (Goldring et al., 2014, p. 1).

Trust. The extent to which one engages in a reciprocal interaction and a relationship in such a way that there is willingness to be vulnerable to another and to assume risk with positive expectations and a degree of confidence that the other party will possess some semblance of benevolence, care, competence, honesty, openness, reliability, respect, hope, and wisdom (Kutsyurba & Walker, 2015, p. 33).

Significance of the Study

Scholarship

This research contributes to the practice of educational leaders by informing them of complex intricacies of the dyadic relationship between principal and teacher. Understanding the impact of the sense of well-being and alleviation of stress for the first-to-five-year teacher is critical in the retention of the beginning teachers in the classroom. First-to-five-year teachers describe their reasons for leaving teaching as personal life issues (35%) and dissatisfaction (55%) (Goldring et al., 2014); thus, it is prudent and necessary to explore the cause of these feelings. Analyzing the effects of high and low LMX relationships contributes to the understanding of the sense of well-being, existence of workplace conflicts, and stress felt by the novice teacher. This research is useful for administrators and teachers to be proactive in building relationships that cultivate a sense of well-being, building increased support of novice teachers, and creating a school community culture that is less stressful and more productive. The research assists practitioners to understand the unique needs of teachers based on their construct, generational identity, and mental wellness needs. Researchers Erdogan and Bauer (2014)

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cite the study of LMX relationships and the correlation to stress, well-being, and work-life conflict as an area of benefit for future research.

Policy makers will benefit from this research because they will better understand the emotional needs of first-to-five-year teachers. As policy is created regarding high stakes testing, student achievement, teacher evaluation, and student-teacher ratio, the information gathered by this study will assist inform policy makers of the tangential nature of teaching, human capital, and student achievement.

Practice

This research contributes to my workplace and institutional practice because our mission is to prepare pre-service teachers for educational careers. Pre-service teachers will benefit from understandings related to generational identifiers and compatibility (Zemke et al., 2000) regarding their dyadic cooperating teacher relationship. Pre-service teachers will benefit by being made aware of relationship attributes between them and their principal that lead to increased satisfaction, a sense of belonging, and increased relational trust. The findings of my research will provide pre-service with strategies to create relationships that will support them in a careers they have spent an average of $64,752 to attain (U.S. Department of Education, National Center for Education Statistics [NCES], 2016, p. 1).

The research will contribute to the understanding of how high and low LMX relationships impact the principal and leader, but may also enlighten how the relationship with collegial peers (Erdogan & Bauer, 2014) impacts the performance and sense of well-being and belonging of the first-to-five year teacher. The research explores the effects of LMX dyadic relationship, relational trust, and the willingness of a novice

teacher to be vulnerable and creative or risk aversive (Edwards-Groves, Grootenboer, & Ronnerman, 2016).

Summary

My research uses existing teacher attrition and retention data research gathered and disseminated by the US Department of Education and scholarly practitioners such as Allensworth, Goldring, Ingersoll, Skaalvik combined with the LMX research of Bauer, Erdogan, and others. My research goal is to add to the understanding of the effects caused by high and low LMX relationships between principal and teachers. High LMX dyadic relationships have greater trust, mutual understanding, and communication. Additionally, high LMX relationships have the effects of increased happiness, feelings of belonging, ability to be vulnerable, increased support, higher creativity, improved job attitude, and career success. The lack of these same effects are the predominant reasons teachers sight for leaving teaching as a career.

Qualitative research was conducted with five first-to-five-year teacher participants. Participants were asked to reconstruct their reality and experiences and to make meaning of their everyday lives within their educational career culture. Examining the extent that LMX dyadic relationship effects have upon trust, understanding, respect, recognition, well-being, belonging, and efficacy and the impact they have in a teacher's decision to stay or leave teaching will be further understood. The results of my study contribute to the knowledge gap that exists in LMX studies using the relationship roles of principals and teachers along with applied practices as a theoretical research lens in an effort to reduce attrition in first-to-five-year teachers.

SECTION TWO: PRACTIONER SETTING FOR THE STUDY

This study was conducted in Southcentral and Southeast portions of the State of Missouri. A descriptive profile for the research setting is contained in this section. The profile includes a description of the overall public-school system in the State of Missouri and district and school-specific data. The details include personnel demographics and performance pertaining to district and state initiatives gathered from information provided and published by the Missouri Department of Elementary and Secondary Education. To ensure anonymity, fictitious names are used to identify the city, school district, school, and research participants.

History of the Organization: Missouri Public Schools

Constitutional provisions for Missouri schools were made by the United States Congress in 1820 (Phillips, 1911). The Congressional Act of 1853 established a State Superintendent, a county commissioner, school districts within townships, a board of trustees for each district and a course of study. In 1945, the Missouri legislature amended the Missouri Constitution creating the office of Commissioner of Education and establishing a newly formed State Board of Education ("Commissioner history," 2015). The State of Missouri has had seven Commissioners of Education from 1945-2016.

Organizational Analysis

The State of Missouri has a hierarchical system of leadership. According to the organizational chart (Missouri Department of Middle and Secondary Education [MDESE], 2016) at the state level there is a State Board of Education, Commissioner of Education, Deputy Commissioner of Learning Services, and Deputy Commissioner of Financial and Administrative Services. Each school district has a school board, administrative, and supervisory personnel that includes a superintendent, assistant

superintendent, and program administrators. Next, there are principals, vice principals, and directors. Districts may have technology directors, guidance counselors, social workers, and other instructional support positions. Teachers are separated into their own division by the Missouri Department of Elementary and Secondary Education.

As of fall 2016, the State of Missouri has 518 public school districts that employee 515 superintendents, 289 Assistant Superintendents, and an additional 575 administrative and supervisory personnel. Districts have a total of 3,566 school principals, assistant principals, and educational directors. Additional employees at the district level including librarians, technology directors, counselors, and various support staff bring the total numbers of administrative and supervisory personnel to 16,068 employees. According to the Missouri Department of Elementary and Secondary Education, there are 68,708 classroom teachers (2016). Fall 2016 student enrollment in Missouri Public schools is 883,957. Missouri students attend school in early childhood centers, elementary, middle, junior high, and high schools. Additionally, students have the ability to receive an education in a state-sponsored school, charter school or a virtual instruction program.

The State of Missouri uses Success Ready Metrics to report school data. The Success Ready Metrics report includes student performance data on grade level and end of course testing, ACT results, ASVAB test results, college and career readiness, attendance, graduation, advanced placement exam results, college attendance, pre-K programs, teacher certification, educator preparation programs, district alignment to the state's essential principles of effective evaluation for teachers and administrators.   The

report also compares the percentage of core course content taught by highly qualified educators in high and low poverty schools.

The State of Missouri ranks in the top 10 for graduation rate in the United States of America (MDESE, 2016). Compared to the nation, Missouri eighth grade students are ranked 13th in science, 17th in reading, and 32nd in Math. The Success Ready Metrics (2016) data indicates Missouri students' scores of proficient of better on End of Course (EOC) state testing. Missouri student metric data indicates scores of 52% in science, 49% in math, and 62% in reading.

School Organizational Analysis

Each school is operated at the public's expense and designated as a Missouri Public School (State of Missouri Senate Revisors, 2018). Each individual school has been recommended to the State Board of Education for accreditation by the Missouri School Improvement Program (Missouri Department of Elementary and Secondary Education [MODESE], 2017, District Report Card 1). Each district has an A+ program, novice teacher mentoring program (Missouri Department of Middle and Secondary Education [MDESE], 2016), and five year for progression from non-tenure to tenured otherwise known as permanent teacher designation for teachers (State of Missouri Senate Revisors, 2018).

School 1. School 1 is located in a Southcentral Missouri town that was established in 1878. School 1 is located in a town which has a population of 12,034 and county population of which 223,810 people (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The annual average household income is $45,523. The poverty rate is 12.7% for the town and 10.1% for the county. School 1 is a high

school serving grades 9-12 with an enrollment of 860 students (MODESE, 2017) and is the only high school the town school district. The average years of teacher teaching experience is 14.6 with an average salary of $55,287. The principal has served the school for three years at the time of the participant's employment. The principal's generational classification is Baby Boomer (Zemke et al., 2000).

School 2. School 2 is located in a Southeast Missouri town that was established in 1814. The town has a population of 14,932 people and the county, which the school also serves, has a population of 78,161 (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The average household income is $53,997 annually.   The poverty rate is 11% for the town and 15.2% for the county. School 2 is one of seven elementary schools in the school district and has an enrollment of 560 K-5 students (MODESE, 2017). The average years of teaching experience is 12.1 with an average teacher salary of $40,303. The principal has served the school for one year at the time of the participant's employment. The principal's generational classification is Millennial (Zemke et al., 2000).

School 3. School 3 is located in a Southcentral Missouri town that was established in 1858. The town has a population of 20,243 people and the county which the school also serves has a population of 44,744 (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The annual average household income is $52,573 for the town and $41,603 for the county.   The county poverty rate is 19.6%. School 3 is the only high school in the town's school district and one of four school districts serving the county. School 3 is a junior high and has 638 students (MODESE, 2017). The average years of teaching experience is 15.4 years with an average teacher

salary of $45,922. The principal has served the school for seven years in a leadership

position at time of the participant's employment. The principal's generational

classification is Baby Boomer (Zemke et al., 2000).

    School 4. School 4 is located in a Southeast Missouri town that was established

in 1860. The town has a population of 16,155 people and the county which the school

also serves has a population of 38,541 people (United States Department of Commerce:

Census Bureau [USCB], 2017, p. 1). The annual average household income is $37,381

for the town and $40,276 for the county.   The county poverty rate is 19.6%. School 3 is

the only high school serving the town and one of seven school districts serving the

county. School 3 is a high school and has 950 students (MODESE, 2017). The average

years of teaching experience is 11.5 with an average teacher salary of $41,101. The

principal has served the school in a leadership position for three at the time of the

participant's employment. The principal's generational classification is Baby Boomer

(Zemke et al., 2000).

    See Table 1 (pg xx) for additional information on school district graduation rate,

school attendance, ethnicity, and free and reduced lunch rates.

Leadership Analysis

    The leaders in this study are defined at the principals and vice principals that are

responsible for the daily instructional leadership of the teachers (NAESP, 2017).

    Principal 1– School 1. Principal 1 holds Missouri Department of Elementary and

Secondary Education Educator Certification for Principal 9-12 Career Admin. Principal

1 also holds English 7-12 licensure. Principal 1 has attained a doctorate in Educational

Leadership and Policy Analysis. At the time of Participant 1's employment, the principal

served her first and second year as principal. One year after Participant 1 left the district, Principal 1 resigned their position with the school district with nine weeks remaining in the school year. They were replaced by the vice principal that served in the same role in the time frame of Participant 1's employment.

Principal 2 – School 2. Principal 2 held initial Principal K-8 certification from Missouri Department of Elementary and Secondary Education. It was Principal 2's first year as principal, prior to three years' experience as a certified Elementary Educator teaching grades 1-6, at the time of Participant 2's employment in School 2.

Principle 3 – School 3. Principal 3 holds multiple Missouri Department of Elementary and Secondary Education Educator Lifetime Certifications. The certifications are Behavioral Disorder K-12, Principal 7-12, Learning Disabled K-12, Principal K-8, and Superintendent K-12. Principal 2 holds a doctorate in Educational Leadership. He has authored three books and multiple scholarly journals on the topic of school culture, leadership, and teacher collaboration. He has also been cited in numerous educational texts and articles. Principal 3 had been employed at the district seven years at the time Participant 3 was employed. Vice-Principal 3 holds a Missouri Department of Elementary and Secondary Education Educator Lifetime Certification in Principal 7-12, Business Education Except Shorthand 7-12, Health 7-12, and Physical Education 7-12. Vice-Principal 3 has been employed by the district for over 25 years.

Principle 4 – School 4. Principal 4 is the lead principle of Participants 4 and 5. Principal 4 serves with three other principals at the high school, each principal having a specialized role for the school and district. Principal 4 is responsible for teacher evaluation and school management. Principal 4 holds Missouri Department of

Elementary and Secondary Education Transition Administration certification. Principal 4 also holds Missouri Department of Elementary and Secondary Education certification in Social Studies 7-12 and Physical Education K-12. Prior to his promotion to principal, he was a vice principal and athletic coach. Principal 4's second year serving as principal occurred during Participant 4's first and only year teaching. It was Principal 4's first year serving a principal during Participant 5's first (of two) years employment in the district.

Implications for Research in the Practitioner Setting

This study contributes to the understanding of the impact of dyadic relationships between the novice teacher and principal and teacher retention. This phenomenological study of novice teacher relational trust relationships using leader-member exchange theory as a research lens will add to the scholarly literature available to researchers and practitioners. The implications will focus on relational trust attributes that contribute to a positive sense of belonging, positive work climate, decreased risk aversion, increased creativity, and sense of self-efficacy in the novice teacher. The implications will link the retention of novice teachers to increased student achievement and overall positive school climate.

Summary

The findings of this study regarding the impact of high and low LMX relational trust and novice teacher retention has potential benefit to several audiences. First, in the State of Missouri, teacher attrition is growing. Qualitative research is needed to find out the lived experiences of the teachers and understand why teachers are leaving their profession. Secondly, as lead educators for their schools, principals are mandated to provide the best educational opportunities for their students. Schools with high teacher

turnover score lower on high stakes testing. By understanding the professional and

emotional needs of novice teachers, principals may be able to intervene and assist

struggling novice teachers.   Policy makers also need to understand the impact of

decisions on novice teachers, school climate, and the sense of self-efficacy. Using the

lens of leader-member exchange theory to examine high and low dyadic relationship

attributes between teacher and principal will be beneficial to educational practitioners.

SECTION THREE: SCHOLARLY REVIEW OF LITERATURE

Introduction to Scholarly Review

Interpersonal Trust

"According to LMX theory, leaders develop unique relationships with each follower" (Bauer & Erdogan, 2016, p. 352). The relationship between supervisor and subordinate using LMX theory as a lens for examination uncovers the trust, communication, procedural fairness and information sharing that takes place (Sun, Chow, Chiu, & Pan, 2012). The concept of trust in an LMX relationship is about human emotion and loyalty; trust, mutual respect, communication, and obligation are at the core of LMX dyadic relationships (Bauer & Erdogan, 2016).

Trust is hard to define. Dr. Randy Borum, a leading researcher on relational trust, uses many definitions of trust to form a holistic understanding of the concept of trust (Borum, 2010). Borum (2010) states "Interpersonal trust is quite possibly the most pivotal, least well-defined, and least directly measured concept affecting individuals and organizations that must successfully maneuver complex and dynamic human-centric environments" (pg. 11). Trust is a key component to a healthy relationship between principals and teachers (Tarter & Hoy, 1988). Beginning teachers site a poor working environment, low status, and a lack of belonging as reasons for leaving teaching (Ingersoll & Strong, 2011). Developing trusting relationships is a crucial part of creating a work culture where beginning teachers thrive (Ingersoll et al., 2014).

According to Price (2012), "There is good theoretical reason to suspect that interpersonal relationships between principals and their teachers influence school professional attitudes that define the broader school climate" (p. 1). "Team members sharing of general attitudes, beliefs, or values underpins trust relations" (Van Maele &

Van Houtte, 2011, p. 438). Interpersonal trust that develops between leaders and teachers leads to a school culture that is nourishing and accepting of change initiatives and directives (Edwards-Groves, Grootenboer, & Ronnerman, 2016).

A leader that develops a shared vision with a novice teacher is able to set goals and assist the teacher in achievement (Henderson, Liden, Glibkowski, & Chaudhry, 2009). Transformational leadership has a direct correlation to task performance (Li & Hung, 2009). As novice teachers experience change, growth, and challenges within their school, they need to have confidence in their principal (Liden, Berrin, Wayne, & Sparrowe, 2006) and trust them to be capable leaders through this change (Kotter, 2011).

Self-Efficacy

Teachers that develop a trusting relationship with their principal are happier in their position; they have the comfort of knowing that if they make a mistake it is a learning experience (Shaw & Newton, 2014). "Leaders and leadership are cornerstones of the human endeavor. Much that human beings have achieved we can trace to their capacity to lead and be led" (Wood & Dibben, 2015, p. 24). Administrators make an investment in teachers by building up their knowledge, improving skills, and intellectual ability; teachers are human capital in the educational system (Becker, 2008). Perceptions of effectiveness in their (teachers') instructional abilities and impact upon student learning have a correlation to teacher retention (Ingersoll, 2003). To counteract the "revolving door" of attrition (Brill & McCartney, 2008, p. 1), significant measures must be taken to improve teaching environments and developing trusting mentoring relationships. Teachers that participate in a mentoring program develop a sense of belonging decrease isolation and have higher job satisfaction (Callahan, 2016).

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LMX is grounded in social theory participative leadership style (Somech & Wenderow, 2006), providing an opportunity for new teachers to contribute input to the activities that go on in and out of their classrooms within their educational work setting. "Establishing clear rules for behavior in work and soliciting new ideas from teachers have been associated with high performance" (Somech & Wenderow, 2006, p. 748). Transformational leaders and their subordinates have a high sense of mutual trust and respect (Northouse, 2016). The definition and understanding of what trust means vary from person to person and across dyadic relationships (Schoorman, Mayer, & Davis, 2007). Teachers that are engaged in high LMX relationships with principals, often feel empowered to implement new ideas and fail, without negative consequences because of the trusting relational foundation (Erdogan & Bauer, 2014). Erdgogan and Bauer also assert that leaders that maintain a high LMX relationship with subordinates, have frequent contact and provide meaningful feedback, may see increased organizational loyalty, positive behavior, and positive personal investment and caring from the employee as a result (2014).

The benefits to teachers that develop a trusting relationship with their principal is an increased sense of self-efficacy and well-being in the workplace based upon a high level of perceived trust and confidence from their principal (Le Blanc & Gonzalez-Roma, 2012). Role definition is critical to the development of a sense of self-efficacy; developing an understanding of the principal's perspective of what a teacher's role is vital to effective communication in the principal-teacher relationship (Clemens, Milsom, & Cashwell, 2009). "A teachers' willingness to participate in school decision making is influenced primarily by their relationship with their principal" (Smylie, 1992, p. 63).

Teacher empowerment is defined as "…decision-making, professional growth, status, self-efficacy, autonomy and impact" (Bogler & Somech, 2004, p. 278) in addition to a positive relationship with a principal will result in teacher retention (Somech, 2010).

Retention and Attrition of Beginning Teachers

What are the factors that increase the likelihood of retention? A positive dyadic relationship with the principal, being a member of the in-group, a feeling of belonging instead of isolationism, a sense of self-efficacy, and support in the classroom are integral factors of teacher retention (Ingersoll & Strong, 2011;). The increasing cost to hire, maintain, and train teachers make it imperative that principals understand the impact of their dyadic relationship have on novice teachers (Runhaar, Konermann, & Sanders, 2013).

The feeling of isolation, not being in the in-group, being lonely in their position have a negative retention correlation (Lam & Lau, 2012) and result in further employee withdrawal (Erdogan & Bauer 2014). Lack of recognition and support, combined with a lack of influence among peers also leads to poor retention (Ingersoll, 2013). Teachers that do not have confidence in their leaders or do not develop a sense of self-efficacy leave teaching (Ingersoll & Strong, 2011). Between 40 and 50 percent of teachers leave teaching in the first five years (Ingersoll, 2013). Teacher attrition results in lower student learning outcomes (Tamir, 2013) high expenditure in training for replacement teachers, less continuity in instruction, and overall problems in planning for the principal and administration (Brill & McCartney, 2008).

Novice teacher attrition has an adverse impact on colleagues and school culture when a human capital investment has been made in them by peers (Pogodzinski, Youngs,

& Frank, 2013). "Social capital – the pattern of interactions among teachers and administrators focused on student learning – affects student achievement and school success across all types of schools and grade levels" (Alliance for Excellent Education, 2014, p. 4). Veteran teachers assigned to mentor novice teachers make an emotional investment and establish relational trust with their novice teacher mentees. A violation of that trust occurs when the novice teacher leaves and the collegial climate is impacted (Van Maele & Van Houtte, 2011).

Assisting teachers to develop resilience in the classroom will lead to greater retention (Greenfield, 2015). Novice teachers must be assisted in making the change from college student to teacher (Harfitt, 2015). Teachers must learn to recover from their mistakes with a sense of optimism for improvement and support from their principal (Mascall, Leithwood, Straus, & Sacks, 2008). Believing that failure will not result in termination is empowering – fostering a sense of calculated creative risk-taking (Brown, 2012). Teachers need the ability to be creative and artful (Volmer, Spurk, & Niessen, 2011; Olsson, Hemlin, & Pousette, 2012), to trust their instincts and be trusted to make decisions (Ingersoll & May, 2012; Ingersoll & Perda, 2010). The relationship between principal and teacher that is trusting, allowing for creativity increases retention (Cohen-Meitar, Cameli, & Waldman, 2009). The confidence to express unique thoughts is an indicator of a high LMX relationship (Erdogan & Bauer, 2014) and is mutually compatible with research findings that demographic, gender, and cultural homogeneity are not the hallmarks of successful leader-member relationships (Wells & Archer, 2013).

Retention is increased when teachers feel satisfied with their environment (Gray, Taie, & O'Rear, 2015). "Individuals tend to be more comfortable in dyadic interactions

with partners who share similar interests, values, and attitudes" (Duhlebon et al., 2012, p. 1723). Creating an environment that teachers can interact with like-minded peers, and at the same time feel an ability to be vulnerable and express new ideas is integral increasing the feeling of belonging and satisfaction.

The State of Missouri Recruitment and Retention of Teachers in Missouri Report to the General Assembly in December of 2018 provides data that indicates a steady decline of teacher retention in Missouri Public Schools. The percent of teacher retention after three years declined from 65.9% in 2012-13 to 63.4% in 2015. The percent of teacher retention after five years declined from 44.5% in 2012-2103 to 34.6% in 2014. The data suggests that between years three and five, something is happening that is contributing to and solidifying the decision of teachers to leave the profession at a total attrition rate of 65% (The Missouri Department of Elementary (Gray, Taie, & O'Rear, 2015)

Nationally, a longitudinal study of first to five-year teachers yielded findings for teacher attrition from 2007-2008 through 2011-12 school years resulted in data that suggests first to five-year teacher attrition is at a national average of 53% (Gray, Taie, & O'Rear, 2015). Teacher responses in the Schools and Staffing Survey (U.S. Department of Education, National Center for Education Statistics [NCES], 2015) indicate that dissatisfaction in the workplace, personal reasons, and career factors account for the primary reasons for leaving teaching. The least reported reasons are financial, teaching assignment, and student performance.

Generational Identity

Do generational differences have an impact on the ability to build positive leader-subordinate relationships between a principal and the novice teacher? Understanding the dynamics of generational perspectives will increase the likelihood of job contentment and high functioning teams in the workplace (Zemke, Raines, & Filipczak, 2000). Although generations differ in age, their values do not necessarily differ (Murray, 2011). "Through their connection to needs, values can produce states of psychological tension, which lead to cognition, affect, and behavior" (Tziner, Kaufman, Vasiliu, & Tordera, 2011, p. 206).

The majority of first-to-five-year teachers are millennials (Ingersoll et al., 2014). According to NCES, Millennials accounted for 58.3% of one-to-three-year teachers (NCES, 2016). "Millennials are roughly defined as those individuals who were born in the late 1970s/early 1980s through approximately 2004" (Murray, 2011, p. 54). Millennials want to be promoted more quickly than older generations, they do not feel like if they work harder, they are a better person, and they put personal happiness above being loyal to the employer (Smola & Sutton, 2002). Being aware that new teachers site exhaustion and lack of work life balance is especially important when building relationships and seeking retention of Millenial teachers (Skaalvik & Skaalvik, 2011).

Millennials need a plan of action, clear expectations, and goals in addition to strong interactions with leaders for guidance (Weirich, 2017). The ability to collaborate is important to millennials; they have been educated in classes that used cooperative learning strategies and now they expect to work in teams within their career environment (Holt, Marques, & Way, 2012). According to Zemke, Raines, & Filipczak,(2000),

Millennials like to be involved in mentoring programs; participation in a mentoring relationship often leads to a reduction in job-related stress (Sosik & Godshalk, 2000).

The new trend in teaching is teaching as a second career (Ingersoll et al., 2014); consequently, beginning teachers may be members of Generation X or the Baby Boomers. Generation Xers account for 29.8% of first-to-three-year teachers (NCES, 2016). Generation X identifies individuals born from the late 1960s to late 1970s. Gen Xers were the first generation to grow up as latchkey kids in patchwork families (Yang & Guy, 2006). As a consequence of often being alone as a child and operating with a degree of uncertainty, Gen Xers prefer to socialize in the workplace, participate in teamwork, and crave a sense of belonging. Gen Xers, like Millennials, want to be promoted earlier; however, unlike Millennials Gen Xers believe that working hard makes you a better person (Smola & Sutton, 2002). Gen Xers want to work hard, even when they are unsupervised, but they would quit work if they didn't have the money.

Gen Xers are attracted to flexible hours, autonomy in the workplace, independent decision making, and small collaborative teams (Zemke et al., 2000). They are technologically savvy, though they are not digital natives like Millennials (Smola & Sutton, 2002). Gen Xers are self-motivated, need a work-life balance, and respect honesty in feedback (Zemke et al., 2000).

Conclusion

Using the lens of LMX theory, traditionally used in business relationship research, and applying it to analyze relationships in the educational setting, may provide the bridge to new conversations about why teachers leave, even after substantial professional development monies have been invested in them. Current research

illuminates the impact of positive and negative LMX relationships in the business

workplace. Using LMX theory to examine the dyadic relationship between principals

and teachers in this investigation, will contribute to the small body of research regarding

LMX in educational studies. The positive LMX effects are increased trust, mutual

understanding, creativity, general well-being, increased job opportunities, and workplace

satisfaction. These effects are identical to reasons cited by first-to-five-year teachers as

missing components in their workplace resulting in their decision to leave teaching.

Understanding the impact of the sense of self-efficacy, belonging, autonomy, creative

freedom, and generational identity will contribute to new understandings for best

proactive practices in the quest for higher retention of first-to-five-year teachers.

SECTION FOUR: CONTRIBUTION TO PRACTICE

Plan for Dissemination

The plan for sharing research findings will include sharing it with members of the Association of Teacher Educators (ATE) at the national conference and the Missouri Association of Colleges of Teacher Education (MACTE) at their regional conference. Both associations have members that will be able to use the data and findings in their teacher preparation programs. I will propose to present at the ATE national conference. I have previously co-presented at both conferences. Additionally, I will propose to present to both the Missouri Association of Elementary Principals (MAESP) and the Missouri Association of Secondary School Principals (MOASSP) to principals at their state meetings. I have selected the principal's associations because the findings in the research will assist them in identifying strategies and activities to aid in the retention of their novice teachers.

Type of Document

I will provide each association with a white paper of my research. For the presentations I will create a PowerPoint with interactive features such as polling and open-ended questions, an opportunity to collaborate with colleagues that are attending the presentation, and an opportunity for questions and answers regarding the research.

Rationale for This Contribution Type

My rationale for presenting a PowerPoint and white paper is to engage the audience with interactive, relevant information that is immediately applicable to their professional practice and learning environments. ATE and MACTE members have an opportunity to incorporate findings into their instructional design and practice of pre-service teachers. Pre-service teachers that are aware of feelings that lead to attrition in

their career may use this knowledge to seek help before it is too late and they decide to

leave teaching. Principals that are made aware of reasons for novice teacher attrition and

experiences, may be able to incorporate activities and actions for the novice teacher that

help them build relationships that nurture and create a sense of belonging and self-

efficacy.

Outline of Proposed Contents

Elements that will be included in the dissemination of research findings will be

attrition data for the State of Missouri compared to national data, reasons for leaving

teaching as stated by participants, reasons for staying as stated by participants, activities

for novice teachers at schools with comparative attrition data, relational trust as viewed

by teachers, and principals. The content of presentations will be adjusted according to

the presentation requirements and needs of the stakeholders in the presentation audience.

Leader-Member Exchange in Education:
The Effects of Principal and Teacher Dyadic Relationship Quality on Beginning Teacher Retention
Research by Robin L. Smith

Statement of the Problem

The attrition rate of first-to-five-year teachers in Missouri public schools is increasing. Novice teacher turnover has a detrimental impact on students, community, school colleagues, school climate and our national interest.

Purpose of the Study	**Theoretical Framework or Conceptual Underpinning**
The purpose of this phenomenological study is to examine the emergence of a Leader-Member Exchange (LMX) relationship as experienced by the first-to-five-year teacher and their principal. The study will investigate how this relationship shapes the novice teacher's sense of self-efficacy, communal and cultural fit within the school, and sense of satisfaction in their choice of a teaching career.	Leader-Member Exchange (LMX) theory will be the lens used to examine the dyadic relationship between principal and teacher. Using the LMX lens, the researcher will examine relationships looking for increased trust, communication, mutual respect, friendship, inclusive behaviors, job attitude, increased motivation, and increased understanding (Bauer & Erdogan, 2016).

Design of the Study

Setting: K-12 Public Schools	Data Collection: Qualitative research interviews
Participants: Five novice teachers in their first-to-fifth year of teaching	Analysis: Transcription analysis using hermeneutics and interpretative skills, reduction by horizontalization and imaginative variation. NVivo coding software and index cards will be used to process data.
Sample Size: Five	
Qualitative Research: Three Interview Model (Seidman, 2013)	
Participant data will identify core shared experiences and uncover the essence of phenomena that may influence a novice teacher to stay or leave teaching.	Validation: Participant, saturation, member-check, and peer examination was used in searching for the essences of lived experience and making meaning from the experiences.

Research Questions

1. How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?
2. How does the leader-member relationship contribute or detract to the perception of teacher self-efficacy and job performance?
3. How does the leader-member relationship impact the novice teacher's ability to make independent instructional design decisions?
4. How does the generational identity of the leader and member impact their ability to understand and communicate each other's needs?

Limitations

1. Research was conducted in Missouri using Missouri educators, conclusions that are drawn apply strictly to Missouri educators.
2. Access to participants.
3. Availability of research data regarding teacher attrition that is not conflicting.

Significance of the Study

Research: This research contributes to the practice of educational leaders by informing them of complex intricacies of the dyadic relationship between principal and teacher. Analyzing the effects of high and low LMX relationships will contribute to the understanding of the sense of well-being, existence of workplace conflicts, and stress felt by the novice teacher.

Contribution to Practice: Educating Pre-Service Teachers
Pre-service teachers will benefit from understanding the effects of LMX dyadic relationships upon relational trust, school culture belonging, communication, self-efficacy, and the willingness to be vulnerable and creative (Edwards-Groves, Grootenboer, & Ronnerman, 2016).

A Qualitative Study Exploring
Novice Teacher Attrition

It's All About Relationships

Leader-Member Exchange in Education: The Effects of
Principal and Teacher Dyadic Relationship Quality on
Beginning Teacher Retention

A phenomenological qualitative research study conducted by:

Dr. Robin L. Smith

Contents

Introduction

Six newly hired novice teachers are anxious and at the same time elated to attend their first days of professional development in the school district. Their principals are nervous for them but confident in the new hire's ability to apply their university training into professional practice in the classroom. The enthusiastic teachers trim the classroom with brand new decorations, arrange desks, and see a learning space they have envisioned come to life. By the time the year is over, two of the six will decide to take down the bulletin boards, classroom posters, their name off the door, leaving a career in teaching behind.

Statement of the Problem

In the fall of 2016, approximately 155,600 beginning teachers opened their classroom doors for the first time (National Center for Education Statistics [NCES], 2016). According to NCES (2016), when they celebrate the last day of school, approximately 26,900 will also close the door on their teaching careers.

The relational trust developed between teacher and leader has an impact on the sense of belonging a new teacher develops and a correlation to teacher attrition or retention (Edwards-Groves, Grootenboer, & Ronnerman, 2016). Ultimately, the principal is responsible for establishing and maintaining a collegial culture that will be accepting of new teachers and lead to teacher satisfaction (Price, 2012).

Purpose of the Study

The purpose of this phenomenological study was to examine the emergence of a Leader-Member Exchange (LMX) relationship as experienced by a first-to-five-year teacher and their principal. Using phenomenological reduction, the essence of the experiences of novice teachers was explored through meaning making of their lived experiences. This study explored the impact of the leader-member relationships on retention of the beginning teacher in the classroom. The study investigated how these relationships shaped the novice teacher's sense of self-efficacy, communal and cultural fit within the school, and sense of satisfaction in their choice of a teaching career.

The novel approach (Colquitt & George, 2011) of this research is to use LMX, traditionally used in business analysis models, as a theoretical lens that examined educator leader-member relationships in public K-12 schools, traditionally not-for-profit entities.

The goal of this research is to bridge the knowledge and literature gap using LMX to study relationships in an educational setting, motivate researchers to use the

LMX lens to conduct educational research, and identify retention strategies that can be implemented proactively when a new teacher is hired.

Research Questions

The research questions guiding this study are:

1. How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

2. How does the leader-member relationship contribute or detract to the perception of teacher self-efficacy and job performance?

3. How does the leader-member relationship impact the novice teacher's ability to make independent instructional design decisions?

4. How does the generational identity of the leader and member impact their ability to understand and communicate each other's needs? *See figure 3, pg. 9*

Conceptual/Theoretical Framework

Leader-Member Exchange (LMX) theory was the lens used to examine the relationships between principals and teachers. LMX theory is interested in the dyadic relationship between superior and subordinate (Northouse, 2016). Using the LMX lens, the researcher examined relationships looking for trust, communication, mutual respect, friendship, inclusive behaviors, and increased understanding (Bauer & Erdogan, 2016). This lens was selected because as novice teachers begin their careers, they are trying to establish meaningful relationships, develop a sense of belonging, and head off the stress that leads to emotional and professional exhaustion (E. Skaalvik & S. Skaalvik, 2011). If a high LMX dyadic relationship does not exist between the principal and teacher, the teacher may experience a lack of trust, and a sense of exclusion from certain activities within the community (Erdogan & Bauer, 2014).

DAY-TO-DAY IMPLICATIONS OF LMX

- Mutual Influence
    - o Communication
    - o Respect
- Access to Resources
- Risk Aversion
- Conflict Management
- Forgiveness
- Learning and Growth Opportunities
- Job Attitude and Workplace Behavior
- Motivation to Perform
- Organizational Citizenship
- Creativity

(Baurer & Erdogan, 2016)

Review of Literature

A review and synthesis of scholarly published literature was performed for the purpose of exploring the current information relative to this study. Scholarly articles that were utilized were timely and topical regarding LMX, relational trust, self-efficacy, retention and attrition of novice first-to-five-year teachers.

Interpersonal Trust

- The concept of trust in an LMX relationship is about human emotion and loyalty; trust, mutual respect, communication, and obligation are at the core of LMX dyadic relationships (Bauer & Erdogan, 2016).
- "Interpersonal trust is quite possibly the most pivotal, least well-defined, and least directly measured concept affecting individuals and organizations that must successfully maneuver complex and dynamic human-centric environments" (Borum, 2010, pg. 11).
- "There is good theoretical reason to suspect that interpersonal relationships between principals and their teachers influence school professional attitudes that define the broader school climate" (Price, 2012, p. 1).
- "Team members sharing of general attitudes, beliefs, or values underpins trust relations" (Van Maele & Van Houtte, 2011, p. 438).
- Interpersonal trust that develops between leaders and teachers leads to a school culture that is nourishing and accepting of change initiatives and directives (Edwards-Groves, Grootenboer, & Ronnerman, 2016).

Self-Efficacy

- The benefits to teachers that develop a trusting relationship with their principal is an increased sense of self-efficacy and well-being in the workplace based upon a high level of perceived trust and confidence from their principal (Le Blanc & Gonzalez-Roma, 2012).
- Role definition is critical to the development of a sense of self-efficacy; developing an understanding of the principal's perspective of what a teacher's role is vital to effective communication in the principal-teacher relationship (Clemens, Milsom, & Cashwell, 2009).
- "A teachers' willingness to participate in school decision making is influenced primarily by their relationship with their principal" (Smylie, 1992, p. 63).
- Teacher empowerment is defined as "…decision-making, professional growth, status, self-efficacy, autonomy and impact" (Bogler & Somech, 2004, p. 278) in addition to a positive relationship with a principal will result in teacher retention (Somech, 2010).

Retention and Attrition of Beginning Teachers

- A positive dyadic relationship with the principal, being a member of the in-group, a feeling of belonging instead of isolationism, a sense of self-efficacy, and support in the classroom are integral factors of teacher retention (Ingersoll & Strong, 2011).
- The increasing cost to hire, maintain, and train teachers make it imperative that principals understand the impact of their dyadic relationship have on novice teachers (Runhaar, Konermann, & Sanders, 2013).
- The feeling of isolation, not being in the in-group, being lonely in their position have a negative retention correlation (Lam & Lau, 2012) and result in further employee withdrawal (Erdogan & Bauer 2014). Lack of recognition and support, combined with a lack of influence among peers also leads to poor retention (Ingersoll, 2003). Teachers that do not have confidence in their leaders or do not develop a sense of self-efficacy leave teaching (Ingersoll & Strong, 2011).

Figure 1. **Review of Literature**

Design of the Study

Methodology

This study utilized qualitative phenomenological research design to investigate the essence of shared experiences (Merriam & Tisdell, 2016) of teacher members in a leader-member dyadic relationship.

Setting

The study includes five teacher participants from four typical (Creswell, 2014) K-12 public elementary, middle, and secondary schools in the Southcentral and Southeast quadrants of the State of Missouri.

Participants

The participants for this study were former first-to-five-year novice teachers that decided to leave a career in teaching. The sample size for this study was five participants. Interview participants were, "typical, normal, and average" (Merriam & Tisdell, 2016, p.97) and were selected from a purposeful sample based on the Southeast and Southcentral geographical regions in the State of Missouri. The criteria for selecting typical teacher participants from the purposeful sampling are: (a) years of experience in teaching or (b) varying sociodemographic characteristics such as age, gender, and first or second career. Individual demographic data was gathered during each interview.

Data Collection Tools
- Individual Interviews
    - Five participants
    - Three interview structure (Seidman, 2013)
    - Neutral location
- The participants were invited to participate
- Informed Consent
- Member-Check

Data Analysis
- Qualitative data was transcribed from the recordings and analyzed by using hermeneutics, in vivo coding, and the researchers interpretive research skills.

> "IN THE PROCESS OF ASKING PARTICIPANTS TO RECONSTRUCT AND REFLECT ON THEIR EXPERIENCE, RESEARCHERS USING PHENOMENOLOGICAL APPROACH ASK PARTICIPANTS TO SEARCH AGAIN FOR THE ESSENCE OF THEIR LIVED EXPERIENCE." (SEIDMAN, 2013)

- Imaginative variation occurred by looking at the data from different perspectives.
- After the initial organizational process using index cards and sight analysis, coding analysis software by NVIVO QSR International was utilized to conduct computer-assisted qualitative data analysis.

- NVivo QSR software assisted in organizing excerpts, identifying sentiments, emerging themes and patterns. Through the use of coding software to identify reduction, the essence will "appear, give, or show itself" (Manen, 2017, p. 777).

Trustworthiness

Four strategies for promoting the assurance of validity and reliability of research findings were used in this study. They are: (a) member-check, (b) saturation, (c) rich description, and (d) peer examination (Merriam & Tisdell, 2016).

Participant One

Female
Age 26-30
Secondary
Bachelors & Masters in Education
Taught Five Years
Post Teaching Career - University Residence Life

Participant Two

Female
Age 20-25
Elementary
Bachelors in Education
Taught One Year
Post Teaching Career - Banker

Participant Three

Male
Age 36-40
Middle School
Bachelors + Alternative Certification
Taught One Year
Post-Teaching Career - Land Surveyor

Participant Four

Male
Age 31-35
Sccondary
Bachelors + Alternative Certification
Taught One Year
Post-Teaching Career - Undecided

Participant Five

Female
Age 26-30
Secondary
Bachelors in Education
Taught One Year
Post-Teaching Career - Life-Coach

Figure 2. Participant Demographics

Findings

Findings from this study suggest that a lack of relational trust, absence of recognition, a sense of not-belonging, little support, and disillusionment are primary factors resulting in a novice teacher's decision to leave teaching in the first-to-fifth year.

All participants expressed their desire to become a teacher verbally and demonstratively. They were passionate about their rapport and relationships with students and the student's response to learning content. It wasn't the student interaction that led to participant's resignations.

The participants experienced some or all of the following:
- o a lack of relational trust,
- o a lack of efficacy, feelings of anxiety, and risk aversion;
- o the need for support, recognition, and meaningful relationships;
- o generational differences;
- o disillusionment; and
- o compensation discontent.

Figure 3. Research Question Themes and Sub-themes

Research Question 1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

It Is All About Relationships: Leader-Member and Collegial Trust

The novice teacher participants in this study lacked positive relationships with their leader. Trust issues were at the core of four of five participant's decision to leave teaching.

"There was a lot of trust issues on both sides…I was afraid of what she would do, how she would twist that. I was afraid because I watched her do it to others. She claimed I said some things I didn't." **Participant 1**

"I had also heard, there was a rumor going on, that she had talked to the home ec [economics] teacher, and told the home ec teacher that she essentially had a hit list of teachers that she wanted out of the school, and my name was on that list. I know a couple of other teachers, according to the home ec teacher, that were on the list. They all ended up resigning over the year." **Participant 1**

"I sent him up there and few minutes later I was asked to go up there and meet with them. And I sat in there and I felt like he [the principal] put me on the same level as that student. And he told me that this particular student, <redacted> was his name, told him that I wasn't treating him fairly, and brought me to his [the student] level. **Participant 3**

"I guess the easiest way, she didn't really seem to want to have any sort of relationship. It was more of a "I'm the boss. This is what you need to do, and I'll be checking in." There was no real personal connection, no getting to know me per se." **Participant 2**

A Sense of Belonging: How Do I Fit In?

The novice teachers in this study wanted to fit into the culture of the school, make friends, and build relationships. Four of the participants had significant concerns regarding feeling out of place.

"I was kind of just on my own…There was nobody really, no, that I was super close to and that I felt like I could go to them or that I had a niche anywhere." Participant 2

"They had worked there forever, they were just riding it out. And so you're wasting your time trying to pursue them, either one of them, for assistance. You're more or less on your own." **Participant 3**

"And then the way our building is set up, I'm kind of...like my room is at the end of the hallway. There's an empty room in between me, before you even to the next

teacher's room. I'm way down at the end of this hallway all by myself…I often joke that since my classroom was very separated, I often joked that it was the land of misfit toys… There's a lot of racial issues in that town. I mean I just felt isolated, not only at work but at home. And there's not a lot to do in town. Just isolation and boredom. I couldn't do that anymore." **Participant 4**

"I've had people tell me "Oh, we're going to miss you a lot whenever you leave," but I'm like you've never had a 10-minute conversation with me before. How do you know? You don't know me." **Participant 5**

In-Group/Out-Group

Leader-member exchange theory "conceptualizes leadership as a process that is centered on the interactions between leaders and followers" (Northouse, 2013, p. 8). In-group and out-group members have distinct characteristics. "In-group members receive more information, influence, concern, and confidence from their leader" (Northhouse, 2013, pg. 138). The participants in this study identified as a member of the out-group and recognized that some of their colleagues were in the in-group. Members in the out-group are more likely to leave the organization, be discontent, less likely to be involved, and receive less attention from their leader (Northouse, 2016).

"There were people who just chose to align themselves with her for a lesser battle. Part of the game is who you know and there are some teachers who are just more social, friendly with their administrators and supervisors than other teachers are. For whatever reason, and you watch them get benefits from that because of that friendship…There's a lot of courtesy when it comes to the evaluation of making sure that they get to pick the time…She [the principal] called him [another teacher] into her office and said, "Okay, tell me what you did." Then she typed up notes based on that as if she was present for it. Then she gave him an evaluation even though she was not present at all for his observation." **Participant 1**

"I would definitely say I would be in her [the principal] out group. There were a few people that she had previously taught with that she was friends with, that she came off much more warm to and like she didn't really care what they were doing as much. They had a pass, would do things with them outside of school, which I wasn't interested in really hanging out with her." **Participant 2**

"I would definitely say the high school teachers, and administrators, and everybody there, it was very cliquey, kind of like how high school is. Nobody was ever mean to me. Everybody was very nice, and pleasant, and we got along and worked well. But I never felt like super included." **Participant 4**

"For the most part I think I'm in the out group…The people that are in the in group in this district, they're the ones that have been there for 10-plus years, or

they got in really, really well with the people who have been in for 10-plus years, and I see a lot of people there, what they say matters, and what they say gets highly considered versus someone like me who everyone's like, "Oh, that's a great idea" and then boom, gone. Basically, was never even put into the air. So yeah, I believe 100% that that is true, almost like there are the haves and the have nots sort of parallel I guess." **Participant 5**

Summary
The participants shared their experiences relating to their relationship with their principal and colleagues. All participants noted that they were in the out-group. All participants struggled to build trusting relationships with their principal and most participants did not have trusting relationships or had trust issues with in-group colleagues. Even the participant that was teaching in the school they attended as a student, felt that colleagues did not speak to each other and kept to themselves. All participants noted that they became disillusioned about the career of teaching, their ontology changing because of their lived experience.

Research Question 2: How does the leader-member relationship contribute or detract to the perception of teacher self-efficacy and job performance?

Self-Efficacy, Anxiety, and Risk Aversion: Am I Doing this Right?
Ingersoll and May (2012) address the issue of a teacher's sense of efficacy in the classroom and the ultimate decision to leave, asserting that it matters if a teacher believes they are making competent decisions.

"I made sure not to do things the first time in front of her and not to try thigs that I hadn't tried before…But yet, in the back of my head, there was always her voice telling me that I wasn't good enough, that I was never going to be good enough." **Participant 1**

"In that same time period, I was, what 23 years old, and in that same semester I was having some high blood pressure issues, which I had never had in my life…The straw that broke the camel's back was that [high blood pressure] happened one day. Well then the next day I got called down to the office and the principal is like, "I got a call from a parent saying that their kid was really scared, and we just feel like you need to *keep your health issues private.*" *I mean just ridiculous! I was like, "Is this for real? Am I on Candid Camera?"* **Participant 2**

"He told me that he felt like that when teachers sent students up to him it was like they had lost the battle. They tried and the student won, they lost the battle, and so they sent it to him. So I could figure from that- I realized that was all a waste of

time, and I just started taking care of any discipline in my own classroom."
Participant 3

Summary
The participants in this study needed to feel effective in their job. The participant's experience ranged from the feelings of extreme criticism from the principal to a feeling of indifference. None of the participants felt recognized for their contributions, and in some participant experiences, they felt little recognition as an essential part of the teaching staff.

Research Question 3: How does the leader-member relationship impact the novice teacher's ability to make independent instructional design decisions?

Autonomy and Creativity: Do you Trust My Professional Capabilities?
Creativity in the workplace is important to employee's sense of satisfaction and meaningfulness (Cohen-Meitar, Cameli, & Waldman, 2009). High LMX relationships allow for increased creativity (Erdogan & Bauer, 2014).

"I would definitely be highly judged to a certain degree in this ... I mean I just think that a lot of other teachers would have been like what does she think she's doing, like she has no idea what she's doing. Which I felt that anyways, just because being a younger teacher and a younger individual." **Participant 5**

"They [the principal] were mainly concerned that we were following the rules and directions and basically the way they wanted us to do things. It was kind of a helicopter kind of relationship, zero freedom." **Participant 2**

"She [principal] said, "Do it my way or jump ship." Participant 1 added, "Okay, I've tried it her way, I'm miserable, my students are miserable, now I really do feel like a crappy teacher. I tried listening to her and then using her suggested tactics and I was just miserable because it went against what the training I had received from my university, went against Liberal Arts, philosophy and then in turn, watching my students suffer and not care about learning." **Participant 1**

Summary
The participant experiences varied in response. Two of the five participants felt like they could make instructional decisions. One participant actually craved feedback on their instructional decisions to validate that the principal acknowledged the effort, but they didn't receive that. Three of the participants felt they could make instructional decisions, but there would be consequences if mistakes were made. One participant felt that they had zero power, but after deciding to resign, did what they wanted and their students succeeded.

Research Question 4: How does the generational identity of the leader and member impact their ability to understand and communicate each other's needs?

Communication: Do You Understand What I'm Saying?

The premise that generations have different communication styles (Yang & Guy, 2006) can impact a principal and teacher's ability to understand each other and forge relationships in the workplace (Zemke, Raines, & Filipczak, 2000) emerged as a lived experience for some of the participants.

"She [the principal] viewed that even though she hadn't been in the classroom for over 10 years, that she was the expert, and that it was her way or the highway, no compromise." **Participant 1**

"They were all 40s. I can't think of, there might have been only one or two other people in the whole school that were in their 30s with me. So there was a big gap just in general." **Participant 4**

Summary

The participants in this study did not have communication problems with their principals and colleagues that could be linked to generational gaps.

Conclusion: The Decision to Leave: Does It Matter?

Teachers leave schools because of culture, work-life balance, disillusionment, and a lack of relationships (Allensworth et al., 2009, Bogler & Somech, 2004, Ingersoll et al., 2014). The participants in this study left teaching because they did not develop relational trust with their principal and colleagues and lacked a sense of belonging in their school. All participants expressed disillusionment with teaching as a profession. As their discontent grew, only then did compensation became a factor.

"My career? She [the principal] basically ended my career…So, I left and then that just left a bad taste in my mouth, so even though I interviewed with other schools and got offered a job, I just left teaching. I didn't want to start things again for five years of waiting. You know? You don't get tenure until your sixth year and I'm just going to have to start all over and money was also another factor. So, I decided to go to a university where I have more spendable income and I'm able to work towards my financial and personal goals." **Participant 1**

"I came home obviously in tears that night, and my husband was like, I don't want you to do this anymore. I do not think this is healthy. You obviously are not happy, and he was basically like, if you're going to get out, do it now. Let's not wait 10 years until you have a significant retirement with teaching built up. I

finished out the year, and it was a huge weight off my shoulders the rest of the year. I was like, woo hoo! I don't have to come back to this!" **Participant 2**

"After teaching a year I just realized that I just didn't think it was for me. With the difference in money and the difference in the students, from what I remember, and that it ... basically I just didn't think it was worth it, I didn't think it was worth going back to school and then taking less money to continue to do it…But yeah, I think if I would've had somebody that would have stood up, when I sent that one student up there, that would have stood up for me and I knew you had my back, that would have made a big difference. And if somebody would have listened when I said something about the classroom size, or offered to get some type of suggestions, or just act like they even cared." **Participant 3**

"What finally broke it for me, and why I turned in my resignation without even having another job lined up was- so this year they passed a calendar for next year that's going to be about four or five days shorter. And in doing that shorter calendar year, since we approved that, about a week later we got an email that was pretty much saying that we were not going to receive a pay raise up the next, you know in the pay scale. **Participant 4**

"I think that teaching gives a certain type of self-fulfillment, but I think that one of the biggest questions is, is it worth it. If there weren't those outside factors I think I would have been searching to work somewhere else. I'm done. It's been a hard realization that the reasons I wanted to become a teacher can apply to so many other things. While yes, there are still reasons that I love my job and I would love to keep doing it, it's just I don't know that it's necessarily worth it in a sense that I think that I could get a lot more self-satisfaction from doing something else." **Participant 5**

Discussion

All of the participants in this research wanted to be teachers. The participants in this study tried to reach out to principals in search of support. All five participants desperately needed recognition from the principal regarding performance, in addition to the formal evaluations that were conducted. All five participants felt like they were able to effectively instruct their students and felt sincere joy in student achievement, but left teaching for personal reasons.

The stories of these participants and their shared experiences is a cautionary tale and provides strong evidence for importance of building relationship trust between principals and teachers. The examination of the existence of in-groups and out-groups in school faculty, under a principal's leadership and the impact it has on novice teacher retention is real. The evidence collected in this study suggests that self-efficacy is important to novice practitioners; however, it is

equally and not more so of importance for them to feel recognized and have a sense of belonging in their school community.

Participants revealed their experiences in four ways. First, the teachers expressed feelings regarding relational trust. A lack of trust between themselves and their leader and themselves and colleagues emerged as a major factor in their decision to leave teaching. Each participant expressed an unfulfilled need for recognition and belonging from their leader and peers. Second, the sense of a lack of efficacy, feelings of anxiety, and risk aversion were experienced by the participants. Third, although four out of the five participants experienced a sense of autonomy and were given some degree of creative latitude regarding instructional design, the ability to be independent was overshadowed by the need for support, recognition, and meaningful relationships. Fourth, the generational difference between leader and teacher made a small impact on three out of five participants experience. It was only after the participants became disillusioned did their comparatively professional low pay become a factor in their decision to leave teaching in the first-to-fifth year of their careers.

Recommendations for Practice
The Need for a Meaningful Teacher Mentoring Program

1. The participants in this study were involved in a state mandated mentoring program for beginning teachers, but the program was ineffective and insufficient in meeting their personal needs. A meaningful experience in a quality teacher induction program is vital in stemming the attrition rate of novice teachers (Martin, Buelow, & Hoffman, 2016).
2. A quality induction program provides the novice teacher shared insights from veteran teachers regarding school customs, norms, and practices (Ingersoll & Strong, 2011). This contact is valuable for the novice teacher because it allows them to build relationships that are supportive and helps them develop a sense of belonging (Ingersoll and Stuckey, (2014).
3. The ability to receive feedback from a mentor that the novice teacher has developed relational trust with also helps fill a communication need of millennials (Martin et al., 2016). According the participant needs of this study, meetings should be frequent and include activities that evaluate professional practices, but also include conversations that support personal issues and concerns.

Relational Trust: The Dyadic Principal and Novice Teacher Relationship

1. The trust relationship between principal and novice teacher is critical in the retention of a novice teacher (Kutsyurba & Walker, 2015). Although quality induction program provides the novice teacher with a trusted mentor. The novice teachers in this study demonstrate the clear need for recognition and relational trust to exist between the principal and teacher.

2. It is evident from this research that the cornerstone of teacher retention is the principal-teacher dyadic relationship, the feeling of being in the in-group, the desire to be appreciated and respected.
3. A novice teacher needs to be clear and deliberate in their efforts to ask for help and express a desire to be included in activities. If a novice teacher perceives that they are an outsider, they need to express this sentiment to their principal in addition to their mentor. The teachers in this study expressed the needs of relational trust, recognition, and a sense of belonging with the clear result of resignation because these needs were not met.

Limitations
1. Because the research was conducted in the State of Missouri, the conclusions that will be drawn apply to Missouri educators.
2. Access to teachers was purposive sampling.
3. Access to non-conflicting data. The Missouri Teacher Workforce Report (Missouri Department of Elementary and Secondary Education [MDESE], 2017) presented to the Missouri State Board of Education lists raising teacher salaries as the first step in stemming teacher attrition. This is in direct conflict to the National Center for Education Statistics (National Center for Education Statistics [NCES], 2016) that sites personal life factors as number one, followed by school factor, other factors, assignment and classroom factors, and salary.

Recommendation for Future Research
The use of Leader-Member Exchange as a theoretical lens to examine teacher attrition in additional Missouri school districts and other states would be prudent to replicate the findings of this study. Additionally, the use of Maslow's Hierarchy of Needs theory as a lens to examine the current novice teacher mentoring program may lead to new insight. Using Maslow's theory, the mentoring program would be examined to see if the current program model meets the teacher's social need of belonging (Maslow, 1943) and if this impacts the novice teacher's decision to stay or leave teaching.

APPENDICES

Tables and Figures: Participants, Schools, and Research

Participant	School	Type	Enrollment	Ethnicity	F/R Lunch	Teacher Exp	Principal Exp
1	1	High School	860	87.7% Caucasian	33.9%	14.6	3
2	2	Elementary	560	90.4% Caucasian	33.5%	12.1	1
3	3	Jr. High School	638	93.4% Caucasian	32.1%	15.4	25+
4	4	High School	950	58.9% Caucasian 32.7% Black	55.3%	11.5	3
5	4	High School	950	58.9% Caucasian 32.7% Black	55.3%	11.5	3

Questions

Table 1

School Information at Time of Participant Employment

Data Source: (Missouri Department of Middle and Secondary Education [MDESE], 2016)
Teacher Exp: Average number of years of experience of professional staff.
Principal Exp: Number of years the principal had been in the principal position at that school.

Table 2

Novice First-to-Five Year Teacher Participants

Identifier	Gender	Age	Degree	School	Years Taught	Post-Teaching Career	Generation	Leader Generation
1	Female	26-30	BSE	Secondary	5	Univ Res Life	Millennial	Baby Boomer
2	Female	20-25	BSE	Elementary	1	Banker	Millennial	Millennial
3	Male	36-40	Alt Cert	Middle School	1	Surveyor	Gen X	Baby Boomer
4	Male	31-35	Alt Cert	Secondary	1	Undecided	Millennial	Baby Boomer
5	Female	26-30	BSE	Secondary	2	Life Coach	Millennial	Baby Boomer

Table 3

Research Question 1 Themes and Subthemes

Principal Leader	Decision to Leave
Relational Trust • Leader-Member • Collegial Trust Sense of Belonging • In Group / Out Group • Collegial • Community Support • Career • Work Life Balance Communication • Effectiveness Opportunities for Growth • Leader Initiated • Member Initiated	Stated Reason • Principal Response • Money • Disillusionment

Note: The themes and subthemes are listed in the order of prevalence from top to bottom, left to right.

Figure 4. Research Question 1 Sentiment Matrix. Participant comments are coded as extremely negative, negative, positive, or extremely positive.

Table 4

Research Question 2 Themes and Subthemes

Themes
Self-Efficacy
• Instruction
Anxiety
• Relational
Risk Aversion
• Avoiding mistakes

Note. The themes and subthemes are listed in the order of prevalence from top to bottom.

Figure 5. Research Question 2 Sentiment Participant comments are coded as extremely negative, negative, positive, or extremely positive.

Table 5

Research Question 3 Themes

Instructional Design

Creativity
- Lesson Design

Autonomy
- Classroom Practices

Note. The themes and subthemes are listed in the order of prevalence from top to bottom.
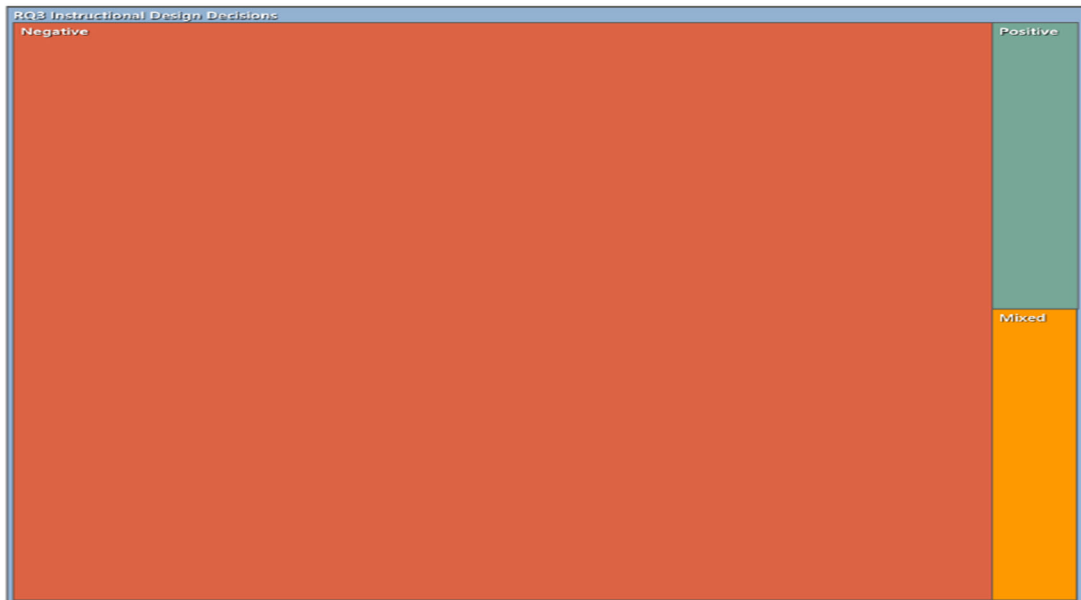
Figure 6. Research Question 3 Sentiment Matrix. Participant comments are coded at extremely negative, negative, positive, or extremely positive.

Table 6

Research Question 4 Themes and Subthemes

Generational Identity

Understanding
- Communicating Needs

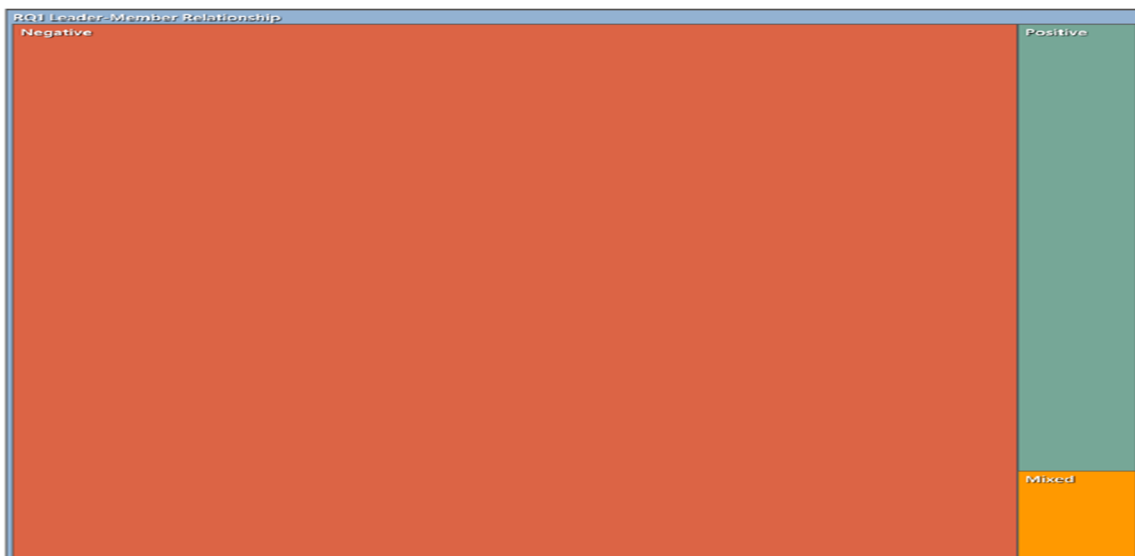*Note.* The themes and subthemes are listed in the order of prevalence from top to bottom.
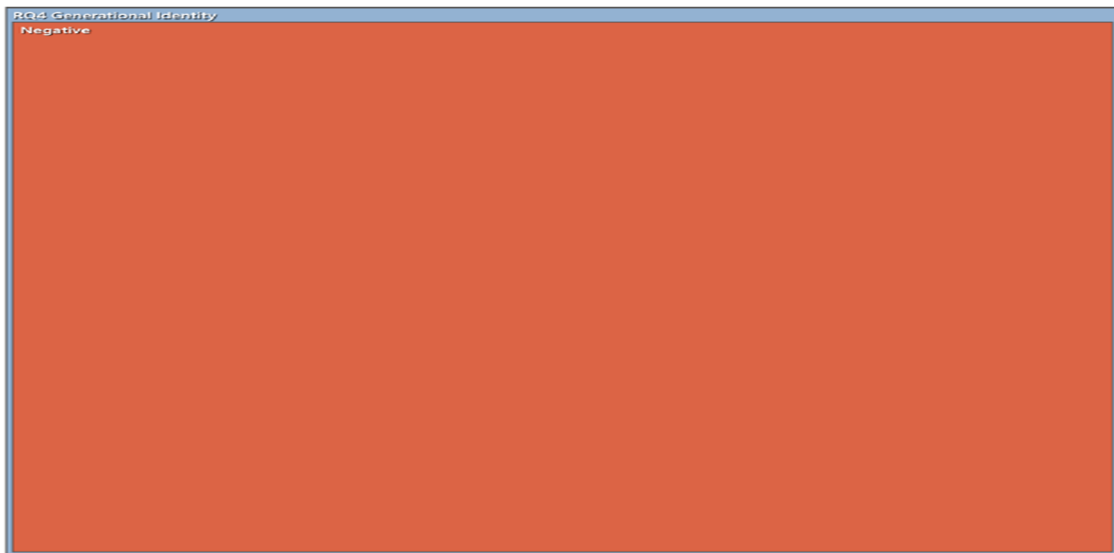
Figure 7. Research Question 4 Sentiment Matrix. Participant comments are coded as extremely negative, negative, positive, or extremely positive.

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SECTION FIVE: CONTRIBUTION TO SCHOLARSHIP

Section Five: Contribution to Scholarship

Target Journal

American Educational Research Journal

Rationale for This Journal

I selected this journal for publication because it is the "flagship journal" of American education. I am a member of AERA and would consider the accomplishment of being published in AERA to be a pinnacle moment in my scholarly research endeavors. AERA publishes a wide range of topics and was an integral part in my scholarly research.   The review board is composed of national and international scholars. The index reach is broad, and my work would be available to a global audience.

Outline of Proposed Contents

My research article will be an abridged version of my dissertation. AERA's submission guidelines are manuscripts up to 50 pages. My manuscript will include an abstract, key words, the background problem, research questions, methodology including, data analysis, and results.   The manuscript will be submitted according to AERA submission guidelines that include a title page with my name, affiliation, complete address and contact information.

Plan for Submission

I will submit my research for publication to SAGE publishing after my dissertation has been reviewed by my committee and I have received my doctoral degree. The submission will be electronic using the information provided on the SAGE publishing American Education Research Journal website.

LEADER-MEMBER EXCHANGE IN EDUCATION: THE EFFECTS OF PRINCIPAL

AND TEACHER DYADIC RELATIONSHIP QUALITY

AND BEGINNING TEACHER RETENTION

ABSTRACT

The purpose of this qualitative research is to explore the dyadic relationship between principals and novice teachers that have decided to leave teaching as a career. The participants in this study are novice teachers that left teaching in their first to fifth year of their educational career. This research utilized Leader-Member Exchange Theory (LMX) as a lens to investigate if the existence of high or low LMX relationships between principal and teacher had an impact on the teacher's sense of relational trust with the principal and colleagues, self-efficacy, creativity, sense of autonomy, sense of belonging, happiness, and decision to leave teaching. The research also included generational identifiers to better understand the needs of the novice teacher and if there was an impact on their decision to leave based upon a generational gap between them and their principal.

Six newly hired novice teachers are anxious and at the same time elated to attend their first days of professional development in the school district. Their principals are nervous for them but confident in the new hire's ability to apply their university training into professional practice in the classroom. The enthusiastic teachers trim the classroom with brand new decorations, arrange desks, and see a learning space they have envisioned come to life. By the time the year is over, two of the six will decide to take down the bulletin boards, classroom posters, their name off the door, leaving a career in teaching behind.

Nationally, new teachers are leaving the career. Teachers with less than two years on the job account for 23% of teacher attrition; furthermore, teachers with less than five years in the classroom account 41% of teacher turnover (Ingersoll, Merrill, & Stuckey, 2014). Teacher attrition costs US public schools between one billion and 2.2 billion dollars annually (Alliance for Excellent Education, 2014, p.3). Repeated recruiting efforts, professional development training for new teachers, and human resource costs are skyrocketing (Comman & Zhou, 2016). In addition to the monetary costs, intangible costs of erode the work culture, confidence, and negatively impacts school climate (Pogodzinski, Youngs, & Frank, 2013).

The ripple effect of teacher attrition in the US affects students and colleagues as well as the school district, local community, state, and nation. Student success, happiness, high stakes test performance and academic achievement are lower in a school with high teacher turnover (Hanushek, Rivkin, & Schiman, 2016). The impact on student achievement in low-income high needs schools is even greater. Urban, suburban, and rural high needs schools experience a 30% turnover of novice teachers: thus, the low

income and minority students often have inexperienced teachers in the classroom that leave before they acquire skills and improve in instructional practices (Heineke, Mazza, & Tichnor-Wagner, 2014).

Novice teacher attrition has an adverse impact on colleagues and school culture when a human capital investment has been made in them by peers (Pogodzinski, Youngs, & Frank, 2013). "Social capital – the pattern of interactions among teachers and administrators focused on student learning – affects student achievement and school success across all types of schools and grade levels" (Alliance for Excellent Education, 2014, p. 4). Veteran teachers assigned to mentor novice teachers make an emotional investment and establish relational trust with their novice teacher mentees. A violation of that trust occurs when the novice teacher leaves and the collegial climate is impacted; teachers left behind take offense at colleagues who choose to disassociate (Van Maele & Van Houtte, 2011).

Teacher attrition is a double-edged sword for the community. School districts with high attrition and high poverty often have community members that identify their schools as a place where no one wants to be, and overall perceived value of education diminishes (Allensworth, Ponisciak, & Mazzeo, 2009). It is harder for parents to make connections to schools when there are not familiar faces year-to-year (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Inexperienced teachers are twice as likely to leave a high poverty school as opposed to average income schools (Goldring, Taie, Riddles, & Owens, 2014).

The departure of teachers in the first five years of teaching is a familiar topic of study by government agencies, policy-makers, and scholarly researchers. Teachers have

a higher turnover rate than nurses, engineers, architects, and attorneys (Ingersoll et al., 2014). Teacher attrition rates are not equal state-to-state. For example, teachers in South Dakota are five times more likely to stay in teaching than teachers in Washington DC (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Some teachers sight lack of autonomy and creativity in the classroom as their reason for leaving (Phillips, 2015). According to the National Center for Education Statistics (NCES), 38% of teachers report leaving teaching due to personal life factors, 55% report dissatisfaction with their environment, leadership and job requirements and 31% stated they were pursuing other careers (Goldring et al., 2014). NCES reports 52.8% of leavers state they have better working conditions in their new career compared to 13.85 that said it was better in teaching. 60.8% of leavers report having a better balance between work and personal life. Lastly, 58.5% of leavers report having more influence in their new workplace compared to 8.4% that said they were more influential in teaching. These statistics are dismal when coupled with the state of minds and workplace conditions practicing teachers.

The costs of attrition for the nation means that the US will experience a teacher shortage. According to The Learning Policy Institute, by the year 2025, we will have an average annual attrition rate of 8% - twice that of other countries and the impact will be that selectivity in hiring will decrease to fill the empty jobs in classrooms (Sutcher et al., 2016). Less experienced teachers equate to low academic achievement in high stakes testing.

Statement of the Problem

Problem of Practice

In the fall of 2016, approximately 155,600 beginning teachers opened their classroom doors for the first time (National Center for Education Statistics [NCES], 2016). According to NCES (2016), when they celebrate the last day of school, approximately 26,900 will also close the door on their teaching careers. The cost to American schools for first-year teachers to pass through what Dr. Richard M. Ingersoll, Board of Overseers Chair of Education at the University of Pennsylvania refers to as a revolving door (Ingersoll, 2003, p. 11) is not only money. It is the loss of human capital in our schools (Goldring, Taie, Riddles, & Owens, 2014; Phillips, 2015). According to Ingersoll (2003), half of the teachers will transfer or quit teaching altogether in their first five years of their educational career.

There is not a shortage of teachers in the US; there is a shortage of experienced teachers (Ingersoll et al., 2014). "Increases in turnover among minority teachers, especially in disadvantaged schools, undermine efforts to recruit new teachers in hard-to-staff schools and to diversity in the teaching force" (p.26). Though new teachers have increased technological abilities, new ideas, and creative energy, they lack the practical experience veteran teachers have in classroom management, parent and community communications, developing student relations, and experience implementing best instructional practices coupled with differentiated instruction based on student needs (Ingersoll et al, 2014). A balanced school staffing needs both novice and veteran teachers in their learning community. Proactive retention strategies that keep teachers from leaving their careers in the first five years must be implemented.

Studies conducted by leading teacher attrition researchers such as Darling-Hammond and Sutcher (2016), Ingersoll (2014), and Skaalvik and Skaalvik (2011), conclude that the US has an attrition problem, but their research provides mixed and contradictory data on actual attrition rates and reasons. All find that teachers seek career satisfaction but what determines contentedness and how to increase it is yet to be pinpointed. Research data indicates why teachers say they left, but we can't identify effective strategies to keep them from making that decision. The research goal is to define the essence of shared experiences of novice teachers that choose to stay or leave teaching. The experiences will be analyzed and compared to identify the essence of the phenomena (Merriam & Tisdell, 2016). A phenomenological reduction may lead to the essences of belonging, trust, creativity, and self-efficacy. It may also uncover causes of dissatisfaction. The identification of novice teacher's shared experiences, examination of teacher relationships with the principal and how it inseparably intertwines with their lived experience may lead to new understandings and meaning-making for readers.

Gap in Literature

The majority of studies in teacher attrition have utilized quantitative research methods to gather information. This research analysis regularly finds dissatisfied teachers sight a lack of support and positive relationship with leaders in their school (Goldring et al., 2014). Few studies use qualitative research methods when investigating the feelings and experiences of the dyadic pair. Scholarly support exists for using qualitative methods to uncover human emotion and feelings. Seidman (2013) found the following:

> Every word that people use in telling their stories is a microcosm of their
>
> consciousness". Individuals' consciousness gives access to the most

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complicated social and educational issues, because social and educational

issues are abstractions based on the concrete experience of people. (p. 7)

Leader-Member Exchange (LMX) theory has traditionally been used to examine

relationship dynamics between a supervisor and subordinate in a business model

(Northouse, 2016). A knowledge gap exists in research using an LMX theoretical lens to

explore dyadic relationships between principals and teachers in the educational

workplace setting. The impact of being in the in-group or out-group defined by high and

low LMX relationships will be investigated. The stories of the principals and teachers,

the complex details of human relationships, and the phenomena of their shared

experiences leading to new understandings by the reader are the benefits of qualitative

research using LMX theory.

US public education is making a paradigm shift in moving from public to semi-

private funding monies ("Frontline," 2014; Ingersoll et al., 2014). Public schools

currently spend an average of $4300 annually on professional development (National

School Board Association Center for Public Education [NSB-CPE], 2014). The US

Department of Management and Budget announced proposed budget cuts of 9 billion

dollars for the Department of Education (United States of America Office of

Management and Budget, 2017). It is imperative now, more than ever, to analyze the

complex relationship between school leaders and subordinates to lessen teacher attrition.

Scholarly work exploring how principals build personal and professional relationships

with new teachers using the LMX theory as a lens is timely and needed.

Investigating the dyadic nature of teacher and leader experiences will contribute

to academic research that could lead to the implementation of proactive strategies to

assist in quelling the exodus of beginning teachers from their classrooms. Principals that

provide emotional support, demonstrates support in front of parents and students, and

builds a positive school environment and culture has higher teacher retention (Hughes,

Matt, & O'Reilly, 2015).   The findings from this study could help fill the knowledge gap

of specific interpersonal interactions, communications, and cultural occurrences that lead

to the feelings of satisfaction and the sense of belonging or dissatisfaction resulting in the

teacher's decision to leave teaching. It may also address the literature gap that exists in

the role that LMX relationships impact job stress and well-being (Erdogan & Bauer,

2014). Finally, using LMX as a relational lens in combination with generational

identifiers will further contribute to research and findings of how generational

combinations of Baby Boomers, Generation Xers and Millennials interact and

communicate in an educational learning community.

The relational trust developed between teacher and mentor has an impact on the

sense of belonging a new teacher develops and a correlation to teacher attrition or

retention (Edwards-Groves, Grootenboer, & Ronnerman, 2016). Ultimately, the principal

is responsible for establishing and maintain a collegial culture that will be accepting of

new teachers and lead to teacher satisfaction (Price, 2012).

Purpose of the Study

The purpose of this phenomenological study is to examine the emergence of a

Leader-Member Exchange (LMX) relationship as experienced by a first or second-year

teacher and their principal. Using phenomenological reduction, the essence of the

experiences of the novice teachers will be explored through meaning making of their

lived experiences. The study explored the impact of the leader-member relationships on

retention of the beginning teacher in the classroom. The study investigated how these relationships shape the novice teacher's sense of self-efficacy, communal and cultural fit within the school, and sense of satisfaction in their choice of a teaching career. The novel approach (Colquitt & George, 2011) of this research is to use LMX, traditionally used in business analysis models, as a lens that will examine educators in public K-12 schools, traditionally not-for-profit entities. The goal of this research was to bridge the knowledge and literature gap using LMX to study relationships in an educational setting, motivate researchers to use the LMX lens to conduct educational research, and identify retention strategies that can be implemented proactively when a new teacher is hired.

Examining Relationships

"One of the reasons teachers quit is they have no say in decisions that ultimately affect their teaching" (Phillips, 2015, p. 1). Teachers want to feel like they belong in their professional environment, but they have not had the same type of induction into their career as non-educational workers (Ingersoll & Strong, 2011). According to Northouse (2016), LMX has been used to study dyadic relationships in the business environment for almost three decades since its initial and now landmark research by Dansereau, Graen, and Haga (1975), Graen (1976), and Graen and Cashman (1975) (p.138). As educators are required to produce quantifiable outcomes with less autonomy in decision making (Ingersoll & May, 2012), it is logical to use LMX theory to explore the impact of supervisor/subordinate relationships, peer collegial relationships, relational trust, generational relationships and teacher contentment in their work environment.

Generational Characteristics

Within the context of this study, the investigator will explore first-to-five year teacher attrition rates using demographic age identifiers. The purpose is to investigate if purpose of the study is to investigate the impact of dyadic relationships between principals and teachers using Leader-Member Theory as a lens.

Research Questions

The research questions guiding this study are:

1. How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

2. How does the leader-member relationship contribute or detract to the perception of teacher self-efficacy and job performance?

3. How does the leader-member relationship impact the novice teacher's ability to make independent instructional design decisions?

4. How does the generational identity of the leader and member impact their ability to understand and communicate each other's needs?

Conceptual/Theoretical Framework

Leader-Member Exchange Theory

Leader-Member Exchange (LMX) theory was the lens used to examine the relationships between principals and teachers. LMX theory is interested in the dyadic relationship between superior and subordinate (Northouse, 2016). Using the LMX lens, the researcher examined relationships looking for trust, communication, mutual respect, friendship, inclusive behaviors, and increased understanding (Bauer & Erdogan, 2016). This lens was selected because as novice teachers begin their careers, they are trying to establish meaningful relationships, develop a sense of belonging, and head off the stress

that leads to emotional and professional exhaustion (E. Skaalvik & S. Skaalvik, 2011). If a high LMX dyadic relationship does not exist between the principal and teacher, the teacher may experience a lack of trust, and a sense of exclusion from certain activities within the community (Erdogan & Bauer, 2014).

Several day-to-day implications of LMX quality (Bauer & Erdogan, 2016) were investigated regarding beginning teacher experiences. Mutual influence is important to the study because it relates to the frequency of communication between leaders and subordinates and the degree of respect each has for the other in the nature of conversations (Erdogan & Bauer, 2014). Access to resources and information exists in high LMX relationships. Teachers are significantly more risk averse than individuals entering other professions. Conflict management is an integral part of high LMX relationships. Forgiveness is more likely to exist in a relationship that has mutual trust. Learning and growth opportunities exist for the teacher that has a positive LMX relationship with their principal.

Job attitude and workplace behaviors were also examined using the LMX lens. Employees with high LMX relationships tend to view the workplace as a positive environment more frequently than colleagues involved in low LMX relationships (Erdogan & Bauer, 2014). Conversely, employees that consider themselves to be in a low LMX relationship often suffer from envy and result in low self-esteem and neuroticism (Shu & Lazatkhan, 2017). Employees in a high LMX relationship feel more motivated to perform for leaders they perceive that like and respect them socially. Organizational citizenship and creativity also thrive when high LMX relationships exist (Bauer & Erdogan, 2016). Employees feel more comfortable to take risks and a

willingness to be vulnerable. They contribute more ideas and exhibit an increased

creative out-of-the-box thinking and behavior compared to their peers that are in low

LMX relationships. (Erdogan & Bauer, 2014).

Ingersoll's research revealed that many teachers leave teaching because of

workplace problems such as poor working conditions, a lack of support from

administrators, negative relationships with peers, and low status (2012). A new trend in

teaching is teaching as a second career (Ingersoll et al., 2014); consequently, beginning

teachers may be Millennials, Generation Xers, or Baby Boomers. Understanding the

dynamics of generational perspectives of these groups will increase the likelihood of job

contentment and high functioning teams in the workplace (Zemke, Raines, & Filipczak,

2000).

Literature Review

Interpersonal Trust

"According to LMX theory, leaders develop unique relationships with each

follower" (Bauer & Erdogan, 2016, p. 352). The relationship between supervisor and

subordinate using LMX theory as a lens for examination uncovers the trust,

communication, procedural fairness and information sharing that takes place (Sun,

Chow, Chiu, & Pan, 2012). The concept of trust in an LMX relationship is about human

emotion and loyalty; trust, mutual respect, communication, and obligation are at the core

of LMX dyadic relationships (Bauer & Erdogan, 2016).

Trust is hard to define. Dr. Randy Borum, a leading researcher on relational trust,

uses many definitions of trust to form a holistic understanding of the concept of trust

(Borum, 2010). Borum (2010) states "Interpersonal trust is quite possibly the most

pivotal, least well-defined, and least directly measured concept affecting individuals and organizations that must successfully maneuver complex and dynamic human-centric environments" (pg. 11).   Trust is a key component to a healthy relationship between principals and teachers (Tarter & Hoy, 1988). Beginning teachers site a poor working environment, low status, and a lack of belonging as reasons for leaving teaching (Ingersoll & Strong, 2011). Developing trusting relationships is a crucial part of creating a work culture where beginning thrive (Ingersoll et al., 2014).

According to Price (2012), "There is good theoretical reason to suspect that interpersonal relationships between principals and their teachers influence school professional attitudes that define the broader school climate" (p. 1). "Team members sharing of general attitudes, beliefs, or values underpins trust relations" (Van Maele & Van Houtte, 2011, p. 438). Interpersonal trust that develops between leaders and teachers leads to a school culture that is nourishing and accepting of change initiatives and directives (Edwards-Groves, Grootenboer, & Ronnerman, 2016).

A leader that develops a shared vision with a novice teacher is able to set goals and assist the teacher in achievement (Henderson, Liden, Glibkowski, & Chaudhry, 2009). Transformational leadership has a direct correlation to task performance (Li & Hung, 2009). As novice teachers experience change, growth, and challenges within their school, they need to have confidence in their principal (Liden, Berrin, Wayne, & Sparrowe, 2006) and trust them to be capable leaders through this change (Kotter, 2011).

Self-Efficacy

Teachers that develop a trusting relationship with their principal are happier in their position; they have the comfort of knowing that if they make a mistake it is a

learning experience (Shaw & Newton, 2014). "Leaders and leadership are cornerstones of the human endeavor. Much that human beings have achieved we can trace to their capacity to lead and be led" (Wood & Dibben, 2015, p. 24). Administrators make an investment in teachers by building up their knowledge, improving skills, and intellectual ability; teachers are human capital in the educational system (Becker, 2008). Perceptions of effectiveness in their (teachers') instructional abilities and impact upon student learning have a correlation to teacher retention (Ingersoll, 2003). To counteract the "revolving door" of attrition (Brill & McCartney, 2008, p. 1), significant measures must be taken to improve teaching environments and developing trusting mentoring relationships. Teachers that participate in a mentoring program develop a sense of belonging decrease isolation and have higher job satisfaction (Callahan, 2016).

LMX is grounded in social theory participative leadership style (Somech & Wenderow, 2006), providing an opportunity for new teachers to contribute input to the activities that go on in and out of their classrooms within their educational work setting. "Establishing clear rules for behavior in work and soliciting new ideas from teachers have been associated with high performance" (Somech & Wenderow, 2006, p. 748). Transformational leaders and their subordinates have a high sense of mutual trust and respect (Northouse, 2016). The definition and understanding of what trust means vary from person to person and across dyadic relationships (Schoorman, Mayer, & Davis, 2007).

The benefits to teachers that develop a trusting relationship with their principal is an increased sense of self-efficacy and well-being in the workplace based upon a high level of perceived trust and confidence from their principal (Le Blanc & Gonzalez-Roma,

2012). Role definition is critical to the development of a sense of self-efficacy;

developing an understanding of the principal's perspective of what a teacher's role is

vital to effective communication in the principal-teacher relationship (Clemens, Milsom,

& Cashwell, 2009). "A teachers' willingness to participate in school decision making is

influenced primarily by their relationship with their principal" (Smylie, 1992, p. 63).

Teacher empowerment is defined as "…decision-making, professional growth, status,

self-efficacy, autonomy and impact" (Bogler & Somech, 2004, p. 278) in addition to a

positive relationship with a principal will result in teacher retention (Somech, 2010).

Retention and Attrition of Beginning Teachers

What are the factors that increase the likelihood of retention? A positive dyadic

relationship with the principal, being a member of the in-group, a feeling of belonging

instead of isolationism, a sense of self-efficacy, and support in the classroom are integral

factors of teacher retention (Ingersoll & Strong, 2011;). The increasing cost to hire,

maintain, and train teachers make it imperative that principals understand the impact of

their dyadic relationship have on novice teachers (Runhaar, Konermann, & Sanders,

2013).

The feeling of isolation, not being in the in-group, being lonely in their position

have a negative retention correlation (Lam & Lau, 2012) and result in further employee

withdrawal (Erdogan & Bauer 2014). Lack of recognition and support, combined with a

lack of influence among peers also leads to poor retention (Ingersoll, 2013). Teachers

that do not have confidence in their leaders or do not develop a sense of self-efficacy

leave teaching (Ingersoll & Strong, 2011). Between 40 and 50 percent of teachers leave

teaching in the first five years (Ingersoll, 2013). Teacher attrition results in lower student

learning outcomes (Tamir, 2013) high expenditure in training for replacement teachers, less continuity in instruction, and overall problems in planning for the principal and administration (Brill & McCartney, 2008).

Novice teacher attrition has an adverse impact on colleagues and school culture when a human capital investment has been made in them by peers (Pogodzinski, Youngs, & Frank, 2013). "Social capital – the pattern of interactions among teachers and administrators focused on student learning – affects student achievement and school success across all types of schools and grade levels" (Alliance for Excellent Education, 2014, p. 4). Veteran teachers assigned to mentor novice teachers make an emotional investment and establish relational trust with their novice teacher mentees. A violation of that trust occurs when the novice teacher leaves and the collegial climate is impacted (Van Maele & Van Houtte, 2011).

Assisting teachers to develop resilience in the classroom will lead to greater retention (Greenfield, 2015). Novice teachers must be assisted in making the change from college student to teacher (Harfitt, 2015). Teachers must learn to recover from their mistakes with a sense of optimism for improvement and support from their principal (Mascall, Leithwood, Straus, & Sacks, 2008). Believing that failure will not result in termination is empowering – fostering a sense of calculated creative risk-taking (Brown, 2012). Teachers need the ability to be creative and artful (Volmer, Spurk, & Niessen, 2011; Olsson, Hemlin, & Pousette, 2012), to trust their instincts and be trusted to make decisions (Ingersoll & May, 2012; Ingersoll & Perda, 2010). The relationship between principal and teacher that is trusting, allowing for creativity, increases retention (Cohen-Meitar, Cameli, & Waldman, 2009). The confidence to express unique thoughts is an

indicator of a high LMX relationship (Erdogan & Bauer, 2014) and is compatible with research findings that demographic, gender, and cultural homogeneity are not the only hallmarks of successful leader-member relationships (Wells & Archer, 2013).

Retention is increased when teachers feel satisfied with their environment (Gray, Taie, & O'Rear, 2015). "Individuals tend to be more comfortable in dyadic interactions with partners who share similar interests, values, and attitudes" (Duhlebon et al., 2012, p. 1723). Creating an environment that teachers can interact with like-minded peers, and at the same time feel an ability to be vulnerable and express new ideas is integral increasing the feeling of belonging and satisfaction.

Generational Identity

Do generational differences have an impact on the ability to build positive leader-subordinate relationships between a principal and the novice teacher? Understanding the dynamics of generational perspectives will increase the likelihood of job contentment and high functioning teams in the workplace (Zemke, Raines, & Filipczak, 2000). Although generations differ in age, their values do not necessarily differ (Murray, 2011). "Through their connection to needs, values can produce states of psychological tension, which lead to cognition, affect, and behavior" (Tziner, Kaufman, Vasiliu, & Tordera, 2011, p. 206) for all generations.

The majority of first-to-five-year teachers are millennials (Ingersoll et al., 2014). According to NCES, Millennials accounted for 58.3% of one-to-three-year teachers (NCES, 2016). "Millennials are roughly defined as those individuals who were born in the late 1970s/early 1980s through approximately 2004" (Murray, 2011, p. 54). Millennials want to be promoted more quickly than older generations, they do not feel

like if they work harder, they are a better person, and they put personal happiness above being loyal to the employer (Smola & Sutton, 2002). Being aware that new teachers site exhaustion and lack of work life balance is especially important when building relationships and seeking retention of Millenial teachers (Skaalvik & Skaalvik, 2011).

Millennials need a plan of action, clear expectations, and goals in addition to strong interactions with leaders for guidance (Weirich, 2017). The ability to collaborate is important to millennials; they have been educated in classes that used cooperative learning strategies and now they expect to work in teams within their career environment (Holt, Marques, & Way, 2012). According to Zemke, Raines, & Filipczak,(2000), Millennials like to be involved in mentoring programs; participation in a mentoring relationship often leads to a reduction in job-related stress (Sosik & Godshalk, 2000).

The new trend in teaching is teaching as a second career (Ingersoll et al., 2014); consequently, beginning teachers may be members of Generation X or the Baby Boomers. Generation Xers account for 29.8% of first-to-three-year teachers (NCES, 2016). Generation X identifies individuals born from the late 1960s to late 1970s. Gen Xers were the first generation to grow up as latchkey kids in patchwork families (Yang & Guy, 2006). As a consequence of often being alone as a child and operating with a degree of uncertainty, Gen Xers prefer to socialize in the workplace, participate in teamwork, and crave a sense of belonging. Gen Xers, like Millennials, want to be promoted earlier; however, unlike Millennials Gen Xers believe that working hard makes you a better person (Smola & Sutton, 2002).   Gen Xers want to work hard, even when they are unsupervised, but they would quit work if they didn't have the money.

Gen Xers are attracted to flexible hours, autonomy in the workplace, independent decision making, and small collaborative teams (Zemke et al., 2000). They are technologically savvy, though they are not digital natives like Millennials (Smola & Sutton, 2002). Gen Xers are self-motivated, need a work-life balance, and respect honesty in feedback (Zemke et al., 2000).

Using the lens of LMX theory, traditionally used in business relationship research, and applying it to analyze relationships in the educational setting, may provide the bridge to new conversations about why teachers leave, even after substantial professional development monies have been invested in them. Current research illuminates the impact of positive and negative LMX relationships in the business workplace. Using LMX theory to examine the dyadic relationship between principals and teachers in this investigation, will contribute to the small body of research regarding LMX in educational studies. The positive LMX effects are increased trust, mutual understanding, creativity, general well-being, increased job opportunities, and workplace satisfaction. These effects are identical to reasons cited by first-to-five year teachers as missing components in their workplace resulting in their decision to leave teaching. Understanding the impact of the sense of self-efficacy, belonging, autonomy, creative freedom, and generational identity will contribute to new understandings for best proactive practices in the quest for higher retention of first-to-five-year teachers.

Method

This study utilized qualitative phenomenological research design to investigate the essence of shared experiences (Merriam & Tisdell, 2016) of teacher members in a leader-member dyadic relationship. This method was selected because this study's

"overall purpose is to understand how people make sense of their lives and their experiences" (Merriam & Tisdell, 2016, p. 24). Creswell (2014) stated, "In this situation, the researcher seeks to establish the meaning of a phenomenon from the views of participants" (p. 19). According to Seidman (2013), "At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience" (p.9).

Qualitative research is the predominant method of research in this study because the purpose of the study is to investigate the impact of dyadic relationships between supervisors and subordinates. The section outlines the design of the study, setting, participants, data collection, and data analysis process.

Study Context

The study includes five teacher participants from typical (Creswell, 2014) K-12 public elementary, middle, and secondary schools in the Southcentral and Southeast quadrants of the State of Missouri. Details such as mentoring programs, tenure requirements, and evaluation processes will also be examined because they are germane to the LMX relationship, work culture, or perception of happiness and effectiveness (Ingersoll & Strong, 2011).

Each school is operated at the public's expense and designated as a Missouri Public School (State of Missouri Senate Revisors, 2018). Each individual school has been recommended to the State Board of Education for accreditation by the Missouri School Improvement Program (Missouri Department of Elementary and Secondary Education [MODESE], 2017, District Report Card 1). Each district has an A+ program, novice teacher mentoring program (Missouri Department of Middle and Secondary

Education [MDESE], 2016), and five year for progression from non-tenure to tenured otherwise known as permanent teacher designation for teachers (State of Missouri Senate Revisors, 2018).

School 1. School 1 is located in a Southcentral Missouri town that was established in 1878. School 1 is located in a town which has a population of 12,034 and county population of which 223,810 people (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The annual average household income is $45,523. The poverty rate is 12.7% for the town and 10.1% for the county. School 1 is a high school serving grades 9-12 with an enrollment of 860 students (MODESE, 2017) and is the only high school the town school district. The average years of teacher teaching experience is 14.6 with an average salary of $55,287. The principal has served the school for three years at the time of the participant's employment. The principal's generational classification is Baby Boomer (Zemke et al., 2000).

School 2. School 2 is located in a Southeast Missouri town that was established in 1814. The town has a population of 14,932 people and the county, which the school also serves, has a population of 78,161 (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The average household income is $53,997 annually. The poverty rate is 11% for the town and 15.2% for the county. School 2 is one of seven elementary schools in the school district and has an enrollment of 560 K-5 students (MODESE, 2017). The average years of teaching experience is 12.1 with an average teacher salary of $40,303. The principal has served the school for one year at the time of the participant's employment. The principal's generational classification is Millennial (Zemke et al., 2000).

School 3. School 3 is located in a Southcentral Missouri town that was established in 1858. The town has a population of 20,243 people and the county which the school also serves has a population of 44,744 (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The annual average household income is $52,573 for the town and $41,603 for the county.   The county poverty rate is 19.6%. School 3 is the only high school in the town's school district and one of four school districts serving the county. School 3 is a junior high and has 638 students (MODESE, 2017). The average years of teaching experience is 15.4 years with an average teacher salary of $45,922. The principal has served the school for seven years in a leadership position at time of the participant's employment. The principal's generational classification is Baby Boomer (Zemke et al., 2000).

School 4. School 4 is located in a Southeast Missouri town that was established in 1860. The town has a population of 16,155 people and the county which the school also serves has a population of 38,541 people (United States Department of Commerce: Census Bureau [USCB], 2017, p. 1). The annual average household income is $37,381 for the town and $40,276 for the county.   The county poverty rate is 19.6%. School 3 is the only high school serving the town and one of seven school districts serving the county. School 3 is a high school and has 950 students (MODESE, 2017). The average years of teaching experience is 11.5 with an average teacher salary of $41,101. The principal has served the school in a leadership position for three at the time of the participant's employment. The principal's generational classification is Baby Boomer (Zemke et al., 2000).

See Table 1 for additional information on school district graduation rate, school attendance, ethnicity, and free and reduced lunch rates. This table provides information student population, diversity, average teacher employment in years, and principal experience in years.

Table 1

School Information at Time of Participant Employment

Participant	School	Type	Enrollment	Ethnicity	F/R Lunch	Teacher Exp	Principal Exp
1	1	High School	860	87.7% Caucasian	33.9%	14.6	3
2	2	Elementary	560	90.4% Caucasian	33.5%	12.1	1
3	3	Jr. High School	638	93.4% Caucasian	32.1%	15.4	25+
4	4	High School	950	58.9% Caucasian 32.7% Black	55.3%	11.5	3
5	4	High School	950	58.9% Caucasian 32.7% Black	55.3%	11.5	3

Data Source: (Missouri Department of Middle and Secondary Education [MDESE], 2016)
Teacher Exp: Average number of years of experience of professional staff.
Principal Exp: Number of years the principal had been in the principal position at that school.

Participants and Sampling

The participants for this study were former first-to-five-year novice teachers that decided to leave a career in teaching. The sample size for this study was five participants. The criterion for determining the sample size is the intensity of the contact needed to gather phenomenological evidence (Gentles, Charles, Ploeg, & McKibbon, 2015). Interview participants were, "typical, normal, and average" (Merriam & Tisdell, 2016, p.97) and were selected from a purposeful sample based on the Southeast and Southcentral geographical regions in the State of Missouri. The criteria for selecting typical teacher participants from the purposeful sampling are: (a) years of experience in teaching or (b) varying sociodemographic characteristics such as age, gender, and first or second career. Individual demographic data was gathered during each interview. A summary descriptive profile of each participant is included within this research (Table 2).

Participant 1. Participant 1 was a sophomore Language Arts teacher at School One. She holds a Bachelor of Arts in English Education and a Masters in English. She is a millennial between the ages of 26-30. Participant 1's parents and aunts are teachers. She is married and had one child during her last year teaching. Participant 1 participated in self-selected and funded professional development activities. She paid for and attained AP Certification and traveled to Steven High School (over 600 miles from her home) for observation on Inquiry Based Learning and Instructional strategies. She also severed on the district curriculum committee, school professional development committee, and the Missouri National Educator Association Board for her district. In addition to her teaching duties she sponsored and coached the district forensic team. Participant 1 resigned during her fifth-year teaching, just prior to her eligibility for a tenured position

and 100% vestment and eligibility in the Public Education Employee Retirement System of Missouri (PEERS).   Participant One is now employed as a University Resident Life Advisor at the university she attained both her undergraduate and graduate degrees. She has considered applying to an Educational Leadership and Policy Analysis program.

Participant 2. Participant 2 was a fifth-grade elementary school teacher. She was a novice teacher that resigned at the end of her first-year teaching. She holds a Bachelor of Arts in Elementary Education. She is a millennial between the ages of 20-25. Participant 2's mother and two aunts are teachers. She is married and did not have children at during her last year teaching. Participant 2's school was a designated PLC membership school. She participated in collaboration once a week. Participant 2 notified the principal of her intention to leave in January, prior to the end of school in May. Participant 2 is now employed as a commercial banker managing customer investments and insurance. She has not pursued an advanced degree or additional degree for her current employment.

Participant 3. Participant 3 was an industrial arts teacher for 7th and 8th grade junior high students. In addition to his teaching duties, he was also a contracted athletic coach for the school district. He holds a Bachelor's of Science in Industrial Technology. He was hired under a provisional teaching certificate. He planned to pursue alternative certification to obtain a permanent teaching license. Participant 3 is a member of Generation X. He was between the ages of 36-40 at the time of teaching. Participant 3 had three children at the time of his first-year teaching. Participant 3's spouse is a teacher in the same district. He resigned at the end of his first-year teaching. He notified the principal of his intention to leave in January prior to the end of school in May,

although he had made the decision to leave in his first semester of employment. Participant 3 returned to land surveying and is employed by the State of Missouri.

　　　Participant 4. Participant 4 was a sophomore language arts teacher. He is a single millennial aged 31-35. He holds a Bachelors in English and an alternative certification in education. Participant 4's parents are teachers as well as additional family members. Prior to his first-year teaching he worked for ten years in the commercial airline industry. After leaving the airline industry, he was an English Language Learner tutor and substitute teacher for two years. Participant 4 resigned his teaching position in the first year of his career.

　　　Participant 5. Participant 5 was a social studies teacher for freshman and sophomore high school students. She is a millennial aged 26-30. She holds a Bachelors in Social Studies Education. Participant 5 does not have any family members that are teachers, but many of her role models have been educators. Prior to her first-year teaching, she was employed with residential life at a four-year institution. At the same time, she pursued a Master's in Education, and but withdrew from studies and institutional employment after one semester in order to accept a full-time teaching position. In addition to her teaching position, Participant 5 was also a contracted athletic coach for the school district. She was single at the time of teaching and became engaged during her last semester of her second-year teaching. Participant 5 resigned her teaching position in the second year of her career.

　　　Table 2 includes basic demographic information on each participant in the study.

　　　The participants participated in three interviews at a time and place of their choosing. In order to promote participation in the study, participants were contacted

directly, reassured that their anonymity was secure, and interviews were conducted at their time and convenience.

Table 2

Novice First-to-Five Year Teacher Participants

Identifier	Gender	Age	Degree	School	Years Taught	Post-Teaching Career	Generation	Leader Generation
1	Female	26-30	BSE	Secondary	5	Univ Res Life	Millennial	Baby Boomer
2	Female	20-25	BSE	Elementary	1	Banker	Millennial	Millennial
3	Male	36-40	Alt Cert	Middle School	1	Surveyor	Generation X	Baby Boomer
4	Male	31-35	Alt Cert	Secondary	1	Undecided	Millennial	Baby Boomer
5	Female	26-30	BSE	Secondary	2	Life Coach	Millennial	Baby Boomer

Data Collection Tools

Phenomenological interviews are an organic process. In order for participants to reconstruct their lived experience within the school setting, they were be asked open-ended questions (Seidman, 2013). Learning about the participants through personal history, then details about their lived experience at school, and finally making meaning out of their experiences aids the researcher in building a rich picture of the human experience of the novice teacher. Participants were asked to share their feelings about their leader-member relationships. The interviews contained participant reflection and meaning making data. Analyzing the collective participant data identifies core shared experiences assisted the investigator to uncover the essence of phenomena (Merriam & Tisdell, 2016) that may influence a novice teacher to stay or leave teaching.

The data collection tool is hermeneutic qualitative interview. Interviews were conducted using the phenomenological approach of emphasizing meaning and meaning in context (Seidman, 2013). "The goal is to have the participant reconstruct his or her experience within the topic under study" (Seidman, 2013, p. 14). The three-interview structure was used to enhance the process of determining validity and reliability (Seidman, 2013). Interviews occurred at a neutral location. Interviews consisted of 10 questions and last approximately 30 minutes. A recorder was used to record interviews. Member-checks were conducted with participants in order to validate the interpretation and findings of their interviews.

Data Analysis. In vivo coding was used to analyze participant data. Qualitative data was transcribed from the recordings and analyzed by using hermeneutics and the researcher's interpretive research skills. Researcher reflective notes from the interviews

were transcribed. Reduction took place by horizontalization. The data was categorized and organized (Merriam & Tisdell, 2016).

Trustworthiness. Four strategies for promoting the assurance of validity and reliability of research findings were used in this study. They are: (a) member-check, (b) saturation, (c) rich description, and (d) peer examination (Merriam & Tisdell, 2016).

In order to increase internal validity, member-checks were conducted with participants in order to validate the interpretation and findings of their interviews (Merriam & Tisdell, 2016). Participants were mailed copies of their transcripts with initial interpretations. All five of the participants responded in agreement to the findings.

The second strategy that was utilized is saturation in data collection (Merriam & Tisdell, 2016). Participants were interviewed, looking for similar information, and until no new data emerged. The researcher was careful to be sensitive to data that supported alternative information.

The third strategy that was used is peer examination (Merriam & Tisdell, 2016). My dissertation committee will be provided with my research and findings. My committee members will assess my findings for plausibility.

The fourth strategy is the inclusion of rich excerpts from participant transcripts that demonstrate the context of the research and provide the reader an opportunity to examine the statements in order to form their own opinion (Merriam & Tisdell, 2016). The participants in this study were forthcoming with their comments. The excerpts include important details that convey their feelings that ultimately led to their resignation from teaching. See Appendices Tables 3-25 and Figures 1-4.

Findings

Findings from this study suggest that a lack of relational trust, absence of recognition, a sense of not-belonging and little support are primary factors resulting in a novice teacher's decision to leave teaching in the first-to-fifth year. At some point, each novice teacher experienced disillusionment of their pre-teaching quixotic educational paradigm. Pre-teaching assumptions of intrinsic happiness offset the initial low pay of each novice teacher, and they truly believed that the money wasn't as important as the value of their contribution to society. However, the rigorous mental and physical demands of teaching, problematic student behavior, and general unhappiness stemming from a lack of belonging resulted in a comparison of work effort relative to compensation.

It is important to recognize the participant similarities and differences. Four of the five participants had family members that were teachers. One participant did not have family members, but the spouse was a practicing teacher. Each participant was asked why they decided to become a teacher. All participants expressed their desire to become a teacher verbally and demonstratively. They were passionate about their rapport and relationships with students and the student's response to learning content. It wasn't the student interaction that led to their resignation.

Participants revealed their experiences in four ways. First, the teachers expressed feelings regarding relational trust. A lack of trust between themselves and their leader and themselves and colleagues emerged as a major factor in their decision to leave teaching. Each participant expressed an unfulfilled need for recognition and belonging from their leader and peers. Second, the sense of a lack of efficacy, feelings of anxiety,

and risk aversion were experienced by the participants. Third, although four out of the five participants experienced a sense of autonomy and were given some degree of creative latitude regarding instructional design, the ability to be independent was overshadowed by the need for support, recognition, and meaningful relationships. Fourth, the generational difference between leader and teacher made a small impact on three out of five participants experience. It was only after the participants became disillusioned did their comparatively professional low pay become a factor in their decision to leave teaching in the first-to-fifth year of their careers.

Q1. How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

It Is All About Relationships: Leader-Member and Collegial Trust

The novice teacher participants in this study lacked positive relationships with their leader. Trust issues were at the core of four of five participant's decision to leave teaching. Trust surfaced as a theme and sub them in both research questions one and two. Developing trusting relationships is a crucial component of the novice teacher's experience (Ingersoll & Strong, 2011). The participants in this study had pre-conceived notions of how their principal and teacher relationship would be. For all five participants, the pre-conceptions and realities did not match and all had relational trust issues with their principal. For example, Participant 1 stated:

> "There was a lot of trust issues on both sides…I was afraid of what she would do, how she would twist that. I was afraid because I watched her do it to others. She claimed I said some things I didn't."

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Participant 1 experienced extreme relational issues because of the lack of trust between the principal and herself. Over two years, the relationship became increasingly hostile. A rumor surfaced that the principal was going to terminate the participant and that rumor was relayed to another staff member.

> "I had also heard, there was a rumor going on, that she had talked to the home ec [economics] teacher, and told the home ec teacher that she essentially had a hit list of teachers that she wanted out of the school, and my name was on that list. I know a couple of other teachers, according to the home ec teacher, that were on the list. They all ended up resigning over the year."

Participant 3 was an industrial arts teacher. His spouse was a practicing teacher. He had a sense of how school was supposed to be from his memory as a student and his spouse's experience. When he referred a student to the office for classroom misbehavior that could have become a health hazard, he expected the principal to support him. Instead he described his experience as one of being disrespected and reduced to the level of a student.

> "I sent him up there and few minutes later I was asked to go up there and meet with them. And I sat in there and I felt like he [the principal] put me on the same level as that student. And he told me that this particular student, <redacted> was his name, told him that I wasn't treating him fairly, and brought me to his [the student] level. It's hard for me to discipline the ones that need discipline, because I have a whole classroom of kids and when I send them to the assistant principal, he puts me on a guilt trip or on trial instead of who I sent up there."

According to research from Hughes et al (2015) and Ingersoll (2014), it is vital for subordinates to feel supported by their leader. The feeling of support leads to a sense of belonging and happiness. In this study, Participant's 1 and 3 needed to know the principal supported them in their instructional practice and publicly. Participant 2 did not feel respected or acknowledged by her principal or colleagues. She shared her sense of disconnect as:

> "I guess the easiest way, she didn't really seem to want to have any sort of relationship. It was more of a "I'm the boss. This is what you need to do, and I'll be checking in…There was no real personal connection, no getting to know me per se. I get it, it was a big school. There was a lot of people. It's not like I was expecting to have lunch with her every other day, but not a lot of presence except for whenever she was there to critique…My assigned mentor just didn't have the ability or really the desire I don't think to really put in the time or effort to help."

According to Erdogan and Bauer (2015), a high LMX relationship improves the sense of well-being, relieves some stress, and increases the desire of the subordinate to want to stay in the organization. In contrast, a low LMX relationship increases the possibility of withdrawal from the organization and colleagues. Teachers with low LMX relational trust with their principal and colleagues begin the downward spiral of belief that their work environment is not going to improve.

A Sense of Belonging: How Do I Fit In?

The novice teachers in this study wanted to fit into the culture of the school, make friends, and build relationships. Four of the participants had significant concerns regarding feeling out of place. They did not develop a sense of belonging with their

colleagues and community and in the case of Participant 4 even felt intentionally

unincluded. The sense of belonging is critical to workplace happiness and productivity

(Erdogan and Bauer, 2014). Participant 2, whose parent was a teacher in the district, was

not immune to feeling like an outsider in her school:

"I was kind of just on my own…There was nobody really, no, that I was super

close to and that I felt like I could go to them or that I had a niche anywhere."

Participant 3's spouse was a teacher and their children went to school in the

district. Yet, he was isolated as well and echoed Participant 2's comments:

"They [colleagues] had worked there forever, they were just riding it out. And so

you're wasting your time trying to pursue them, either one of them, for assistance.

You're more or less on your own."

Participant 5 was in her second year in the same building when she resigned.

"I've had people tell me *"Oh, we're going to miss you a lot whenever you leave,"*

but I'm like you've never had a 10-minute conversation with me before. How do

you know? You don't know me."

Participant 4 moved over 160 miles away from family and friends to begin

teaching in their first school. His isolation began before school started, continued

throughout the year, and the sting of loneliness still lingered during the post-teaching

interviews. Participant 4 described his experience:

"And then the way our building is set up, I'm kind of...like my room is at the end

of the hallway. There's an empty room in between me, before you even to the next

teacher's room. I'm way down at the end of this hallway all by myself…I often

joke that since my classroom was very separated, I often joked that it was the land

of misfit toys… There's a lot of racial issues in that town. I mean I just felt

isolated, not only at work but at home. And there's not a lot to do in town. Just

isolation and boredom. I couldn't do that anymore."

Participant 1 had a different perspective. She felt like she fit in with most of her

colleagues and the parents, but she struggled to find any kind of connection with her

principal.

"Several teachers gave me a going away party…A lot of parents reached out to

me, and a lot them friended me on social media just so they could keep up with

me."

The existence of in-groups and out-groups is fundamental to using LMX as a

theoretical lens (Bauer and Erdogan, (2016). Membership in the in-group can lead to

career advancement, forgiveness for mistakes, and an overall increased sense of

belonging (Erdogan and Bauer, 2014). All of the participants immediately responded to

their sense of belonging and the existence of in and out groups. Participant 1 saw the

membership in the in-group as a game and that winning that game could lead to a

favorable outcome for those in the principal's in-group.

"There were people who just chose to align themselves with her for a lesser battle.

Part of the game is who you know and there are some teachers who are just more

social, friendly with their administrators and supervisors than other teachers are.

For whatever reason, and you watch them get benefits from that because of that

friendship…There's a lot of courtesy when it comes to the evaluation of making

sure that they get to pick the time…She [the principal] called him [another

teacher] into her office and said, "Okay, tell me what you did." Then she typed

up notes based on that as if she was present for it. Then she gave him an evaluation even though she was not present at all for his observation."

Participant 2 struggled to find her stride in instruction. She needed guidance and acceptance from her principal and colleagues. She did not find either and felt like an outsider.

"I would definitely say I would be in her out group. There were a few people that she had previously taught with that she was friends with, that she came off much more warm to and like she didn't really care what they were doing as much. They had a pass, would do things with them outside of school, which I wasn't interested in really hanging out with her."

Participants 4 and 5 were in the same school, but different locations in a multiple-building setting. They each experienced the sense they were in the out-group.

Participant 4: "I would definitely say the high school teachers, and administrators, and everybody there, it was very cliquey, kind of like how high school is. Nobody was ever mean to me. Everybody was very nice, and pleasant, and we got along and worked well. But I never felt like super included."

Participant 5: "For the most part I think I'm in the out group…The people that are in the in group in this district, they're the ones that have been there for 10-plus years, or they got in really, really well with the people who have been in for 10-plus years, and I see a lot of people there, what they say matters, and what they say gets highly considered versus someone like me who everyone's like, "Oh, that's a great idea" and then boom, gone. Basically, was never even put into the

air. So yeah, I believe 100% that that is true, almost like there are the haves and the have nots sort of parallel I guess."

Q2. How does the leader-member relationship contribute or detract to the perception of teacher self-efficacy and job performance?

Self-Efficacy, Anxiety, and Risk Aversion: Am I Doing this Right?

Ingersoll and May (2012) address the issue of a teacher's sense of efficacy in the classroom and the ultimate decision to leave, asserting that it matters if a teacher believes they are making competent decisions. Making mistakes and the resulting anxiety needs to be addressed by leaders and strong support should be provided to novice teachers that promotes resilience (Greenfield, 2015). The leader's message should be to try again, especially when a mistake has been experienced when the teacher attempted using technology and experienced failure (Howard, 2013).

Participant 1 felt she was an effective teacher. She was excited when she talked about her student's achievements. Although she was on several district committees and she felt respected by her peers, she never earned the respect of her principal.

> "I made sure not to do things the first time in front of her and not to try thigs that I hadn't tried before…But yet, in the back of my head, there was always her voice telling me that I wasn't good enough, that I was never going to be good enough…*You did this wrong, you did this wrong, and you did this wrong. Oh, by the way, you were okay on this, but again you did this wrong…It doesn't matter what you're going to do, you're always going to fail in my [the principal] eyes."*

Anxiety led to health issues for Participant 2 and a subsequent lack of support and understanding from her principal. It became a cycle of anxiety and blood pressure issues. She described one health event:

"In that same time period, I was, what 23 years old, and in that same semester I was having some high blood pressure issues, which I had never had in my life…The straw that broke the camel's back was that [high blood pressure] happened one day. Well then the next day I got called down to the office and the principal is like, *"I got a call from a parent saying that their kid was really scared, and we just feel like you need to keep your health issues private."* I mean just ridiculous! I was like, *"Is this for real? Am I on Candid Camera?"* Obviously, it was caused by some anxiety and some stuff that I had going on- I had never had issues with before and don't now. I've never ever had high blood pressure since I stopped teaching, and I don't take any medicine or anything for it. It was a very clear connection…. Any time that I did go down to the nurse to have her check it, she [principal] would come in there and basically be like, *"Do you know how much longer it'll be until you can head back down there or do we need to call a sub?"* Just very petty and rude. Not empathetic."

Participant 3 felt effective and prepared to deliver content, but ineffective in his classroom management strategies and this is the one area he tried to seek support and was denied.

"He [vice principal] told me that he felt like that when teachers sent students up to him it was like they had lost the battle. They tried and the student won, they lost the battle, and so they sent it to him. So I could figure from that- I realized that

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was all a waste of time, and I just started taking care of any discipline in my own

classroom…He [vice principal] was a jerk.”

Participant 3 added:

"He [principal] never asked you, "Hey how's it going?" You didn't see him,

basically unless he needs you to do something. You didn't see him.”

Participant 4 had a completely different experience. He felt he was simply a

check-box of the principal's to-do list and that as long as he didn't cause problems, he

went un-noticed.

"If what I tried didn't work out, there wasn't really going to be any consequences.

It was kind of freeing in that so I tried short stories and all sorts of stuff that I

probably wouldn't' have been able to do in a different school.”

Q3. How does the leader-member relationship impact the novice teacher's ability to make independent instructional design decisions?

Autonomy and Creativity: Do You Trust My Professional Capabilities?

Creativity in the workplace is important to employee's sense of satisfaction and

meaningfulness (Cohen-Meitar, Cameli, & Waldman, 2009). High LMX relationships

allow for increased creativity (Erdogan & Bauer, 2014). Creativity in the classroom was

embedded in Participant 5's instructional philosophy. She found it fulfilling to design

learning activities for students that were unique and engaging. Prior to her decision to

resign she found out the district was changing to common formative assessments and

creativity for teachers would be limited.

"So all teachers that are teaching the exact same subject have to give the exact

same tests. Personally, I don't like having that freedom taken away from me just

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because I teach significantly differently than my counterparts in my department, I mean we all teach differently, we all have different styles, we all like to highlight different things."

Participant 5 went on to comment that she kept her ideas to herself, because she didn't want colleagues to question her. She explained her reticence to openly share ideas as:

"I would definitely be highly judged to a certain degree in this ... I mean I just think that a lot of other teachers would have been like what does she think she's doing, like she has no idea what she's doing. Which I felt that anyways, just because being a younger teacher and a younger individual."

Participant 2 felt constricted as well:

"They were mainly concerned that we were following the rules and directions and basically the way they wanted us to do things. It was kind of a helicopter kind of relationship, zero freedom."

In her fourth year of teaching Participant 1 had a new principal. Up to this point in her career, Participant 1 had been happy in teaching and felt successful, creative, and productive. By the end of her fifth year and under her new principal's leadership model, Participant 1 could not make instructional decisions on her own.

"She [principal] said, "Do it my way or jump ship." Participant 1 added, "Okay, I've tried it her way, I'm miserable, my students are miserable, now I really do feel like a crappy teacher. I tried listening to her and then using her suggested tactics and I was just miserable because it went against what the training I had received

from my university, went against Liberal Arts, philosophy and then in turn, watching my students suffer and not care about learning."

Q4. How does the generational identity of the leader and member impact their ability to understand and communicate each other's needs?

Communication: Do You Understand What I'm Saying?

The premise that generationally, we have different communication styles can impact a principal and teacher's ability to understand each other and forge relationships in the workplace (Zemke et al., 2000). When the participants were asked if age and generation had an impact on their ability to understand each other, responses were varied. Participant 1's principal was much older.

"She viewed that even though she hadn't been in the classroom for over 10 years, that she was the expert, and that it was her way or the highway, no compromise."

Participant 2's principal was the only a couple years older.

"You know, she was a brand-new principal and trying to kind of prove herself. And trying to do what she thought was right for herself, or whatever. And I don't know if that was really ... If it would've been any different if it was say a person that was 10 years older than me, but it was also their first year being a principal."

Participant 4 had struggled to make a connection with his principal and colleagues.

"They were all 40s. I can't think of, there might have been only one or two other people in the whole school that were in their 30s with me. So there was a big gap just in general."

The Decision to Leave: Does It Matter?

Teachers leave schools because of culture, work-life balance, disillusionment, and a lack of relationships (Allensworth et al., 2009, Bogler & Somech, 2004, Ingersoll et al., 2014). The participants in this study left teaching because they did not develop relational trust with their principal and colleagues and lacked a a sense of belonging in their school. All participants expressed disillusionment with teaching as a profession. As their discontent grew, compensation became a factor.

Participant 1 knew if they didn't resign, they would not be rehired. She sought the advice of MNEA and the district office. Leaving meant she would not be fully invested in the teacher retirement system. She noted:

> "So, I left and then that just left a bad taste in my mouth, so even though I
> interviewed with other schools and got offered a job, I just left teaching. I didn't
> want to start things again for five years of waiting. You know? You don't get
> tenure until your sixth year and I'm just going to have to start all over and money
> was also another factor. So, I decided to go to a university where I have more
> spendable income and I'm able to work towards my financial and personal goals."

The decision to leave teaching was suggested by the spouse of Participant 2. She described the decision to leave:

> "I came home obviously in tears that night, and my husband was like, I don't want
> you to do this anymore. I do not think this is healthy. You obviously are not
> happy, and he was basically like, If you're going to get out, do it now. Let's not
> wait 10 years until you have a significant retirement with teaching built up. I

finished out the year, and it was a huge weight off my shoulders the rest of the year. I was like, woo hoo! I don't have to come back to this!"

Participant 3 was neutral about leaving teaching. He had been successful in a career prior to teaching. He wanted to teach because he felt it would be better for his family. He simply did not receive the support from the principal in the one area he was lacking, classroom management. His classes were oversized and no one seemed to respect that this was a problem for industrial arts. He described his final decision:

"After teaching a year I just realized that I just didn't think it was for me. With the difference in money and the difference in the students, from what I remember, and that it ... basically I just didn't think it was worth it, I didn't think it was worth going back to school and then taking less money to continue to do it…But yeah, I think if I would've had somebody that would have stood up, when I sent that one student up there, that would have stood up for me and I knew you had my back, that would have made a big difference. And if somebody would have listened when I said something about the classroom size, or offered to get some type of suggestions, or just act like they even cared."

Participant 4 wanted to belong to a community of learners. Teaching was his second career. He wanted to make a difference in the lives of students, foster a love of literacy, and be part of something meaningful. He was unable to find his fit in his building, district, or community. He volunteered for extra-curricular events, but couldn't get an invitation to barbeques or social events outside of school. With the sense of isolation growing, a disconnect from family and friends and a feeling of just being on a

check-list box, money was his final breaking point. He described an email that made his decision to leave final:

> "What finally broke it for me, and why I turned in my resignation without even having another job lined up was, so this year they passed a calendar for next year that's going to be about four or five days shorter. And in doing that shorter calendar year, since we approved that, about a week later we got an email that was pretty much saying that we were not going to receive a pay raise up the next, you know in the pay scale. So, we wouldn't be moving up a step, in being paid this amount and then working less days, that's essentially our raise, is what we were told. So, they were like, "*Don't expect to receive a raise next year."* When I was a teacher's assistant in the city. I also drove for Uber just to supplement the income. And between those two jobs I made just as much as I do right now. Anybody can be a substitute and an Uber driver."

Participant 5 questioned her purpose in life. She began to question why she was teaching at all and what really mattered to her. She was disillusioned and yearned for meaningful, stimulating, intellectual conversations with her principal and colleagues.

> "I think that teaching gives a certain type of self-fulfillment, but I think that one of the biggest questions is, is it worth it. If there weren't those outside factors I think I would have been searching to work somewhere else. I'm done. It's been a hard realization that the reasons I wanted to become a teacher can apply to so many other things. While yes, there are still reasons that I love my job and I would love to keep doing it, it's just I don't know that it's necessarily worth it in a

sense that I think that I could get a lot more self-satisfaction from doing

something else."

Discussion

All of the participants in this research wanted to be teachers. The five participants
in this study tried to reach out to principals in search of support. All five participants
desperately needed recognition from the principal regarding performance, in addition to
the formal evaluations that were conducted. All five participants felt like they were able
to effectively instruct their students and felt sincere joy in student achievement, but left
teaching for personal reasons.

The stories of the participants are unique as well. In the case of Participant 1,
animosity existed between the principal and teacher to the degree that the participant
sacrificed financial well-being to get out of the situation. Participant 2 felt criticized,
disrespected, and abandoned by her principal. She also had the sense that her department
colleagues were unwilling to help her adjust as a novice teacher, apathetic, and tired.

Participant 3 needed support from his administration regarding classroom
management. He felt disrespected and ignored when he complained that his industrial arts
classroom that was grossly overcrowded. He did not receive support from his principal
in front of his students.

Participant 4 self-described his classroom as an island for misfit toys and he could
not connect to anyone. He thought teaching was about personal enlightenment and
helping students building knowledge for future success, but saw the district as
mechanistic and primarily concerned with priorities other than learning. He felt
undermined and, in some instances, surrounded by unethical behaviors   Finally,

Participant 5 felt like she was trying her best, but that what she was doing wasn't meaningful to her. She had a sense of not really belonging, that her conversations with her principal were superficial and there had to be something more fulfilling for her in life.

The stories of these participants and their shared experiences is a cautionary tale and provides strong evidence for importance of building relationship trust between principals and teachers. The examination of the existence of in-groups and out-groups in school faculty, under a principal's leadership and the impact it has on novice teacher retention is real. The evidence collected in this study suggests that self-efficacy is important to novice practitioners; however, it is equally and not more so of importance for them to feel recognized and have a sense of belonging in their school community.

The findings of this study suggest that the LMX relationship and relational trust between the principal leader and teacher impacts the teacher's decision to stay or leave. In this study, all participants expressed a low LMX relationship with their leader. All five participants in this study perceived that they were effective in their practice and instructional decision making. Three of five participants in this study felt they had autonomy in instructional decisions. All five of the participants did not perceive generational differences to be a factor in communication.

Teacher Mentoring Program

The participants in this study were involved in a state mandated mentoring program for beginning teachers, but the program was ineffective and insufficient in meeting their personal needs. A meaningful experience in a quality teacher induction program is vital in stemming the attrition rate of novice teachers (Martin, Buelow, & Hoffman, 2016).

A quality induction program provides the novice teacher shared insights from veteran teachers regarding school customs, norms, and practices (Ingersoll & Strong, 2011). This contact is valuable for the novice teacher because it allows them to build relationships that are supportive and helps them develop a sense of belonging (Ingersoll and Smith, (2014).   The ability to receive feedback from a mentor that the novice teacher has developed relational trust with also helps fill a communication need of millennials (Martin et al., 2016). According the participant needs of this study, meetings should be frequent and include activities that evaluate professional practices, but also include conversations that support personal issues and concerns. The participants needed to connect on a personal level to fortify their sense of belonging.

Relational Trust: The Dyadic Principal and Novice Teacher Relationship

The trust relationship between principal and novice teacher is critical in the retention of a novice teacher (Kutsyurba & Walker, 2015). Although quality induction program provides the novice teacher with a trusted mentor. The novice teachers in this study demonstrate the clear need for recognition and relational trust to exist between the principal and teacher. It is evident from this research that the cornerstone of teacher retention is the principal-teacher dyadic relationship, the feeling of being in the in-group, the desire to be appreciated and respected. A novice teacher needs to be clear and deliberate in their efforts to ask for help and express a desire to be included in activities. If a novice teacher perceives that they are an outsider, they need to express this sentiment to their principal in addition to their mentor. The teachers in this study expressed the needs of relational trust, recognition, and a sense of belonging with the clear result of resignation because these needs were not met.

Conclusion

The relationships novice teachers forge are instrumental in their decision to stay or leave teaching. Relational trust between principal and novice teacher impact the teacher's sense of belonging, self-efficacy, creativity, autonomy, health, and contentment. The teachers in this study were dedicated practitioners that enjoyed student success, but could not overcome adversity due to the absence of relational trust with their principal. The desire to feel recognized for professional and personal contribution in the school culture was at the core of every participant's story. In order to stem the tide of attrition in teaching in the US, we need to not only prepare teachers for the rigor and demands of professional practice, we also need to prepare them to build successful and trusting relationships. We need to prepare principals to be aware of novice teacher's needs of belonging and recognition, to foster interactions that build relational trust, and help build a school culture that not only support student needs, but the needs of teachers.

Limitations and Recommendations for Future Research

Limitations

This study has several limitations. First, because the research is conducted in the State of Missouri, the conclusions that will be drawn apply to Missouri educators. Qualitative data analysis from Missouri educators will provide the researcher with an in-depth understanding of Missouri educators, not necessarily the nation as a whole (Merriam & Tisdell, 2016). An understanding of the lived experience (Seidman, 2013) of novice Missouri teachers, may lead to greater understanding of teachers in the State of Missouri, but the participant limitation to Missouri, does not necessarily indicate transferability to surrounding regional states or nationally.

A second limitation of the study was access to teachers using purposive sampling. Merriam (2016) suggests to learn the most from participants, a sample must be obtained from the best source.

The final limitation involved the availability of research data. The Missouri Teacher Workforce Report (Missouri Department of Elementary and Secondary Education [MDESE], 2016) presented to the Missouri State Board of Education lists raising teacher salaries as the first step in stemming teacher attrition. This is in direct conflict to the National Center for Education Statistics (National Center for Education Statistics [NCES], 2016) that sites personal life factors as number one, followed by school factor, other factors, assignment and classroom factors, and salary.

Paul Katnik, Missouri Assistant Commissioner of Education, presented information regarding teacher attrition to the Missouri State Board of Education in February of 2017 (MDESE, 2017). The report shared the reasons given by teachers for leaving the profession. Teachers could select multiple reasons for leaving. 55% of the teachers left because of dissatisfaction and 43% left due to personal reasons. Only 18% of teachers that responded stated financial reasons as the cause for their resignation. Examining the reasons for first-to-five year teacher attrition through the lens of the participants in this study may lead to new understandings of teacher lived experiences that contribute to teacher attrition.

Recommendation for Future Research

The use of Leader-Member Exchange as a theoretical lens to examine teacher attrition in additional Missouri school districts and other states would be prudent to replicate the findings of this study. Additionally, the use of Maslow's Hierarchy of

Needs theory as a lens to examine the current novice teacher mentoring program may lead to new insight. Using Maslow's theory, the mentoring program would be examined to see if the current program model meets the teacher's social need of belonging (Maslow, 1943) and if this impacts the novice teacher's decision to stay or leave teaching. Additional research with participants from other states is needed to investigate if this study's findings can be replicated.

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Appendices

Table 3

Research Question 1 Themes and Subthemes

Principal Leader	Decision to Leave
Relational Trust	Stated Reason
• Leader-Member	• Principal Response
• Collegial Trust	• Money
Sense of Belonging	• Disillusionment
• In Group / Out Group	
• Collegial	
• Community	
Support	
• Career	
• Work Life Balance	
Communication	
• Effectiveness	
Opportunities for Growth	
• Leader Initiated	
• Member Initiated	

Note: The themes and subthemes are listed in the order of prevalence from top to bottom, left to right.
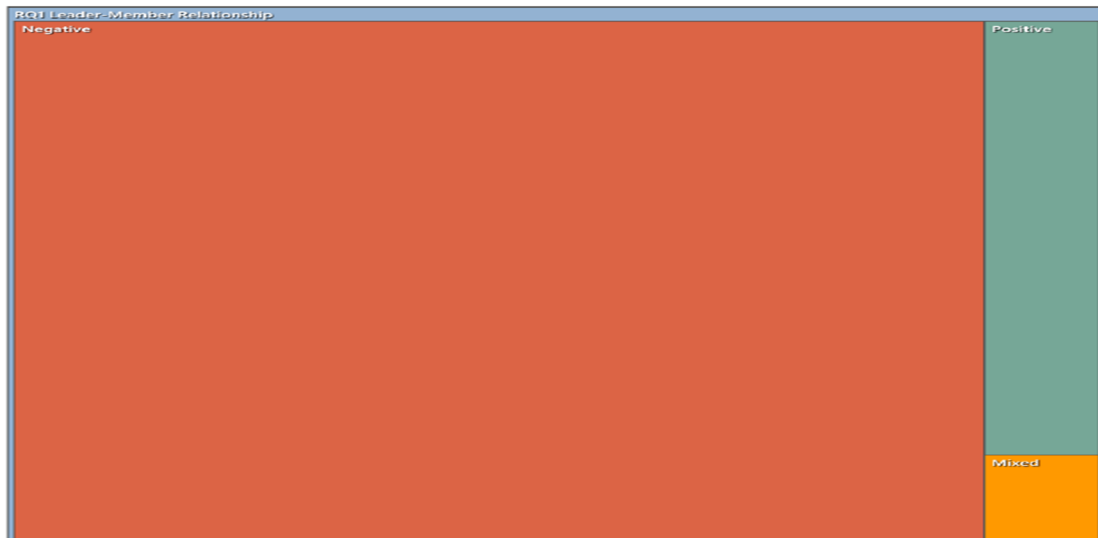

Figure 1. Research Question 1 Sentiment Matrix. Participant comments are coded as extremely negative, negative, positive, or extremely positive.

Table 4

RQ1: Theme: Relational Trust, Sub-Theme Leader-Member

Sub-Theme	Participant	Comment
Leader-Member		
	1	"There was a lot of trust issues. There wasn't trust on both sides." "She was cruel." "But how will I know ... How will I monitor everybody?" "Well, I need to make sure that they're doing ... That they're all doing what they're supposed to be doing." And just realizing like, that she believed that if she wasn't there hovering over us, we weren't doing what we were supposed to be doing." "I watched her bully a lot of teachers." "She called me into her office and just said that she was at a great loss because despite all her help, I was a failing teacher." "I saw this as retaliation." "I realized that she was breaking work policy in the evaluation process." "I was afraid of what she would do, how she would twist that. I was afraid because I watched her do it to others. She claimed I said some things I didn't." "She was very public with her distaste for me." "It doesn't matter what you do, you will always be a fail in my eyes." "I had also heard, there was a rumor going on, that she had talked to the home ec teacher, and told the home ec teacher that she essentially had a hit list of teachers that she wanted out of the school, and my name was on that list. I know a couple of other teachers, according to the home ec teacher, that were on the list. They, too, one day ended up resigning from the school over the year."
	2	"I guess the easiest way, she didn't really seem to want to have any sort of relationship. It was more

of a "I'm the boss. This is what you need to do, and I'll be checking in." "There was no real personal connection, no getting to know me per se. I get it, it was a big school. There was a lot of people. It's not like I was expecting to have lunch with her every other day, but not a lot of presence except for whenever she was there to critique."

"I don't think she really trusted anyone's abilities per se."

"Just like I said, there was a situation, like I told you, about like whenever I was having a blood pressure issue, that she wouldn't trust that I handled it the right way."

"Just things like that that obviously not trusting my judgment, that it's probably not the time and place to be drawing whenever we're doing instruction, and things like that. That happened probably, I don't know, 10 times that she would come down to me."

3	"I sent him up there and few minutes later I was asked to go up there and meet with them. And I sat in there and I felt like he put me on the same level as that student. And he told me that this particular student, <redacted> was his name, told him that I wasn't treating him fairly, and brought me to his level."
	"It's hard for me to discipline the ones that need discipline because I have a whole classroom of kids and when I send them to the assistant principal, he puts me on a guilt trip or on trial instead of who I sent up there."
	"He was a joke."
	"And so that's what I tried to explain to him, it's not set up for this. It doesn't work. And that's when the counselor told me that everybody loves shop, and just kind of blew me off."
4	"Last year I had a student who threatened me. He was a kind of a behavioral issue. And I told the principals and they right away called a meeting, and so it was me and two other principals in there. And they said they were going to talk to

		him. And as soon as I left, he was called down to the office and they talked to him. And then that was the end of it. He was back in my class. I heard him joking about it with his friends about how I felt threatened. Nothing was done by the principal."
	5	"She has not been micromanaging the last two years, so part of me has a good strong belief that she trusts in me and that I should trust in her, it's just more of, she has a sense of apathy I think." "It would be important to just have that conversation with the principal. Just be real, be honest and put it all out on the table. I don't believe in beating around the bush, just get straight to the point, this is what I believe, this is what I want to do."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave

teaching?

Table 5

RQ1: Theme: Relational Trust, Sub-Theme Collegial Trust

Sub-Theme	Participant	Comment
Collegial Trust		
	1	"The only time that he talks poorly about her-unfavorably is in private to people who are not going to spread it." "I didn't trust our department chair." "The chair's advice, she did sit down with me once, and her advice was do what the principal says, get rehired and then go find yourself a different job."
	2	"I was just having a hard time with that, and there were three people on my team, one of which was retiring that same year, so she was pretty much zero help. I mean she was on her way out, didn't even want to be concerned with teaching a new teacher. She was burnt out and done." "There were a few people that I really liked that I still didn't really feel like I could tell them how I really felt because I didn't know who they'd go tell and things like that." "The other person on my team was, I think it was her second year teaching and she wasn't really very friendly. She wasn't very helpful either." "My assigned mentor, and just didn't have the ability or really the desire I don't think to really put in the time or effort to help." "There was nobody really, no, that I was super close to and that I felt like I could go to them or that I had a niche anywhere."
	3	"And so that's what I tried to explain to him, it's not set up for this. It doesn't work. And that's when the counselor told me that everybody loves shop, and just kind of blew me off." "It was verbal communication. And I think I was taking care of it, and there wasn't any problems.

		It was not enjoyable to me. But since there weren't any problems, they just kind of blew it off."
	4	"I mean I didn't interact with my colleagues that much. There's not much to talk about because of that."
	5	"My mentor, he actually told me a couple weeks ago, actually I'll just clean this up, said something along the lines of "What you do drives me absolutely insane." "We have gotten into an argument a couple of times about a few exams that I've made and written. He said that he felt as though they were purposefully trying to trick students as far as getting the incorrect answer. And I'm like no, part of taking exams is being able to just read a question carefully and read the answers carefully. He said that I was setting them up for failure, and I'm like no, absolutely not."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 6

RQ1: Theme: Sense of Belonging, Sub-Theme In-Group/Out-Group

Sub-Theme	Participant	Comment
In-Group/Out-Group		
	1	"There were people who just chose to align themselves with her for a lesser battle." "Part of the game is who you know and there are some teachers who are just more social, friendly with their administrators and supervisors than other teachers are. For whatever reason, and you watch them get benefits from that because of that friendship." "I watched one of the teachers I honestly thought was on board with her for a very long time, and then when that teacher got tenured, we were at a barbecue together and this teacher just, spewed all these curses." "There definitely is this us versus them." "She started trying to push people out because she potentially thought she could have more control over new people or her hires." "There's a lot of courtesy when it comes to the evaluation of making sure that they get to pick the time." "She called him into his office and said, "Okay, tell me what you did." Then she typed up notes based on that as if she was present for it. Then she gave him an evaluation even though she was not present at all for his observation."
	2	"I would definitely say I would be in her out group. There were a few people that she had previously taught with that she was friends with, that she came off much more warm to and like she didn't really care what they were doing as much. They had a pass, would do things with them outside of school, which I wasn't interested in really hanging out with her." "I wasn't trying to be friends with her."

"Basically yeah, I feel like there were people that, especially people who were kind of over the top, "Yes ma'am, whatever you say." There weren't people in that group that would be the type of personality to try to challenge anything that she would say. They were mainly just like yes people, "Whatever you say. Yes ma'am, I'll do it." Those were the type of people that she had in her inner circle that were people that she knew could be her eyes and ears I guess in the rest of the school."

"I'm not dying to be in the in crowd. If I'm not fitting in, usually I'm like, okay."

3	"The administrators, they just kind of kept to themselves." "Well, I say that, but the guy before me had worked there for so long. He had more pull, and they did not have. I guess, that was probably what upset me a lot, was because he had, since he was a veteran teacher, he let them know I don't want more than 22 kids, I can't I can't run the classroom effectively like that."
4	"I would definitely say the high school teachers, and administrators, and everybody there, it was very cliquey, kind of like how high school is. Nobody was ever mean to me. Everybody was very nice, and pleasant, and we got along and worked well. But I never felt like super included."
5	"In or out group – I recognize that 100%." "For the most part I think I'm in the out group." "The people that are in the in group in this district, they're the ones that have been there for 10-plus years, or they got in really, really well with the people who have been in for 10-plus years, and I see a lot of people there, what they say matters, and what they say gets highly considered versus someone like me who everyone's like, "Oh, that's a great idea" and then boom, gone. Basically, was never even put into the air. So yeah, I believe 100% that that is true,

almost like there are the haves and the have nots sort of parallel I guess."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 7

RQ1: Theme: Sense of Belonging, Collegial

Sub-Theme	Participant	Comment
Collegial		
	1	"Several teachers give me a going away party."
	2	"I mean, we had collaboration time, I can't remember, once or twice a week where it was a mandated kind of collaboration time with my team. And then the principal would come. I can't exactly remember if it was once a week, I can't remember what it was. But it was more of a forced meeting. You know, I mean where this is your set time to quote unquote collaborate, and talk about what you're doing as a team. But I don't really feel like it was a ... I guess the easiest way to say, it was more of a forced thing. It wasn't a ... You know, we're here to help and we're ... It wasn't anything like that. Where if you need me, I'm here. It was more of a mandated thing I guess." "I was kind of just on my own." "There was nobody really, no, that I was super close to and that I felt like I could go to them or that I had a niche anywhere." "One of the other people on my team, she had like five kids and she was just basically struggling to keep her head above water with just her family dynamics and teaching and doing all that. She was actually my assigned mentor, and just didn't have the ability or really the desire I don't think to really put in the time or effort to help." "One of the other people on my team, she had like five kids and she was just basically struggling to keep her head above water with just her family dynamics and teaching and doing all that."

3	"I felt like the other instructors, they all got along good, but they all knew... It takes you a while to kind of get in the groove, but after a while the teachers would help you, if you had questions and stuff with them, but the administrators, they kind of kept to themselves." "They had worked there forever, they were just riding it out. And so you're wasting your time trying to pursue them, either one of them, for assistance. You're more or less on your own." "We were both new teachers. Started the same day and he tells the story of his first day he's walking across the parking lot to go to class, and we've talked to this guy when he hired us and stuff and seen him a few times before school started. I mean it was this arms around your neck kind of thing."
4	"And then the way our building is set up, I'm kind of...like my room is at the end of the hallway. There's an empty room in between me, before you even to the next teacher's room. I'm way down at the end of this hallway all by myself. So yeah. That was one of the reasons." "Yeah, I mean just a simple thing of like, hey, a bunch of us are getting together and doing stuff…that kind of thing. You know, something outside of work maybe, invited along. That would've been nice. And hour even, just like during the day. Like come by and talk to people, be like, "Hey how's it going?" So, yeah. About the only time the administrators ever stopped by my room was because required observation." "I mean, they all had their families, and their friend circle."
5	"I've had people tell me "Oh, we're going to miss you a lot whenever you leave," but I'm like you've never had a 10-minute conversation with me before. How do you know? You don't know me." "The people themselves are kind of pessimists, and that's something that I don't really think about a whole lot until I'm around people who aren't being pessimistic. Positive in the sense that we do all communicate with one another and we

talk about our lives outside of school, and that's with the people that I work with immediately in my building. As far as everyone else, they added me on Facebook, we'll say hello to each other in the hallway, but basically the people that I'm not working with directly, consistently and constantly, they're just kind of there."

"Had I not been coaching I would definitely feel like I was just working there."

"I think maybe it would have made me enjoy the specific community more, but at the same time I think that ultimately I would probably still come to the conclusion to leave teaching just because it's not ... well yes like the extra things help, the relationships you have with the people in the community and in your district and in your building and in your subject area."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 8

RQ1: Theme: Sense of Belonging, Sub-Theme Community

Sub-Theme	Participant	Comment
Community		
	1	"My honor students planned like a going away party." "A lot of parents reach out to me, and a lot them friended me on social media just so they could keep up with me."
	2	"My mom was a teacher in this district. I grew up in a classroom."
	3	"I think it had a lot to do with because the students' parents. I don't know now… I don't know if they had any influence over the school board or anything like that, but it was very surprising to me when I walked in there and was asked the questions I was asked." "I coach softball, girls fast pitch softball. But at that time I was coaching the wrestling, and I really enjoyed it. And the coaches were awesome that I coached with, and we still ... We don't go out. We still, when I see them, we always catch up and stuff."
		"One of the gratifying things, I would say, from teaching, is I still have students come up that's now in their 30s, and say, "Hey Coach" and want to know what's going on. And they have kids of their own and stuff, and so it's surprising that somebody can remember you from ... and some of them were my students, too, in the class. They would call you Mr…That's when I know they're ... usually when they call me that I know it has to be a student, even if I don't recognize them. But I think that's pretty cool, for them to remember you."

	4	"Yeah, there's just all these preconceived notions. There's a lot of racial issues in that town."
		"Yeah, I mean I just felt isolated, not only at work but at home. And there's not a lot to do in town. Just isolation and boredom. I couldn't do that anymore."
	5	"Had I not been coaching I would definitely feel like I was just working there."
		"But I think a lot of it is that in the community I live in the age gap is a big factor because almost everyone is 10-plus years older than me or married, or has kids, and they have their own life and they don't want to go outside of their own little life, I guess. If that makes sense."
		"I think maybe it would have made me enjoy the specific community more, but at the same time I think that ultimately I would probably still come to the conclusion to leave teaching just because it's not ... well yes like the extra things help, the relationships you have with the people in the community and in your district and in your building and in your subject area."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 9

RQ1: Theme Support, Sub-Theme Classroom

Sub-Theme	Participant	Comment
Classroom		
	1	"She came in at the end of October, she liked the lesson, liked the changes I made. I didn't hear again until my final evaluation."
	2	"No, definitely there was no empathy or Look, I understand this is tough. What can I do to help? Is there something that ... No, nothing like that." "Really the only time she ever even talked to me was to scold about something or during our weekly whatever you call that where you meet with your old team and the principals." "It wasn't ever a feeling of "I'm here to support. I'm here to help." Not ever really a warm feeling. Just kind of more of a cold personality of "I'm here to be your boss, I'm in charge. Do what I say." "I don't know, maybe 30, and it was their first years as well. Just had had a not very good experience all year with just support and not only from principals, with just learning how to be a teacher and curriculum and just how I needed to do things and what needed to be done when. Basically, the logistics of being a teacher, the things that you don't learn in school." "There was no real guide. That was tough, because I didn't go to school to be a test writer. It's my first-year teaching! I didn't know what I was doing."
	3	"First year, yeah, teachers. They don't constantly hold their hand and see what problems they're ... Not hold their hand, but check in on them and see if there's something that could help them with." "But there was not much mentoring. But...There was not much ... as long as he didn't have parents contacting him and stuff, then he loved you."

"One thing that probably hurt me too is I didn't have the education background, so I didn't do any student teaching or anything like that. And so some of this stuff I could have probably figured out when I was doing my student teaching. However, I was married to a teacher. I could rely on ... It wasn't like I didn't have any resources to turn to."

"They would put kids that had trouble no matter where they were at. So those I had, you know had trouble with, you had to stay on them all the time. But there's other kids that were in there because they were interested in building something, or mine was actually set up on robotics and had different modules."

"Yeah, it made you feel like you're on your own, you didn't have any support. If I was to have a problem with a student, and he was to go home and tell his parents, and they contacted the school, I think the school, with this particular student, the school would have been on his side. It was against me ... I don't think they had my back, even if I was in the right."

"I guess, and disappointed me because felt like I didn't have any support from him. And then, in working there and talking to the other instructors, I realized that that's the way it was. They had worked there forever, they were just riding it out. And so you're wasting your time trying to pursue them, either one of them, for assistance. You're more or less on your own."

"Yeah, like the only time you would hear from him is if there was a problem."

"I know from working here and stuff we go through and stuff, we constantly, we are looking and talking to your employees to see where their weaknesses are and where they want to be, and what position do they want to eventually get and trying to help them get to that. What training can we give you and stuff, there was none of that when I was teaching."

"Yeah, it made you feel like you're on your own, you didn't have any support."

4	"And so I feel like that kind of mentality carried over on the discipline side. It was like, "Well, we talked to him. So, done!" And then they moved onto the next thing."
	"I was in a building that was literally falling apart. Chunks of the ceiling were falling down. There's a lot of pest problems in there and stuff like that. Our textbooks are falling apart because they're like 12 years old or something, or even probably older than that. And the basketball team gets new uniforms, they got a new floor on there. You go to where the basketball team is. Like you go to the gym and it's really nice. And so that's another reason that's just like, I felt like ... because the kids can see that."
	"So like my first year they made sure that I went through all the training stuff. They even got a sub for me one day so I could go around and observe all the other teachers in the department and see how they handled the classroom and stuff like that. So, in some ways there was some support. But I mean, I wouldn't blame this on them because just as the new teacher you tend to get the classes that all the other teachers don't want. And I think that's a problem just within education in general, that we give all these troubled classrooms and groups of students to the new teachers, who have the least amount of classroom management experience. And now all the teachers that have been there, and know how to do deal with those situations, now they have the seniority to get the good classes. I mean, I guess I can understand."
	"I attribute that to the fact that, pretty much their entire educational career they're just passed along, and there's no accountability for these kids. I mean, nobody expects them to do well and so they don't do well. Surprise, surprise!"
5	"No, not a lot of support. I didn't necessarily communicate with my superiors, like hey, I need to be told that I'm doing a good job in a certain way so it's not actually bringing me down, but they also never asked. And I feel like a good supervisor, good superior, good leader is going to go out of their way to say, "what do you need

from me," but at the same time I never made the attempt to say "I need this from you to make me feel like I'm doing a good job."

"I think that one of the biggest questions is, is it worth it. Because you work yourself down to your absolute core and you feel like you're doing your best and you try your best and you feel like you're doing everything for these children, and then it's like, what do you get in return? Not a lot. I mean people shouldn't do things just to get something in return, but at the same time it's like being disrespected every single day by students no matter your level of classroom management, the disrespect is still there. It's just like, is it worth it to be treated like a piece of crap every single day, even if it's just by one person every single day, to have this idea that maybe you're helping someone. Because it is great getting letters at the end of the year and just being like, oh my goodness you were such a great teacher and you made such a big difference in my life and I hope that I can talk to you in the future. Yes, that is heartwarming and it makes me feel good on the inside and it's part of the reasons I wanted to be a teacher, but it's like is that little bit of fulfillment for that one student worth being treated like trash by another student."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 10

RQ1: Theme Support, Sub-Theme Work/Life Balance

Sub-Theme	Participant	Comment
Work/Life Balance		
	1	"If our schedule was too much for us maybe we shouldn't be teaching."
		"We were being spread too thin."
	2	"Of course the teacher's schedule, that I think draws people automatically especially if you're wanting to have a family one day."
		"January/February that I was just starting to feel like this is just not how I envisioned this being, and not to mention that I was working probably 65 hours a week."
		"I was working probably 65 hours a week. I would stay until about 6:00 every evening. That was before I had any kids. I would stay until like 5:00 or 6:00 in the evening, come home, eat dinner, grade papers for another hour and a half. Except they weren't really grades."
		"I would do that, and then I came in every single weekend, usually on a Sunday for five, six hours, just to keep up and be prepared for the next week and run my copies for things and do what I needed to do."
	3	"Using my degree. Basically, other than the education part you can go industrial tech or industrial art. I went industrial tech, but I would be utilizing my degree, plus I thought with my wife teaching too, it would be nice that we could be off during the summer."
		"But I thought well, if I'm off over the summers I can make a little extra money. Well then, once I got into it I realize I was going to be going to taking classes for two or three years during the summers to get my certification."
		"I would say my area, when I was teaching, I did spend a lot of extra time there at the beginning, but towards the end I didn't have to spend a lot of

	extra time. I was good with my lessons - I pretty well mastered as far as the course work."
4	"I was working like 10 or 12-hour days, sometimes even be there for like 14 hours. I still have a negative balance just because I had to move across the state to this place." "I was working like 10 or-12-hour days, sometimes even be there for like 14 hours. I still have a negative balance just because I had to move across the state to this place. That was also another thing, I moved this town expecting the rent would be a little cheaper. I pay more than what I had in my apartment in the city when I moved down here. I pay more for that. In order to set up utilities it required a $200 down payment in the town, which I've never even heard of until I moved there. It was just like every time I turned around I was hit with another fee for something. It took me about a year and a half to dig myself out of the hole that I was in just in taking the job."
5	"Well I feel like in education, that's 100% your life and that there really isn't a whole lot of balance between the two except during summer. But I mean during the school year and if you live in the community you teach, I feel as though your whole entire life is that job." "Because anywhere you go, your students are going to see you. Your colleagues are going to see you. And so there really isn't that big balance in my opinion. But now going somewhere outside of education, I think that no being in the eye of the public all of the time, does make a big difference and it allows me to be more relaxed and now so, oh my gosh, I can't dress like this because my students are going to see me. I can't wear yoga pants to the store because my students are going to see me. So I think it allows one to be more themselves, instead of being constantly feeling like they're living in a bubble or a fishbowl."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 11

RQ1: Theme: Communication, Sub-Theme Effectiveness

Sub-Theme	Participant	Comment
Communication		
	1	"But you never communicated that to me because I don't matter in the grand scheme of things." "She didn't communicate things out or she didn't communicate effectively." "It clearly wasn't worth your time to edit this." "Taking something I said and just then how she would react to it – she wasn't really listening or understanding." "She wasn't taking the time to understand me." "I think in general, that was probably one of her weakest traits, communication."
	2	"Really the only time she ever even talked to me was to scold about something or during our weekly whatever you call that where you meet with your old team and the principals."
	3	"And so that's what I tried to explain to him, it's not set up for this. It doesn't work. And that's when the counselor told me that everybody loves shop, and just kind of blew me off." "Yeah, like the only time you would hear from him is if there was a problem."
	4	"And then the other one was, a lot of the times, most things that were done at the school - it just felt like it was just done so they could check off the box. They were given a list at the beginning of the year, and it's like, "You need to get this done by May 24th or 5th, or whatever." "They didn't care really too much what they got, just as long as they took it. So they met all the requirements of like, "Well, all our students took this test, and so there we go. We're done."
	5	"And I think a lot of that falls on myself, because so much of everything is just communication.

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That's in literally every single thing that you do. And I didn't necessarily communicate with my superiors, like hey, I need to be told that I'm doing a good job in a certain way so it's not actually bringing me down, but they also never asked..”

“Because anywhere you go, your students are going to see you. Your colleagues are going to see you. And so there really isn't that big balance in my opinion. But now going somewhere outside of education, I think that no being in the eye of the public all of the time, does make a big difference and it allows me to be more relaxed and now so, oh my gosh, I can't dress like this because my students are going to see me. I can't wear yoga pants to the store because my students are going to see me. So I think it allows one to be more themselves, instead of being constantly feeling like they're living in a bubble or a fishbowl.”

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching*?*

Table 12

RQ1: Theme: Opportunities for Growth, Sub-Theme Leader Initiated

Sub-Theme	Participant	Comment
Leader Initiated		
	1	"When I asked to go to a workshop, she said no you don't need to go." ""No, I'm not worthy. I don't want to invest in you or I don't like your ideas." "She discouraged it, because I did work with curriculum. She wasn't very supportive of it, and suggested that it wasn't one of my strengths." "She didn't talk to me about advancing my career at all. She pretty much ended my career."
	2	"No, not at all. The principal was mainly concerned with if we were following, and it wasn't just me." "We never discussed my potential as a teacher."
	3	No evidence collected.
	4	"I did a lot of extracurricular stuff. I worked the concession stand for every home game. I DJ'ed the dances, worked after-school detentions, home-bound. I taught an adult education class at the school." "So like my first year they made sure that I went through all the training stuff. They even got a sub for me one day so I could go around and observe all the other teachers in the department and see how they handled the classroom and stuff like that. So, in some ways there was some support." "I did go to a couple, but that was because there was a teacher in my department who was kind of driven to do that kind of stuff, and most of the conferences, they send two. The other teacher usually just gets rotated around. It was my turn a couple of times to go. That was kind of the reason I went on those, it felt like."

| 5 | "I think a lot of that has to do with the turnover that the school I worked for has, because it is very high. Just this school year, at the end they're losing somewhere between 13 and 18 teachers, and that's just at the high school. So I don't think that they take a lot of time to necessarily pick things out and run with it. They, I think, are kind of stuck in a non-progressive mindset, as far as we want to be progressive in the sense of we're going to have iPads, we're going to be one to one, but not necessarily I think that this person has great potential to do something, let's work on really building up that person's ability in that area. And I don't think that's just for me, I think that's for a multitude of teachers." |

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 13

RQ1: Theme Opportunities for Growth, Sub-Theme Teacher Initiated

Sub-Theme	Participant	Comment
Teacher Initiated		
	1	"I went and I observed a school, Stevenson High School, which is in the top in the nation and it is one of the top Illinois schools. It's a nationally acclaimed school. My friend teaches there and so I went there and what I saw was inquiry-based learning. At Stevenson High School in the English department, not everybody buys into this, but they've got this cohort and so they've been revamping some of their curriculum." "I was trying to look at other conferences on project based learning or inquiry based learning." "I was the only English teacher that volunteered to give up part of their summer to write curriculum."
	2	No evidence collected.
	3	No evidence collected.
	4	"I never even asked to go to workshops or anything." "There were other teachers there that were, I guess, more driven. I was never really driven to do that kind of stuff."
	5	"I wish that as a Gen-Ed teacher I would have gotten special education training. Just because that would have been incredibly beneficial working in a district that has a high percentage of special education students, because whenever I showed up for the first day they were expecting me to know all these things, that I had no idea about. In my hallway I had a couple special education teachers and any time I had any random question I would always ask them."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 14

RQ1: Theme Decision to Leave Teaching, Sub-Theme Disillusionment

Sub-Theme	Participant	Comment
Disillusionment		
	1	"But they (superintendent) said that there wasn't anything they could do to protect me and then I went to my MNEA representative, but they basically said unless if I want to wait to potentially not be recommended and have the board confirm that and then if I want to go through with the lawsuit, other than that, there wasn't anything. I'm just ... I'm just at that point, I didn't want to be at a school that wasn't going to support me. That was instead going to support a principal that people have been complaining about, a principal who had really low evaluation scores and there was some other legal drama attached to that principal. I didn't want to be a part of that anymore. So, I left and then that just left a bad taste in my mouth, so even though I interviewed with other schools and got offered a job, I just left teaching." "I'm just at that point, I didn't want to be at a school that wasn't going to support me."
	2	"There was a lot of that, and that was, like I said, towards the middle of that second semester, January/February that I was just starting to feel like this is just not how I envisioned this being." "Basically by January or February of that year, I was kind of like, "Okay, this is not really panning out how I envisioned." "I had the idea that school and teaching was going to be how it was when I was a kid, and things were vastly significantly different." "Obviously that wears on anybody to not be recognized for your work by supervisors. I would say I decided, I put in my notice that I wasn't cutting back in March around then, and school wasn't over until May. It was kind of the straw that broke the camel's back."

"That was the straw that finally broke the camel's back, after several other like call down to the office because a parent said that you told her daughter that she was being annoying for asking for something over and over. Basically just little petty things like that, and I should mention I taught fifth grade, so it wasn't like they were five years old. Just a few things like that that was basically like a parent called and said this. That was basically the straw that broke the camel's back."

"I came home obviously in tears that night, and my husband was like, "I don't want you to do this anymore. I do not think this is healthy. You obviously are not happy," and he was basically like, "If you're going to get out, do it now. Let's not wait 10 years until you have a significant retirement with teaching built up.""

"I finished out the year, and it was a huge weight off my shoulders the rest of the year. I was like, "Woo hoo! I don't have to come back to this!""

3	"After teaching a year I just realized that I just didn't think it was for me. With the difference in money and the difference in the students, from what I remember, and that it ... basically I just didn't think it was worth it, I didn't think it was worth going back to school and then taking less money to continue to do it. I enjoyed the coaching, the teaching ... It was okay. My classes, one thing that hurt me was my class was set up ... I had stations, and it was two people at a station, two persons a station, and it was set up for, it had 11 stations, so 22 people. Several classes I had 28, so I'd have additional students sitting there with idle time. That caused problems, too. So anyway, that's basically it. I taught that one year."

"But yeah, I think if I would've had somebody that would have stood up, when I sent that one student up there, that would have stood up for me and I knew you had my back, that would have made a big difference. And if somebody would have listened when I said something about the classroom size, or offered to get some type of suggestions, or just act like they even cared."

	"The good thing would've been I could've retired with her in about four or five years. But, to be honest I think I probably made the wise decision by moving on. I don't think teaching was really me. There were certain parts of it I liked, but I think I enjoy my career I have now more."
4	"Not belonging or anything." "The behavior issues I had to deal with in class." "I had several athletes. I know it was a big deal last year, I had a couple of students that were on the basketball team, they were failing. Still playing even though they were failing, and that was one of the things, the principal did come down and was like, "What can we do to help these students?" Just those kids. Didn't worry about the other kids in the class that were failing, just those kids that were on the basketball team. And basically, we just needed to get them to a "D" so that they could stay on the team without them being kicked off. So, that was another
5	reason why I guess I just didn't feel like I belonged."
	"I think that teaching gives a certain type of self-fulfillment, but I think that one of the biggest questions is, is it worth it" "If there weren't those outside factors I think I would have been searching to work somewhere else. I'm done." "It's been a hard realization that the reasons I wanted to become a teacher can apply to so many other things." "While yes, there are still reasons that I love my job and I would love to keep doing it, it's just I don't know that it's necessarily worth it in a sense that I think that I could get a lot more self-satisfaction from doing something else."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 15

RQ1: Theme Decision to Leave Teaching, Sub-Theme Money

Sub-Theme	Participant	Comment
Money		
	1	"I think I would've at least stayed for another year, because it really was not in my benefit to leave the school, because I currently only have 4.92 years of service, because of my maternity leave, and so I'm not fully invested in the retirement system, which is a pretty big loss. If I had felt like I was working in a better environment, I would have at least stayed for another year. Leaving hurt me financially." "I didn't want to start things again for five years of waiting. You know? You don't get tenure until your sixth year and I'm just going to have to start all over and money was also another factor. So, I decided to go to a university where I have more spendable income and I'm able to work towards my financial and personal goals."
	2	"I just felt like teachers make hardly any money comparatively to some other careers, and so I didn't feel like it would be difficult for me to make up my income elsewhere. Basically, we just decided, and I put in my notice and that was that." ""If you're going to get out, do it now. Let's not wait 10 years until you have a significant retirement with teaching built up." I just felt like teachers make hardly any money comparatively to some other careers, and so I didn't feel like it would be difficult for me to make up my income elsewhere."
	3	"First of all, back up a little bit, it was about a $10,000 pay cut for me at the time. And... but I thought well, if I'm off over the summers I can make a little extra money." "Basically I just didn't think it was worth it, I didn't think it was worth going back to school and then taking less money to continue to do it."

"I was interested in it, and probably in the right situation right scenario I may have stayed, if I hadn't of already been making quite a bit more money before. Right out of college it may have been a little bit different. If I'd have went to a smaller school district, it may have been a little different."

4 | "But, I mean, you think teachers get paid little, then adult education teachers get paid even less. And that's also another reason why I'm leaving, is just making ends meet as a single income earner. This profession is definitely designed for a two-income household, I feel."

"What finally broke it for me, and why I turned in my resignation without even having another job lined up was, so this year they passed a calendar for next year that's going to be about four or five days shorter. And in doing that shorter calendar year, since we approved that, about a week later we got an email that was pretty much saying that we were not going to receive a pay raise up the next, you know in the pay scale. So we wouldn't be moving up a step, in being paid this amount and then working less days, that's essentially our raise, is what we were told. So they were like, "Don't expect to receive a raise next year." When I was a teacher's assistant in the city. I also drove for Uber just to supplement the income. And between those two jobs I made just as much as I do right now. Anybody can be a substitute and an Uber driver."

"So that's why, after that email, and I went back and looked at previous tax returns, I was like, "And I'm done." I mean, it had been a lot of stress building up at that point, but that was definitely the straw that broke the camel's back kind of thing."

| | 5 | "Money…It would have eventually for at least leaving this particular school district, but it wouldn't be the biggest factor.." |

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 16

RQ1: Theme Decision to Leave Teaching, Sub-Theme Principal Response

Sub-Theme	Participant	Comment
Principal Response		
	1	"She was smiling more, and she was all like, "You did this really great, and we're sad that you're going." I was like, "Really? Because two weeks ago, you were telling me that you didn't want me on your team, and you were listing all the things that were wrong with me, and now you're singing a different tune"
	2	"They accepted my response. Nothing much was said." "There were certainly times that I felt successful. At the end of the year, we had MAP testing and all of that and the kids in my class had the highest scores, and we found that out after I already put in my notice, but that made me feel like, okay, well I did something this year. We were in a meeting and we looked at the MAP scores, and it was like, "Okay, moving on." It was no "Awesome job. This is impressive. We are glad to have ... " Nothing like that. No congratulations." It basically, it was brushed over"
	3	"In fact, he told me when I left if I ever wanted the job to let him know."
	4	"They kept offering me the contract to come back."
	5	"I completely understand, you have to do what's best for you and your future family and all of that."

Note. RQ1: How does the leader-member relationship impact a novice teacher's decision to stay or leave teaching?

Table 17

Research Question 2 Themes and Subthemes

Themes
Self-Efficacy
• Instruction
Anxiety
• Relational
Risk Aversion
• Avoiding mistakes

Note. The themes and subthemes are listed in the order of prevalence from top to bottom.

Figure 2. Research Question 2 Sentiment Participant comments are coded as extremely negative, negative, positive, or extremely positive.

Table 18

RQ2: Theme Self-Efficacy

Sub-Theme	Participant	Comment
Self-Efficacy		
	1	"It wasn't my style she didn't like, it was the content. So she didn't care that other teachers were doing the lesson, it was the fact that I did it"
		"Realize that even though all my test scores were really great, even though she hadn't been in my classroom for four months at that point."
		"I don't know what you're doing, but I can't get my students to focus on their work in my class because they're too busy talking about what just happened in your classroom."
		"But yet, in the back of my head, there was always her voice telling me that I wasn't good enough, that I was never going to be good enough."
		"Doesn't matter what you're going to do, you're always going to fail in my eyes."
		"You're criticizing the lesson, you're not criticizing how I'm teaching it, you're criticizing the lesson, but I'm doing, this tenure teacher's doing it, this veteran teacher's doing it, like why aren't you talking to them like this?"
		"No, I'm not worthy. I don't want to invest in you or I don't like your ideas."
		"My belief is that whenever you walk in for an observation, you need to find three things that the teacher is doing wrong."
		"You did this wrong, you did this wrong, and you did this wrong. Oh, by the way, you were okay on this, but again you did this wrong…"
	2	"Some other things that I was struggling with were the actual curriculum pieces."
		"There were no more basal readers or you didn't read out of a book and then answer questions. Just a lot of the things that I did growing up that I enjoyed, that I liked, that I felt like I learned from. Things were just becoming very abstract,

and I don't know, I had a hard time with some of that kind of thing."

"It was mainly like everyone's doing a bad job, do more, do more, do more, but then when people would try to do more it wasn't recognized."

"Teaching the kids, I enjoyed the kids, I enjoyed actually teaching and seeing their successes. Whenever things click with kids, it gives you a sense of satisfaction that you are the one that are teaching these things. There were certainly times that I felt successful."

"It's my first-year teaching. I didn't even know what I was doing."

"At the end of the year, we had MAP testing and all of that and the kids in my class had the highest scores."

3	"I enjoyed the coaching. The teaching it was okay." "And so that was probably the biggest thing in that type of class, is to see that kids actually excited about what they're doing." "They tried and the student won, they lost the battle, and so they sent it to him. So I could figure from that- I realized that was all a waste of time, and I just started taking care of any discipline in my own classroom." "In fact, I could've probably used a little more criticism, constructive criticism. You were more or less on your own. And I didn't have the education, as far as teaching background. It was all new to me." "We'd build these little race cars, CO_2 pine box race cars. We would build these cars, and you could see the kids, they couldn't wait to get in there. And you could tell that's all they thought about, what they could do to their car and stuff. And painting it and individualizing them. You could tell that they were really getting into it. And so that was probably the biggest thing in that type of class, is to see that kids actually excited about what they're doing."
4	"I was definitely successful at building relationships with the students and instilling trust

and stuff like that. I have a lot of students that tell me some things. I even had one of the special education kids that is nonverbal essentially, but he comes and talks to me every morning. I feel like there were some things that I was very effective at."

"But on the actual teaching side, I feel like I was effective and made the lessons interesting and got the information across well."

"I don't have a skillset to deal with that kind of defiant behavior of the group of students that I was given. I know this school is kind of good about doing tracking without calling it tracking. So that the kids that I got were definitely problematic and they knew it."

"I mean, nobody expects them to do well and so they don't do well."

"The only students that I felt like I was helping were the students that would succeed no matter who was in the room. They were the ones that were already successful students. I feel like, if they can get through an educational degree, and get hired after the school then I would have success with those students. The other students, I didn't feel like I was having much success with them."

"They just blow it off like I'm just another crazy adult telling them crazy stuff. Also, if I had another kid tell me, if I received a dollar for every time a kid told me, "I don't like to read," I could've retired by now."

5	"I don't think that I've been as effective as I wanted to be just because I think that there's always 100% room for improvement, but standardized test wise, the way the state has measured it, my students have scored better on that test than they have in previous years with other instructors, so that' some sense of comfort."
	"So probably not as effective as I want to be, but according to the district and my administration I'm doing great job, on paper."
	"Because when I showed up for the first day they were expecting me to know all these things, that I had no idea about."
	"I don't think that there's any way to truly affirm, even with the standardized testing or people complimenting you or giving you constructive criticism to like truly, truly affirm that you're doing the correct thing, or being effective as you should be."

Note. RQ2: How does the leader-member relationship contribute or detract to the perception of teacher self-efficacy and job performance?

Table 19

RQ2: Theme Anxiety

Theme	Participant	Comment
Anxiety		
	1	"But yet, in the back of my head, there was always her voice telling me that I wasn't good enough, that I was never going to be good enough."
		"I had doubts about my future."
		"We couldn't function because you know, we had her voice in our head."
		"I just felt so suffocated and I hated going to school every day and any time."
		"My blood pressure was going higher and higher."
		"Stress with work and specifically the stress that was attached to that principal."
		"All I knew was she was clearly upset with me and I had no way to fix it."
		"The second that she walked into the classroom, I felt kind of like flabbergasted."
		"Okay, what is she picking at? What are the three things that she's going to find wrong?"
		"That anxiety drastically affects teachers, it affected me."
	2	"Not things that even pertained to academics or even social skills or interactions or anything like that because obviously you teach that too, but basically just, "Oh well my kid said that you said that and it hurt their feelings" or "Somebody at recess hurt my kid's feeling." I'm just like dealing with phone calls like that I would say probably once a week of just parents calling for ... I don't even know how else to explain besides just petty issues."
		"That was something that was expected of us, so that was stressful for not only me, but fall of the other team members. Whenever they went from using the tests that come with a curriculum, an actual plan curriculum that you buy from a ... I

don't even know where you get them from, but publishers who create those things."

"In that same time period, I was, what 23 years old, and in that same semester I was having some high blood pressure issues, which I had never had in my life."

"Well there was one day that that happened, and I want to say this probably happened, I don't know, three or four times, that I had to get one of my other teammates to be like, "Hey, I probably need to go get this checked. I'm feeling really bad." The straw that broke the camel's back was that happened one day. It didn't even involve the kids really. We just kind of switched out with my teammate and they went about their business, but I had the principal's niece was in my class, and the niece went home and told her mom that she felt like that I made everybody scared that something bad was going on and blah, blah, blah. Well then the next day I got called down to the office and the principal is like, "I got a call from a parent saying that their kid was really scared, and we just feel like you need to keep your health issues private." I mean just ridiculous. I was like, "Is this for real? Am I on Candid Camera?"

"A couple times I would say, a couple times that it did happen at school, they were during high stress, during reading group where it's kind of like a stressful crazy time in the classroom that it would happen. Obviously, it was caused by some anxiety and some stuff that I had going on that I had never had issues with before and don't now. I've never ever had high blood pressure since I stopped teaching, and I don't take any medicine or anything for it. It was a very clear connection."

"Any time that I did go down to the nurse to have her check it, she would come in there and basically be like, "Do you know how much longer it'll be until you can head back down there or do we need to call a sub?" Just very petty and rude. Not empathetic."

3   "The situation I told you about, that student, really upset me I guess, and disappointed me

	because felt like I didn't have any support from him. And then, in working there and talking to the other instructors, I realized that that's the way it was."
4	"I never felt any pressure about how like I needed to have the scores at a certain point, I just needed to make sure all the kids took the test. That's what they cared about." "And I think that's a problem just within education in general, that we give all these troubled classrooms and groups of students to the new teachers, who have the least amount of classroom management experience." "Last year I had a student who threatened me."
5	"I think I'm doing the right thing, but I'm not confident in those abilities." "There's no affirmation that you are making as big of a difference as you want or as big of a difference as you need to."

Note. RQ2: How does the leader-member relationship contribute or detract to the perception of teacher self-efficacy and job performance?

195

Table 20

RQ2: Theme Risk Aversion

Theme	Participant	Comment
Risk Aversion		
	1	"And that one mistake, if you did it one time, even if you had done it a hundred times perfectly, that one mistake was going to follow you forever with her." "Try something new? Not in front of her. Never in front of her." "I made sure not to do things the first time in front of her and not to try things that had I hadn't tried before." "It was the final show for her, not the rehearsal or the practice, I could not make a mistake." "It was too risky and the consequences for imperfection were long lasting and horrible."
	2	"I didn't know what I was doing. I needed help!"
	3	"The situation I told you about, the student, really upset me I guess, and disappointed me because felt like I didn't have any support from him. And then, in working there and talking to the other instructors, I realized that that's the way it was. They had worked there forever, they were just riding it out. And so you're wasting your time trying to pursue them, either one of them, for assistance. You're more or less on your own."
	4	"I often joke that since my classroom was very separated, I often joked that it was the land of misfit toys. I got a lot of the low performing students and I never got once got called by a parent. There wasn't any parental interest. If what I tried didn't work out, there wasn't really going to be any consequences. It was kind of freeing in that so I tried short stories and all sorts of stuff that I probably wouldn't' have been able to do in a different school."

| | 5 | "She has not been micromanaging the last two years, so part of me has a good strong belief that she trusts in me." |

Note. RQ2: How does the leader-member relationship contribute or detract to the perception of teacher self-efficacy and job performance?

Table 21

Research Question 3 Themes

Instructional Design

| Creativity |
| • Lesson Design |
| Autonomy |
| • Classroom Practices |

Note. The themes and subthemes are listed in the order of prevalence from top to bottom.
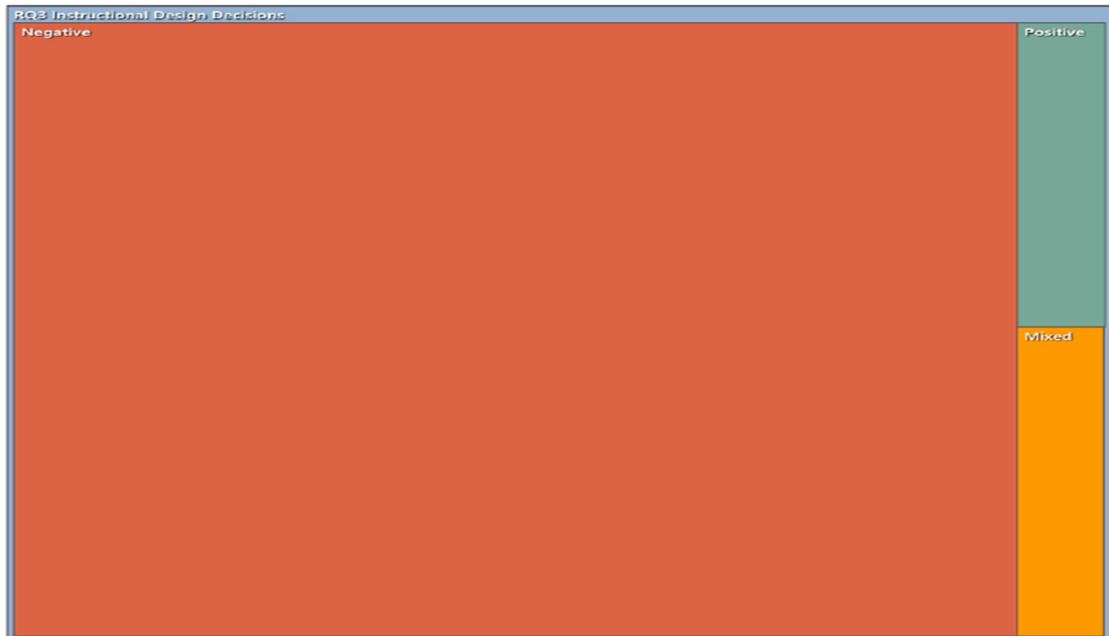

Figure 3. Research Question 3 Sentiment Matrix. Participant comments are coded at extremely negative, negative, positive, or extremely positive.

Table 22

RQ3: Theme Creativity

Theme	Participant	Comment
Creativity		
	1	"Well, that's not how I would do it." "I made sure not to do things the first time in front of her and not to try things that had I hadn't tried before."
	2	"It was all like everything on the report card was one, twos, threes and fours. You basically didn't stop retesting children until they were all at a four or whatever it was." "We were making up these tests as teachers, and they had in the year before that I got there, they had already done some, so we were editing those and essentially we were writing our own tests and curriculum and just pulling from whatever we could to use." "They were mainly concerned that we were following the rules and directions and basically the way they wanted us to do things. It was kind of a helicopter kind of relationship, zero freedom."
	3	"I could have altered things. I could have altered things, I mean tweak things that wasn't going t be a big deal as long as you're not spending money- doesn't cost anything."
	4	"Anything like supportive material for the novels that I was required to teach, I could come up with whatever I wanted. They gave me the book, and they're like, "This is the book you have to teach," but how I did it and what I did with it was up to me." "I know I didn't feel encouraged to try and maybe, well I don't know. I did try new things but I just did that on my own. But I didn't feel

		like it was a system wide, "hey let's try new stuff."
	5	"Right now it is somewhat limitless. However, the district I work for right now, they are moving towards common formative assessments. So all teachers that are teaching the exact same subject have to give the exact same tests. Personally I don't like having that freedom taken away from me just because I teach significantly differently than my counterparts in my department, I mean we all teach differently, we all have different styles, we all like to highlight different things." "So right now, this school year and last school year I was given a lot of freedoms, especially being a new teacher, they knew that they would need to be a little bit more flexible with me." "But no to the extent that I would definitely be highly judged to a certain degree in this ... I mean I just think that a lot of other teachers would have been like what does she think she's doing, like she has no idea what she's doing. Which I felt that anyways, just because being a younger teacher and a younger individual." "Just because there is no one size fits all in education in my mind. Because I might be able to explain things really really well about factoring in a form but maybe the teacher next door wouldn't be able to explain it as well in the way that I am, they have to explain it in their own way. So I think making it standardized takes away ... in some ways will make the job easier because they're giving you exactly what you need to do, but I think it takes away the passion the teachers can have for owning and having a responsibility of, yeah I made this, yeah I'm doing it this way versus, oh well I'm just following the basic guidelines of what they need me to do. So it takes away the creativeness I guess."

Note. RQ3: How does the leader-member relationship impact the novice teacher's ability to make independent instructional design decisions?

200

Table 23

RQ3: Theme Autonomy

Theme	Participant	Comment
Autonomy		
	1	"You do it my way or jump ship!" "Well, I'm not ready for you to take that on." "Okay, I've tried it her way, I'm miserable, my students are miserable, now I really do feel like a crappy teacher." "I knew she wasn't going to like the lesson, but I did the lesson anyway." "I don't remember her ever saying anything directly to me or the other teacher positively or negatively, other than, you know, "You guys shouldn't have included a TV show or a movie into it." "I tried listening to her and then using her suggested tactics and I was just miserable because it went against what the training I had received from my university, went against Liberal Arts, philosophy and then in turn, watching my students suffer and not care about learning."
	2	"They were mainly concerned that we were following the rules and directions and basically the way they wanted us to do things. It was kind of a helicopter kind of relationship, zero freedom."
	3	"In fact, I could've probably used a little more criticism, constructive criticism. You were more or less on your own. And I didn't have the education, as far as teaching background. It was all new to me."
	4	"They gave me the book, and they're like, "This is the book you have to teach," but how I did it and what I did with it was up to me." "I had several athletes. I know it was a big deal last year, I had a couple of students that were on the basketball team, they were failing. Still

		playing even though they were failing, and that was one of the things, the principal did come down and was like, "What can we do to help these students?" Just those kids. Didn't worry about the other kids in the class that were failing, just those kids that were on the basketball team. And basically, we just needed to get them to a "D" so that they could stay on the team without them being kicked off."
	5	"But I can only do so much, and I'm only allowed to make the class so difficult according to some people." "I'm happy that I don't have to deal with the restrictions that they're going to have to next year." "The direction that the district is currently going in, like I were to continue my career at this specific district for another year, I don't think that that would have been a possibility just because they are moving towards having everything standardized for every single class."

Note. RQ3: How does the leader-member relationship impact the novice teacher's ability to make independent instructional design decisions?

Table 24

Research Question 4 Themes and Subthemes

Generational Identity

Understanding
- Communicating Needs

Note. The themes and subthemes are listed in the order of prevalence from top to bottom.
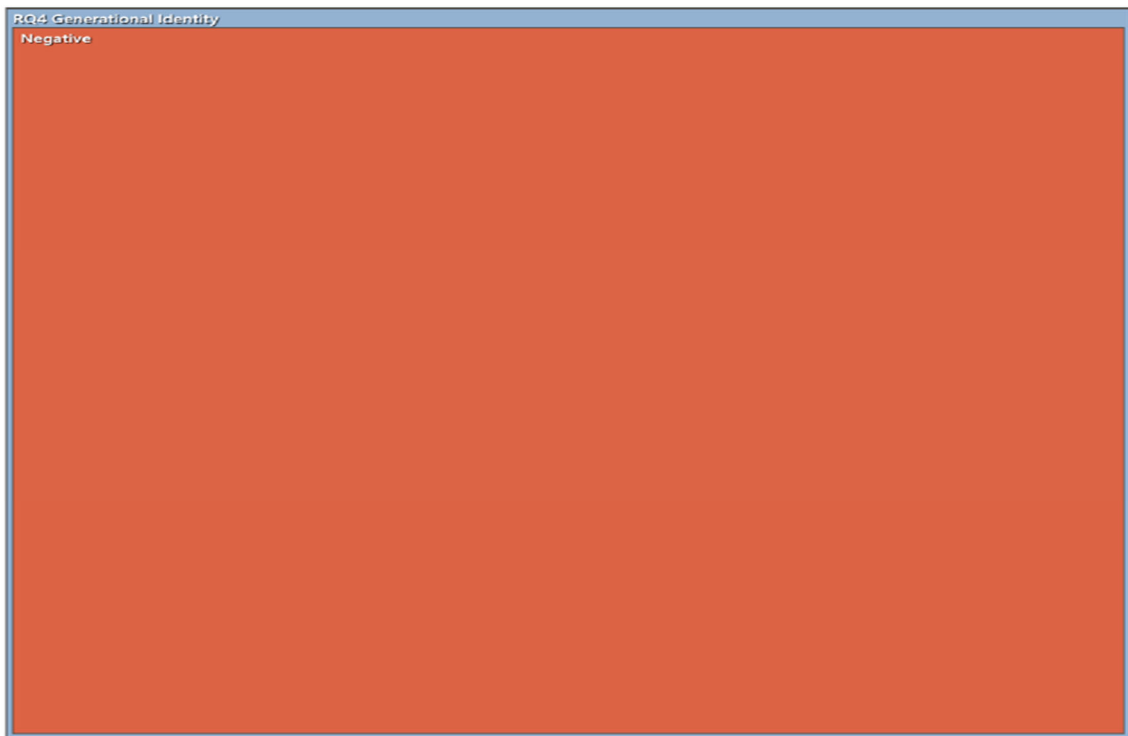

Figure 4. Research Question 4 Sentiment Matrix. Participant comments are coded as extremely negative, negative, positive, or extremely positive.

Table 25

RQ4: Theme Generational Understanding

Theme	Participant	Comment
Understanding		
	1	"That's clearly not how this principal viewed things." "She viewed that even though she hadn't been in the classroom for over 10 years, that she was the expert, and that it was her way or the highway, no compromise." "She kept referencing that I was so young, and that I was a young teacher."
	2	"Oh yeah, I mean she was only maybe two years older than me." "I don't know if I would say generational, but I feel like it was more due to her current situation. You know, she was a brand-new principal and trying to kind of prove herself. And trying to do what she thought was right for herself, or whatever. And I don't know if that was really ... If it would've been any different if it was say a person that was 10 years older than me, but it was also their first year being a principal. You know, I don't know if it would've made any difference. But I do feel like a lot of it was kind of just her age, and kind of her I don't know another word to put it, but kind of her gung ho-ness to make her mark, per se."
	3	"He was a joke." "The only time you would hear from him is if there was a problem."
	4	"They were all 40s. I can't think of, there might have been only one or two other people in the whole school that were in their 30s with me. So there was a big gap just in general."
	5	"There weren't that many people my age." "You know all the winter clothes are on sale right now, are you going to go buy any?" And just kind of joked with me about it, so that's kind of comforting knowing that he at least cares enough to have actually remembered where I'm

going and known that, just kind of joking about it has been really nice."

Note. RQ4: How does the generational identity of the leader and member impact their ability to understand and communicate each other's needs?

SECTION SIX: SCHOLARLY PRACTIONER REFLECTION

Scholarly Practitioner Reflection

When I began the Educational Doctoral (EdD) Program, I considered myself to be a leader. I have an innate desire to create, construct, evaluate and redefine my reality in an ongoing basis. I am not a static person. In my professional practice, I endeavor to assist others in achieving personal and common organizational goals. I collaborate with colleagues, and participate in generative, productive work that leads to innovation and success for everyone within the organization and surrounding community. Progressing through the EdD coursework, I have learned to identify theories that match my mindset, the strengths and weaknesses of my leadership paradigm, and how to thrive within the constructs of an organic living organization faced with a withering fiscal budget and uncertain future. My professional leadership literacy and growth are evident in five areas: (a) leadership theory and practice, (b) scholarly research, (c) organizational analysis, (d) policy analysis, and (e) content and context for learning. As a result of my leadership literacy growth, my practices have evolved, my skillset has grown, and I recognize the value in my abilities as an educational scholar, scholarly researcher, and change leader beyond my current workplace. The themes identified in my StrenthsFinder 2.0 Insight Report (Strengths Finder 2.0, 2015) remain the same, but I understand how to utilize the information to its potential in my professional practice.

Leadership Theory and Practice

My leadership paradigm/worldview (Kezar, Carducci, & Contreras-McGavin, 2006) is social constructivism. I believe the more I interact with others, the better leader I will become. Leadership is a social exchange, and my experiences as a learning leader shape my future behavior as a leader (Bennis & Thomas, 2011). I need to make meaning

of multidimensional realities that exist in my workplace, not to control my environment, but to thrive within it (Heifetz & Laurie, 2011). Strong emotional intelligence skills such as self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2011) are parts of my leadership skill set - emerging initially as a social survival scheme for me as an only child. As confirmed by the StrengthsFinder 2.0 Insight Report (2015), the use of words and interactions with individuals are an integral manifestation of my leadership traits viewed through a social constructivist lens (Kezar et al, 2006).

The Ed.D. program provided the opportunity, resources, and mentorship to learn about leadership theory through scholarly inquiry. I implemented the newly acquired knowledge to guide practice within my classroom. The results "…created a classroom environment that is reflective of the core values of community, democracy, equity, social justice, and caring" (Schultz, 2010, p. 54). My scholarly practice has increased my awareness of my surroundings; as I "get on the balcony" (Heifetz & Laurie, 2011, p. 59) I can see patterns emerging and have a knowledge base of scholarly theory and practice to address concerns and take strategic action.

My priority in practice as a leader is working with people to accomplish organizational goals while being aware people are imperfect, have fears, needs, and strengths (Brown, 2012). Northouse (2016) describes the theory of authentic and servant leadership approaches as ones that are emerging in the 21st century and hard to define due to complexity. Trying to define my leadership style is equally complex. Northouse suggests leadership is organic and individual to the person; I consider myself to be both an authentic and emerging servant leader. Perry (2016) suggests the Ed.D. practitioner ultimately becomes a transformational leader.

Authentic leadership may develop following a crucible event (Bennis & Thomas, 2011). After a serious health crisis, I decided to change careers to follow my passion for learning and at the same time help others learn. To work towards self-actualization (Maslow, 2005) I needed something more in my life. Authentic leadership theory has a moral dimension to do what is right or good and to practice relational transparency (Northouse, 2016). I am reflective, aware of my strengths and weaknesses, strive for fairness and honesty, seek viewpoints that are different from mine. I endeavor to understand differing rationale, diverse backgrounds, and viewpoints stemming from cultural identities that are different from mine (George, Sims, McLean, & Mayer, 2011) (Preskill & Brookfield, 2008), and possess adaptive capacity (Bennis & Thomas, 2011).

When working with my students, I am willing to take risks and expose my vulnerabilities, motivate instead of control them, and convey my vision and strategies (Kotter, 2011). Throughout this cohort program, I have allowed myself to share my weakness and vulnerabilities with my teammates to build strong relationships (Northouse, 2016). I have committed to developing myself (George et al., 2011, p. 165) by joining this program, having mentors, and learning to be a scholarly practitioner.

As an authentic leader, my teammates and followers can rely on me to be accountable, positive, aware of strengths and weaknesses, striving to eliminate bias due to mindbugs (Banaji & Greenwald, 2013), collaborate and most importantly behave morally. I practice balanced processing (Northouse, 2016) "listening first, speaking last" (Drucker, 2011) to truly understand my teammate's perspectives. I support my colleagues and students and help them achieve their potential, which includes becoming an authentic leader, if they wish, by empowering them to lead (George et al., 2011).

As an authentic leader assisting others to achieve their potential, I share similar characteristics to servant leaders. The longer I serve in a leadership role, the more likely it is that I will begin to exhibit the traits of a servant leader (Beck, 2014). Having the capacities of resiliency, optimism, desire to empower others, and create an ethical environment also aligns with Hope Theory and the process of leadership for an organization (Helland & Winston, 2005). The doctoral coursework of this program has also allowed me to become another type of leader, a Steward of the Practice (Perry, 2016). Perry defines a Steward of the Practice as "a caretaker who trains a critical eye to look forward and must be willing to take risks to move the discipline forward" (pg.6). I consider myself to be a Steward of the Practice as I have grown into my role as a scholarly researcher.

Scholarly Research and Practice

My Bachelors of Arts in English- Creative Writing has served me well in this program. I am able to read information, identify important information, and frame that information into solutions to offer solutions to problems-of-practice in education (Zambo, Zambo, Buss, Perry, & Williams, 2013). During the process of researching and writing my dissertation-in-practice I read multiple articles on teacher attrition, leadership, LMX theory, and teacher trends in practice.   My course work in the Ed.D. program included qualitative analysis research methods. What I learned in coursework regarding interview protocol and practice (Seidman, 2013) and qualitative analysis (Merriam & Bierema, 2014) was implemented in my participant interviews.

My self-reflection regarding my execution and creation of my dissertation in practice includes feelings of confidence in my findings, but also a recognition that I have

much to learn. For example, I know that I nod my head when I listen to participants in an effort to communicate "I'm listening to you". I need to refrain from saying "okay", because it could be perceived by the participant as a favorable response and impact further comments in order to please me (Seidman, 2013). I learned that I should perform a practice run-through on my questions, to test for redundancy and to see if they make sense to a participant. I also need to practice using more probing questions to get even richer responses. I believe as I become more comfortable with my role as an interviewer, I will increase in these skills as well.

I am intrinsically motivated to perform scholarly research. I am fascinated by the tangential commonalities that occur between people and problems, no matter what the setting.   I am interested in scholarly research to apply to my practice, but I am equally interested in the intellectual challenge of synthesizing information and seeing how my findings not only apply to the field of education, but apply to all people needing change and solutions. Although, I am able to conduct scholarly research using quantitative methods, I have found that the rich findings of participant interviews gathered in qualitative research, far out-weigh numbers and truly speak to my heart (Zambo et al., 2013).

I believe that my scholarly research practice aligns with the mission of the Carnegie Project on the Education Doctorate (CPED) and that I "…provide stewardship of the profession and meet the education challenges of the 21st century" (Carnegie Project on the Education Doctorate, n.d.). I have been trained to practice competently and with integrity (Perry, 2016) and strive to exemplify these hallmark traits of a Steward of the Practice.   The investigation of scholarly literature regarding LMX theory as a lens of

inquiry in the educational setting revealed a gap. I believe that my dissertation research based upon LMX theory and inquiry using qualitative methods will contribute to positive change in the retention of novice teachers in US public schools. I believe my scholarly practitioner techniques allowed me to connect with my participants and I gathered meaningful data that can lead to organizational change and impact educational policy making.

Influence on Practice within My Organization

My first exposure to leadership and scholarly organizational analysis occurred when I opened the Amazon box containing Reframing Organizations: Artistry, Choice, and Leadership by Lee G. Bolman and Terrence E. Deal (2013). The size of the book was intimidating, but I felt intrigued by the use of the word "artistry" in the title. Artistry includes holding on to the humanity in an organization, recognizing the impreciseness and imperfections of being human and leading humans, and developing a sense of deep understanding of the people and culture of an organization is a highly valued leadership skill (Bolman & Deal, 2013). Bolman and Deal confirmed for me that organizational leadership is complex, flexible, ambiguous, and unpredictable; and above all a humane endeavor filled with uncertainty, hope, failure, and success; thus, matching my paradigm of life and leadership.

The ability of a leader to critically think about the state of an organization and analyze organizational issues is integral to the success of an organization and a leader's greatest challenge (Bolman & Deal, 2013). As a scholarly practitioner and qualitative researcher, I guard my belief that it is my ethical charge to "promote individual and social well-being" (Helland & Winston, 2005, p. 9) and that I must use my strategist strength

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traits (Strengths Finder 2.0, 2015). My skills as a scholarly practitioner can and will impact organizational change through creative problem solving (Perry, 2016) in a collaborative environment with innovation and vision (Rooke & Torbert, 2011). To develop the skills and leadership literacy needed to avoid what Bolman and Deal describe as "when we don't know what to do, we do more of what we know" I have to continually strive to be aware of my workplace culture, goals, and needs of colleagues and constituents (2013) and seek knowledge to address the gaps (Schultz, 2010). I strive to meet the CPED principle for the professional doctorate and scholarly practitioner leader who will "…construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities".

New understandings will emerge when a leader uses structural, human resource, political, and symbolic lenses as a thought catalyst (Bolman & Deal, 2013). The process of multi-framing is optimal and can deepen the understanding of an organization. I want to see my organization, as well as participants that I include in my scholarly work, from different perspectives; thus, I have truly enjoyed and appreciated Bolman and Deal's work.

I am drawn to the human resources and symbolic frames (Bolman & Deal, 2013). In my quest to be an informed Steward of the Practice, I want to examine relationships, empower people, align people with the organizational needs, share stories, successes, be creative, and realize meaning in what I do. As a scholarly practitioner and leader within my organization, I can be a steward that helps others see the vision of what could be, make sense of reality, and create paths based on strategic inquiry to move our organization forward.

As a scholarly practitioner, I can use interviews, observations and document analysis to better understand an organization's culture (Manning, 2013). I may be able to detect interwoven forms of oppression by understanding the dynamics of culture and participant characteristics within an organization (Mendez-Morse, 2003). To truly understand a culture, I have to uncover hidden and complex aspects (Schein, 2005). To analyze an organization and work culture, I have to not only consider the organization's assumptions and beliefs, I also need to examine the group norms and behaviors (Levi, 2014). One facet of culture that is conveyed through organizational saga is the value that is placed upon the hierarchy and power of leadership (Manning, 2013). Through storytelling, organizational members convey their lived experience is and how they make meaning of that experience (Seidman, 2013). In my dissertation research, the participants repeatedly stated common problematic issues with their organizational leader, their principal, that ultimately lead to their resignation from teaching. According to CPED, my role as a scholarly practitioner and researcher is to "…disseminate my work in multiple ways" and that I "...have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals."

According to Koffman and Senge (1993), we need a return to a culture of human values, coordinated conversations and generative practices, and a flow that has capacity for life. We need to remind ourselves that our organization is an organismic entity with a life cycle, organizational health, and different species (Morgan, 1997). We need unity to survive. My participation in the Ed.D. program has validated my core belief that we lead

with our mind and heart in professional, organizational (CPED, 2018), and personal settings.

Implications in Practice and Practice

"Much of what we know is what we believe to be true" (Stone, 2012, p. 30). The way we form our opinions depends on the type of information that appeals to us – digital, expert authority, news, and friends are some of the sources from which we gather information. Policy making and analysis is a social and political process, and the people delivering the information may manipulate it to fit their needs or perspectives (Stone, 2012).

School boards are the most frequent policy makers in schools; they are a symbol of the American ideal that every child will learn and be given a chance to succeed (Ehrensal & First, 2008). School board members attain their power by election in a political process and are townspeople. As a teacher, I have attended many school board meetings where board members, with personal agendas, are creating policy for a public institution. School board officials may or may not have a background in education or educational policy making, yet they use their understanding of what is true and legitimate power to create policy and shape the very community where people live and work.

When I reflect on the process of creating, working under, or analyzing policy, two facts that hold constant - power is embedded in making policy and people are affected (Bardach & Patashnik, 2016). As a scholarly practitioner of policy analysis, I must understand the process of policy creation and analysis. As a scholarly leader, I must understand how the dynamics of social and political power are intertwined with the complicated and messy, but at the same time structured process of creating policy.

Bardach and Patashnik's (2016) Eightfold Path for policy analysis and scholarly research is impactful to my abilities as a scholarly practitioner. Like Bolman and Deal (2013) used the artist analogy to describe leadership, Bardach and Patashnik refers to policy analysis as an art (2016). Bardach and Patashnik admit the process of eight steps is mechanistic, yet, the actual task of analyzing is complex because it involves facets of human nature, motives, intangible evidence, and utilization of intuition (2016). As a scholarly practitioner with a writing background, I feel comfortable in Bardach and Patashnik's final product of a narrative. As a strategic thinker, it is natural to me to consider alternatives and possible outcomes; as a scholarly practitioner, I feel comfortable in my ability to make recommendations based upon information synthesis. Most importantly, as an authentic leader, I am concerned about transparency and the morality of the process.

What is integral at every point in the Eightfold Path is the ability of the analyst to convey or not convey information, and then present the selected information when "telling the story" to the community (Bardach & Patashnik, 2016). In my role as a scholarly practitioner and analyst, it is my duty to behave ethically. I accept the premise that what I know to be true, is true to me. I am a follower of Kant and the deontological tradition that my duty is to tell the truth and have set principles to do what is right (Lacovino, 2002). In future research regarding teacher attrition, my dissertation in practice research, I would like to interview principals that have high and low novice teacher attrition rates and investigate school board policies the impact of teacher's sense of belonging, efficacy in practice, and compensation. Creating and analyzing a policy has an inherent human aspect – policy implementation and outcomes ultimately affects

people. Stone (2012) and Bardach and Patashnik (2016) reinforce the that at every step, what seems mechanical such as fact gathering will lead to projecting outcomes and proposed solutions. My recommendations to school boards regarding policy change could ultimately have an impact on reducing novice teacher attrition.

<p align="center">**Content and Context for Learning**</p>

My StrengthsFinder 2.0 report lists my top five themes as Learner, Ideation, Input, Strategic, and Intellection (Strengths Finder 2.0, 2015, p. 1). To be honest, I took this a few years ago, prior to joining the Ed.D. cohort. Vision was on the list instead of Intellection. I wish they were both there – tied in the top five. I can say with confidence that I am a Learner and a seeker of knowledge. I fit the theoretical model of andragogy (Knowles, 1984); I am self- directed, learn experientially, like to find information to solve problems, and see the value of what I've learned.

Transformative Learning Theory is a complex theory that links personal and social change to learning. According to Mezirow (2011) transformative learning is complex, filled with metaphor, existentialism, personal dynamics, conflict, ambiguity, and artistry. Transformative learning involves self-examination of beliefs and then through discourse with others, examination again. Through the process of examining prior experiences, critical reflection, and participating in dialogue with others, new understandings occur for the learner (Taylor, 2009).

 "Practitioners of transformative learning have a predisposing to educate for change" (Ettling, 2012, p. 536). As an authentic leader and developing scholarly practitioner, the Ed.D. experience provided me with increased understanding, uncovered bias I didn't realize existed, and assisted me to better understand and empower my

students and collaborate with peers. "Learning involves growth and change which is often disorienting and painful" (Cueva, 2010). Transformative learning takes place in and outside the classroom. It requires that students feel safe in their learning environment (Mezirow, 2011). As a scholarly practitioner and leader, it is my ethical duty to create an environment in which students feel safe, have built trusting relationships in order to share their stories and past experiences, and when conflict occurs in discussion, it is free of hostility or backlash (Ettling, 2012). I can apply this duty to my scholarly research activities and relationships with participants in qualitative study and fact gathering.

Building a collaborative environment involves understanding the culture of your organization combined with the instructional and learning goals (Gill, 2009). As a scholarly practitioner and leader, I must assist my students to be open to the ideas of others, so they may let down the intangible barriers of history and past experiences and be open to new ideas (Preskill & Brookfield, 2009). Different points of view because of diversity of collaborative members will challenge thought, create tension and conflict (Bruffee, 2002), but if managed correctly, lead to new understandings of people's experiences unlike our own (Cueva, 2010) and ultimately result in transformational experiences.

What Happens Now?

This program has been transformational for me in multiple ways. My perception of efficacy within my organization has grown. I have earned greater respect from my colleagues because of my increased knowledge regarding scholarly research and practice through my formal program experience in the Ed.D. program (Catalfamo, 2010). I

understand why I enjoyed being an entrepreneur in my former career and see potential in that possibility again as a scholarly researcher and program evaluator with my skills and expertise acquired in the EdD program.

I will never stop trying to create an environment that I feel is collaborative, just, and meaningful. I believe my strengths are in synthesis of information, recognizing patterns, communicating with people, recognizing and defining needs, and sharing visions that create new policies and practice.   Finding a place in which I can work with like-minded people for public good, have a good work-life balance, and continue to learn is my future. My learning journey is spiritual (Ettling, 2012) and I am ready to embrace the next step.

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APPENDICES

Appendix A

Appendix A includes the recruitment flyer and email for individual interviews.

<u>Email to Principals</u>

Dear <Insert Principal Name>:
My name is Robin Smith. I am a doctoral candidate in the Educational Leadership and Policy Analysis program at the University of Missouri, Columbia. I am conducting research on why novice teachers leave the teaching profession. Can you think of a teacher that is leaving teaching that would be willing to participate in my study? The participant will remain completely anonymous in my study. I have attached an informational flyer to this email if you would like to share it with possible participants. Thank you for your time and consideration in this research.
Sincerely – Robin L. Smith

Contact Information:
Robin L. Smith
rlsq5d@mail.missouri.edu
573-382-3804
2391 Providence Dr.
Jackson, MO 63755

<u>Email to Teacher / Principal Organizations</u>

Dear < Leadership Team>:
My name is Robin Smith. I am a doctoral candidate in the Educational Leadership and Policy Analysis program at the University of Missouri, Columbia. I am conducting research on why novice teachers leave the teaching profession.   The participants will remain completely anonymous in my study. I have attached an informational flyer to this email. Would you be willing to share the attached informational flyer with your organizational members? Thank you for your time and consideration in this research.
Sincerely – Robin L. Smith

Contact Information:
Robin L. Smith
rlsq5d@mail.missouri.edu
573-382-3804
2391 Providence Dr.
Jackson, MO 63755

Are You Leaving Teaching?

WHY ARE TEACHERS LEAVING THE TEACHING PROFESSION?
PLEASE BE PART OF THE THIS IMPORTANT RESEARCH.

I am conducting research to find out why novice teachers leave the teaching profession. Participants in this research will maintain anonymity. Please contact me if you are interested in participating in this research or please provide my name and contact to someone that you believe might like to participate. Your input is valuable!

> > >

- Participant Information:
  - First-to-Five Year teachers that are leaving the teaching profession.
- This research will maintain participant anonymity in the research process and findings.
- Questions? Please contact Robin Smith 573-382-3804 or rlsq5d@mail.missouri.edu

Robin L. Smith

Doctoral Candidate - Educational Leadership and Policy Analysis Research

University of Missouri, Columbia

Thank you for your consideration.

573-382-3804 P
rlsq5d@mail.missouri.edu

2391 Providence Dr.
Jackson, MO 63755

Let your experience make a difference!

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Appendix B

Appendix B includes the informed consent documents for the individual

interviews and data collection.

Informed Consent

Consent to Participate in the Interview

Leader-Member Exchange in Education: The Effects of Principal and Teacher Dyadic Relationship Quality on Beginning Teacher Retention and Attrition

The purpose of this phenomenological study is to examine the leader-member exchange relationship between the first or second-year teacher and their principal. This study will explore the dynamics of the school leader's interactions with novice teachers. Leader-Member Exchange (LMX) theory guides the study of dyadic relationships between leader and follower. The study will also examine the impact of data collection and analysis to make critical choices in teaching, the impact of data analysis on academic freedom, and the feeling of vulnerability and stability upon a novice teacher's first-to-fifth year in the classroom.

1. I volunteer to participate in a research project conducted by Robin Smith, Principal Investigator an Educational Leadership and Policy EdD candidate with the University of Missouri, Columbia. I understand that the project is designed to gather information about professional relationships between new faculty members and the building administrator. I will be one of approximately ten people interviewed for this research.
2. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.
3. Participation involves being interviewed by Robin Smith, a researcher from University of Missouri, Columbia. The interview will last approximately 30-45 minutes. Notes will be written during the interview. An audiotape of the interview and subsequent dialogue transcript will be made.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies, which protect the anonymity of individuals and institutions.
5. Faculty and administrators from my school will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.
6. I understand that this research study has been reviewed and approved by the Institutional Review Board (IRB) for Studies involving Human Subjects: Behavior Sciences committee at University of Missouri, Columbia.
7. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent from.

For further information, please contact:
Robin L. Smith, Principal Investigator
573-382-3804
rlsq5d@mail.missouri.edu

Appendix C

Appendix C contains the Interview Protocol and initial interview questions.

Date of Interview (Selected by Participant):
Time of Interview (Selected by Participant):
Place (Selected by Participant):

LMX Novice Teacher Interview 1

1. First, I want to thank you for your willingness to participate my study of leader-member exchange theory and novice teacher retention and attrition.
2. To begin, can you tell me a little about your background in teaching? What is you background in training for teaching? What drew you to teaching as a profession?
3. How effective do you feel in the classroom? Do you feel successful? Can you give me an example?
4. How would you characterize your working relationship with your principal?
5. Through your interactions with the principal, do you believe he or she trusts your abilities as a teacher? Can you give me an example?
6. How well do you believe your principal recognizes your potential?
7. How do you believe the principal has assisted you in fitting into the culture of your school? Do you feel like you belong? Can you give me an example?
8. How do you believe your principal demonstrates concern for your professional well-being?
9. Can you think of a situation at school that caused you anxiety? Did your principal do anything that helped to relieve or remove that anxiety?
10. How well do you and your principal communicate? Do you feel like your principal understands your needs as a novice teacher?
11. I truly appreciate your willingness to speak with me openly about your experiences. I have asked a lot of questions of you. Are there any questions you have of me or is something you could add that I haven't asked?

LMX Novice Teacher Interview 2

Again, I want to thank you for your willingness to participate in our study of leader-member exchange theory.

1. Thinking back upon our conversation a week ago, is there an example that you would like to add regarding your background or training for teaching how it relates to your practice now?
2. Thinking about your effectiveness in the classroom, can you think of a time when you tried something new and it was not as successful as you wished? Did you share that with your principal? Do you feel like your principal still trusted you as a teacher? Can you tell me more about that?
3. Thinking about your future as an educator, what are your plans? Do you believe your principal will support your goals? Can you provide an example?
4. Thinking about the culture of your school, how does your relationship with the principal provide you with opportunities to collaborate with colleagues? Do you feel like you have found your fit in this school? Can you tell me why?
5. Do you feel like you can share educational ideas with your principal and they genuinely consider them? Can you provide an example?
6. Thinking about your work life balance, how does your principal demonstrate concern for your well-being and happiness?
7. I truly appreciate your willingness to speak with me openly about your experiences. I have asked a lot of questions of you. Are there any questions you have of me or is something you could add that I haven't asked?

LMX Novice Teacher Interview 3

Again, I want to thank you for your willingness to participate in my study of leader-member exchange theory and novice teacher retention and attrition.

1. Thinking back upon our conversations the past two weeks, can you tell me how the relationship with your principal has impacted your decision to stay, move districts, or leave teaching altogether?
2. I truly appreciate your willingness to speak with me openly about your experiences. I have asked a lot of questions of you. Are there any questions you have of me or is something you could add that I haven't asked?

Appendix D

Appendix D is the member check email to study participants.

Hello <Participant Name> - I hope you are doing well! I have attached your transcripts and identified themes for your review. Let me know if you would like to change or omit anything. Your participation in my research was meaningful and substantive to my findings. I will protect your anonymity. My phone number is 573-382-3804 and my email is rlsq5d@mail.semo.edu.
Sincerely - Robin Smith

VITA

Robin L. Smith was born in Missouri, but lived most of her life in Alaska. She earned a Bachelor of Arts in English from the University of Alaska, Anchorage. She owned and operated cabinet design shops until 2001. She earned her alternative certification in education degree from Southeast Missouri State University and served as a language arts teacher in St. James, Missouri for three years. Smith became the program coordinator for the Southeast Regional Professional Development Center (SERPDC) in Cape Girardeau, Missouri. Her role at the SERPDC included data collection, program planning, workshop facilitation, contract design, chairing the technology conference, creating advertising materials, workshop materials, establishing a cataloged library of lending materials, production of end-of-year reports, and website maintenance. While working at the SERPDC, she earned her Master of Arts in Educational Technology from Southeast Missouri State University. Upon completion of her master's, Smith taught language arts for Sikeston School District in Sikeston, Missouri. Simultaneously, she also taught as an adjunct for the College of Education at Southeast Missouri State University. After serving three years at Sikeston Public Schools, she took a full-time faculty position with Middle and Secondary Education at Southeast Missouri State University. She has been in that role for six years. While serving as faculty member teaching graduate and undergraduate courses, she has also served as the coordinator for the Instructional Resource Center, coordinator of the Secondary Scholars Learning Community, served on the university and college technology committees, facilitated professional development for all campus faculty, and served on various committees

serving the college and university community.   Smith plans to continue work in higher

education.